

**ORANGE PUBLIC SCHOOLS  
OFFICE OF CURRICULUM AND INSTRUCTION  
OFFICE OF ENGLISH LANGUAGE ARTS**

**GRADE 11  
Curriculum Guide  
Module 2**



School Year 2016-2017



## 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?

<b>Texts</b>	<p><b>Unit 1:</b> <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><b>Unit 2:</b> “An Address by Elizabeth Cady Stanton”; “From the House of Yemanjá” by Audre Lorde</p>
<b>Number of Lessons in Module</b>	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> <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>
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> <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> <p>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.</p> <p>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).</p>

### 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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
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>CCS Standards: Speaking &amp; Listening</b>	
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"> <li>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.</li> <li>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.</li> </ul>
<b>CCS Standards: Language</b>	
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.

<b>College and Career Readiness Anchor Standards for Reading</b>	
None.	
<b>CCS Standards: Reading – Literature</b>	
None.	
<b>CCS Standards: Reading – Informational Text</b>	
None.	
<b>CCS Standards: Writing</b>	
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>
<b>CCS Standards: Speaking &amp; Listening</b>	
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

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

## Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	NYS P12 Assessed and Addressed CCSS	Assessments
<b>Unit 1: "He began to have a dim feeling that, to attain his place in the world, he must be himself, and not another."</b>				
<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"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Track rhetoric and analyze its impact on the text</li> <li>Compare authors' arguments</li> <li>Engage in productive evidence-based discussions about text</li> </ul>	CCRA.R.8 <b>CCRA.R.9</b> <b>RI.11-12.2</b> <b>RI.11-12.3</b> <b>RI.11-12.4</b> <b>RI.11-12.6</b> <b>W.11-12.2.a, b, c, d, f</b> W.11-12.4 <b>W.11-12.5</b> W.11-12.9.b <b>SL.11-12.1.a,c</b>	<b>Mid-Unit:</b> 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.  <b>End-of-Unit:</b> Students write a multi-

		<ul style="list-style-type: none"> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Independently preview text in preparation for supported analysis</li> <li>Paraphrase and quote relevant evidence from a text</li> <li>Practice key skills from targeted writing standards</li> </ul>	<p><b>L.11-12.1</b>  <b>L.11-12.2</b>                  L.11-12.3.a                  L.11-12.4.a, b  <b>L.11-12.5.a</b></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>
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**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"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Delineate evidence and reasoning in an argument</li> <li>Engage in productive evidence-based conversations about text</li> <li>Determine meaning of unknown vocabulary</li> <li>Independently preview text in preparation for supported analysis</li> <li>Paraphrase and quote relevant evidence from</li> </ul>	<p><b>CCRA.R.8</b>  <b>CCRA.R.9</b>  <b>RL.11-12.2</b>  <b>RL.11-12.4</b>  <b>RI.11-12.2</b>  <b>RI.11-12.3</b>  <b>RI.11-12.6</b>  <b>W.11-12.2.a-f</b>                  W.11-12.4  <b>W.11-12.5</b>                  W.11-12.9.a, b                  SL.11-12.1.a                  SL.11-12.3  <b>L.11-12.1</b>  <b>L.11-12.2</b>                  L.11-12.4.a  <b>L.11-12.5.a</b></p>	<p><b>End-of-Unit:</b></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>
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		<p>a text</p> <ul style="list-style-type: none"> <li>• Practice key informative/explanatory writing skills</li> <li>• Track rhetoric and how it advances the author’s purpose or point of view in the text</li> <li>• Track ideas and their refinement or development over the course of the text</li> </ul>		<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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**ENGLISH LANGUAGE ARTS**

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**Curriculum Guide**  
**Module 2**

**Performance Assessment**





## 11.2

## Performance Assessment

## Introduction

In this Performance Assessment, students develop 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. This assessment provides students with the opportunity to practice the speaking and listening skills they have developed throughout this module as they demonstrate their learning by presenting their claim to a small group and then engaging in an evidence-based, student-facilitated, small-group discussion. Students prepare for this discussion by reviewing their completed Ideas Tracking Tools, Rhetorical Impact Tracking Tools, and notes and annotations. They will synthesize their thinking about the development of ideas, point of view, and purpose across all four module texts in relation to Alexie’s poem, in order to develop and support a claim with reasoning and evidence.

Detailed instructions for the two-lesson assessment follow the prompt. Each lesson is likely to last one class period. However, timing may vary depending on the scaffolding necessary to address student needs.

This Performance Assessment is evaluated using the relevant portions of the 11.2 Performance Assessment Text-Analysis Rubric and Checklist.

## Standards

Assessed Standard(s)	
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.
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.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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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.
SL.11-12.1.a, c, d	<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> <p>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.</p> <p>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.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Addressed Standard(s)	
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.

**Prompt**

Over the course of this module, you have read Elizabeth Cady Stanton’s “An Address by Elizabeth Cady Stanton,” Audre Lorde’s poem “From the House of Yemanjá,” W.E.B. Du Bois’s “Of Our Spiritual Strivings,” and Booker T. Washington’s “Atlanta Compromise Speech.” For this assessment, draw upon your analysis of these texts in order to develop and present a claim in a student-facilitated, small-group discussion 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.**

In order to answer the prompt, review the texts as well as your notes, annotations, and any tracking tools from this module, including statements you have made about how the author of each text develops central ideas and advances his or her point of view. Identify two module texts to analyze in relation to Sherman Alexie’s poem “How to Write the Great American Indian Novel,” and develop a claim about how Alexie’s poem relates to these texts. Next, gather the most significant and relevant textual evidence to support your claim. Draw upon this preparation to synthesize and present the evidence and reasoning that support your claim to your small group. Be ready to clarify your position and respond thoughtfully to the challenges, questions, and perspectives of others in the student-facilitated, small-group discussion that follows each presentation.

**High Performance Response****High Performance Response(s)**

A High Performance Response should:

- Present a claim about how Sherman Alexie’s poem relates to the central ideas and/or points of view developed in at least two other module texts (e.g., Sherman Alexie’s poem “How to Write the Great American Indian Novel” relates to the idea of double-consciousness that Du Bois develops in “Of Our Spiritual Strivings,” and the idea of dual identity that Lorde develops in “From the House of Yemanjá”).
- Support this claim with reasoning and evidence (see examples below).

A High Performance Response may include the following evidence:

- In “Of Our Spiritual Strivings,” Du Bois develops the idea that African American identity is shaped by the experience of double-consciousness, which he describes as a feeling of

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## High Performance Response(s)

“twoness, —an American, a Negro; two souls, two thoughts, two unreconciled strivings” (par. 3). Du Bois explains that African Americans experience double-consciousness because they are forced to see themselves through “the eyes of others, or measure [their] soul by the tape of a world that looks on in amused contempt and pity” (par. 3). Alexie’s poem relates to Du Bois’s idea of double-consciousness because it offers another example of how antagonistic race relations in America influence identity.

- In “How to Write the Great American Indian Novel,” Sherman Alexie paints a picture of American-Indian identity through his description of the characters that must be in the “great American Indian novel.” However, the images that Alexie uses to describe this identity are images of American Indians as seen solely through the eyes, or stereotypes, of the white world, as is evidenced by the fact that Indians in the poem are only described in relation to the “white man” (lines 6, 8, 10, 30, 34) and “white woman,” (lines 22, 32, 33), and the Indian “hero” is “half white” (line 3). As in Du Bois’s description of double-consciousness, it is clear that these images are reflected from the viewpoint of a world that does not respect or understand American Indians. Alexie’s repetition of “tragic” in his description of American Indian “features” and “food” (Alexie, lines 1–2) relates to Du Bois’s idea of a white world that looks on African Americans with “pity” (Du Bois, par. 3), because it suggests a view of American Indians as inferior or inadequate.
- In her poem “From the House of Yemanjá,” Audre Lorde develops the idea of the speaker’s dual identity through the contrasting imagery “I am the sun and moon” (lines 9, 31–32). Lorde uses similar light and dark imagery to describe how the speaker experiences her dual identity as a struggle; she “bear[s] two women upon [her] back,” a “dark and rich” mother “hidden in the ivory hungers of the other / mother” (lines 11–14). The speaker’s struggle to bear her own dual identity that she inherits from her mother can be understood as a description of how one woman experiences Du Bois’s idea of double-consciousness.
- Sherman Alexie crafts similar images of dual identity in his poem when he explains that “White people must carry an Indian deep inside themselves” (lines 27–28) and “An Indian man can be hidden inside a white woman” (line 33). Both Alexie and Lorde describe a body in which the identity that is not “white” (Alexie, line 4) or “pale” (Lorde, line 15), that is “hidden” within or incorporated by the white body. Although both poems share this image, each author develops a different idea about the end result of this conflict. In “From the House of Yemanjá,” the speaker believes that two parts of her identity, “day and night,” cannot be “one” (lines 34, 36). Despite the conflict between the “dark” and “pale” parts of herself, these elements remain alive and whole in the speaker’s identity. Alexie concludes his poem with the disturbing image that “In the Great American Indian novel, when it is finally written, / all of the white people will

**High Performance Response(s)**

be Indians and all of the Indians will be ghosts.” This image develops the idea that American Indian identity cannot survive when it is appropriated or taken over by the white world. Alexie’s poem offers a different image of the effects of double-consciousness and dual identity, one which ends in the erasure of American-Indian people and culture.

**Standard-Specific Demands of the Performance Assessment**

This Module Performance Assessment requires students to meet numerous demands required by the ELA/Literacy Standards for grades 11–12.

Students engage deeply with the four focus texts of this module and their analysis and comparison of how each author uses rhetoric and word choice to develop and refine their points of view, purpose, and central ideas. This provides a solid foundation for the demands of this assessment, in which students must place a new text in conversation with familiar texts in order to develop a claim.

This assessment requires that students analyze the development and interaction of central ideas (RI/RL.11-12.2) as well as an author’s point of view and purpose (RI/RL.11-12.6) in informational texts and fiction in the grades 11–12 text complexity band. Students must be able to draw upon this analysis as they consider how multiple texts address similar themes or topics in order to build their understanding of these topics and ideas, or to compare the approaches the authors take (CCRA.R.9).

The speaking and listening component of this assessment requires that students present their claims clearly and persuasively in an evidence-based, student-facilitated, small group discussion (SL.11-12.1), demonstrating command of the conventions of standard English grammar and usage (L.11-12.1). In order to do this, students must come to this discussion prepared, having analyzed and reviewed the module texts and their related notes and annotations (SL.11-12.1.a). Students must explicitly draw upon this preparation by referring to evidence from these texts to support their claims, and encouraging a thoughtful and well-reasoned exchange of ideas (SL.11-12.1.c). In the student-facilitated, small-group discussion that follows each student’s presentation of their claims and evidence, students must respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of the issue; resolve contradictions when possible; and determine what additional evidence is required to strengthen their claim (SL.11-12.1.d).

This assessment requires that students not only present and engage in a dialogue about their own claims, but also engage critically with the claims of others. Students informally evaluate their peers’ points of view, reasoning, and use of evidence, assessing the links among ideas in the context of discussion using the 11.2 Performance Assessment Text Analysis Rubric and Checklist. Students also assess their own presentations in accordance with the 11.2 Performance Assessment Text Analysis Rubric and Checklist.

### Process

Students select two of the four texts they read in this module. Students use their notes, annotations, and tools to prepare a five-minute presentation in which they make a claim about how the central ideas or point of view of the two texts relate to Alexie’s poem, selecting and organizing relevant and significant textual evidence to refine and support their claims. The presenting student then facilitates an evidence-based, student-facilitated, small-group discussion that gives all students an opportunity to demonstrate their speaking and listening skills. During their own presentation and the small-group discussions that follows each students’ presentation, students express their own ideas clearly and persuasively, and propel conversation by responding to and evaluating the claims and reasoning of others.

Students then informally assess their own presentations and the presentations of other students in their group, using 11.2 Performance Assessment Text Analysis Rubric and Checklist.

### Lesson 1

Post and explain the Performance Assessment prompt for student reference. Instruct students to take out their annotated copies of “How to Write the Great American Indian Novel,” and reread and annotate the text while considering how the poem relates to the other module texts.

① Students read “How to Write the Great American Indian Novel,” and annotate the text for central ideas in 11.2.2 Lesson 14.

Next, instruct students to 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.

Instruct students to prepare for the evidence-based discussion by developing several claims about how the new poem is related to at least two of the other module texts. Instruct students to support their claims using key evidence from Alexie’s poem and two module texts of their choice.

For homework, instruct students to continue to develop or refine their claims and select the most significant and relevant supporting evidence for their claim.

### Lesson 2

Instruct students to form pairs to share the claims and supporting evidence about which they are most unsure. Students work in their pairs to collaboratively refine the claims in question, selecting more relevant evidence if necessary.

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Instruct students to prepare their notes and annotated texts for the discussion. Distribute copies of the 11.2 Performance Assessment Text Analysis Rubric and Checklist. Explain that students will use this rubric to informally assess their group members' participation in and contributions to the discussion, as well as to assess their own presentations. Transition students into several small groups of 3–4 for evidence-based discussion. The discussion should proceed as follows:

1. Each student shares at least one claim about how Alexie's "How to Write the Great American Indian Novel" relates to a central idea and/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. These assessments will be handed in to the teacher at the end of class.

① Students are familiar with this form of peer assessment, as they assessed their peers' speaking and listening skills in the discussion in 11.2.1 Lesson 24.

2. Other students engage the student presenter in discussion about the presenter's claims and evidence using their own claims and evidence as entry points.

3. Provide the following guiding questions for the student discussion groups once each student has presented:

- Is each claim fully supported by text evidence? Why or why not?
- What additional evidence could support the claims made?
- What other claims could be made about how the poem and any of the module texts are related?

① Circulate during the small group discussion, using the 11.2 Performance Assessment Text Analysis Rubric and Checklist to assess student discussion.

At the end of class, all students assess their own presentations using their 11.2 Text Analysis Rubric and Checklist. Students hand in their self assessments at the end of class.

## 11.2 Module Performance Assessment

### Text-Based Response

**Your Task:** Based on your reading of Elizabeth Cady Stanton’s “An Address by Elizabeth Cady Stanton,” Audre Lorde’s poem “From the House of Yemanjá,” W.E.B. Du Bois’s “Of Our Spiritual Strivings,” Booker T. Washington’s “Atlanta Compromise Speech,” and Sherman Alexie’s “How to Write the Great American Indian Novel,” prepare a presentation 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.*

Your response will be assessed using the relevant portions of the 11.2 Performance Assessment Text Analysis Rubric and Checklist.

#### Guidelines

##### Be sure to:

- Closely read the prompt
- Develop a claim that responds directly to all parts of the prompt
- Organize your claims and evidence
- Cite strong and thorough textual evidence to support your analysis

**CCSS:** CCRA.R.9, RI.11-2.2, RL.11-12.2, RI.11-12.6, RL.11-12.6, SL.11-12.1.a, c, d, L.11-12.1

#### Commentary on the Task:

This task measures CCRA.R.9 because it demands that students:

- Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

This task measures RI.11-12.2 because it demands that students:

- 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 and provide an objective summary of the text.

This task measures RL.11-12.2 because it demands that students:

- 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 and provide an objective summary of the text.

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This task measures RI.11-12.6 because it demands that students:

- 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.

This task measures RL.11-12.6 because it demands that students:

- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

This task measures SL.11-12.1.a, c, d because it demands that students:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- Come to discussion 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.
- 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.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## 11.2 Performance Assessment Rubric

\_\_\_\_\_ / \_\_\_\_\_ (Total points)

Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Content and Analysis</b> The extent to which the response analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCSS.ELA-Literacy.CCRA.R.9</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Skillfully analyze how two or more texts address similar themes or topics.</p>	<p>Accurately analyze how two or more texts address similar themes or topics.</p>	<p>Inadequately or ineffectively analyze how two or more texts address similar themes or topics.</p>	<p>Inaccurately analyze how two or more texts address similar themes or topics.</p>
<p><b>Content and Analysis</b> The extent to which the response determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another; provides an objective summary of a text.</p> <p>CCSS.ELA-Literacy.RL.11-12.2</p> <p>CCSS.ELA-Literacy.RI.11-12.2</p> <p>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 provide a complex analysis; provide an objective summary of the text.</p>	<p>Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.</p>	<p>Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.</p>	<p>Determine two central ideas of a text and ineffectively analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.</p>	<p>Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.</p>

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Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Content and Analysis</b>                      The extent to which the response analyzes a point of view by distinguishing what is directly stated in a text from what is really meant.                      CCSS.ELA-Literacy.RL.11-12.6</p> <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Skillfully analyze a point of view by precisely distinguishing what is directly stated in a text from what is really meant.</p>	<p>Accurately analyze a point of view by distinguishing what is directly stated in a text from what is really meant.</p>	<p>Ineffectively analyze a point of view by imprecisely distinguishing what is directly stated in a text from what is really meant.</p>	<p>Inaccurately analyze a point of view by inaccurately distinguishing what is directly stated in a text from what is really meant.</p>
<p><b>Content and Analysis</b>                      The extent to which the response determines an author's point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text.                      CCSS.ELA-Literacy.RI.11-12.6</p> <p>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.</p>	<p>Precisely determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Accurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Partially determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; ineffectively analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Inaccurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. Inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
<p><b>Command of Evidence and Reasoning</b>                      The extent to which the speaker demonstrates preparation for the discussion by explicitly drawing on evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>Demonstrate thorough preparation for the discussion by explicitly drawing on precise and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.                      (SL.11-12.1.a)</p>	<p>Demonstrate preparation for the discussion by explicitly drawing on relevant and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.                      (SL.11-12.1.a)</p>	<p>Demonstrate partial preparation for the discussion by inconsistently drawing on relevant or sufficient evidence from texts and other research on the topic or issue, occasionally stimulating a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)</p>	<p>Demonstrate a lack of preparation for the discussion by rarely drawing on relevant or sufficient evidence from texts or other research on the topic or issue, rarely stimulating a thoughtful or well-reasoned exchange of ideas.                      (SL.11-12.1.a)</p>

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Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>CCSS.ELA-Literacy.SL.11-12.1</b> 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> <p><b>CCSS.ELA-Literacy.SL.11-12.1.a</b> 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.</p> <p><b>The extent to which the speaker propels conversations by posing and responding to questions that probe reasoning and evidence; ensures a hearing for a full range of positions on a topic or issue; clarifies, verifies, or challenges ideas and conclusions; and promotes divergent and creative perspectives.</b></p> <p><b>CCSS.ELA-Literacy.SL.11-12.1.c</b> 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.</p>	<p>Skillfully propel conversations by consistently posing and responding to questions that probe reasoning and evidence; actively ensure a hearing for a full range of positions on a topic or issue; consistently clarify, verify, or challenge ideas and conclusions; and actively promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>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. (SL.11-12.1.c)</p>	<p>Ineffectively propel conversations by inconsistently posing and responding to questions that probe reasoning and evidence; occasionally ensure a hearing for a full range of positions on a topic or issue; inconsistently clarify, verify, or challenge ideas and conclusions; and occasionally promote divergent and creative perspectives. (SL.11-12.1.c)</p>	<p>Ineffectively propel conversations by rarely posing or responding to questions that probe reasoning and evidence; rarely ensure a hearing for a full range of positions on a topic or issue; rarely clarify, verify, or challenge ideas and conclusions; and prevent divergent and creative perspectives. (SL.11-12.1.c)</p>

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Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Collaboration and Presentation</b></p> <p>The extent to which the speaker addresses diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>CCSS.ELA-Literacy.SL.11-12.1</b></p> <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> <p><b>CCSS.ELA-Literacy.SL.11-12.1.d</b></p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Skillfully and thoughtfully address diverse perspectives; skillfully synthesize comments, claims, and evidence made on all sides of an issue; frequently resolve contradictions when possible; and precisely determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>	<p>Thoughtfully address diverse perspectives; clearly synthesize comments, claims, and evidence made on all sides of an issue; often resolve contradictions when possible; and accurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>	<p>Ineffectively address diverse perspectives; partially synthesize comments, claims, and evidence made on all sides of an issue; occasionally resolve contradictions when possible; and determine with partial accuracy what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>	<p>Rarely or insufficiently address diverse perspectives; inaccurately synthesize comments, claims, and evidence made on all sides of an issue; rarely resolve contradictions when possible; and inaccurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d)</p>

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Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Control of Conventions</b>                      The extent to which the response demonstrates command of the conventions of standard English grammar and usage.                      CCSS.ELA-Literacy.L.11-12.1                      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.</li> <li>• A response that is totally copied from the text with no original writing must be given a 0.</li> <li>• A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as 0.</li> </ul>	<p><b>4 – Responses at this level:</b>                      Demonstrate skillful command of conventions with no grammar or usage errors.</p>	<p><b>3 – Responses at this level:</b>                      Demonstrate command of conventions with occasional grammar or usage errors that do not hinder comprehension.</p>	<p><b>2 – Responses at this level:</b>                      Demonstrate partial command of conventions with several grammar or usage errors that hinder comprehension.</p>	<p><b>1 – Responses at this level:</b>                      Demonstrate insufficient command of conventions with frequent grammar or usage errors that make comprehension difficult.</p>

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## 11.2 Performance Assessment Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Content and Analysis</b>	Analyze how two or more texts address similar themes or topics? <b>(CCRA.R.9)</b>	<input type="checkbox"/>
	Identify two or more central ideas from the text and analyze their development? <b>(RL.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
	Provide examples to support analysis of how the central ideas interact and build on one another? <b>(RL.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development of the central ideas? <b>(RL.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
	Determine an author’s point of view or purpose in a text? <b>(RL.11-12.6, RI.11-12.6)</b>	<input type="checkbox"/>
	Distinguish what is directly stated in a text from what is really meant? <b>(RL.11-12.6)</b>	<input type="checkbox"/>
	Analyze how style and content contribute to the power, persuasiveness, or beauty of the text? <b>(RI.11-12.6)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Explicitly draw on evidence from texts and other research on the topic or issue? <b>(SL.11-12.1.a)</b>	<input type="checkbox"/>
	Pose and respond to questions that probe reasoning and evidence? <b>(SL.11-12.1.c)</b>	<input type="checkbox"/>
	Ensure a hearing for a full range of positions on a topic or issue? <b>(SL.11-12.c)</b>	<input type="checkbox"/>
	Clarify, verify, or challenge ideas and conclusions? <b>(SL.11-12.1.c)</b>	<input type="checkbox"/>
	Promote divergent and creative perspectives? <b>(SL.11-12.1.c)</b>	<input type="checkbox"/>

	Does my response...	✓
<b>Collaboration and Presentation</b>	Respond to diverse perspectives? <b>(SL.11-12.1.d)</b>	<input type="checkbox"/>
	Synthesize comments, claims, and evidence made on all sides of an issue? <b>(SL.11-12.1.d)</b>	<input type="checkbox"/>
	Resolve contradictions when possible? <b>(SL.11-12.1.d)</b>	<input type="checkbox"/>
	Determine what additional information or research is required to deepen the investigation or complete the task? <b>(SL.11-12.1.d)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar and usage? <b>(L.11-12.1)</b>	<input type="checkbox"/>



**ENGLISH LANGUAGE ARTS**

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**GRADE 11**  
**Curriculum Guide**  
**Module 2.1**

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## 11.2.1

## Unit Overview

**“He began to have a dim feeling that, to attain his place in the world, he must be himself, and not another.”**

<b>Texts</b>	<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
<b>Number of Lessons in Unit</b>	26

## Introduction

In the first unit of Module 11.2, students analyze two seminal texts about African Americans in post-Emancipation America. Students begin this unit by reading “Of Our Spiritual Strivings,” the first chapter of W.E.B. Du Bois’s *The Souls of Black Folk*. Student analysis focuses on how Du Bois develops his point of view that African Americans must obtain the full civil rights of “culture, work, and liberty” in order to achieve social equality. Next, students analyze Booker T. Washington’s “Atlanta Compromise Speech,” considering how Washington develops his point of view that economic security is more important than social integration in improving the conditions of African Americans and their relations with white Southerners. Read together, these texts form a compelling conversation, in which each author presents a nuanced argument for the crucial role of African Americans in post-Emancipation America.

Throughout this unit, students continue to build skills for reading closely as they analyze how central ideas emerge and develop, and determine how each author uses rhetoric to advance his point of view and purpose. Students practice and build upon their informative/explanatory writing skills through written assessments. Additionally, students develop their ability to analyze an author’s argument, and articulate and support their ideas using textual evidence. This work prepares students to evaluate these two texts in relation to each other at the end of this unit, as they consider the approaches both authors take in using rhetoric to advance their points of view.

There are two formal assessments in this unit. In the Mid-Unit-Assessment, students write a multi-paragraph response analyzing how Du Bois uses rhetoric or figurative language to develop a central idea in “Of Our Spiritual Strivings.” For the End-of-Unit Assessment, students write a multi-paragraph

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Our Students. Their Moment.

response analyzing how each author uses rhetoric to advance his point of view, and how this rhetoric contributes to the power or persuasiveness of the text.

## Literacy Skills and Habits

- 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
- 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

## Standards for This Unit

CCS Standards: 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.
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 No. 10</i> ).
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,

	<b>persuasiveness, or beauty of the text.</b>
<b>CCS Standards: Writing</b>	
<b>W.11-12.2.a, b, c, d, f</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>a. <b>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></li> <li>b. <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.</b></li> <li>c. <b>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.</b></li> <li>d. <b>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></li> <li>f. <b>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).</b></li> </ul>
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	<b>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>
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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]”).</li> </ul>

CCS Standards: Speaking & Listening	
<b>SL.11-12.1.a, c</b>	<p><b>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.</b></p> <p>a. <b>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.</b></p> <p>c. <b>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.</b></p>
CCS Standards: Language	
<b>L.11-12.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>L.11-12.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>L.11-12.3.a</b>	<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>
<b>L.11-12.4.a, b</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>

<b>L.11-12.5.a</b>	<p><b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</b></p>
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**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

Ongoing Assessment	
Standards Assessed	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.11-12.5, SL.11-12.1.a, c, L.11-12.1, L.11-12.2, L.11-12.5.a
Description of Assessment	Respond to text-dependent questions. Write informally in response to text-based prompts. Present information in an organized and logical manner.

Mid-Unit Assessment	
Standards Assessed	RI.11-12.2, RI.11-12.6, W.11-12.2.a, b, c, f, L.11-12.1, L.11-12.2
Description of Assessment	<p>Students write a multi-paragraph response to the following prompt:</p> <p>Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea.</p>

End-of-Unit Assessment	
Standards Assessed	CCRA.R.9, RI.11-12.6, W.11-12.2.a, b, c, d, f, L.11-12.1, L.11-12.2
Description of Assessment	<p>Students write a multi-paragraph essay in response to the following prompt:</p> <p>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-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: "Of Our Spiritual Strivings," paragraph 1	In this lesson, students are introduced to chapter 1 of W.E.B. Du Bois's seminal compilation of essays, <i>The Souls of Black Folk</i> . Students begin their exploration of the chapter entitled "Of Our Spiritual Strivings" by considering the effect created by the author's choice of epigraph. Through discussion, students begin to develop an understanding of the meaning of the key word <i>problem</i> as Du Bois uses it in the text (par. 1).
2	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: "Of Our Spiritual Strivings," paragraphs 1–2	In this lesson, students read and analyze paragraphs 1 and 2 of "Of Our Spiritual Strivings" in which Du Bois writes of the "strange experience" of "being a problem" in America (par. 2). Students analyze how Du Bois introduces key ideas, and consider how these ideas interact and develop over the course of this excerpt. Additionally, students are introduced to the Ideas Tracking Tool, which they will use throughout the unit to record how Du Bois unfolds a complex series of ideas throughout his essay.
3	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: "Of Our Spiritual Strivings," paragraph 2	In this lesson, students read and analyze the second half of paragraph 2 of "Of Our Spiritual Strivings" in which Du Bois develops his metaphor of the "veil" as he describes the experience of being an "outcast and a stranger" in the "pale world" (par. 2). Students analyze Du Bois's use of figurative language, determining meaning from context, and analyzing the role this language plays in the text.
4	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: "Of Our Spiritual Strivings," paragraph 3	In this lesson, students read and analyze paragraph 3 of "Of Our Spiritual Strivings" in which Du Bois introduces the idea of "double-consciousness." Students examine the passage for the ideas that Du Bois develops, including "double-consciousness" and "true self-consciousness" (par. 3) while continuing to track these key ideas using the Ideas Tracking Tool.

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Lesson	Text	Learning Outcomes/Goals
5	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 4	In this lesson, students read and analyze paragraph 4 of “Of Our Spiritual Strivings,” in which Du Bois discusses the desire of African Americans to unify their two identities “into a better and truer self” (par. 4). Students focus their analysis on how Du Bois introduces and develops central ideas. Additionally, students discuss how to develop a topic in their writing through the selection of significant and relevant evidence.
6	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 5	In this lesson, students read and analyze the first half of paragraph 5 of “Of Our Spiritual Strivings”, in which Du Bois explains African Americans’ aspirations to work alongside white Americans in artistic and social pursuits. Students are introduced to the Rhetorical Impact Tracking Tool, which they use to record their analysis of Du Bois’s use of rhetoric and the impact it has on the text.
7	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 5	In this lesson, students read the remainder of paragraph 5, in which Du Bois discusses how “double aims” (par. 5) negatively impact the African American community. Students analyze how Du Bois continues to refine his central idea of double-consciousness and track the development of ideas on their Ideas Tracking Tools.
8	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 6–7	In this lesson, students read and analyze paragraphs 6 and 7 of “Of Our Spiritual Strivings,” in which Du Bois explores the hope, impact, and aftermath of Emancipation. Students analyze Du Bois’s emotional and religious appeals and allusions, and consider how his use of rhetoric furthers develops his point of view.
9	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 8	In this lesson, students read and analyze an excerpt of paragraph 8, in which Du Bois describes the renewed optimism African Americans felt after the passing of the 15 <sup>th</sup> Amendment. Student analysis focuses on how Du Bois further shapes and refines previously established ideas.

Lesson	Text	Learning Outcomes/Goals
10	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 8–9	In this lesson, students read and analyze the remainder of paragraph 8 and the first half of paragraph 9, in which Du Bois introduces the key metaphor of “the mountain path to Canaan” (par. 8) to explain African Americans’ progress through education. Students consider how Du Bois uses and refines this metaphor.
11	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 9	In this lesson, students read and analyze the remainder of paragraph 9 of “Of Our Spiritual Strivings,” in which Du Bois explores African Americans’ “dawning” sense of “self-consciousness” (par. 9). Students analyze how Du Bois weaves together and develops ideas introduced earlier in the text.
12	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 10	In this lesson, students read and analyze paragraph 10 of “Of Our Spiritual Strivings,” in which Du Bois explores how African Americans experience prejudice. Students analyze how Du Bois develops and refines the meaning of <i>prejudice</i> throughout this paragraph.
13	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 11	In this lesson, students read and analyze paragraph 11 of “Of Our Spiritual Strivings,” in which Du Bois further develops the meaning of the word <i>prejudice</i> and the impact it has on the African American community. Students analyze Du Bois’s use of rhetoric, and consider how his style and content contribute to the power, persuasiveness, or beauty of the text. Additionally, students practice using appropriate transitions to create cohesion, and clarify the relationships among ideas.
14	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 12	In this lesson, students read and analyze paragraph 12 of “Of Our Spiritual Strivings,” in which Du Bois further develops the central idea of attaining liberty. Students explore the development of central ideas over the course of the text.

Lesson	Text	Learning Outcomes/Goals
15	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: "Of Our Spiritual Strivings," paragraphs 13–14	In this lesson, students analyze how the final two paragraphs of the text relate to each other and how they serve as an effective conclusion of the chapter. Students analyze Du Bois's purpose for writing the chapter and how he refines a central idea in the final two paragraphs. Additionally, students revise a Quick Write assessment by adding evidence and transitions to improve cohesion and clarity.
16	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: "Of Our Spiritual Strivings," epigraph	In this lesson, students reread and briefly analyze "The Crying of Water," a poem by Arthur Symons and the epigraph to "Of Our Spiritual Strivings." Students identify and explore related or similar ideas and images in Symons's poem and "Of Our Spiritual Strivings" in their analysis of how the poem contributes to the overall meaning and tone of the text. After analyzing the poem, students revisit the text as a whole and work in groups to analyze how Du Bois uses figurative language or rhetoric to develop a central idea in the text. This work directly prepares students for the Mid-Unit Assessment in the following lesson.
17	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: "Of Our Spiritual Strivings"	In this lesson, the Mid-Unit Assessment, students use textual evidence from "Of Our Spiritual Strivings" by W.E.B. Du Bois to craft a formal, multi-paragraph essay in 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.
18	"Atlanta Compromise Speech" by Booker T. Washington, paragraphs 1–2	In this lesson, students are introduced to Booker T. Washington's "Atlanta Compromise Speech" and read and analyze paragraphs 1 and 2, in which Washington begins to explore the important role he believes African Americans play in the future success of the South. Students analyze how Washington establishes his point of view in the opening paragraphs of his speech.

Lesson	Text	Learning Outcomes/Goals
19	"Atlanta Compromise Speech" by Booker T. Washington, paragraphs 3–4	In this lesson, students read and analyze paragraphs 3 and 4 of the "Atlanta Compromise Speech," in which Washington tells the story of "a ship lost at sea" to further develop his point of view that African Americans should improve their circumstances by participating in the economic development of the South. Students explore Washington's use of rhetoric in these paragraphs in order to analyze how his style and content contribute to the persuasiveness of his speech, and record their analysis on their Rhetorical Impact Tracking Tools.
20	"Atlanta Compromise Speech" by Booker T. Washington, paragraph 5	In this lesson, students read and analyze paragraph 5 of the "Atlanta Compromise Speech," in which Washington advises white Americans to work with African Americans to ensure the success of the South. Students explore how Washington refines the phrase "[c]ast down your bucket" in paragraph 5 to further develop his point of view.
21	"Atlanta Compromise Speech" by Booker T. Washington, paragraphs 6–7	In this lesson, students read and analyze paragraphs 6–7 of the "Atlanta Compromise Speech", in which Washington explores the relationship between the advancement 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.
22	"Atlanta Compromise Speech" by Booker T. Washington, paragraphs 8–9	In this lesson, students read and analyze paragraphs 8 and 9 of the "Atlanta Compromise Speech," in which Washington speaks about the difficult path of Southern progress. 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.

Lesson	Text	Learning Outcomes/Goals
23	“Atlanta Compromise Speech” by Booker T. Washington, paragraph 10	In this lesson, students read and analyze paragraph 10 of the “Atlanta Compromise Speech,” in which 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.
24	“Atlanta Compromise Speech” by Booker T. Washington, <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings”	In this lesson, students prepare for the End-of-Unit Assessment in Lesson 26 by engaging in evidence-based discussions about W.E.B. Du Bois’s “Of Our Spiritual Strivings” and Booker T. Washington’s “Atlanta Compromise Speech” in relation to each other, specifically focusing on how the respective authors develop related central ideas. Additionally, students are introduced to argument terminology to prepare for further analysis of both texts in the following lesson.
25	“Atlanta Compromise Speech” by Booker T. Washington, <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings”	In this lesson, students continue to prepare for the End-of-Unit assessment in the following lesson. Students review examples of argument terms using examples from Booker T. Washington’s “Atlanta Compromise Speech” and engage in a collaborative activity in which they identify Washington’s and Du Bois’s central and supporting claims. Students then analyze the relationships between Du Bois’s and Washington’s claims.
26	“Of Our Spiritual Strivings” and “Atlanta Compromise Speech”	In this lesson, students complete the End-of-Unit Assessment. Students apply the writing skills they have learned throughout this unit and draw upon their analysis of the unit texts to craft a formal, multi-paragraph 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.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois and the “Atlanta Compromise Speech” by Booker T. Washington
- Review the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist
- Review the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist
- Review the Short Response Rubric and Checklist
- Review all unit standards and post in classroom

### Materials and Resources

- Copies of the text “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois and the “Atlanta Compromise Speech” by Booker T. Washington
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist
- Copies of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist
- Copies of the Rhetorical Impact Tracking Tool
- Copies of the Ideas Tracking Tool
- Copies of 11.2 Common Core Learning Standards Tool

## THE SOULS OF BLACK FOLK

### CHAPTER 1

#### OF OUR SPIRITUAL STRIVINGS

W.E.B. Du Bois. 1903.

O water, voice of my heart, crying in the sand,  
 All night long crying with a mournful cry,  
 As I lie and listen, and cannot understand  
 The voice of my heart in my side or the voice of the sea,  
 O water, crying for rest, is it I, is it I?  
 All night long the water is crying to me.

Unresting water, there shall never be rest  
 Till the last moon droop and the last tide fail,  
 And the fire of the end begin to burn in the west;  
 And the heart shall be weary and wonder and cry like the  
 sea,  
 All life long crying without avail,  
 As the water all night long is crying to me.

*Arthur Symons*

BETWEEN ME and the other world there is ever an unasked question: unasked by some through feelings of delicacy; by others through the difficulty of rightly framing it. All, nevertheless, flutter round it. They approach me in a half-hesitant sort of way, eye me curiously or compassionately, and then, instead of saying directly, How does it feel to be a problem? they say, I know an excellent colored man in my town; or, I fought at Mechanicsville; or, Do not these Southern outrages make your blood boil? At these I smile, or am interested, or reduce the boiling to a simmer, as the occasion may require. To the real question, How does it feel to be a problem? I answer seldom a word.

And yet, being a problem is a strange experience,—peculiar even for one who has never been anything else, save perhaps in babyhood and in Europe. It is in the early days of rollicking boyhood that the revelation first bursts upon one, all in a day, as it were. I remember well when the shadow swept

across me. I was a little thing, away up in the hills of New England, where the dark Housatonic winds between Hoosac and Taghkanic to the sea. In a wee wooden schoolhouse, something put it into the boys' and girls' heads to buy gorgeous visiting-cards—ten cents a package—and exchange. The exchange was merry, till one girl, a tall newcomer, refused my card, —refused it peremptorily, with a glance. Then it dawned upon me with a certain suddenness that I was different from the others; or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil. I had thereafter no desire to tear down that veil, to creep through; I held all beyond it in common contempt, and lived above it in a region of blue sky and great wandering shadows. That sky was bluest when I could beat my mates at examination-time, or beat them at a foot-race, or even beat their stringy heads. Alas, with the years all this fine contempt began to fade; for the words I longed for, and all their dazzling opportunities, were theirs, not mine. But they should not keep these prizes, I said; some, all, I would wrest from them. Just how I would do it I could never decide: by reading law, by healing the sick, by telling the wonderful tales that swam in my head, —some way. With other black boys the strife was not so fiercely sunny: their youth shrunk into tasteless sycophancy, or into silent hatred of the pale world about them and mocking distrust of everything white; or wasted itself in a bitter cry, Why did God make me an outcast and a stranger in mine own house? The shades of the prison-house closed round about us all: walls strait and stubborn to the whitest, but relentlessly narrow, tall, and unscalable to sons of night who must plod darkly on in resignation, or beat unavailing palms against the stone, or steadily, half hopelessly, watch the streak of blue above.

3 After the Egyptian and Indian, the Greek and Roman, the Teuton and Mongolian, the Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world, —a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.

4 The history of the American Negro is the history of this strife,— this longing to attain self-conscious manhood, to merge his double self into a better and truer self. In this merging he wishes neither of the older selves to be lost. 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 white Americanism, for he knows that Negro blood has a message for the world. He simply wishes to make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows, without having the doors of Opportunity closed roughly in his face.

5 This, then, is the end of his striving: to be a co-worker in the kingdom of culture, to escape both death and isolation, to husband and use his best powers and his latent genius. These powers of body and



mind have in the past been strangely wasted, dispersed, or forgotten. The shadow of a mighty Negro past flits through the tale of Ethiopia the Shadowy and of Egypt the Sphinx. Through history, the powers of single black men flash here and there like falling stars, and die sometimes before the world has rightly gauged their brightness. Here in America, in the few days since Emancipation, the black man's turning hither and thither in hesitant and doubtful striving has often made his very strength to lose effectiveness, to seem like absence of power, like weakness. And yet it is not weakness,—it is the contradiction of double aims. The double-aimed struggle of the black artisan—on the one hand to escape white contempt for a nation of mere hewers of wood and drawers of water, and on the other hand to plough and nail and dig for a poverty-stricken horde—could only result in making him a poor craftsman, for he had but half a heart in either cause. By the poverty and ignorance of his people, the Negro minister or doctor was tempted toward quackery and demagoguery; and by the criticism of the other world, toward ideals that made him ashamed of his lowly tasks. The would-be black savant was confronted by the paradox that the knowledge his people needed was a twice-told tale to his white neighbors, while the knowledge which would teach the white world was Greek to his own flesh and blood. The innate love of harmony and beauty that set the ruder souls of his people a-dancing and a-singing raised but confusion and doubt in the soul of the black artist; for the beauty revealed to him was the soul-beauty of a race which his larger audience despised, and he could not articulate the message of another people. This waste of double aims, this seeking to satisfy two unreconciled ideals, has wrought sad havoc with the courage and faith and deeds of ten thousand thousand people,—has sent them often wooing false gods and invoking false means of salvation, and at times has even seemed about to make them ashamed of themselves.

6 Away back in the days of bondage they thought to see in one divine event the end of all doubt and disappointment; few men ever worshipped Freedom with half such unquestioning faith as did the American Negro for two centuries. To him, so far as he thought and dreamed, slavery was indeed the sum of all villainies, the cause of all sorrow, the root of all prejudice; Emancipation was the key to a promised land of sweeter beauty than ever stretched before the eyes of wearied Israelites. In song and exhortation swelled one refrain—Liberty; in his tears and curses the God he implored had Freedom in his right hand. At last it came,—suddenly, fearfully, like a dream. With one wild carnival of blood and passion came the message in his own plaintive cadences:—

“Shout, O children! Shout, you're free!  
For God has bought your liberty!”

7 Years have passed away since then,—ten, twenty, forty; forty years of national life, forty years of renewal and development, and yet the swarthy spectre sits in its accustomed seat at the Nation's feast. In vain do we cry to this our vastest social problem:—

“Take any shape but that, and my firm nerves  
Shall never tremble!”

8 The Nation has not yet found peace from its sins; the freedman has not yet found in freedom his promised land. Whatever of good may have come in these years of change, the shadow of a deep disappointment rests upon the Negro people,—a disappointment all the more bitter because the unattained ideal was unbounded save by the simple ignorance of a lowly people.

9 The first decade was merely a prolongation of the vain search for freedom, the boon that seemed ever barely to elude their grasp,— like a tantalizing will-o'-the-wisp, maddening and misleading the headless host. The holocaust of war, the terrors of the Ku-Klux Klan, the lies of carpet-baggers, the disorganization of industry, and the contradictory advice of friends and foes, left the bewildered serf with no new watchword beyond the old cry for freedom. As the time flew, however, he began to grasp a new idea. The ideal of liberty demanded for its attainment powerful means, and these the Fifteenth Amendment gave him. The ballot, which before he had looked upon as a visible sign of freedom, he now regarded as the chief means of gaining and perfecting the liberty with which war had partially endowed him. And why not? Had not votes made war and emancipated millions? Had not votes enfranchised the freedmen? Was anything impossible to a power that had done all this? A million black men started with renewed zeal to vote themselves into the kingdom. So the decade flew away, the revolution of 1876 came, and left the half-free serf weary, wondering, but still inspired. Slowly but steadily, in the following years, a new vision began gradually to replace the dream of political power,— a powerful movement, the rise of another ideal to guide the unguided, another pillar of fire by night after a clouded day. It was the ideal of “book-learning”; the curiosity, born of compulsory ignorance, to know and test the power of the cabalistic letters of the white man, the longing to know. Here at last seemed to have been discovered the mountain path to Canaan; longer than the highway of Emancipation and law, steep and rugged, but straight, leading to heights high enough to overlook life.

10 Up the new path the advance guard toiled, slowly, heavily, doggedly; only those who have watched and guided the faltering feet, the misty minds, the dull understandings, of the dark pupils of these schools know how faithfully, how piteously, this people strove to learn. It was weary work. The cold statistician wrote down the inches of progress here and there, noted also where here and there a foot had slipped or some one had fallen. To the tired climbers, the horizon was ever dark, the mists were often cold, the Canaan was always dim and far away. If, however, the vistas disclosed as yet no goal, no resting-place, little but flattery and criticism, the journey at least gave leisure for reflection and self-examination; it changed the child of Emancipation to the youth with dawning self-consciousness, self-realization, self-respect. In those sombre forests of his striving his own soul rose before him, and he saw himself,—darkly as through a veil; and yet he saw in himself some faint revelation of his power, of his mission. He began to have a dim feeling that, to attain his place in the world, he must be himself, and not another. For the first time he sought to analyze the burden he bore upon his back, that dead-weight of social degradation partially masked behind a half-named Negro problem. He felt his poverty; without a cent, without a home, without land, tools, or savings, he had entered into competition with rich, landed, skilled neighbors. To be a poor man is hard, but to be a poor race in a land of dollars is the very bottom of hardships. He felt the weight of his ignorance,— not simply of

letters, but of life, of business, of the humanities; the accumulated sloth and shirking and awkwardness of decades and centuries shackled his hands and feet. Nor was his burden all poverty and ignorance. The red stain of bastardy, which two centuries of systematic legal defilement of Negro women had stamped upon his race, meant not only the loss of ancient African chastity, but also the hereditary weight of a mass of corruption from white adulterers, threatening almost the obliteration of the Negro home.

11  
A people thus handicapped ought not to be asked to race with the world, but rather allowed to give all its time and thought to its own social problems. But alas! while sociologists gleefully count his bastards and his prostitutes, the very soul of the toiling, sweating black man is darkened by the shadow of a vast despair. Men call the shadow prejudice, and learnedly explain it as the natural defence of culture against barbarism, learning against ignorance, purity against crime, the “higher” against the “lower” races. To which the Negro cries Amen! and swears that to so much of this strange prejudice as is founded on just homage to civilization, culture, righteousness, and progress, he humbly bows and meekly does obeisance. But before that nameless prejudice that leaps beyond all this he stands helpless, dismayed, and well-nigh speechless; before that personal disrespect and mockery, the ridicule and systematic humiliation, the distortion of fact and wanton license of fancy, the cynical ignoring of the better and the boisterous welcoming of the worse, the all-pervading desire to inculcate disdain for everything black, from Toussaint to the devil, —before this there rises a sickening despair that would disarm and discourage any nation save that black host to whom “discouragement” is an unwritten word.

12  
But the facing of so vast a prejudice could not but bring the inevitable self-questioning, self-disparagement, and lowering of ideals which ever accompany repression and breed in an atmosphere of contempt and hate. Whisperings and portents came home upon the four winds: Lo! we are diseased and dying, cried the dark hosts; we cannot write, our voting is vain; what need of education, since we must always cook and serve? And the Nation echoed and enforced this self-criticism, saying: Be content to be servants, and nothing more; what need of higher culture for half-men? Away with the black man’s ballot, by force or fraud,—and behold the suicide of a race! Nevertheless, out of the evil came something of good, —the more careful adjustment of education to real life, the clearer perception of the Negroes’ social responsibilities, and the sobering realization of the meaning of progress.

13  
So dawned the time of Sturm und Drang: storm and stress today rocks our little boat on the mad waters of the world-sea; there is within and without the sound of conflict, the burning of body and rending of soul; inspiration strives with doubt, and faith with vain questionings. The bright ideals of the past,—physical freedom, political power, the training of brains and the training of hands,—all these in turn have waxed and waned, until even the last grows dim and overcast. Are they all wrong,—all false? No, not that, but each alone was over-simple and incomplete,—the dreams of a credulous race-childhood, or the fond imaginings of the other world which does not know and does not want to know our power. To be really true, all these ideals must be melted and welded into one. The training of the schools we need today more than ever,—the training of deft hands, quick eyes and ears, and above all

the broader, deeper, higher culture of gifted minds and pure hearts. The power of the ballot we need in sheer self-defence,—else what shall save us from a second slavery? Freedom, too, the long-sought, we still seek,—the freedom of life and limb, the freedom to work and think, the freedom to love and aspire. Work, culture, liberty,—all these we need, not singly but together, not successively but together, each growing and aiding each, and all striving toward that vaster ideal that swims before the Negro people, the ideal of human brotherhood, gained through the unifying ideal of Race; the ideal of fostering and developing the traits and talents of the Negro, not in opposition to or contempt for other races, but rather in large conformity to the greater ideals of the American Republic, in order that some day on American soil two world-races may give each to each those characteristics both so sadly lack. We the darker ones come even now not altogether empty-handed: there are today no truer exponents of the pure human spirit of the Declaration of Independence than the American Negroes; there is no true American music but the wild sweet melodies of the Negro slave; the American fairy tales and folklore are Indian and African; and, all in all, we black men seem the sole oasis of simple faith and reverence in a dusty desert of dollars and smartness. Will America be poorer if she replace her brutal dyspeptic blundering with light-hearted but determined Negro humility? or her coarse and cruel wit with loving jovial good-humor? or her vulgar music with the soul of the Sorrow Songs?

14 Merely a concrete test of the underlying principles of the great republic is the Negro Problem, and the spiritual striving of the freedmen's sons is the travail of souls whose burden is almost beyond the measure of their strength, but who bear it in the name of an historic race, in the name of this the land of their fathers' fathers, and in the name of human opportunity.

15 And now what I have briefly sketched in large outline let me on coming pages tell again in many ways, with loving emphasis and deeper detail, that men may listen to the striving in the souls of black folk.

## 11.2.1

## Lesson 1

## Introduction

In this first lesson of the unit and module, students are introduced to chapter 1 of W.E.B. Du Bois’s seminal compilation of essays, *The Souls of Black Folk*. Students begin their exploration of the chapter entitled “Of Our Spiritual Strivings,” by considering the effect created by the author’s choice of epigraph. Students will return to this epigraph in Lesson 16, as they draw upon their understanding of the text in its entirety to build upon their initial analysis. After listening to a masterful reading of the chapter, students analyze the first paragraph of “Of Our Spiritual Strivings” (from “Between me and the other world there is ever an unasked question” to “I answer seldom a word”). In this passage, Du Bois describes the “unasked question” that lies between him and “others” (par. 1).

Through discussion, students begin to develop an understanding of the meaning of the key word *problem* as Du Bois uses it in the text (par. 1). Student learning is assessed via a Quick Write at the end of the lesson: How does Du Bois use the word *problem* in the text? This understanding provides the foundation for student analysis in Lesson 2, in which students trace the interaction and development of ideas in the first two paragraphs of the text.

For homework, students reread and annotate paragraph 1 of “Of Our Spiritual Strivings.” Additionally, students preview and annotate the first half of paragraph 2, box any unfamiliar words, and look up their definitions.

- Questions and activities in this unit are designed to explore the purpose and argument in Du Bois’s essay. It is not necessary for students to read or hear a summary of the historical context of this essay, or to read “The Forethought” that prefaces “Of Our Spiritual Strivings” before beginning their analysis of this chapter.

## Standards

Assessed Standard(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 No. 10</i> ).
<b>Addressed Standard(s)</b>	
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.  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.

## Assessment

<b>Assessment(s)</b>	
<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 does Du Bois use the word <i>problem</i> in the text?</li> </ul> <p>□ Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.</p>	
<b>High Performance Response(s)</b>	
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>● Determine how Du Bois uses the word <i>problem</i> in the text (e.g., Du Bois uses the word <i>problem</i> to refer to how the “other world” (par. 1) sees him. This is evidenced by Du Bois’s belief that people who consider him to be different all want to ask him the question: “How does it feel to be a problem?”(par. 1). This question demonstrates that the people who want to ask it believe that Du</li> </ul>	

Bois is a problem, even if they do not actually ask this question because of “feelings of delicacy” (par. 1), or because they do not know how to address it.).

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>● strivings (n.) – strenuous efforts toward a goal</li> <li>● delicacy (n.) – refined sensibility in feeling or conduct</li> <li>● mournful (adj.) – full of sorrow, very sad</li> <li>● avail (n.) – help toward reaching a goal</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>● o (interjection) – archaic or poetic form of “oh,” used to address someone directly</li> <li>● till (prep.) – archaic or poetic form of until, meaning up to (a particular time)</li> <li>● weary (adj.) – lacking strength, energy, or freshness because of a need for rest or sleep</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>● Standards: RI.11-12.4, W.11-12.9.b, L.11-12.4.a</li> <li>● Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 1 (Masterful Reading: Chapter 1: “Of Our Spiritual Strivings”)</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of the Module and Lesson Agenda	1. 10%
2. Homework Accountability	7. 15%
3. Masterful Reading	8. 45%

4. Reading and Discussion	9. 15%
5. Quick Write	10. 10%
6. Closing	11. 5%

## Materials

- Copies of the 11.2 Common Core Learning Standards Tool for each student
- Copies of “Of Our Spiritual Strivings” for each student (with paragraphs numbered 1–14)
- Copies of the Short Response Rubric and Checklist for each student
- Consider numbering the paragraphs of “Of Our Spiritual Strivings” before the lesson.

## 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 the Module and Lesson Agenda

10%

Begin by sharing the goals for this module and unit. Explain to students that in the second module of eleventh grade, they read, discuss, and analyze informational texts and poetry, focusing on how authors use language, structure, and rhetoric to analyze complex ideas and events, develop an argument, convey a point of view, or advance a purpose. Explain that throughout this module, students consider how these texts address similar ideas in order to compare the approaches the authors take, and build knowledge of these shared subjects. Through focused writing instruction, practice, and revision,



students develop and strengthen the skills required to write explanatory texts that clearly and effectively examine and convey complex ideas, concepts, and information.

In this first unit of the module, students read chapter 1 of W.E.B. Du Bois's *The Souls of Black Folk*, "Of Our Spiritual Strivings" in relation to Booker T. Washington's "Atlanta Compromise Speech," noting the authors' divergent arguments.

- Students follow along.

Begin by reviewing the agenda and assessed standard for this lesson: RI.11-12.4. In this lesson, students analyze the use of a key word in the first paragraph of "Of Our Spiritual Strivings."

- Students look at the agenda.

Distribute a copy of the 11.2 NJSLS Tool to each student. Inform students that in this lesson, they begin to work with a new standard: RI.11-12.4. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with the standard RI.11-12.4.

Instruct students to form pairs and compare their understanding of RI.11-12.4 with their understanding of the familiar standard RL.11-12.4.

- Student responses should include:
  - Both RI.11-12.4 and RL.11-12.4 include determining the figurative and connotative meanings of words and phrases in a text, but RI.11-12.4 includes determining technical meanings as well.
  - RL.11-12.4 includes analyzing how word choices affect meaning and tone, whereas RI.11-12.4 focuses on just meaning because it only requires analyzing how an author uses and refines the meaning of key term over the course of a text.

Lead a brief whole-class discussion based on student responses.

## Activity 2: Homework Accountability

15%

Instruct students to take out their homework from the previous lesson. (Read and annotate Arthur Symons' poem "The Crying of Water," the epigraph to "Of Our Spiritual Strivings" by W.E.B Du Bois, and box any unfamiliar words and look up their definitions.)

- Students take out their homework.
-

- Consider reminding students that an *epigraph* is a quotation at the beginning of a text or a section of a text, suggesting the text's theme or central idea. Students were introduced to the term *epigraph* in 9.1.1 Lesson 1.

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

- Students may identify the following words: *mournful*, *avail*.
- Definitions are provided in the Vocabulary box in this lesson.
- **Differentiation Consideration:** Consider providing students with the following definitions: *o* means "an archaic or poetic form of 'oh' used to address someone directly," *till* means "an archaic or poetic form of until, meaning up to (a particular time)," and *weary* means "lacking strength, energy, or freshness because of a need for rest or sleep."
- Students write the definitions of *o*, *till*, and *weary* on their copies of the text or in a vocabulary journal.

Instruct students to discuss their annotations in pairs.

- Consider reviewing and displaying the following annotation codes established in Module 11.1:
  - Box unfamiliar words.
  - Star (\*) important or repeating ideas.
  - Put a question mark (?) next to a section you are questioning or confused about, and write your question down.
  - Use an exclamation point (!) for connections between ideas or ideas that strike or surprise you in some way, and provide a brief note explaining the connections.

Remind students that, in addition to using codes, marking the text with their thinking in relation to the codes is important.

- Students share their annotations.
  - Student annotations may include:
    - Stars next to the repeating phrases "O water" (chapter 1 epigraph, lines 1, 5), "voice of my heart" (chapter 1 epigraph, lines 1, 4), "[l]s it I?" (chapter 1 epigraph, line 5), "crying to me" (chapter 1 epigraph, lines 6, 12), and "[a]ll night long" (chapter 1 epigraph, lines 2, 6).
-

- A question mark next to “O water, voice of my heart” (chapter 1 epigraph, line 1). How can water be a voice? Is the water Symons talking about real, or metaphorical?
- An exclamation point to connect the first line of the first stanza, “O water, voice of my heart, crying in the sand” (chapter 1 epigraph, line 1), with the final line of the second stanza, “the water all night long is crying to me” (chapter 1 epigraph, line 12). The poem begins and ends with the same image.

Post or project the following questions for students to answer in their pairs.

- [Remind students to use their annotations to guide their responses to these questions.](#)

**Describe the speaker’s tone in this poem. What words or phrases create this tone?**

- Student responses may include:
  - The repetition of the words “cry” (chapter 1 epigraph, lines 2, 10) and “crying” (chapter 1 epigraph, lines 1–2, 5–6, 11–12), the use of the word “mournful” (chapter 1 epigraph, line 2), and the phrase “crying without avail” (chapter 1 epigraph, line 11) create a sorrowful or sad tone.
  - The word “unresting” (chapter 1 epigraph, line 7) and the phrases “there shall never be rest” (chapter 1 epigraph, line 7), “the heart shall be weary and wonder” (chapter 1 epigraph, line 10), “cannot understand” (chapter 1 epigraph, line 3), and the repetition of the unanswered question “[I]s it I?” (chapter 1 epigraph, line 5) create a tone of conflict, or confusion. The speaker has questions that cannot be answered, and cannot rest because of them.
- [Students were introduced to tone in 11.1.1 Lesson 1 in their analysis of Robert Browning’s “My Last Duchess.” If necessary, remind students that \*tone\* is the attitude a speaker has towards the subject about which they are speaking.](#)

**What can you infer about this chapter from Du Bois’s choice of epigraph?**

- Student responses may include:
    - The repetition of the word “crying” (chapter 1 epigraph, 1–2, 5–6, 11–12), the use of the word “mournful” (chapter 1 epigraph, line 2), and the phrase “crying without avail” (chapter 1 epigraph, line 11) creates a sad tone, and suggests that this chapter might be serious or sad.
-

- The use of the phrase “crying without avail” (chapter 1 epigraph, line 11), the word “unresting” (chapter 1 epigraph, line 7), and the phrases “there shall never be rest” (chapter 1 epigraph, line 7) and “the heart shall be weary and wonder” (chapter 1 epigraph, line 10) suggest that the chapter will be about someone looking for something and having difficulty finding it.
- The phrase “cannot understand” (chapter 1 epigraph, line 3) and the question “[I]s it I?” (chapter 1 epigraph, line 5) create a tone of confusion, and suggest that the chapter will be about conflict or confusion.

Lead a brief whole-class discussion of student responses.

- Students build upon this initial analysis when they return to Symons’ poem in Lesson 16, in which they draw upon their understanding of the text in its entirety to analyze how the poem contributes to the overall meaning and tone of “Of Our Spiritual Strivings.”

### Activity 3: Masterful Reading

45%

Have students listen to a masterful reading of chapter 1 “Of Our Spiritual Strivings” in its entirety (from “Between me and the other world” to “the striving in the souls of black folk” (par. 1–14)). Inform students that they will follow along and pause twice during the chapter (after paragraphs 4 and 9) to write down their initial questions and reactions.

- Students follow along, reading silently, and then write initial reactions and questions.
- **Differentiation Consideration:** Consider pausing more frequently during the masterful reading to allow students more opportunities to write questions and reactions.
- **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout this lesson:

**What does Du Bois use the word *problem* to describe in this text?**

Lead a brief class discussion of students’ initial reactions and questions. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions.

- Student responses may include:
  - What is the “other world” (par. 1)? Who occupies it?

- Why do the people Du Bois describes in the first paragraph consider him to be “a problem” (par. 1)?
  - Du Bois refers to “with other black boys” (par. 2)—does this mean that the “problem” (par. 1) has something to do with being African American?
  - Du Bois writes about being “an American” (par. 3) and being “a Negro” (par. 3) like they are two separate entities. Can a person not be both at the same time?
  - Why does Du Bois capitalize “Opportunity” (par. 4) and “Emancipation” (par. 5)?
  - Du Bois writes “in the few days since Emancipation” (par. 5), which suggests that he is writing about the time after slaves were freed.
  - Du Bois writes that despite Emancipation, people are still not free (par. 7). If Emancipation did not free African Americans, what does Du Bois think freedom is?
  - Du Bois describes all African Americans as “handicapped” (par. 10). Why would Du Bois use the word “handicapped”? What does he mean by this?
  - Du Bois writes of “the ideal of human brotherhood” (par. 12). Where do women fit into this “ideal”?
  - Despite his criticism of what is happening in America, Du Bois appears to believe in “the greater ideals of the American Republic” (par. 12).
- Consider recording questions and observations on the board or on chart paper for the class to reference throughout the unit, and encourage students to respond and add to these questions as they continue to analyze this text.
  - Du Bois uses the word “Negro” to describe African Americans throughout the chapter. Students should use Du Bois’s language when reading or citing textual evidence, but they should avoid using the word “Negro” in discussion when they are not quoting from the chapter.

#### Activity 4: Reading and Discussion

15%

Instruct students to form pairs. 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.

- This annotation exercise supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.
  - **Differentiation Consideration:** To further support comprehension of and fluency with Du Bois’s complex syntax, consider having students listen to a second masterful reading of paragraph 1 before independently engaging with the text.
-

Instruct student pairs to read from “Between me and the other world there is ever an unasked question” to “I answer seldom a word” (par. 1), and answer the following questions before sharing out with the class.

Provide students with the following definitions: *strivings* means “strenuous efforts toward a goal” and *delicacy* means “refined sensibility in feeling or conduct.”

- Students write the definitions of *strivings* and *delicacy* on their copies of the text or in a vocabulary journal.
- Consider explaining to students that “colored” was a term historically used in the United States to describe African Americans in a derogatory way.

### What is the “unasked question”?

- The “unasked question” is: “How does it feel to be a problem?”

### Why is the question “unasked”?

- Du Bois writes that the question is “unasked” because of “feelings of delicacy” and “the difficulty of rightly framing it.” This suggests that people do not ask the question because it would not be polite to do so, and because something about the question makes it difficult to ask.
- After listening to a masterful reading of the text in its entirety, students may make the connection between race and the “feelings of delicacy,” and the “half-hesitant” approach of “others” (par. 1). This is a crucial connection students develop through further analysis of paragraphs 1 and 2 in 11.2.1 Lessons 2 and 3.
- **Differentiation Consideration:** If students struggle to determine why the question remains unasked, consider posing the following scaffolding questions:

**What words or phrases does Du Bois use to describe how “others” approach him? What can you infer from these descriptions about why the question remains “unasked”?**

- Student responses should include:
    - Du Bois describes “others” as “flutter[ing] round” the question, “half-hesitant” and “eye[ing] [him] curiously or compassionately,” avoiding asking the question on their minds because of “feelings of delicacy.”
-

- These descriptions suggest that the question remains unasked because people feel uncomfortable approaching Du Bois. Although they appear to be intrigued by him and want to speak with him, they do not ask the question because they are unsure how to ask it. This suggests that the question on their minds concerns a complex subject that is not easily spoken about.

### To whom does the “problem” refer?

- The “unasked question ... How does it feel to be a problem?” is “between” Du Bois and the “other world,” indicating that the “problem” refers to Du Bois. Additionally, the phrase “they approach me” indicates that this reference is to Du Bois.
- After listening to a masterful reading of the text in its entirety, students may infer that the “problem” refers more broadly to all African Americans, not just the author. Throughout this unit, students explore the broader meanings of the word *problem* as it is used and refined over the course of the text.

### Who or what does Du Bois mean by “the other world”?

- Du Bois means that the “others” who “flutter round” the question and “approach [him] in a half-hesitant sort of way,” while they “eye [him] curiously or compassionately,” are the “other world.” These references suggest that Du Bois uses the term “other world” to describe people who consider the author to be different or “a problem.”
- Consider drawing students’ attention to their work with L.11-12.4.a as they use context clues to determine the meaning of the phrase “the other world” in this context.
- After listening to a masterful reading of the text in its entirety, students may infer that “the other world” (par. 1) refers to “the white world” (par. 5). Students continue to explore the meaning of “the other world” in 11.2.1 Lessons 2 and 3.

Lead a brief whole-class discussion of student responses.

## Activity 5: Quick Write

10%

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

**How does Du Bois use the word *problem* in the text?**

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Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever 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.
- Display the prompt for students to see, or provide the prompt in hard copy.
- Remind students of their work with the Short Response Rubric and Checklist in Module 11.1. Review the rubric and checklist as necessary.

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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread and annotate paragraph 1 (from “Between me and the other world there is ever an unasked question” to “I answer seldom a word”) and preview and annotate the first half of paragraph 2 (from “And yet, being a problem is a strange experience” to “but shut out from their world by a vast veil”). Instruct students to box any unfamiliar words from the first half of paragraph 2 and look up their definitions. Instruct students to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

- Students follow along.

### Homework

Reread and annotate paragraph 1 (from “Between me and the other world there is ever an unasked question” to “I answer seldom a word”), and preview and annotate the first half of paragraph 2 (from “And yet, being a problem is a strange experience” to “but shut out from their world by a vast veil”). Box any unfamiliar words in the first half of paragraph 2 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.



## 11.2 Common Core Learning Standards Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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<b>NJSLS Anchor Standards—Reading</b>		<b>I know what this is asking and I can do this.</b>	<b>This standard has familiar language, but I haven't mastered it.</b>	<b>I am not familiar with this standard.</b>
NJSLSA.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.			

<b>NJSLS: Reading—Informational</b>		<b>I know what this is asking and I can do this.</b>	<b>This standard has familiar language, but I haven't mastered it.</b>	<b>I am not familiar with this standard.</b>
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).			

<b>NJSLS: Writing</b>		<b>I know what this is asking and I can do this.</b>	<b>This standard has familiar language, but I haven't mastered it.</b>	<b>I am not familiar with this standard.</b>
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

<b>NJSLS: Speaking and Listening</b>		<b>I know what this is asking and I can do this.</b>	<b>This standard has familiar language, but I haven't mastered it.</b>	<b>I am not familiar with this standard.</b>
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.			

NJSLS: Language	I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
<p>L.11-12.3.a. 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>			



## Short Response Rubric

Assessed Standard: \_\_\_\_\_

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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	<b>2-Point Response</b>	<b>1-Point Response</b>	<b>0-Point Response</b>
<b>Inferences/Claims</b>	Includes valid inferences or claims from the text. Fully and directly responds to the prompt.	Includes inferences or claims that are loosely based on the text. Responds partially to the prompt or does not address all elements of the prompt.	Does not address any of the requirements of the prompt or is totally inaccurate.
<b>Analysis</b>	Includes evidence of reflection and analysis of the text.	A mostly literal recounting of events or details from the text(s).	The response is blank.
<b>Evidence</b>	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write.	Includes some relevant facts, definitions, concrete details, and/or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write.	The response includes no evidence from the text.
<b>Conventions</b>	Uses complete sentences where errors do not impact readability.	Includes incomplete sentences or bullets.	The response is unintelligible or indecipherable.

## Short Response Checklist

Assessed Standard: \_\_\_\_\_

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Does my writing...	Did I...	☐
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	☐
	Clearly state a text-based claim I want the reader to consider?	☐
	Confirm that my claim is directly supported by what I read in the text?	☐
Develop an analysis of the text(s)?	Did I consider the author’s choices, impact of word choices, the text’s central ideas, etc.?	☐
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	☐
	Arrange my evidence in an order that makes sense and supports my claim.	☐
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	☐
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	☐
	Review my writing for correct grammar, spelling, and punctuation?	☐

# 11.2.1

# Lesson 2

## Introduction

In this lesson, students read and analyze paragraphs 1 and 2 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* (from “Between me and the other world there is ever an unmasked question” to “but shut out from their world by a vast veil”). In this excerpt, Du Bois writes of the “strange experience” of “being a problem” in America (par. 2). Students analyze how Du Bois introduces ideas, and consider how these ideas interact and develop over the course of this excerpt. Additionally, students are introduced to the Ideas Tracking Tool, which they use throughout this unit to record how Du Bois unfolds a complex series of ideas throughout his essay. Student learning is assessed via a Quick Write at the end of the lesson: Analyze how two ideas interact and develop over the course of this excerpt.

For homework, students reread this lesson’s excerpt, and use the Ideas Tracking Tool to track at least two key ideas that have emerged in the text thus far. Additionally, students preview the remainder of paragraph 2, box any unfamiliar words, and look up their definitions.

## Standards

Assessed Standard(s)	
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.
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.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## 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>Analyze how two ideas interact and develop over the course of this excerpt.</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Determine two ideas that Du Bois introduces over the course of this excerpt (e.g., other people see Du Bois as “a problem” (par. 1–2), and there is an “other world” (par. 1) from which Du Bois is separated).</li> <li>Analyze how these two ideas interact and develop over the course of this excerpt (e.g., These two ideas interact and develop in Du Bois’s story of a young girl who excludes him from a childhood game by absolutely “refus[ing]” to accept his visiting-card (par. 2). This story connects the ideas of feeling like “a problem” (par. 1–2) and “the other world” (par. 1), because it explains how being excluded, or “shut out from their world by a vast veil” (par. 2) makes Du Bois feel “different from the others” (par. 2). This realization that he is different makes Du Bois understand that other people see him as someone who does not belong in their world, or as “a problem” (par. 1–2).).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>rollicking (adj.) – carefree and joyous</li> <li>peremptorily (adv.) – acting with the insulting attitude of a person who thinks that he or she should be obeyed without question</li> <li>mayhap (adv.) – perhaps</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>revelation (n.) – a usually secret or surprising fact that is made known</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>peculiar (adj.) – strange; queer; odd</li> <li>wee (adj.) – very small</li> <li>visiting-cards (n.) – small cards presented when visiting that bear the name and sometimes the address of the visitor</li> </ul>



- merry (adj.) – very happy and cheerful
- dawned (v.) – began to be understood
- veil (n.) – something that covers or hides something else

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>• Standards: RI.11-12.3, W.11-12.9.b, L.11-12.5</li> <li>• Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 1–2</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 55%
5. Quick Write	5. 10%
6. Closing	6. 10%

## Materials

- Copies of the Ideas Tracking Tool for each student
- 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.
①	Indicates instructional notes for the teacher.

## Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.11-12.3. In this lesson, students determine ideas in the first two paragraphs of “Of Our Spiritual Strivings” and explore how these ideas interact and develop over the course of this excerpt. Additionally, for homework, students begin tracking these key ideas using an Ideas Tracking Tool.

- ▶ Students look at the agenda.

① Students were introduced to RI.11-12.3 in 11.1.3 Lesson 4.

## Activity 2: Homework Accountability

15%

Instruct students to form pairs and discuss two or three of the annotations that they made for the previous lesson’s homework. (Reread and annotate paragraph 1 and preview and annotate the first half of paragraph 2. Box any unfamiliar words in the first half of paragraph 2 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 share two or three of their annotations in pairs.

🗨 Student annotations may include:

- A star next to “How does it feel to be a problem?” (par. 1), noting that other people consider Du Bois to be a problem.
- Stars next to “being a problem is a strange experience” and “it dawned upon me with a certain suddenness that I was different from the others; or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil” (par. 2), noting Du Bois is seen as a problem because something about him is not the same as those who see him this way.
- A question mark next to “or like, mayhap, in heart and life and longing” (par. 2). What does it mean to be like someone “in heart” (par. 2)? Is “heart” being used figuratively in this sentence?
- An exclamation point next to “one girl, a tall newcomer, refused my card,— peremptorily, with a glance” and “it dawned upon me with a certain suddenness that I was different from the others” (par. 2). The interaction between this girl and the author makes the author realize that he is “different” (par. 2).

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

Instruct students to share any vocabulary words they identified and defined in the previous lesson's homework.

 Students may identify the following words: *rollicking*, *peremptorily*, *mayhap*.


 Definitions are provided in the Vocabulary box in this lesson.

### Activity 3: Masterful Reading

5%

Instruct students to take out and review their initial reactions and questions from the masterful reading in 11.2.1 Lesson 1. Have students listen to a masterful reading of paragraphs 1–2 (from “Between me and the other world there is ever an unasked question” to “but shut out from their world by a vast veil”).

▶ Students follow along, reading silently.

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

**What ideas does Du Bois introduce in this excerpt?**


### Activity 4: Reading and Discussion


55%

Instruct students to form pairs. 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.


Instruct student pairs to read from “Between me and the other world there is ever an unasked question” to “I answer seldom a word” (par. 1), and answer the following questions before sharing out with the class.

**What is the significance of Du Bois's choice to begin the chapter with the word “[b]etween” (par. 1)?**


 Du Bois's choice to use the word “[b]etween” (par. 1) to begin this chapter creates the sense that this “unasked question” (par. 1) separates Du Bois from “the other world” (par. 1). The choice of the word “[b]etween” reinforces the idea that there is a distance between Du Bois and the “others” (par. 1).

 **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:


**What lies “between” Du Bois and “the other world” (par. 1)?**


-  The “unasked question ... [h]ow does it feel to be a problem?” (par. 1) lies between Du Bois and “the other world” (par. 1). This suggests that Du Bois is separated from others by something that they want to ask him, but feel that they cannot say.

**How does the statement “I know an excellent colored man in my town” (par. 1) develop the relationship between Du Bois and “the other world” (par. 1)?**

-  Student responses may include:
  - When “others” say they “know” a “colored man” (par. 1), it suggests that they do not identify as African Americans. This statement also implies that “others” (par. 1) assume Du Bois will find this news interesting or significant in some way, perhaps because he is African American. This statement establishes a separation based on race between Du Bois and those who speak to him.
  - The focus on the “colored man” (par. 1) in this statement suggests that race is important in Du Bois’s life, and in the lives of those with whom he interacts. This emphasis indicates that the line that divides Du Bois from those who approach him “half hesitant[ly]” (par. 1) is related to race.
  - The word “excellent” in the phrase “I know an excellent colored man” (par. 1) suggests that “others” (par. 1) feel they need to tell Du Bois that they have positive feelings about African Americans. This suggests that others think Du Bois will appreciate hearing about their high regard for African Americans, or they think it will make him feel more comfortable to know this.

**Based on what people say and ask “instead” (par. 1), what might be the topic of the “unasked question” (par. 1)?**

-  People say “I know an excellent colored man,” “I fought at Mechanicsville” or “[d]o not these Southern outrages make your blood boil?” (par. 1) rather than asking the “real question, How does it feel to be a problem?” (par. 1). All of the questions or comments that people ask or say “instead” (par. 1) have something to do with the South, African Americans, or race relations. This suggests that the “real question” (par. 1) had to do with these topics as well.

-  **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

**What relationship does Du Bois describe between himself and the “other world” in the first paragraph?**

-  Student responses may include:
  - In the first sentence of the chapter, Du Bois uses the word “between” (par. 1) to explain that he is separated from “the other world” by an “unasked question” (par. 1). This unasked

question, “[h]ow does it feel to be a problem?” (par. 1), develops the idea that the separation between Du Bois and “the other world” (par. 1) is the result of others seeing Du Bois as an issue, or being confused or troubled by him.

- Du Bois describes the “others” as “flutter[ing] round” the question, “half-hesitant,” and “eye[ing] [him] curiously or compassionately” (par. 1). This develops the idea of an uneasy or insecure relationship between the author and other people. This description also develops the idea that something about Du Bois evokes feelings of interest or sympathy in “others” (par. 1).
- The questions that people from “the other world” (par. 1) ask Du Bois, instead of the “unasked question,” create a distance between Du Bois and “others” (par. 1). The fact that “others” (par. 1) feel the need to tell Du Bois that they know an “excellent” African American (par. 1), and that “Southern outrages” (par. 1) make them angry, reveals that those who approach Du Bois feel the need to be outwardly sympathetic or kind to him, even though they really see him as “a problem” (par. 1).

- ① **Differentiation Consideration:** If students have already made a clear connection between Du Bois’s identity as an African American and others’ perception of him as “a problem” (par. 1), consider providing the following optional extension question to deepen students’ understanding:

**How might the topic of the “unasked question” (par. 1) develop your understanding of what Du Bois means by the “other world” (par. 1)?**

- 💡 Since the separation between Du Bois and those who want to ask the question (par. 1) has to do with race, the term “the other world” (par. 1) could refer to white people.

**Identify a central idea introduced in the first paragraph.**

- 💡 Student responses may include:

- Du Bois understands himself as separate from an “other world” (par. 1).
- Other people perceive Du Bois as “a problem” (par. 1).

Lead a brief whole-class discussion of student responses.

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Instruct student pairs to read from “And yet, being a problem is a strange experience” to “but shut out from their world by a vast veil” (par. 2), and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *peculiar* means “strange; queer; odd,” *wee* means “very small,” *visiting-cards* means “small cards presented when visiting that bear the name and sometimes the address of the visitor,” *merry* means “very

happy and cheerful,” *dawned* means “began to be understood,” and *veil* means “something that covers or hides something else.”

- ▶ Students write the definitions of *peculiar*, *wee*, *visiting-cards*, *merry*, *dawned*, and *veil* on their copies of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing the following scaffolding question to support students’ independent reading:

### What words and phrases indicate when the events of this passage occur?

 Student responses may include:

- The phrase “in the early days of rollicking boyhood” (par. 2) indicates that the events of this passage occur when Du Bois is a child.
- The phrase “I remember well” (par. 2) indicates that Du Bois is remembering what happened to him in the past.
- The phrase “I was a little thing” (par. 2) suggests that the events of this passage occur when Du Bois is very small, perhaps a young child.
- The reference to the “wee wooden schoolhouse” (par. 2) indicates that the events in this story happen when Du Bois is of an age to attend school.

### According to Du Bois, “[h]ow does it feel to be a problem” (par. 1)? Why has he “never been anything else” (par. 2)?

- Du Bois describes the experience of “being a problem” as “strange” and “peculiar” (par. 2). Du Bois’s statement that he “has never been anything else” (par. 2) suggests that he was born “a problem” (par. 2), reinforcing the idea that being a problem has to do with some aspect of Du Bois’s identity that he cannot change.

- ① **Differentiation Consideration:** Consider providing the following optional extension question to deepen students’ understanding of Du Bois’s use of “problem” in paragraph 2:

### How does Du Bois’s statement “save perhaps in babyhood and in Europe” (par. 2) develop the nature of the “problem” (par. 2)?

- Du Bois’s statement that one might not be a problem “in babyhood” (par. 2) suggests that being a problem is something that affects one later on in life. His statement that one might not be a problem “in Europe” (par. 2) suggests that being a problem has to do with location, in this case, America.

### How does the imagery in paragraph 2 convey the meaning of *revelation*?

🗨️ Du Bois describes his revelation as “burst[ing] upon one, all in a day” (par. 2) and as a “shadow” that “swept across” him (par. 2). This imagery suggests that a revelation is a thought or idea that comes all at once, and is a surprise. The image of a “shadow” (par. 2) suggests that this surprise is not necessarily positive.

- ① Consider drawing students’ attention to their work with L.11-12.5, as they demonstrate understanding of figurative language in order to illuminate the nuances in word meanings.
- ① Students were introduced to *imagery* in 11.1.2. If necessary, remind students that *imagery* is an author’s use of vivid, descriptive language that appeals to the senses. Imagery is a type of figurative language.
- ① **Differentiation Consideration:** Consider providing the following optional extension questions to deepen students’ understanding of “the revelation” (par. 2) in this passage:

### Who experiences “the revelation” (par. 2)? When does this experience occur?

🗨️ Du Bois describes that the “shadow swept across [him]” (par. 2), indicating that Du Bois is describing his own experience of revelation. This “revelation” (par. 2) occurs when the author is a child, in the “early days of rollicking boyhood” (par. 2).

### What is the cumulative effect of the imagery in paragraph 2 on the tone of this passage?

🗨️ The image of the revelation “bursting upon” Du Bois creates a tone of surprise in the passage, because it makes the revelation seem unexpected and sudden, while the description of the revelation as a “shadow” that “swept across” (par. 2) Du Bois creates the sense of foreboding, because it makes the revelation seem dark and ominous.

### Summarize the series of events described in this section of paragraph 2.

🗨️ During a happy exchange of visiting-cards at the school Du Bois attended as a boy, a girl “refused” to accept Du Bois’s card (par. 2). This event led Du Bois to the realization that he “was different from the others” (par. 2).

### How does Du Bois’s statement that he is “like” the “others” (par. 2) further develop his relationship with them?

🗨️ Du Bois’s statement that he is “like” other people “in heart and life and longing” (par. 2) suggests that he feels that he shares several important aspects in common with those who exclude him; he is like them in what he wants or “long[s]” for (par. 2), and what he loves or believes in his “heart” (par. 2).

- ① **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

How is the word “like” used in the sentence beginning “then it dawned upon me” (par. 2)? How do you know?

- The word “different” (par. 2) is placed in contrast with the word “like” (par. 2), indicating that “like” (par. 2) is being used to mean “alike” in this sentence.

What has “dawned upon” (par. 2) Du Bois?

- Du Bois realizes that although he shares very important beliefs and desires with “the others” (par. 2), they treat him differently and exclude him. He is “shut out from their world by a vast veil” (par. 2).

What does the word “peremptorily” (par. 2) suggest about the nature of the girl’s refusal?

- Du Bois’s choice to use the word “peremptorily” (par. 2) in his description of the girl’s refusal suggests that she made her decision with an insulting attitude, assuming that Du Bois would obey her refusal without question.

What does Du Bois’s description of the girl’s refusal suggest about the feelings that caused his revelation?

- Du Bois’s choice of the word “peremptorily” (par. 2) suggests that his revelation came as a result of experiencing a feeling of powerlessness in the face of a judgment that allowed no room for him to protest.

How do the interactions between Du Bois and “others” in paragraphs 1 and 2 develop the idea of “a vast veil” (par. 2)?

- Student responses may include:
  - In the first paragraph, “others” do not know how to approach Du Bois or speak to him, they are “half-hesitant” and “curious” of him and consider him to be “a problem” (par. 1), which makes him feel separate or different from them. These interactions suggest that the “vast veil” (par. 2) that separates Du Bois and the “other world” (par. 1) is connected to the race-related question: “How does it feel to be a problem?” (par. 1); both the question, “How does it feel to be a problem?” (par. 1), and the “veil” “shut” (par. 2) Du Bois out, or exclude him, from the “other world” (par. 1).
  - Du Bois’s interaction with the girl, who turned down his card “peremptorily, with a glance” in paragraph 2, suggests that the image of the “vast veil” that “shuts [him] out” (par. 2) from her world is another way of describing her insulting and decisive refusal to be friendly with him. The girl’s choice to ignore and be cruel to Du Bois prevents him from participating in this school activity, and isolates him. Therefore, the “vast veil” (par. 2) is a metaphor for actions and behaviors, like that of the little girl, which exclude Du Bois.



- ① Consider asking students to identify what figure of speech a “vast veil” (par. 2) is. Students are familiar with metaphors from their work in 11.1.2 Lesson 6. Consider reminding students that a *metaphor* is a type of figurative language used to show or create a similarity between ideas or things that seem to be unrelated. Students continue work with this metaphor in the following lesson.
- ① Consider drawing students’ attention to their work with L.11-12.5, as they demonstrate their understanding of figurative language and nuances in word meanings.

### How do the events that Du Bois describes in paragraph 2 further develop ideas introduced in paragraph 1?

🗨 Student responses may include:

- The “tall newcomer[’s]” (par. 2) rejection of Du Bois’s card develops the idea that Du Bois feels that others see him as “a problem” (par. 2), because the girl’s refusal of his card marks him as different from everyone else.
- The girl’s refusal of Du Bois’s “visiting-card” (par. 2) develops the idea that Du Bois is separated from others and the “other world” (par. 1) that they live in, because this experience of being excluded leads him to the revelation that he is “shut out” (par. 2) from the “other world” (par. 1) by “a vast veil” (par. 2), because there is something “different” (par. 2) about him.

Lead a brief whole-class discussion of student responses.

### Activity 5: Quick Write

10%

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

#### Analyze how two ideas interact and develop over the course of this excerpt.

Instruct students to look at their annotations to find evidence. Instruct 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 6: Closing

10%

Display and distribute the homework assignment, including the Ideas Tracking Tool. Instruct students to reread this lesson's excerpt (from "Between me and the other world there is ever an unasked question" to "but shut out from their world by a vast veil"), and use the Ideas Tracking Tool to track what ideas emerge in the text and where they emerge. Students should record at least two ideas introduced and developed in paragraphs 1–2, as well as notes and connections for each.

Additionally, instruct students to preview the remainder of paragraph 2 of "Of Our Spiritual Strivings" (from "I had thereafter no desire to tear down" to "watch the streak of blue above"). 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.

▶ Students follow along.

- ① Students were introduced to a similar tool in 10.2.1, Lesson 5. If students require additional support working with this tool, consider modeling one row of the tool as a class (see the Model Ideas Tracking Tool in 11.2.1 Lesson 3).
- ① Students add to the Ideas Tracking Tool throughout this module for all texts, and reference it for assessments.

## Homework

Reread this lesson's excerpt (from "Between me and the other world there is ever an unasked question" to "but shut out from their world by a vast veil"), and use the Ideas Tracking Tool to track at least two ideas that emerge in paragraphs 1–2, as well as notes and connections for each.

Additionally, preview the remainder of paragraph 2 of "Of Our Spiritual Strivings" (from "I had thereafter no desire to tear down" to "watch the streak of blue above"). 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.

## 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>	
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Paragraph #	Ideas	Notes and Connections

# 11.2.1 Lesson 3

## Introduction

In this lesson, students read and analyze the second half of paragraph 2 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* (from “I had thereafter no desire to tear down” to “watch the streak of blue above”). In this excerpt, Du Bois develops his metaphor of the “veil” as he describes the experience of being an “outcast and a stranger” in the “pale world” (par. 2). Students analyze Du Bois’s use of figurative language, determining meaning from context, and analyzing the role this language plays in the text. Student learning is assessed via a Quick Write at the end of the lesson: Interpret an example of figurative language and analyze its role in the excerpt.

For homework, students reread this lesson’s excerpt, and record ideas that emerge in this passage on their Ideas Tracking Tools. Additionally, students begin reading their Accountable Independent Reading (AIR) texts through the lens of a new focus standard (RI.11-12.3) and prepare for a 3–5 minute discussion on how they applied their new focus standard to their texts.

## Standards

Assessed Standard(s)	
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> </ul>
Addressed Standard(s)	
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>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]”).</li> </ul>
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.

- |  |   |
|--|---|
|  | 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. |
|--|---|

## 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.

- Interpret an example of figurative language and analyze its role in this excerpt.

### High Performance Response(s)

A High Performance Response should:

- Identify an example of figurative language in this passage (e.g., the “region of blue sky” (par.2)).
- Interpret the meaning of this figurative language from context (e.g., The “region of blue sky” represents the time in Du Bois’s childhood when he is not bothered by the realization that “[he] was different from the others” (par. 2)).
- Analyze the role this figurative language plays in the excerpt (e.g., The “region of blue sky” develops the metaphor of the “vast veil” that shuts Du Bois and “other black boys” out of the “pale world” (par. 2), because it introduces the idea that as a child Du Bois was able to live peacefully “above” the veil (par. 2). However, as Du Bois grows older he is unable to rise above those who exclude him, and so he feels trapped, hopeless, and angry. He can only “watch the streak of blue above,” as he “plod[s] darkly on in resignation” (par. 2) with the “other black boys” who feel “distrust” and “hatred” for the white world.).

## Vocabulary

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

- mates (n.) – associates, companions
- alas (interjection) – used as an exclamation to express sorrow, grief, pity, concern, or apprehension of evil
- strife (n) – vigorous or bitter conflict, discord, or antagonism
- sycophancy (n.) – the character or behavior of a person who praises powerful people in order to get their approval
- plod (v.) – to walk slowly and usually heavily
- resignation (n.) – the feeling that something unpleasant is going to happen and cannot be changed

<ul style="list-style-type: none"> <li>• unavailing (adj.) – not useful or successful</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>• contempt (n.) – a feeling that someone or something is not worth any respect or approval</li> <li>• wrest (v.) – to twist or turn; pull, jerk, or force by a violent twist</li> <li>• unscalable (adj.) – not capable of being climbed up or reached</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>• dazzling (adj.) – greatly impressive or surprising by being very attractive or exciting</li> <li>• mocking (adj.) – showing the qualities of laughing at or making fun of (someone or something) especially by copying an action or a way of behaving or speaking</li> <li>• outcast (n.) – someone who is not accepted by other people</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: L.11-12.5.a, W.11-12.9.b, L.11-12.4.a</li> <li>• Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 2</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 60%
5. Quick Write	5. 10%
6. Closing	6. 10%

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- Student copies of Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional blank copies

## 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.
①	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: L.11-12.5.a. In this lesson, students explore Du Bois’s use of figurative language, and analyze the role this language plays in the text.

- ▶ Students look at the agenda.

① Students were introduced to L.11-12.5.a in 11.1.2 Lesson 11.

Explain to students that they will apply their understanding of RL.11-12.5 in their analysis of this lesson’s excerpt. Instruct students to talk in pairs about the meaning of figurative language.

- ▶ Students discuss their understanding of figurative language in pairs.
- ☞ Figurative language includes words that mean something different from their literal meaning. Figurative language can also be understood as language used by writers to produce images for readers, as with metaphors or personification.

Lead a brief whole-class discussion of student responses.

### Activity 2: Homework Accountability

10%

Instruct students to form pairs and share the additions they made to their Ideas Tracking Tool from the previous lesson’s homework. (Reread from “Between me and the other world there is ever an unasked question” to “but shut out from their world by a vast veil” (par. 1–2), and use the Ideas Tracking Tool to track at least two ideas that emerge in paragraphs 1–2, as well as notes and connections for each.)

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

Instruct students to share the vocabulary words they identified and defined in the previous lesson's homework in pairs. (Preview the remainder of par. 2 of "Of Our Spiritual Strivings" (from "I had thereafter no desire to tear down" to "watch the streak of blue above"). 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: *mates, alas, strife, sycophancy, plod, resignation, unavailing.*

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

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of the second half of paragraph 2 of "Of Our Spiritual Strivings" (from "I had thereafter no desire to tear down" through "watch the streak of blue above").

- ▶ Students follow along, reading silently.

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

**How does Du Bois use figurative language in this passage to further develop his ideas?**

### Activity 4: Reading and Discussion

60%

Instruct students to form pairs. 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 pairs to read from "I had thereafter no desire to tear down" to "the wonderful tales that swam in my head, —some way" (par. 2), and answer the following questions before sharing out with the class.

① **Differentiation Consideration:** Consider providing students with the following definition: *dazzling* means "greatly impressive or surprising by being very attractive or exciting."

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

**How does Du Bois react to the revelation that he is "shut out from their world by a vast veil"?**

- 🗨️ After realizing that he is "shut out from their world by a vast veil," Du Bois does not want to "tear down that veil" or to "creep through," Instead he holds everything "beyond" the veil in



“common contempt.” Rather than feeling like he wants to be a part of the world that excludes him, Du Bois feels dislike or disrespect for this world and prefers to stay outside of it.

**What imagery does Du Bois use to describe where he “live[s]” (par. 2)? What effect does this imagery create in the passage?**

- 🗨️ Du Bois describes his life “above” the veil as a “region of blue sky and great wandering shadows” (par. 2). This creates the effect of a cheerful and untroubled space, but one that also contains something darker and unknown.
- 📌 Students worked with imagery in 11.1.2 Lesson 4. Consider reminding students that *imagery* is an author’s use of vivid, descriptive language that appeals to the senses. Imagery is a type of figurative language.
- 📌 **Differentiation Consideration:** If students struggle to make meaning of the relationship between “veil” and the “blue sky,” consider posing the following scaffolding question:

**Where does Du Bois “live[]” in relation to the veil?**

🗨️ Du Bois writes that he “lived above” the veil in a “region of blue sky.”

**In what ways does Du Bois use the word “beat” in the sentence beginning “That sky was bluest”?**

- 🗨️ Du Bois “beat [his] mates at examination time, or beat them at a foot race.” This means that he won competitions in school and play. Du Bois also states that he “beat their stringy heads,” which means to physically assault someone.

**How do these details help you to understand what Du Bois means by “common contempt”?**

- 🗨️ Du Bois’s description of the joy he feels when he wins against the other boys and beats them up indicates that “common contempt” means that he feels a broad or “common” dislike or hatred of them that makes him want to “beat their stringy heads,” and makes him feel joy in beating them.
- 📌 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 phrase.
- 📌 If students struggle to make meaning of this phrase from context, provide the following definition: *contempt* means “a feeling that someone or something is not worth any respect or approval.”
- 📌 **Differentiation Consideration:** If students struggle with the questions above, provide the following scaffolding question:

**Who or what is “beyond” the veil?**

🗨️ “[T]he other world” (par. 1) or “their world” that Du Bois is “shut out from” is beyond the veil.

### What did Du Bois hold in “common contempt”?

- 🗨️ Du Bois writes that he held “all beyond the veil” in “common contempt”; therefore, he felt dislike or disrespect for “the other world” (par. 1) or the white world from which he is excluded.

### Why does Du Bois say “[t]hat sky was bluest” when he “beat[s]” his “mates”?

- 🗨️ Du Bois says “[t]hat sky was bluest” when he wins competitions against his peers, because when he “beats” his “mates” he is able to live “above” them in the “region of blue sky.” This suggests that when Du Bois wins in competitions against his peers, he does not care about being “shut out” from “their world” and, therefore, feels less concerned with the boundaries of the veil.

### How does Du Bois use the image of “blue sky” to introduce a new idea in this passage?

- 🗨️ Student responses may include:
  - The image of the “blue sky” (par. 2) introduces the idea that when Du Bois feels like “the other world” (par. 1) is below him (such as when he looks on his mates with “common contempt” in par. 2), he feels less bothered by the fact that he is “shut out from their world” (par. 2).
  - The image of the “blue sky” (par. 2) introduces the idea that there is an escape from the boundaries of Du Bois’s world and “the other world” (par. 1).

### Why does Du Bois’s “contempt” begin to fade?

- 🗨️ The “common contempt” Du Bois feels as a child begins “to fade”, because he realizes that all the “dazzling opportunities” that he values are for his “mates” and not for him.

### How does Du Bois respond to this realization?

- 🗨️ Student responses may include:
  - Du Bois is determined to “wrest” the “prizes” and “opportunities” from the other boys.
  - Du Bois decides that he will become a lawyer, a doctor, or someone who “tell[s] the wonderful tales that swam” in his head, like a speaker or a writer.

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

### What does Du Bois want to “wrest” from his “mates”? What is the meaning of *wrest* in this context?

- 🗨️ The phrase “[b]ut they should not keep these prizes” indicates that the action *wrest* means to take something from someone. Du Bois wants to take from his classmates their “prizes” or “opportunities.”

- 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.

Lead a brief whole-class discussion of student responses.

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Instruct student pairs to read from “With other black boys the strife was not so fiercely sunny” to “watch the streak of blue above,” and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *mocking* means “showing the qualities of laughing at or making fun of (someone or something) especially by copying an action or a way of behaving or speaking” and *outcast* means “someone who is not accepted by other people.”
  - ▶ Students write the definitions of *mocking* and *outcast* on their copies of the text or in a vocabulary journal.

**How does Du Bois describe the “strife” of “other black boys”? What effect did this “strife” have on the “other black boys”?**

- Du Bois describes the “strife” of the “other black boys” as “not so fiercely sunny.” Du Bois describes the childhood of the “other black boys” as a process of “shr[inking]” rather than one of growth, because it is filled with feelings of “hatred” and “mocking distrust.” This indicates that this “strife” caused the “other black boys” to feel anger, bitterness, and distrust for the “other world.”

**What does Du Bois’s use of the word “other,” to describe “other black boys,” imply about his own experience with “strife”?**

- Du Bois’s use of the word “other” sets him apart from the other boys he describes, implying that as a child Du Bois had the opportunity to live sometimes “above the veil” in the “blue sky,” while “other black boys” who did not have similar opportunities could only yearn “hopelessly” for life above the veil.

**What do the reactions of the “other black boys” (par. 2) suggest about who lives in “the other world” (par. 1)?**

- Du Bois’s description of the boys’ “silent hatred of the pale world” and their “mocking distrust of everything white” (par. 2) suggests that “the other world” (par. 1) is occupied by white people, and that these boys are shut out from this world because they are “black” (par. 2).

### How does the metaphor of the “vast veil” help you to understand what Du Bois means by “mine own house”?

- The “vast veil” is a metaphor that represents Du Bois’s separation from the white world, a separation that one does not feel “in Europe.” Du Bois experiences being “shut out from their world by a vast veil,” just as the “other black boys” find themselves to be strangers in their “own house,” or in America.

### How does Du Bois describe the “house”?

- Du Bois uses the images of “shades ... clos[ing]” and “walls strait and stubborn ... relentlessly narrow, tall” to describe the “house” as a confining and impenetrable “prison-house.”

### Who is inside the “prison-house”?

- Du Bois writes that the prison-house “closed round about us all.” Du Bois is in “the prison-house,” as are “the sons of night,” who are the “other black boys” who had less happy childhoods than Du Bois.
- ① If students struggle to make the connection between the “sons of night” and the African American community, consider posing the following scaffolding question:

#### Who are the “sons of night”?

- The “sons of night” is a description of the African-American community; they are the “other black boys” for whom “the strife was not so fiercely sunny.”

### What was *unscalable* to the “sons of night”? What does this use suggest about the meaning of *unscalable*?

- The “sons of night” cannot climb the walls of the “prison-house.” The description of the walls as “narrow, tall,” and of the “sons of night” as “beat[ing] unavailing palms against the stone,” indicate that *unscalable* means “not capable of being climbed up or reached.” Therefore, Du Bois and the “other black boys” are trapped within a prison that they cannot escape.
- 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 the meaning of a phrase.

### What effect does the image of the “prison-house” create? What does this suggest about the role of the “prison-house” metaphor in this passage?

- Student responses should include:
  - The image of the “prison-house” creates the effect of hopelessness, confinement, and despair.

- This effect suggests that the role of the “prison-house” metaphor is to communicate feelings of “resignation” and “hopeless[ness]” that accompany exclusion from the white world. Du Bois uses the “prison-house” metaphor to develop the idea that America feels like a constraining and inescapable prison for African Americans.

### How does the image of the “streak of blue above” refine Du Bois’s description of the “sons of night”?

- 🗨️ Du Bois returns to the image of the “blue sky” in his description of African Americans trapped in the “prison-house” and “half hopelessly, watch[ing] the streak of blue above,” in order to illustrate that the “sons of night” cannot “live[] above” the “veil” in a “region of blue sky.”

Lead a brief whole-class discussion of student responses.

## Activity 5: Quick Write

10%

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

### Interpret an example of figurative language and analyze its role in this excerpt.

Instruct students to look at their annotations to find evidence. Instruct 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.

📄 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 6: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to reread paragraph 2 (from “I had thereafter no desire to tear down” to “watch the streak of blue above”) and add at least one new idea to their Ideas Tracking Tool.

- ▶ Students follow along.

Introduce standard RI.11-12.3 as a focus standard to guide students’ AIR, and model what applying a focus standard looks like. Instruct students to prepare for a brief 3–5 minute discussion about how they applied the language of the standards to their reading.

For example, RI.11-12.3 asks students to “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.” Students who read “Of Our Spiritual Strivings” might say, “In paragraph 2, Du Bois describes a sequence of childhood events in which his visiting-card was “refused ... peremptorily, with a glance” by a girl he went to school with. This incident made Du Bois realize that he was “different from the others” (par. 2) and led to his understanding that he is “shut out” (par. 2) from the white world because of the color of his skin.

▶ Students listen.

① Students reading literature should read through the lens of a focus standard of their choice.

## Homework

Reread paragraph 2 (from “I had thereafter no desire to tear down” to “watch the streak of blue above”) and add at least one new idea to your Ideas Tracking Tool. Also, continue reading your Accountable Independent Reading text through the lens of the focus standard (RI.11-12.3) and prepare for a 3–5 minute discussion of your text based on that standard.

## Model Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<b>Text:</b>	“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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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 texts. Cite textual evidence to support your work.

Paragraph #	Ideas	Notes and Connections
1	Other people see Du Bois as “a problem” (par. 1).	Du Bois introduces this idea by stating that between him and “others” exists “ever an unasked question ... How does it feel to be a problem?” (par. 1).
2	There is an “other world” (par. 1) that Du Bois is “shut out from” (par. 2).	Du Bois develops this idea through the childhood story of the girl who “refused” his visiting-cards “peremptorily, with a glance” (par. 2). Du Bois learned from this experience that he “was different from the others ... shut out from their world by a vast veil” (par. 2).

# 11.2.1

# Lesson 4

## Introduction

In this lesson, students read and analyze paragraph 3 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois (from “After the Egyptian and Indian, the Greek and Roman” to “strength alone keeps it from being torn asunder”), in which Du Bois introduces the idea of “double-consciousness.” Students examine the passage for the ideas that Du Bois develops, including “double-consciousness” and “true self-consciousness” (par. 3) while continuing to track these key ideas using the Ideas Tracking Tool. Student learning is assessed via a Quick Write at the end of the lesson: Determine two ideas from paragraph 3 and explain how the ideas interact and develop over the course of the paragraph.

For homework, students continue to add ideas to their Ideas Tracking Tools and identify at least one central idea. Additionally, students continue to read their AIR texts and prepare for a brief discussion on how they applied the focus standard RI.11-12.3 to their texts.

## Standards

Assessed Standard(s)	
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.
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>



## 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.

- Determine two ideas from paragraph 3 and explain how the ideas interact and develop over the course of the paragraph.

### High Performance Response(s)

A High Performance Response should:

- Determine two ideas from paragraph 3 (e.g., double-consciousness and true self-consciousness).
- Explain how the two ideas interact and develop (e.g., The ideas of “double-consciousness” and “true self-consciousness” (par. 3) are in opposition to each other, because double-consciousness prevents African Americans from achieving “true self-consciousness” (par. 3). Du Bois explains that African Americans cannot have “true self-consciousness” (par. 3), or the ability to know themselves through their own eyes, because they can only see themselves through “the eyes of others” (par. 3). Du Bois constructs the idea of “true self-consciousness” (par. 3) as the honest and positive experience of understanding one’s own self-worth that Africans Americans are denied; “double-consciousness” (par. 3) forces African Americans to see themselves through the “other world[s]” (par. 3) perspective of difference and hatred.).

## Vocabulary

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

- unreconciled (adj.) – not brought into agreement or harmony
- ideals (n.) – ultimate objects or aims of endeavor, especially ones of high or noble character
- dogged (adj.) – having or showing the attitude of a person who wants to do or get something and will not stop trying
- asunder (adv.) – into separate parts; in or into pieces

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

- yields (v.) – produces or provides
- self-consciousness (n.) – aware of oneself or one’s own being

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

- sense (n.) – a particular feeling; an emotion that you are aware of

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>Standards: RI.11-12.3, W.11-12.9.b, L.11-12.4.a</li> <li>Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: "Of Our Spiritual Strivings," paragraph 3</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 60%
5. Quick Write	5. 15%
6. Closing	6. 5%

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- Student copies of the Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional blank copies

## 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.
①	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.11-12.3. In this lesson, students read and discuss paragraph 3 of “Of Our Spiritual Strivings,” focusing on how Du Bois introduces and develops key ideas in this passage.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied the focus standard RI.11-12.3 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 the focus standard to their AIR texts.

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

Instruct students to take out their responses to Lesson 3’s homework assignment. (Reread paragraph 2 (from “I had thereafter no desire to tear down” to “watch the streak of blue above”) and add at least one new idea to your Ideas Tracking Tool.) Instruct students to talk in pairs about the additions they made to their Ideas Tracking Tools.

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

## Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of paragraph 3 of “Of Our Spiritual Strivings” by W.E.B. Du Bois (from “After the Egyptian and Indian, the Greek and Roman” to “strength alone keeps it from being torn asunder”). Instruct students to follow along in their texts and focus on the introduction of new ideas.

- ▶ Students follow along, reading silently.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**What are two new ideas that Du Bois introduces in this paragraph?**

## 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.

Instruct student groups to read the first sentence of paragraph 3 (from “After the Egyptian and Indian, the Greek and Roman” to “through the revelation of the other world”) and answer the following questions before sharing out with the class. Instruct students to revise or add to their annotation as they analyze the text.

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

### What does Du Bois list in the first sentence of paragraph 3?

- 🗨️ Du Bois lists different historical races or cultures from all over the world, such as “the Egyptian” and “the Greek.”

### What is the effect of beginning the sentence with “[a]fter”?

- 🗨️ Student responses may include:
  - By using the word “[a]fter” to begin the sentence, Du Bois suggests that African Americans follow, or are connected to, these other ethnic groups.
  - Du Bois’s use of “[a]fter” implies that African Americans have less value or possess less power than the other ethnic groups, since they are “seventh” in line of historical races or cultures.

### How does the phrase “born with a veil” (par. 3) further develop the idea of the “veil” (par. 2) from previous paragraphs?

- 🗨️ Student responses may include:
  - The phrase “born with a veil” (par. 3) develops Du Bois’s metaphor for the exclusion of African Americans, because it reveals that this separation is not a choice or something that African Americans can avoid.
  - The phrase “born with a veil” (par. 3) develops the idea that just as Du Bois is unable to escape the experience of being viewed as “a problem” (par. 1), the “veil” (par. 3) is a separation forced upon all African Americans by the white world from the moment they are born because of their skin color.

### How does the “American world” treat African Americans?

- 🗨️ Du Bois explains that America does not allow African Americans to develop “true self-consciousness” because they are forced to see themselves through the lens “of the other world,” which excludes them and highlights their difference.

- ① **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding questions:

**How does the order of words in the sentence beginning “After the Egyptian and Indian” (par. 3) help you to make meaning of *yields* in this context?**

🗨️ Du Bois’s use of “lets” following “but” suggests that *yields* and *lets* mean similar things (par. 3). Therefore, *yields* means gives or provides.

- ① Consider drawing students’ attention to their work with L.11-12.4.a as they use context clues to determine the meaning of a word.

**What is the role of the dash in this sentence?**

🗨️ The dash functions like a colon. Du Bois uses the text following the dash to explain what comes before it. Thus, Du Bois describes “this American world” as “a world which yields [African Americans] no true self-consciousness, but only lets [them] see [themselves] through the revelation of the other world.”

**Turn-and-Talk with a peer about what the term “true self-consciousness” means in this sentence. Use the context of the passage to determine meaning.**

🗨️ “True self-consciousness” is something African Americans do not have because they are forced to see themselves through the eyes of white people. Therefore, “true self-consciousness” describes a state in which African Americans are able to know themselves on their own terms rather than the white world’s terms.

- ① **Differentiation Consideration:** If students struggle with the question above, consider providing the following definition: *self-consciousness* means “being aware of one’s self or one’s being.”
- ① Consider drawing students’ attention to their work with L.11-12.4.a as they use context clues to determine the meaning of a phrase.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read the second sentence in paragraph 3 (from “It is a peculiar sensation, this double-consciousness” to “amused contempt and pity”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Provide students with the following definition: *sense* means “a particular feeling; an emotion that you are aware of.”
- ▶ Students write the definition of *sense* on their copies of the text or in a vocabulary journal.

### How does Du Bois use figurative language to develop the idea of “double-consciousness”?

- 🗨️ Du Bois uses the metaphor of “measuring one’s soul” with a measuring “tape” made by those who “look[] on in amused contempt and pity” to explain that the tools or benchmarks that African Americans use to evaluate themselves have been shaped by the perspective of people who treat them disrespectfully and feel sorry for them. This metaphor suggests that African Americans experience “double-consciousness” because they are forced to analyze their worth as human beings based upon standards set by people who feel that they have little worth.

- ❗ **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

#### How does Du Bois define “double-consciousness”?

- 🗨️ Du Bois defines the feeling of double-consciousness as strange, “a peculiar sensation” and as the “sense” of always looking at one’s self through the viewpoint of someone else.

- ❗ If students struggle with this metaphor, consider clarifying that “tape” in this context refers to a measuring tape.

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read the last sentence in paragraph 3 (from “One ever feels his twoness,—an American, a Negro” to “being torn asunder”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *unreconciled* means “not brought into agreement or harmony,” *ideals* means “ultimate objects or aims of endeavor, especially ones of high or noble character,” *dogged* means “having or showing the attitude of a person who wants to do or get something and will not stop trying,” and *asunder* means “into separate parts; in or into pieces.”

- ❗ Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.
  - ▶ Students write the definitions of *unreconciled*, *ideals*, *dogged*, and *asunder* on their copies of the text or in a vocabulary journal.

### What is the “twoness” Du Bois describes?

- 🗨️ “Twoness” is the feeling that African Americans experience as the result of possessing two identities as “an American” and as “a Negro.”

### What does Du Bois mean by “two warring ideals”? How does the use of the word *warring* refine Du Bois’s description of the ideals?

- ☞ The “two warring ideals” are the conflicting “American” and “Negro” strivings that African Americans experience. Du Bois also refers to these “two warring ideals” as “two souls, two thoughts, two unreconciled strivings.” By writing that the “ideals” are “warring,” Du Bois implies that they are in conflict with each other.

### Where are the “ideals” “warring”? What does this description suggest about the effect of the feeling of twoness on African Americans?

- ☞ The ideals are warring “in one dark body,” which means that the conflict is an internal one. Du Bois writes that the body’s “dogged strength alone keeps it from being torn asunder.” This implies that “twoness” is an extremely damaging and negative feeling for African Americans because there is internal conflict that almost tears them apart.

### How does the idea of “twoness” further develop the idea of “double-consciousness”?

- ☞ The idea of “twoness” develops the idea of “double-consciousness,” because it explains what happens when African Americans are forced to always see themselves “through the eyes of others.” Because the way “the other world” sees them does not match how they see themselves, African Americans feel a sense of “twoness” or the feeling of being two different and “warring” or “unreconciled” people at once.

### How does the metaphor of the “veil” relate to “twoness” and “double-consciousness”?

- ☞ The ideas of the “veil,” “twoness,” and “double-consciousness” all work together to develop the idea that African Americans are forced into a painful world of duality and opposition. The “veil” is a metaphor for the separation and exclusion of African Americans from the rest of the “American world.” As a result of this exclusion, African Americans are forced into a state of “double-consciousness,” because they see themselves in two different ways: through their eyes and the eyes of a white world that “looks on in contempt and pity.” This causes African Americans to feel internal strife, or a feeling of conflicting “twoness,” because the “American” part of themselves is “warring” with the “Negro” part.

Lead a brief whole-class discussion of student responses.

## Activity 5: Quick Write

15%

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

**Determine two ideas from paragraph 3 and explain how the ideas interact and develop over the course of the paragraph.**

Instruct students to look at their annotations and their Ideas Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to add at least one idea to their Ideas Tracking Tools and identify at least one central idea.

Also for homework, students should continue to read their AIR text through the lens of the focus standard RI.11-12.3 and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

① Students who are reading literature should read through the lens of a focus standard of their choice.

## Homework

Add at least one idea to your Ideas Tracking Tool and identify at least one central idea.

Also, continue reading your AIR text through the lens of the focus standard RI.11-12.3 and prepare for a 3–5 minute discussion of your text based on that standard.



## 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 texts. Cite textual evidence to support your work.

<b>Text:</b>	"Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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Paragraph #	Ideas	Notes and Connections
2	African Americans are shut out from "the other world" (par. 1) by a "vast veil" (par. 2).	This refers to the idea that Du Bois and other African Americans are separate or excluded from the white world because of their skin color.
2	America feels like a "prison-house" (par. 2) for Du Bois and other African Americans.	Du Bois connects the "prison-house" to the "veil" (par. 2) and "the other world" (par. 1) by saying that African Americans had little or no hope of ever attaining the opportunities on the other side of the "wall" (par. 2), or in America, because white Americans keep them away from these chances.

## 11.2.1

## Lesson 5

## Introduction

In this lesson, students read and analyze paragraph 4 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois (from “The history of the American Negro is the history of this strife” to “the doors of Opportunity closed roughly in his face”), in which Du Bois discusses the desire of African Americans to unify their two identities “into a better and truer self” (par. 4). Students focus their analysis on how Du Bois introduces and develops central ideas. Additionally, students discuss how to develop a topic in their writing through the selection of significant and relevant evidence. Student learning is assessed via a Quick Write at the end of the lesson: Determine two central ideas from the paragraphs 1–4 and explain how the ideas interact and develop over the course of the text so far. For homework, students preview the first part of paragraph 5, box any unfamiliar words, and look up their definitions. Additionally, students conduct a brief search on the historical term “Emancipation” (par. 5) and prepare for a discussion of its historical meaning.

## 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.
Addressed Standard(s)	
W.11-12.2.b	<p>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.</p> <p>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.</p>

<p>W.11-12.9.b</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grades 11–12 Reading standards 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>
<p>L.11-12.4.a</p>	<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, par., or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

## Assessment

<p><b>Assessment(s)</b></p>
<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>Determine two central ideas from paragraphs 1–4 and explain how the ideas interact and develop over the course of the text so far.</li> </ul>
<p><b>High Performance Response(s)</b></p>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Determine two central ideas from paragraphs 1–4 (e.g., “double-consciousness” (par. 3) and “the veil” (par. 2, 3)).</li> <li>Describe how the ideas interact and develop (e.g., In paragraph 2, Du Bois introduces the metaphor of “a vast veil” that separates African Americans from the white world to describe the exclusion of African Americans by white people who deny them equal opportunities. In paragraph 3, Du Bois introduces the idea of “double-consciousness” and describes it as the conflicting feeling of “twoness” that comes from the “sense of always looking at one’s self through the eyes of a white world that does not respect or value African Americans. Therefore, Du Bois establishes that African Americans experience “double-consciousness” (par. 3) because they are excluded from the white world by the “vast veil” (par. 2). Du Bois further develops these ideas in paragraph 4 by describing African Americans’ “longing to attain self-conscious manhood” by “merging” (par. 4) their two selves in order to overcome “double-consciousness” (par. 3). This “merging” (par. 4) can also be understood as a way to tear down the “veil” (par. 2, 3) of separation between the two races.).</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>None.</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>merge (v.) – to cause (two or more things, such as two companies) to come together and become one thing</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>bleach (v.) – to make whiter or lighter in color, as by exposure to sunlight or a chemical agent; remove the color from</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, W.11-12.2.b, W.11-12.9.b, L.11-12.4.a</li> <li>Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 4</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>Writing Instruction</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>10%</li> <li>40%</li> <li>20%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- Student copies of the Ideas Tracking Tools (refer to 11.2.1 Lesson 2)—students may need additional blank copies
- Copies of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist for each student

## 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

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.2. In this lesson, students read and discuss paragraph 4 of “Of Our Spiritual Strivings” by W.E.B. Du Bois, focusing on how Du Bois introduces and develops central ideas. Additionally, students learn how to develop a topic thoroughly by using extended definitions, concrete details, quotations, and examples from the text (W.11-12.2.b).

- ▶ Students look at the agenda.

ⓘ Students were introduced to W.11-12.2.b in 11.1.1 Lesson 4.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied the focus standard RI.11-12.3 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 their focus standard to their AIR texts.

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

Instruct students to take out their responses to Lesson 4’s homework assignment. (Add at least one idea to your Ideas Tracking Tool and identify at least one central idea.) Instruct students to Turn-and-Talk in pairs about the additions they made to their Ideas Tracking Tools.

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

Ask for student volunteers to share which ideas they identified as central ideas.

- 🗨️ Student responses may include:
- “[T]rue self-consciousness” (par. 3)
  - “[D]ouble-consciousness” (par. 3)
  - The “veil” (par. 2)

Lead a brief whole-class discussion of student responses.

### 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 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 in their reading throughout this lesson:

**How does Du Bois further explain “self-consciousness” and “double-consciousness” (par. 3) in paragraph 4?**

Instruct student groups to read the first sentence of paragraph 4 (from “The history of the American Negro is the history of this strife” to “a better and truer self”) and answer the following questions before sharing out with the class. Instruct students to revise or add to their annotations as they analyze the text.

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

**What word does Du Bois use to describe “the history of the American Negro”? What is the effect of this word choice?**

- 🗨️ Du Bois uses the word *strife* to describe African-American history. The effect of this word choice is that it suggests that the history of African Americans has been one of conflict, difficulty, and struggle.

**How does this “strife” (par. 4) relate to the ideas of “twoness” in paragraph 3?**

- 🗨️ This “strife” (par. 4) is a result of the feeling of “twoness” or “double-consciousness” that Du Bois describes in paragraph 3. African Americans have two conflicting identities and “two souls” (par. 3) within one body, and this feeling causes inner conflict or “strife” (par. 4). African Americans need to be able to reconcile these “warring ideals” (par. 3) so that they can “merge

[the] double self into a better and truer self” (par. 4), one without two conflicting identities or “warring ideals” (par. 3).

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

**What is the “strife” (par. 4) to which Du Bois refers in this sentence?**

- 🗨️ The “strife” Du Bois refers to is “this longing to attain self-conscious manhood, to merge his double self into a better and truer self” (par. 4). He refers to the conflict between African Americans’ “American” and “Negro” (par. 3) identities and the struggle to unify these identities into one self.

**What does *merge* mean in this context?**

- 🗨️ Du Bois writes that African Americans want to “merge [the] double self into a better and truer self,” so *merge* means uniting or bringing two separate parts together into one.
- ① Consider drawing students’ attention to their work with L.11-12.4.a as they use context clues to determine the meaning of a word.

**What makes the merged self “better and truer” (par. 4)?**

- 🗨️ Du Bois implies that it is “better” (par. 4) to have a merged self because African Americans will no longer have to experience “two warring ideals” (par. 3) or two conflicting identities. A merged self is “truer” (par. 4) because African Americans will then possess “true self-consciousness” (par. 3); they will be able to know themselves without the feelings of “pity and contempt” (par. 3) that come from the perspective of “the other world” (par. 3).

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read sentences 2–4 in paragraph 4 (from “In this merging he wishes neither of” to “that Negro blood has a message for the world”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Provide students with the following definition: *bleach* means “to make whiter or lighter in color, as by exposure to sunlight or a chemical agent; remove the color from.”
- ▶ Students write the definition of *bleach* on their copies of the text or in a vocabulary journal.

**How does Du Bois’s sentence structure contribute to the development of his ideas about the “American Negro[’s]” identity?**

🗨️ Student responses may include:

- Du Bois begins each sentence about the “American Negro[’s]” identity in a similar way. Du Bois writes “[h]e would not Africanize America” and then “[h]e would not bleach his Negro soul in a flood of white Americanism” to explain that African Americans do not want to change white America’s identity or culture, but they also do not want to give up their own cultural identity.
- In the second half of each sentence, Du Bois provides similar reasons for why each of these cultures should be preserved. He writes that “America has too much to teach the world” and that African American culture “has a message for the world.” By using the same pattern of words to describe both African American and white American identity, Du Bois demonstrates that they are of equal importance and value.

Explain to students that this repetitive structure is a rhetorical device called *parallel structure*. Define *parallel structure* as “using the same pattern of words to show that two or more ideas are equally important.” Inform students that they will be doing more work with rhetorical devices and their impact in the next lesson.

📌 Consider allowing time for students to identify the rhetorical device in this example before providing a definition. Students were introduced to parallel structure in 11.1.3 Lesson 4.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read the last sentence of paragraph 4 (from “He simply wishes to make it possible” to “closed roughly in his face”) and answer the following questions before sharing out with the class.

**How does the strife of African Americans relate to the “wish[.]” in this sentence?**

- 🗨️ The “wish[.]” suggests that African Americans want to realize both parts of their culture or identity without the feeling of a division or “strife.”

**How does this “wish[.]” (par. 4) to “make it possible for a man to be both a Negro and an American” connect to the metaphor of the “veil” (par. 2, 3)?**

- 🗨️ If African Americans were accepted on equal terms in America and allowed “to be both a Negro and an American” (par. 4), then there would be no “veil” (par. 2, 3) or feeling of separation and exclusion from the white world.

Instruct students to examine their Ideas Tracking Tools and annotations from previous lessons to answer the following question.



- ▶ Students examine their Ideas Tracking Tools and annotations.

### How does the last sentence of paragraph 4 further develop ideas analyzed in previous text excerpts?

🗨 Student responses may include:

- The imagery of “the doors of Opportunity” being “closed” to African Americans in the final sentence of paragraph 4 further develops the idea of the “veil” introduced in paragraph 2. In paragraph 2, Du Bois uses the metaphor of the “veil” to describe the separation between the races and the fact that he and “other black boys” (par. 2) are excluded from the “dazzling opportunities” (par. 2) of the white world. The image of doors closing in the faces of African Americans reinforces the idea that African Americans do not have the same opportunities as white Americans.
- This imagery of “the doors of Opportunity” being “closed” to African Americans develops the idea that African Americans are viewed by white Americans as “a problem” (par. 1) and are therefore “roughly” (par. 4) denied entrance into the white world.
- The idea that African Americans’ “wish[] to make it possible for a man to be both a Negro and an American without being cursed and spit upon by his fellows” (par. 4) is related to the idea of “true self-consciousness” in paragraph 3. Du Bois explains that African Americans need “true self-consciousness” (par. 3), or the ability to view themselves through their own eyes rather than the eyes of the white world, in order to reconcile the “warring ideals” (par. 3) within themselves, and be at peace with their “Negro” and “American” identities (par. 4).
- This sentence further develops the idea of “double-consciousness” (par. 3) because Du Bois implies that African Americans will cease to assess themselves through the “contempt” of the “American world” (par. 3) when they “merge” (par. 4) both parts of their identity. This is only possible if African Americans can maintain and respect both of their identities, or be both a “Negro” and an “American” (par. 4), without being excluded and looked down upon.

Lead a brief whole-class discussion of student responses.

Instruct students to review their notes and annotations in order to determine at least one new idea from this lesson’s excerpt, and add it to their Ideas Tracking Tools.

- ▶ Students add to their Ideas Tracking Tools.
- 🗨 See the Model Ideas Tracking Tool at the end of this lesson.

## Activity 4: Writing Instruction

20%

Inform students that throughout this module they continue to refine the skills necessary to write informative/explanatory texts that examine and convey complex ideas, concepts, and information (W.11-12.2). Inform students that they are going to discuss specifically substandard W.11-12.2.b and look at a writing sample to consider how to apply the standard to their own writing.

- ▶ Students follow along.

① Students were first introduced to W.11-12.2.b in Module 11.1.1 Lesson 4.

Distribute the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist and instruct students to examine the W.11-12.2.b portion. Inform students that in the writing instruction that follows they learn how to develop a topic thoroughly through the use of well-chosen, relevant, and sufficient evidence including extended definitions, concrete details, quotations, and examples from the text. Students also discuss why it is important to select significant and relevant facts and information appropriate to the audience's knowledge of the topic.

- ▶ Students examine substandard W.11-12.2.b on the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist.

Students use the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist throughout the unit to inform their work with W.11-12.2. Students' End-of-Unit Assessments will be evaluated using this Rubric and Checklist. Explain to students that they are going to review writing samples that address the different components of W.11-12.2.b. The writing samples are in response to the following question: "What is Du Bois's concept of double-consciousness?"

Ask students the following questions:

### What types of evidence might develop the topic in an informative/explanatory text?

🗨 Student responses may include:

- Facts
- Extended definitions
- Concrete details
- Quotations

### What is an extended definition and why might a writer use an extended definition?

🗨 An extended definition is a more in-depth explanation of meaning than a regular definition and might be used to explain complex topics.

Explain to students that when explaining double-consciousness, a writer might choose to start with an extended definition because double-consciousness is a complex topic. Post or project the following model writing sample:

*“Double-consciousness” (par. 3) is the idea that African Americans are forced to live in two worlds, the “American” and “Negro” (par. 4) worlds, and are forced to see themselves through the eyes of “the other world” (par. 3), which views them in a negative light. African Americans therefore are denied a unified identity.*

The writer can then provide quotations from Du Bois to support this definition, while continuing to develop the topic.

Ask students the following question:

**Which quotations from paragraphs 2 and 3 are “relevant” to the topic of double-consciousness?**

Student responses may include:

- “Then it dawned upon me with a certain suddenness that I was different from the others; or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil” (par. 2).
- “With other black boys the strife was not so fiercely sunny: their youth ... wasted itself in a bitter cry, Why did God make me an outcast and a stranger in mine own house?” (par. 2).
- “Double-consciousness” is “a peculiar sensation” (par. 3).
- “Double-consciousness” is “this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of the world that looks on in amused contempt and pity” (par. 3).
- “One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body” (par. 3).

Post or project the following model writing sample:

- *Du Bois writes about “double-consciousness” (par. 3) in different ways to introduce and develop this idea. Du Bois explains the cause of double-consciousness through the metaphor of the “veil” (par. 2), or the idea that he and “other black boys” are perceived as “different from” (par. 2) white Americans, and are therefore excluded, or feel like “outcast[s]” and “stranger[s]” in America (par. 2). Du Bois further develops the idea of double-consciousness by describing how this exclusion results in “this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of the world that looks on in amused contempt and pity” (par. 3). This metaphor suggests that African Americans experience “double-consciousness” (par. 3) because they are forced to analyze their worth as human beings based upon standards set by people who feel that they have little worth. Du Bois explains the feeling that results from double-consciousness as “twoness” the sense of being “an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body” (par. 3). This description suggests that double-consciousness is*

*extremely damaging and negative for African Americans, because it results in an internal conflict that almost tears them apart.*

Ask students the following questions:

**What are “concrete details” (W.11-12.2.b) and how do they help to develop a topic?**

- Concrete details are specific details that relate to the topic. They help to develop the topic by providing clear examples that directly support the topic.

**What are some examples of concrete details that Du Bois uses to develop topics in “Of Our Spiritual Strivings”?**

- Student responses may include:
  - Du Bois discusses how people approach him, but are unwilling to ask the “unasked question” (par. 1) of how it feels to be “a problem” (par. 1).
  - Du Bois tells the story of when he was a boy and “one girl, a tall newcomer” (par. 2) refused his card to show how he came to realize there was a “veil” (par. 2) separating him from “the other world” (par. 1) or white world.

Post or project the following model writing sample:

*Du Bois talks about the first time he realizes that he is excluded from “the other world” (par. 1) by sharing an anecdote from his childhood. He describes that when he was a boy in school, students were passing out visiting-cards to each other. Du Bois offered his card to a girl in his class who refused because he was African American (par. 2). In that moment, he realized he was different from everyone else and separated from “the other world” (par. 1) by a “veil” (par. 2). He later explains that the veil, and the separation it stands for, forces African Americans to always see themselves in two ways. Du Bois calls this “peculiar sensation” “double-consciousness” (par. 3).*

Ask students the following question:

**Why is it important to consider what evidence is “appropriate to the audience’s knowledge of the topic”?**

- Thinking about the audience’s knowledge helps a writer to select the information that will best help the audience understand the topic that they are developing. For example, it might not be appropriate to explain a topic to young children in the same way that a writer would explain this topic to adults because certain details might need to be explained more thoroughly. Or, if a writer is explaining a topic to a person who already has knowledge of this topic, the writer might be able to talk about this topic in greater detail, or with greater complexity.

## Activity 5: Quick Write

15%

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

**Determine two central ideas from paragraphs 1–4 and explain how the ideas interact and develop over the course of the text so far.**

Instruct students to look at their annotations and their Ideas Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice developing the topic through the use of well-chosen, relevant, and sufficient evidence that is appropriate to the audience’s knowledge of the topic. 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.

① Consider using the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist to assess the application of standard W.11-12.2.b in students’ Quick Writes.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview the first part of paragraph 5 (from “This, then, is the end of his striving” to “it is the contradiction of double aims”). Direct students to box 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, instruct students to conduct a search into the historical term “Emancipation” (par. 5) and come to class prepared for a brief discussion of its historical meaning. Instruct students to refer to the following website for information about Emancipation on <http://www.pbs.org/> (Google search terms: The Civil War and Emancipation, WBGH).

- ▶ Students follow along.

① **Differentiation Consideration:** Additionally, consider instructing students to conduct a brief search into the life of W.E.B. Du Bois. Instruct students to choose three facts about Du Bois and explain how these facts might contribute to his perspective as a writer. Encourage students to utilize media and print resources at school, home, and/or public libraries to facilitate their searches.

## Homework

Preview the first part of paragraph 5 (from “This, then, is the end of his striving” to “it is the contradiction of double aims”). 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.

Also, conduct a brief search on the historical term “Emancipation” (par. 5) for homework and come to class prepared for a brief discussion of its historical meaning. Refer to this website for information about Emancipation: <http://www.pbs.org/> (Google search terms: The Civil War and Emancipation, WBGH).

## Model Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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<b>Text:</b>	“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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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 texts. Cite textual evidence to support your work.

Paragraph #	Ideas	Notes and Connections
3	true self-consciousness	Du Bois defines “true self-consciousness” (par. 3) as understanding one’s self through one’s own eyes, rather than “through the revelation of the other world” (par. 3). African Americans are prevented from “true self-consciousness” because they are forced into a state of “double-consciousness” (par. 3).
3	double-consciousness	Du Bois introduces double-consciousness as the idea that African Americans are forced into a world of duality and opposition because they see themselves through their own eyes as well as the eyes of the white world that holds them in “contempt.”
3	twoness	This term refers to the idea that African Americans have two identities: “American” and “Negro” (par. 3) which causes them to feel like they have “two souls, two thoughts, two unreconciled strivings” (par. 3). This feeling is caused by “double-consciousness” (par. 3).
3	The veil	Du Bois develops the idea of the veil when he writes that all African Americans are “born with a veil” (par. 3). This idea suggests that African Americans are automatically separated from white America at their birth because of the color of their skin.
4	African Americans do not want to “Africanize America” or “bleach” their own “soul[s]”	Du Bois conveys that both cultures can maintain their identities because they both have value for the world.

4	"self-consciousness"	<p>Du Bois develops this idea by writing that it is necessary for African Americans to unify their "American" self with their "Negro" self in order to attain "self-conscious manhood" (par. 4). Du Bois also writes that African Americans wish "to make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows" (par. 4). This relates to "true self-consciousness" (par. 3) because it describes Du Bois's wish to accept both parts of his identity without the "contempt and pity" (par. 3) of the white world.</p>
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## 11.2.1 End-of-Unit Text Analysis Rubric

/ \_\_\_\_\_ (Total points)

Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Content and Analysis</b>                      The extent to which the response analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCSS.ELA-Literacy.CCRA.R.9</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Skillfully analyze how two or more texts address similar themes or topics.</p>	<p>Accurately analyze how two or more texts address similar themes or topics.</p>	<p>Inadequately or ineffectively analyze how two or more texts address similar themes or topics.</p>	<p>Inaccurately analyze how two or more texts address similar themes or topics.</p>
<p><b>Content and Analysis</b>                      The extent to which the response determines an author's point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>CCSS.ELA-Literacy.RI.11-12.6</p> <p>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.</p>	<p>Precisely determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Accurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Partially determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; ineffectively analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Inaccurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. Inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>

<p><b>Command of Evidence and Reasoning</b> The extent to which the response thoroughly develops the topic through the effective selection and analysis of 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.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b> 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.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.b</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.</p>	<p>Thoroughly and skillfully develop the analysis with 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. (W.11-12.2.b)</p>	<p>Develop the analysis with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples inappropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>
<p><b>Coherence, Organization, and Style</b> The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole. (W.11-12.2.a)</p> <p>Skillfully and consistently 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. (W.11-12.2.c)</p>	<p>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. (W.11-12.2.a)</p> <p>Consistently 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. (W.11-12.2.c)</p> <p>Use precise language, domain-specific</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole. (W.11-12.2.a)</p> <p>Inconsistently use transitions, or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c)</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W.11-12.2.a)</p> <p>Use inappropriate and unvaried transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor,</p>



<p>clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.a</b></p> <p>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.</p> <p><b>The extent to which the response uses 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.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.c</b></p> <p>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.</p> <p><b>The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.d</b></p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Inconsistently or ineffectively use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</p>
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<p>The extent to which the response provides 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).</p> <p>CCSS.ELA-Literacy.W.11-12.2.f</p> <p>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).</p>				
<p><b>Control of Conventions</b></p> <p>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CCSS.ELA-Literacy.L.11-12.1</p> <p>CCSS.ELA-Literacy.L.11-12.2</p> <p>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.</p>	<p>Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.</p>	<p>Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.</p>	<p>Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.</p>	<p>Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as 0.



## 11.2.1 End-of-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Content and Analysis</b>	Analyze how two or more texts address similar themes or topics? (CCRA.R.9)	<input type="checkbox"/>
	Determine an author’s point of view or purpose in a text? (RI.11-12.6)	<input type="checkbox"/>
	Analyze how style and content contribute to the power, persuasiveness, or beauty of the text? (RI.11-12.6)	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response with the most significant and relevant textual evidence? (W.11-12.2.b)	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? (W.11-12.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? (W.11-12.2.a)	<input type="checkbox"/>
	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? (W.11-12.2.c)	<input type="checkbox"/>
	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? (W.11-12.2.d)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? (W.11-12.2.f)	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>

## 11.2.1

## Lesson 6

## Introduction

In this lesson, students read and analyze the first half of paragraph 5 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* (from “This, then, is the end of his striving” to “it is the contradiction of double aims”), in which Du Bois explains African Americans’ aspirations to work alongside white Americans in artistic and social pursuits. Students are introduced to the Rhetorical Impact Tracking Tool, which they use to record their analysis of Du Bois’s use of rhetoric and the impact it has on the text. Student learning is assessed via a Quick Write at the end of the lesson: How does Du Bois use rhetoric in this passage to advance his point of view?

For homework, students read the remainder of paragraph 5, box any unfamiliar words, and look up their definitions. Additionally, students continue to read their AIR texts and prepare for a brief discussion on how they applied the focus standard RI.11-12.3 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.
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>

## 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 Du Bois use rhetoric in this passage to advance his point of view?

### High Performance Response(s)

A High Performance Response should:

- Identify Du Bois’s point of view in the excerpt (e.g., Du Bois’s point of view is that African American history has been ignored or “forgotten” (par. 5) and the achievements of African American men have not been recognized).
- Analyze how Du Bois uses rhetoric to advance his point of view (e.g., Du Bois describes the memories of African Americans’ powerful past as quickly moving “shadow[s]” (par. 5). This imagery advances his point of view that African American history has been ignored or forgotten by creating an impression of this history as vague and abstract. Du Bois describes powerful historic individuals as “falling stars” (par. 5). This imagery creates the impression that the impact made by powerful historic individuals has been short lived, which advances Du Bois’s point of view that the achievements of African Americans have not been recognized.).

📘 See Model Rhetorical Impact Tracking Tool at the end of this lesson.

## Vocabulary

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

- culture (n.) – the artistic and social pursuits, expression, and tastes valued by a society or class, as in the arts, manners, dress, etc.
- husband (v.) – carefully use or manage (something, such as a resource)
- dispersed (v.) – driven off in various directions; scattered out of sight; vanished
- flits (v.) – moves or flies quickly from one place or thing to another
- hither and tither (idiom) – here and there

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

- gauged (v.) – made a judgment about (something)

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

- isolation (n.) – the state of being in a place or situation that is separate from others
- latent (adj.) – something that exists but is not active or cannot be seen
- genius (n.) – great natural ability; remarkable talent or intelligence

## 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.11-12.9.b</li> <li>• Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 5</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Rhetorical Impact Tracking Tool	3. 10%
4. Masterful Reading	4. 5%
5. Reading and Discussion	5. 55%
6. Quick Write	6. 10%
7. Closing	7. 5%

## Materials

- Copies of the Rhetorical Impact Tracking Tool for each student
- 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 standard for this lesson: RI.11-12.6. In this lesson, students continue their analysis of W.E.B. Du Bois’s “Of Our Spiritual Strivings.” Students are introduced to the Rhetorical Impact Tracking Tool and begin to discuss and track examples of how Du Bois uses rhetoric to advance his point of view.

- ▶ 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 the first part of paragraph 5 (from “This, then, is the end of his striving” to “it is the contradiction of double aims”). 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. Also, conduct a brief search on the historical term “Emancipation” (par. 5) for homework and come to class prepared for a brief discussion of its historical meaning.)

Instruct students to form pairs to share and discuss the vocabulary words they identified and defined in the previous lesson’s homework.

- ☞ Students may identify the following words: *culture, husband, dispersed, flits, and hither and tither.*

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

Ask for student volunteers to share their research on the historical term “Emancipation” (par. 5).

🗨️ Student responses should include:

- Emancipation refers to the freeing of the slaves at the end of the Civil War.
- Abraham Lincoln signed a document called the Emancipation Proclamation on January 1, 1863. This document freed slaves in the states that were fighting the Union.
- The 13<sup>th</sup> Amendment officially freed all slaves in 1865 after the Civil War had ended.

Lead a brief whole-class discussion of student responses.

① **Differentiation Consideration:** If students completed the alternate Lesson 5 homework assignment, instruct students to share and compare the facts they found out about W.E.B. Du Bois and their ideas about how these facts might contribute to his perspective as a writer.

🗨️ Student responses may include:

- Du Bois was a professor and the first African American to earn a doctorate at Harvard, so he may have the perspective of a well-educated man, or someone who values education.
- Du Bois grew up as a free man in Massachusetts, so he may have the perspective of someone who has experienced bigotry or prejudice, but was not a slave himself.
- Du Bois was the leader of the Niagara Movement: a group of African American activists who fought for equal rights, so he may have the perspective of someone who believes in equality and advocates for a reform in power structures.

### Activity 3: Rhetorical Impact Tracking Tool

10%

Distribute the Rhetorical Impact Tracking Tool. Explain to students that the Rhetorical Impact Tracking Tool helps them record and analyze an author's use of rhetoric and its impact on the text's meaning. Remind students that *rhetoric* refers to 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. Instruct students to write the definition of *rhetoric* on their tools.

▶ Students write the definition of *rhetoric* on their Rhetorical Impact Tracking Tools.

① Students were introduced to *rhetoric* in 11.1.3 Lesson 3.

① Students may recall the definition of *rhetoric*. Consider asking students to volunteer the definition before providing it to the class.

Instruct students to add to their Rhetorical Impact Tracking Tools with examples from this lesson and over the course of the module. Instruct students to leave the spaces for Purpose and Point of View blank, as they complete these sections after reading the text in its entirety.

## Activity 4: Masterful Reading

5%

Have students listen to a masterful reading of the first half of paragraph 5 of “Of Our Spiritual Strivings” (from “This, then, is the end of his striving” to “it is the contradiction of double aims”).

- ▶ Students follow along, reading silently.

- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**How does Du Bois describe the past of African Americans?**

## Activity 5: 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 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 the first sentence of paragraph 5 (from “This, then, is the end of his striving”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Provide students with the following definitions: *isolation* means “the state of being in a place or situation that is separate from others,” *latent* means “something that exists but is not active or cannot be seen,” and *genius* means “great natural ability; remarkable talent or intelligence.”

- ▶ Students write the definitions of *isolation*, *latent*, and *genius* on their copy of the text or in a vocabulary journal.

**How does Du Bois explain “the end of [African Americans’] striving”? What key words or phrases develop this explanation?**

- ☞ Student responses should include:

- Du Bois writes that “the end of [African Americans’] striving” is to work together with white people or be “co-worker[s] in the kingdom of culture.”

- ☞ Student responses may include:

- Du Bois’s use of the word “co-worker” in regard to the “kingdom of culture” implies that African Americans should strive to work alongside white Americans in artistic and social pursuits.

- Du Bois’s use of the phrase “to escape both death and isolation” develops the necessity that African Americans become “co-workers,” as it highlights the negative effects of African Americans’ exclusion from the white world.
  - Du Bois writes that as “co-worker[s],” African Americans will be able to make use of their “best powers” and their “latent genius.” The word “latent” further develops the idea that African Americans have been prohibited from participating in *culture*, and so have not had the chance to “husband,” or carefully use and develop, their powerful skills and knowledge.
- ① Consider informing students that *kingdom* is sometimes used to refer to the “kingdom of God” or the “kingdom of heaven” in the Bible.

### What is the effect of Du Bois’s use of parallel structure in this sentence?

- 🗨 Du Bois’s use of parallel structure emphasizes that the goals of racial equality, active participation in society, and the development of the suppressed talents of African Americans are all connected and equally important, and when achieved together will result in “the end of [African Americans’] striving.”
- ① Direct students to record this example of parallel structure on their Rhetorical Impact Tracking Tools.
- ▶ Students record this example of parallel structure on their Rhetorical Impact Tracking Tools.

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read from “These powers of body and mind have in the past” to “the world has rightly gauged their brightness” (par. 5) and answer the following questions before sharing out with the class.

Explain to students that “Ethiopia the Shadowy” is a reference to the way Africa was described in the Bible, and “Egypt the Sphinx” is a way of representing the ancient kingdom of Egypt (also a country in Africa) by its most famous monument.

- ▶ Students listen.

### How do Du Bois’s references to “Ethiopia the Shadowy” and “Egypt the Sphinx” advance his point of view?

- 🗨 Student responses may include:
  - These allusions advance Du Bois’s point of view of the tragedy of overlooking African American history because they remind the reader of the strong and celebrated history of African Americans that should not be forgotten or ignored.

- Du Bois uses words like “shadow” and “flits” to imply that the image of the powerful “Negro past” moves quickly through history and has not been seen clearly. These references advance Du Bois’s point of view that African Americans’ past has been forgotten or ignored.

Explain to students that Du Bois uses a rhetorical device called an *allusion*, which is an indirect reference to a historical or literary figure, story, or event. Instruct students to discuss how the *rhetoric* they identified advances Du Bois’s point of view. Direct students to use their Rhetorical Impact Tracking Tools to record this example of an *allusion*.

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

① **Differentiation Consideration:** To support comprehension, consider asking the following scaffolding question:

**What has happened to African Americans’ “powers of body and mind”?**

- 🗨 Du Bois writes that “[t]hese powers of body and mind” have been “wasted, dispersed, or forgotten,” meaning that the strengths of African Americans have not been used effectively or have been ignored.

**How does Du Bois describe African American men? What does this description demonstrate about African American history?**

- 🗨 Du Bois describes African American men as “like falling stars.” This implies that they are bright or notable but have disappeared quickly or have only been recognized for a short time.

**How does the imagery Du Bois uses in the sentence beginning “Through history, the powers of single black men” further develop his point of view?**

- 🗨 Du Bois compares “the powers of black men” to “falling stars” that “flash here and there.” This imagery develops Du Bois’s opinion that there have been bright and notable African Americans, but their *genius* has only been recognized infrequently and for a short time. Du Bois further develops this point of view with the statement that “single black men” die before the world has “rightly gauged their brightness,” demonstrating that their brief presence prevents the world from accurately judging the historical contributions of African Americans.

**What words could replace *gauged* in this context?**

- 🗨 Du Bois uses *gauged* to describe how the “brightness” of African Americans’ powers have not been correctly judged or assessed, so *gauged* could be replaced by *judged* or *measured*.

① Students were introduced to imagery as a literary device that an author uses to appeal to the senses in their work with *Hamlet* in Module 11.1. Consider drawing attention to the ways in which an author’s use of imagery is different in a nonfiction text. In “Of Our Spiritual Strivings,” Du Bois uses imagery as a rhetorical device to advance his purpose and point of view.

Direct students to record this example of imagery on their Rhetorical Impact Tracking Tools.

- ▶ Students record this example of imagery on their Rhetorical Impact Tracking Tools.

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read from “Here in America, in the few days” to “it is the contradiction of double aims” (par. 5) and answer the following questions before sharing out with the class.

**What is the impact of the words and phrases Du Bois uses to describe African Americans’ experience after Emancipation?**

- 🗨 Du Bois uses the words and phrases “hither and thither,” “hesitant,” and “doubtful” to describe African Americans’ experience after Emancipation. These words suggest that African Americans were uncertain about how to proceed following Emancipation.

**How has African Americans’ experience after Emancipation been perceived?**

- 🗨 Du Bois writes that the African American experience “in the few days since Emancipation” has made African Americans’ actions “seem like an absence of power, like weakness.” Therefore, the perception of African Americans after Emancipation has been negative since African Americans have been perceived as powerless and vulnerable.

📌 **Differentiation Consideration:** If students struggle to make this connection, consider asking the following scaffolding question to support their analysis:

**Who may perceive “the black man’s turning hither and thither” as an “absence of power, like weakness”?**

- 🗨 “[T]he black man’s turning hither and thither” (par. 5) may be perceived as “weakness” (par. 5), both by African Americans themselves as well as white Americans or the “other world” (par. 3).

**How does Du Bois further develop his point of view in the sentence beginning “And yet it is not weakness”?**

- 🗨 Du Bois writes that African Americans’ experience after Emancipation was not due to “weakness” but a “contradiction of double aims.” Describing the experience this way suggests that it is not African Americans’ fault or vulnerability that caused their struggle since Emancipation, but the fact that they have been pulled in two different directions or tried to achieve two different goals, which he calls a “contradiction of double aims.”

**How does the idea of “double aims” (par. 5) relate to an idea previously discussed in the text?**

- 🗨️ In paragraph 3 Du Bois describes the idea of double-consciousness as “looking at one’s self through the eyes of others” and the idea of twoness as “two unreconciled strivings; two warring ideals,” by which he means that African Americans are pulled in two different directions by the goals and beliefs of the African American and white communities. The idea of “the contradiction of double aims” (par. 5) relates to the ideas of twoness and double-consciousness because it refers to the difficulty of having to live a dual life torn between the two contradictory goals of the “American” and “Negro” (par. 3) world.

Lead a brief whole-class discussion of student responses.

## Activity 5: Quick Write

10%

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

**How does Du Bois use rhetoric in this passage to advance his point of view?**

Instruct students to look at their annotations 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.
- i Display the prompt for students to see, or provide the prompt in hard copy.
- i Consider reminding students to practice W.11-12.2.b by “selecting extended definitions” to support their responses.

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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview the remainder of paragraph 5 (from “The double-aimed struggle of the black artisan” to “about to make them ashamed of themselves”). Instruct students to 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.

Also for homework, students should continue to read their AIR texts through the lens of the focus standard RI.11-12.3 and prepare for a 3–5 minute discussion of their texts based on that standard.

- i Students who are reading literature should read through the lens of a focus standard of their choice.

- ▶ Students follow along.

## Homework

Preview the remainder of paragraph 5 (from “The double-aimed struggle of the black artisan” to “about to make them ashamed of themselves”). 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.

Also, continue reading your AIR text through the lens of the focus standard RI.11-12.3 and prepare for a 3–5 minute discussion of your text based on that standard.



## Rhetorical Impact Tracking Tool

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

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)



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)

## Model Rhetorical Impact Tracking Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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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:** “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois

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)
Parallel structure: using the same pattern of words to show that two or more ideas are equally important	“to be a co-worker in the kingdom of culture, to escape both death and isolation, to husband and use his best powers and his latent genius.” (par. 5)	Du Bois’s use of parallel structure contributes to the power of his text because it emphasizes the idea that African Americans want to achieve equality, and that achieving it will help them escape “death and isolation,” and allow them to use their “best powers” and “latent genius” (par. 5).

File: 11.2.1 Lesson 6 Date: 9/12/14 Classroom Use: Starting 9/2014  
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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)
Allusion: an indirect reference	“The shadow of a mighty Negro past flits through the tale of Ethiopia the Shadowy and of Egypt the Sphinx.” (par. 5)	These allusions contribute to the power of the text because they remind the reader of the strong and celebrated history of African Americans that has been largely forgotten or ignored.
Imagery: the use of figurative language or vivid descriptions to make pictures in the reader’s mind	“the powers of single black men flash here and there like falling stars” (par. 5)	Du Bois’s description of black men as falling stars contributes to the beauty of the text because it compares African-American men to rare and extraordinary celestial elements that occur only briefly before they disappear forever. This emphasizes the tragedy of how the important contributions of “single black men” (par. 5) have been overlooked.

File: 11.2.1 Lesson 6 Date: 9/12/14 Classroom Use: Starting 9/2014  
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## 11.2.1

## Lesson 7

## Introduction

In this lesson, students read the remainder of paragraph 5 of Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* (from “The double-aimed struggle of the black artisan” to “about to make them ashamed of themselves”), in which Du Bois discusses how “double aims” (par. 5) negatively impact the African American community. Students analyze how Du Bois continues to refine his central idea of double-consciousness and track the development of ideas on their Ideas Tracking Tools. Student learning is assessed via a Quick Write at the end of the lesson: How does Du Bois refine a central idea in paragraph 5?

For homework, students preview and annotate paragraphs 6 and 7 of “Of Our Spiritual Strivings,” box any unfamiliar words or phrases, and look up their definitions. Additionally, students continue to read their Accountable Independent Reading (AIR) texts and prepare for a brief discussion on how they applied their new focus standard (RI.11-12.5) to their 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.11-12.4	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).
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	<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>

## Assessment

<b>Assessment(s)</b>
<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 does Du Bois refine a central idea in paragraph 5?</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Determine a central idea that Du Bois refines in paragraph 5 (e.g., double-consciousness).</li> <li>• Identify how Du Bois refines this idea (e.g., Du Bois uses the phrase “double aims” (par. 5) to explain the negative effects of double-consciousness on African Americans and describes the impact of “double aims” (par. 5) on various African American occupations to further develop this idea. For example, Du Bois explains that “the double-aimed struggle of the black artisan” causes him to be “a poor craftsman” (par. 5). This example develops the idea that double-consciousness forces African Americans to try to reconcile conflicting goals that weaken or devalue their various occupations. Du Bois further supports this idea with the example of the paradox faced by “[t]he would-be black savant” (par. 5) who is unable to teach the “white world” because his knowledge is already known to them, but is equally unable to teach his own people because the knowledge of the white world is not yet relevant or is “Greek” to African Americans. Each of these examples shows the negative results of the tension of two ideals or “double aims” (par. 5) that remain unreconciled in African Americans because of double-consciousness.)</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>• artisan (n.) – a person who is skilled at making things by hand</li> </ul>

- hewers (n.) – those who shape (something) by cutting with a sharp tool (such as an ax)
- drawers (n.) – those who bring, take or pull out, as from a receptacle or source
- horde (n.) – a large group; a mass or crowd
- quackery (n.) – the practice or methods of a person who pretends to have skill, knowledge, or professional qualifications he or she does not possess
- demagogy (n.) – the character of a person, especially an orator or political leader, who gains power and popularity by arousing the emotions, passions, and prejudices of the people
- savant (n.) – a person of profound or extensive learning; learned scholar
- innate (adj.) – existing in one from birth; inborn
- articulate (v.) – to give clarity or distinction to
- havoc (n.) – great destruction or devastation; ruinous damage
- invoking (v.) – calling for with earnest desire; praying for

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

- paradox (n.) – something (such as a situation) that is made up of two opposite things and that seems impossible but is actually true or possible

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

- poverty (n.) – the state of being poor
- ignorance (n.) – a lack of knowledge, understanding, or education
- criticism (n.) – the act of expressing disapproval and of noting the problems or faults of a person or thing
- confronted (v.) – dealt with (something such as a problem or danger)
- despised (v.) – disliked (someone or something) very much
- satisfy (v.) – to provide, do, or have what is required by (someone or something)
- wooing (v.) – trying to attract (someone, such as a customer, voter, worker, etc.)
- salvation (n.) – something that saves someone or something from danger or a difficult situation

## 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.11-12.4, W.11-12.9.b, L.11-12.4.a</li> <li>Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 5</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 65%
5. Quick Write	5. 10%
6. Closing	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 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.11-12.4. Students continue reading paragraph 5 of Du Bois’s “Of Our Spiritual Strivings.” Through reading and discussion, students analyze how Du Bois refines his central idea of double-consciousness.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied a focus standard (RI.11-12.3) 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 their focus standard to their AIR texts.

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

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson’s homework. (Read the remainder of paragraph 5. Box any unfamiliar words and look up their definitions.)

- ▶ Students may identify the following words: *artisan, hewers, drawers, horde, quackery, demagogu, savant, innate, articulate, havoc, and invoking.*

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

### Activity 3: Masterful Reading

5%

Have students to listen to a masterful reading of the second half of paragraph 5 (from “The double-aimed struggle of the black artisan” to “about to make them ashamed of themselves”).

- ▶ Students follow along, reading silently.

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

**How do Du Bois’s descriptions of the “black artisan,” “minister,” “doctor,” “would-be black savant,” and “artist” explain the “contradiction of double-aims” (par. 5)?**

## Activity 4: Reading and Discussion

65%

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 the first sentence of paragraph 5, beginning "The double-aimed struggle of the black artisan" and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *poverty* means "the state of being poor."
  - ▶ Students write the definition of *poverty* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Students may misinterpret the word *drawers* to mean the sliding compartments in a dresser or cabinet. Make the distinction between this commonly understood meaning and Du Bois's use of the word as "one who draws from a receptacle or source."

### How does Du Bois support his idea that the struggle of "the black artisan" is "double-aimed"?

- 🗨️ Du Bois supports his idea that the struggle of the African-American artisan is "double-aimed" by establishing that the artisan has two opposing goals. Du Bois constructs this contrast with the phrases "on the one hand" to refer to the artisan's potential choice to work for white Americans and "on the other hand" to refer to his potential work for African Americans. Du Bois further explains the artisan's struggle with the statement "he had but half a heart in either cause," suggesting that the artisan does not fully devote himself to either pursuit.
- ① **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

#### What is the "double-aimed struggle" that "the black artisan" faces?

- 🗨️ The black artisan's "double-aimed struggle" is the conflict he experiences between working to please white Americans while trying to escape their "contempt" and working for African Americans who are part of "a poverty-stricken horde." The African-American artisans' work for both groups are his "double aims," because he must work to achieve two different goals or purposes.

### What relationship does Du Bois establish between the artisan's "double-aimed struggle" and being "a poor craftsman"?

- 🗨️ Du Bois explains that the artisan's "double-aimed struggle" causes him to be "a poor craftsman" by demonstrating that the "black artisan" faces challenges that other artisans do not face. He

must try to balance two contradictory aims: first, to prove his skill and worth to the white world, and simultaneously, to work hard within his own community. Because “the black artisan” feels that he must try to achieve both of these differing aims at the same time, he has only “half a heart in either cause,” and so does not do his job as well as he could if all of his attention were devoted to one goal.

### How does Du Bois further refine a central idea of the text in his description of the artisan’s struggle?

- 🗨️ Du Bois refines the central idea of double-consciousness by demonstrating how the “strife” (par. 4) caused by double-consciousness negatively affects the work of African American artisans. Du Bois explains that the “black artisan” is “a poor craftsman” with “but half a heart in either cause.” The artisan is torn between two “cause[s],” because he is trying to achieve “double aims” or the two different goals forced upon him by his sense of double-consciousness. His “double aims” result in making him a “poor craftsman,” because he cannot do either job well.

Lead a brief whole-class discussion of student responses. Remind students to record notes and ideas on their Ideas Tracking Tools.

Instruct student groups to read the next sentence of paragraph 5, beginning “By the poverty and ignorance of his people” and answer the following questions before sharing out with the class.

- 📌 **Differentiation Consideration:** Consider providing students with the following definitions: *ignorance* means “a lack of knowledge or education” and *criticism* means “the act of expressing disapproval and of noting the problems or faults of a person or thing.”
  - ▶ Students write the definitions of *ignorance* and *criticism* on their copies of the text or in a vocabulary journal.

### Why do the African-American minister and doctor feel “ashamed”?

- 🗨️ The African-American minister and doctor feel “ashamed” because the white world judges their work in the African-American community to be “lowly” or inferior.

### What “double aims” do the minister and doctor seek to reconcile?

- 🗨️ “Quackery and demagoguery,” the potential result of the minister or doctor’s work with their own people, and “ideals that made [them] ashamed,” or the potential result of their work for white Americans, are the irreconcilable “double aims” of the African-American minister or doctor; neither “aim [ ]” offers them a satisfying result.

- ① Consider explaining to students that the word “temptation” does not necessarily imply a desire to do something bad or wrong; rather, it can be defined more generally as “the strong urge or desire to have or do something.”

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read the next sentence of paragraph 5, beginning “The would-be black savant was confronted by the paradox” and discuss the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *confronted* means “dealt with (something such as a problem or danger).”
  - ▶ Students write the definition of *confronted* on their copies of the text or in a vocabulary journal.

### What does Du Bois mean by the phrase “twice-told tale”?

- 🗨️ Du Bois uses the phrase “twice-told tale” to refer to information that white people already know—they have already heard it once, so they do not need to hear it again.

### What does Du Bois mean by the phrase “was Greek to his own flesh and blood”?

- 🗨️ “[W]as Greek to his own flesh and blood” refers to knowledge that is completely foreign and not understood by the “would-be black savant” or his fellow African Americans.
- ① **Differentiation Consideration:** Consider explaining to students that the expression that knowledge or language is “Greek” should not be understood to refer literally to the Greek language, but rather figuratively, to describe knowledge or language that is completely foreign and not understood.

### With what is the “would-be black savant” “confronted”? Explain “the paradox” Du Bois describes.

- 🗨️ The “would-be black savant” must deal with “the paradox that the knowledge” needed by African Americans is not needed by white Americans, because it has been “twice-told,” while the knowledge “the white world” needs does not make sense or is not comprehensible to African Americans.

### Based upon your understanding of “the paradox” Du Bois describes, what could the word *paradox* mean?

- 🗨️ *Paradox* could mean a situation or a statement that is made up of two opposite things and therefore seems impossible, but is actually true or possible.
- ① Consider drawing students’ attention to their work with L.11-12.4.a as they use context clues to determine the meaning of a word.

### How does the paradox Du Bois describes further develop the idea of “double aims”?

- The “would-be black savant” cannot be recognized as a genius because of his “double aims.” Rather than focusing on reaching his own potential, he must try to satisfy two different and conflicting needs at the same time—those of white Americans, and those of African Americans. If he aims to be recognized as a genius in the white world, he realizes that white Americans have no need for his knowledge, because they already know what he knows. However, if he gains knowledge that would teach white Americans, he cannot be recognized as a genius by African Americans because the knowledge the white world needs is “Greek,” or not relevant, to them. Stuck within this contradiction, African Americans are forced to be “would-be” savants, rather than realize their own genius.

Lead a brief whole-class discussion of student responses. Remind students to record notes and ideas on their Ideas Tracking Tools.

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Instruct student groups to read the next sentence of paragraph 5, beginning “The innate love of harmony and beauty” and answer the following questions before sharing out with the class.

- ① Differentiation Consideration:** Consider providing students with the following definition: *despised* means “disliked (someone or something) very much.”

▶ Students write the definition of *despised* on their copies of the text or in a vocabulary journal.

### What made “the soul of the black artist” doubtful and confused?

- “[T]he black artist” is doubtful and confused because he struggles to produce art that communicates the “soul-beauty” of his people. He also feels this way, because he knows his art will not be accepted by the “larger audience,” or white society, who “despise[s]” his “race.” Alternately, the “black artist” is unable to create art for “the other world,” because he does not know and cannot communicate their “message.”

### How is the idea of “double aims” demonstrated in the artist’s soul?

- The “confusion and doubt” of the “black artist” demonstrates Du Bois’s idea of “double aims,” because it is an example of how being torn between two irreconcilable goals—those of the white world who “despise[]” the artist’s “race” and those of his own people—negatively affect the black artist and his work.

Lead a brief whole-class discussion of student responses. Remind students to record notes and ideas on their Ideas Tracking Tools.

Instruct student groups to read the last sentence of paragraph, 5 beginning “This waste of double aims, this seeking to satisfy” and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *satisfy* means “to provide, do, or have what is required by (someone or something),” *wooing* means “trying to attract (someone, such as a customer, voter, worker, etc.),” and *salvation* means “something that saves someone or something from danger or a difficult situation.”
  - ▶ Students write the definitions of *satisfy*, *wooing*, and *salvation* on their copies of the text or in a vocabulary journal.

### Why are “double aims” a “waste”?

- 🗨️ Du Bois refers to “double aims” as a “waste,” because they prevent African Americans from achieving their full potential. The process of trying to achieve and reconcile two conflicting goals “waste[s]” time and energy and prevents African Americans from reaching either the “ideals” of the African American world or the “ideals” of “the white world.” This results in crises of “courage and faith and deeds” and leaves African Americans feeling “ashamed of themselves.”

Lead a brief whole-class discussion of student responses. Remind students to record notes and ideas on their Ideas Tracking Tools.

## Activity 5: Quick Write

10%

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

### How does Du Bois refine a central idea in paragraph 5?

Instruct students to look at their annotations, notes, and Ideas Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary whenever possible in their written responses and develop the topic through the use of well-chosen, relevant, and sufficient evidence that is appropriate to the audience’s knowledge of the topic. 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.
- ① Consider assessing W.11-12.2.b using the relevant portion of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist. Students were provided instruction on W.11-12.2.b in 11.2.1 Lesson 5.

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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview and annotate paragraphs 6–7 of “Of Our Spiritual Strivings” (from “Away back in the days of bondage” to “by the simple ignorance of a lowly people”). Direct students to box any unfamiliar words or phrases 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.

- ▶ Students follow along.

Introduce standard RI.11-12.5 as a focus standard to guide students’ AIR, and model what applying a focus standard looks like. Instruct students to prepare for a brief 3–5 minute discussion about how they applied the language of the standards to their reading.

For example, RI.11-12.5 asks students to “analyze and evaluate the effectiveness of the structure an author uses in his or her expositions or argument, including whether the structure makes points clear, convincing, and engaging.” Students who read Du Bois’s “Of Our Spiritual Strivings” might say the following: “Du Bois’s choice to begin the chapter with a poem engages readers with its serious, somber language.”

① Students who are reading literature should read through the lens of a focus standard of their choice.

- ▶ Students listen.

## Homework

Preview and annotate paragraphs 6–7 of “Of Our Spiritual Strivings” (from “Away back in the days of bondage” to “by the simple ignorance of a lowly people”). Box any unfamiliar words, look up their definitions, and choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

Also, continue reading your Accountable Independent Reading text through the lens of the focus standard RI.11-12.5 and prepare for a 3–5 minute discussion of your text based on that standard.

## 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 texts. Cite textual evidence to support your work.

<b>Text:</b>	“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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Paragraph #	Ideas	Notes and Connections
5	“double aims”	Du Bois explains “double aims” (par. 5) as a consequence of double-consciousness and defines this term as “seeking to satisfy two unreconciled ideals” (par. 5). Du Bois refines the idea of “double aims” throughout paragraph 5 through examples of African Americans’ experience in several occupations (an artisan, a minister, a doctor, a savant, and an artist) to illustrate the negative effects of “double aims.”



# 11.2.1 Lesson 8

## Introduction

In this lesson, students read and analyze paragraphs 6–7 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* (from “Away back in the days of bondage” to “by the simple ignorance of a lowly people”), in which Du Bois explores the hope, impact, and aftermath of Emancipation. Students analyze Du Bois’s use of rhetoric through emotional and religious appeals and allusions, and consider how Du Bois’s use of rhetoric further develops his point of view. Student learning is assessed via a Quick Write at the end of the lesson: How does Du Bois use rhetoric in paragraphs 6–7 to further develop his point of view on freedom?

For homework, students conduct a brief search into specific historical events and groups that Du Bois addresses in paragraph 8 in order to prepare for the next lesson’s reading and discussion. Students also add to their Ideas Tracking Tools based on their analysis in this lesson.

## 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.11-12.3.a	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.  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.
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. 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.

## Assessment

<b>Assessment(s)</b>
<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 does Du Bois use rhetoric in paragraphs 6–7 to further develop his point of view on freedom?</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Identify Du Bois’s point of view in this excerpt (e.g., Du Bois believes that although Emancipation gave African Americans legal freedom, it did not free them from the memories and effects of oppression.).</li> <li>• Explain how Du Bois uses rhetoric to develop his point of view on freedom (e.g., Du Bois uses the image of a “swarthy spectre” (par. 6) or a dark-skinned ghost sitting at “the Nation’s feast” (par. 6) to develop his point of view that the remnants, or ghost, of slavery still exist in the form of oppression, and that life for African Americans remains largely unchanged. In the statement, “The Nation has not yet found peace from its sins; the freedman has not yet found in freedom his promised land” (par. 7), Du Bois uses parallel structure to communicate the disappointment felt by African Americans when they realized Emancipation did not bring true freedom. This use of rhetoric further develops Du Bois’s point of view that “the Nation” finding “peace” (par. 7) from its past sins is directly tied to African Americans achieving complete “freedom” (par. 7). It implies that one cannot happen without the other.).</li> </ul>

## Vocabulary

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

- villainies (n.) – the actions or conduct of a cruelly malicious person who is involved in or devoted to wickedness or crime
- exhortation (n.) – language intended to incite and encourage
- refrain (n.) – a phrase or verse recurring at intervals in a song or poem
- plaintive (adj.) – expressing sorrow or melancholy; mournful
- cadences (n.) – rhythmic flows of sequences of sounds or words
- swarthy (adj.) – of a dark color or complexion
- spectre (n.) – a ghost; phantom; apparition
- accustomed (adj.) – customary; usual; habitual
- in vain (idiom) – to no end; without success or result
- unbounded (adj.) – having no limits, borders, or bounds

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

- implored (v.) – asked or begged for (something) in a very serious or emotional way

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

- bondage (n.) – the state of being a slave
- divine (adj.) – relating to or coming from God or a god
- sorrow (n.) – a feeling of sadness or grief caused especially by the loss of someone or something
- prejudice (n.) – an unfair feeling of dislike for a person or group because of race, sex, religion, etc.
- wearied (adj.) – lacking strength, energy, or freshness because of need for rest or sleep
- liberty (n.) – the power to do or choose what you want to
- vastest (adj.) – greatest in size, amount, or extent
- unattained (adj.) – not successful in getting or doing (something)

## 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.11-12.9.b, L.11-12.3.a, L.11-12.4.a</li> <li>Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 6–7</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 60%
5. Quick Write	5. 10%
6. Closing	6. 5%

## Materials

- Student copies of the 11.2 Common Core Learning Standards Tool (refer to 11.2.1 Lesson 1)
- 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.
	<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

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.6. Students read paragraphs 6–7 of “Of Our Spiritual Strivings,” and analyze how Du Bois’s use of rhetoric develops his point of view.

- ▶ Students look at the agenda.

① Students were introduced to RI.11-12.6 in 11.1.3.

Instruct students to take out their copies of the 11.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.11-12.3.a. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

① Consider providing students with the following definition: *syntax* means “the way in which words are put together to form phrases, clauses, or sentences.”

- ▶ Students read and assess their familiarity with standard L.11-12.3.a.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses may include:

- Arranging words and phrases in different ways to create different effects when writing.
- Analyzing how different authors combine words and phrases in different ways.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied the focus standard RI.11-12.5 to their Accountable Independent Reading (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 their focus standard to their AIR texts.

- ▶ Students (or student pairs) discuss and share how they applied the focus standard RI.11-12.5 to their AIR texts from the previous lesson’s homework.

Instruct students to take out their responses to the previous lesson’s homework assignment. (Preview and annotate paragraphs 6–7 of “Of Our Spiritual Strivings.” Box any unfamiliar words, look up their definitions, and choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.) Instruct student pairs to share and discuss their annotations.

💬 Student annotations may include:

- Boxes around “the swarthy spectre” (par. 6) and “the Nation’s feast” (par. 6). What is a “swarthy spectre,” and what is “the Nation’s feast?”
- Stars by “the American Negro for two centuries” (par. 6), because this seems like an important fact to note, and “Emancipation was the key to a promised land” (par. 6), because Emancipation was an important historical event.
- Exclamation point by “Emancipation” (par. 6), because this reference connects to the first time Du Bois mentions Emancipation in paragraph 5.
- Question marks by the sections “Shout, O children! Shout, you’re free! / For God has brought your liberty!” (par. 6) and “Take any shape but that, and my firm nerves / Shall never tremble!” (par. 6) because these sections are separated from the rest of the paragraph and it is not clear why.

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

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: *villainies*, *exhortation*, *refrain*, *plaintive*, *cadences*, *swarthy*, *spectre*, *accustomed*, *in vain*, *unbounded*.

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 “Of Our Spiritual Strivings” (from “Away back in the days of bondage” to “by the simple ignorance of a lowly people”).

- ▶ Students follow along, reading silently.

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

Explain the connection Du Bois makes between Emancipation and the “promised land” (par. 6).

### 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.

Explain to students that throughout the discussion, they should note Du Bois’s use of rhetoric on their Rhetorical Impact Tracking Tools. Explain to students that the use of the tool informs their responses for the lesson assessment.

- ▶ Students listen.

Instruct student groups to read from “Away back in the days of bondage” to “Shout, you’re free! / For God has brought your liberty!” (par. 6) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *bondage* means “the state of being a slave,” *divine* means “relating to or coming from God or a god,” *sorrow* means “a feeling of sadness or grief caused especially by the loss of someone or something,” *prejudice* means “an unfair feeling of dislike for a person or group because of race, sex, religion, etc.,” *wearied* means “lacking strength, energy, or freshness because of need for rest or sleep,” and *liberty* means “the power to do or choose what you want to.”

- ▶ Students write the definitions of *bondage*, *divine*, *sorrow*, *prejudice*, *wearied*, and *liberty* on their copy of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** If students are unfamiliar with Du Bois’s references to the “wearied Israelites” (par. 6), consider explaining that this is a Biblical reference to a displaced group of former slaves who wandered for 40 years before arriving at land promised to them by God (often referred to as the “Promised Land”).

### What is the impact of beginning paragraph 6 with “Away back in the days of bondage”?

- ☞ Du Bois sets up a contrast between the past and the present, between “the days of” (par. 6) slavery and the present time period after Emancipation.

### How does Du Bois explain what “Freedom” (par. 6) meant to African Americans? What is the impact of this explanation?

- ☞ Du Bois explains “Freedom” as a religious or “divine event” that African Americans “worshipped” for “two centuries” (par. 6). By connecting “Freedom” to the “divine” (par. 6), Du Bois relates the power of freedom to the power of God. African Americans worshipped “Freedom” as a solution to their problems or “the end of all doubt and disappointment” (par. 6).

### How does Du Bois use allusion and imagery in paragraph 6 to further develop his point of view about “Freedom”?

- ☞ Student responses may include:
  - Du Bois further develops his point of view that “Freedom” is a “divine event” (par. 6) for African Americans with an allusion that compares African American Emancipation to the

Biblical account of the Israelites' Promised Land. Du Bois states "Emancipation was the key to a promised land of sweeter beauty than ever stretched before the eyes of wearied Israelites" (par. 6).

- Du Bois strengthens this connection between "Freedom" (par. 6) and religion when he speaks of "the God he implored" as having "Freedom in his right hand" (par. 6). This imagery further explains that "Freedom" (par. 6) was so vitally important that African Americans passionately begged God with "tears and curses" (par. 6) for the "Freedom in his right hand" (par. 6).

### What could *implored* mean in this context?

- 🗨️ Because African Americans "implored" "God" for "Freedom" (par. 6), *implored* could mean having asked or begged for something very seriously or emotionally.
- ① Consider drawing students' attention to their application of standard L.11-12.4.a through the process of determining the meaning of a word through context.

Explain that Du Bois's religious allusions could be considered examples of appeals to *ethos*, a rhetorical device that can be defined as an appeal to a listener or reader's conscience or sense of what is right or ethical. His use of religious allusions could also be considered examples of appeals to *pathos*, a rhetorical device that can be defined as efforts to sway a reader's or listener's opinion by depicting issues in a way that persuades them to feel a certain way about an issue.

Instruct students to use their Rhetorical Impact Tracking Tools to record these definitions and examples of *ethos* and *pathos*.

- ▶ Students record the definitions and examples of *ethos* and *pathos*.

### What is the impact of Du Bois's use of parallel structure to describe slavery?

- 🗨️ The words "of all" (par. 6) are repeated in each phrase Du Bois uses, just as the structure of each phrase is repeated ("the sum of all villainies," "the cause of all sorrow," "the root of all prejudice" (par. 6)). Du Bois's use of parallel structure establishes slavery as the greatest of "villainies" (crime), "sorrow" (sadness), and "prejudice" (unjust treatment) (par. 6), and it shows how all three descriptions are equally terrible consequences of slavery.
- ① **Differentiation Consideration:** To support comprehension, consider posing the following scaffolding question:

#### How does Du Bois describe slavery in this excerpt?

- 🗨️ Du Bois describes slavery as the opposite of "Emancipation" (par. 6). Slavery is "the sum of all villainies, the cause of all sorrow, the root of all prejudice" (par. 6).



Instruct students to reread from “In song and exhortation swelled one refrain” to “you’re free! / For God has brought your liberty!” (par. 6).

### What effect does Du Bois create through his use of syntax and punctuation in this section?

🗨 Student responses may include:

- Du Bois varies the punctuation and sentence length in this section of text in order to build a feeling of excitement and heightened emotion. He breaks up longer sentences into shorter bursts of connected thoughts using dashes, and finally quotes an inspirational spiritual about freedom that contains repeated exclamation points.
- In the phrases, “Shout, O children! Shout, you’re free!” and “For God has brought your liberty!” (par. 6) Du Bois uses an exclamation point to establish a tone of excitement or thrill. This tone mirrors the joy African Americans felt when they finally obtained Emancipation after two centuries of enslavement.

① Explain to students that the lines “Shout, O children! Shout, you’re free! / For God has bought your liberty!” (par. 6) are from a “Negro spiritual” (a type of religious song originating among African American slaves in the American South) entitled “Shout, O Children!”

Explain that the way in which Du Bois’s syntax, or the ways in which he arranges words and phrases in these sentences, is an example of a rhetorical device known as *varied syntax*, and can be defined as changes in sentence length, style, or complexity for stylistic effect.

① Consider drawing students’ attention to their application of standard L.11-12.3.a through their analysis of Du Bois’s use of syntax.

Instruct students to record this definition and example of *varied syntax* on their Rhetorical Impact Tracking Tools.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “Years have passed away since then” to “by the simple ignorance of a lowly people” (par. 6–7) and answer the following questions before sharing out with the class.

① **Differentiation Consideration:** Consider providing students with the following definitions: *vastest* means “greatest in size, amount, or extent” and *unattained* means “not successful in getting or doing (something).”

- ▶ Students write the definitions of *vastest* and *unattained* on their copy of the text or in a vocabulary journal.

### Whose “national life” (par. 6) does Du Bois refer to in the first sentence of this excerpt?

- ☞ Du Bois refers to African Americans after Emancipation. “Forty years” (par. 6) have passed since African Americans were enslaved and they are now citizens who have a “national life” (par. 6).

### What is the impact of the phrase “and yet” (par. 6) in this sentence?

- ☞ The phrase “and yet” (par. 6) indicates that although many years “of renewal and development” (par. 6) have passed since Emancipation, there is still something that remains unchanged despite this passage of time.

### What does the “swarthy spectre” (par. 6) represent?

- ☞ The “swarthy spectre” represents unresolved issues regarding slavery in “the Nation” (par. 6). Slavery’s ghost, or “spectre” (par. 6) is the oppression that “sits in its accustomed seat” (par. 6) continuing to haunt and plague “the Nation” as the “vastest social problem” (par. 6) despite the fact that slavery was abolished “forty years” (par. 6) before. Du Bois uses this imagery to represent that the spirit of slavery is still very much alive, despite the fact that slavery has been abolished.

- ① **Differentiation Consideration:** If students need additional scaffolding to make meaning of the phrase “swarthy spectre” (par. 6) consider providing the following questions:

#### What does the word *swarthy* mean in this sentence?

- ☞ *Swarthy* refers to dark skin color in this sentence.

#### What does the word *spectre* mean in this sentence?

- ☞ *Spectre* refers to a ghost in this sentence.

#### What is the impact of combining the two words in this sentence?

- ☞ The combination of the words “swarthy” and “spectre” (par. 6) in this sentence imply a dark-skinned ghost (something that was once alive and now haunts or visits the living).

#### How does this phrase affect your understanding of this sentence?

- ☞ Du Bois uses the phrase to suggest that slavery is neither dead nor alive—it is like a ghost that continues to haunt the nation.

- ① **Differentiation Consideration:** Consider informing students that Du Bois’s use of the word *spectre* and his reference to the “feast” and the “seat” in the first sentence of this excerpt are allusions to Shakespeare’s play *Macbeth*, which students read in 10.4.2. The quote “Take any shape but that, and my firm nerves / Shall never tremble!” (par. 6) also comes from *Macbeth*.

### What does the phrase “accustomed seat” suggest about the “national life” (par. 6) of African Americans?

- 🗨️ Du Bois’s reference to their “accustomed seat” (par. 6) acknowledges that slavery still occupies the same position as it always did in America. Life for African Americans has changed very little; their enslaved past still influences their life, and continues to be a “social problem” (par. 6).

### What makes African Americans cry to the nation’s “social problem” “in vain” (par. 6)?

- 🗨️ African Americans cry to “[t]ake any shape but that, and my firm nerves / Shall never tremble!” is “in vain” (par. 6), because nothing has changed for them. Despite “forty years of renewal and development” (par. 6) after Emancipation, the social problem still exists and is the largest issue facing “the Nation” (par. 6).

### How does Du Bois refine the central idea of “the problem” (introduced in paragraph 1) through the metaphor of the “spectre”?

- 🗨️ Student responses may include:
  - Du Bois introduces the idea of the problem in paragraph 1 as an individual experience. People from “the other world” consider Du Bois “a problem” (par. 1), because of the color of his skin. In paragraph 6, Du Bois refines the idea of the “problem” in the phrase “we cry to this our vastest social problem.” Du Bois’s use of “our” (par. 6) in this statement suggests that the “problem” (par. 1, 6) is not just an individual issue for him, it belongs to all African Americans.
  - Du Bois’s description of this problem as “social” (par. 6) develops the idea that the problem affects all of society, rather than just individuals.
  - Du Bois’s choice of the word “vastest” (par. 6) suggests that this problem is the largest of the country’s social problems.

- ① **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding questions:

#### What is the “problem” (par. 6) that Du Bois refers to in this section of text?

- 🗨️ Du Bois refers to the “vastest social problem” of “the Nation” (par. 6).

#### How does this relate to the “problem” that Du Bois describes in paragraph 1?

- 🗨️ Du Bois introduces the idea of the problem in paragraph 1 as an individual experience. People from “the other world” consider Du Bois to be “a problem” (par. 1) because of his skin color. In paragraph 6, Du Bois suggests that the “problem” is not just an individual issue for him. This

problem belongs to all African Americans because it is a “social problem” (par. 6) that the entire nation has to deal with.

### What does Du Bois mean by the phrase “[t]he Nation has not yet found peace from its sins” (par. 7)?

- 🗨️ To find “peace from its sins” (par. 7) implies a sense of correcting the wrongs or “sins” of slavery (par. 7), so this phrase refers to the reality that “the Nation[’s]” “vastest social problem” (par. 6) has not been solved—African Americans have been Emancipated but are not truly free.
- ① Consider providing the following optional extension question to deepen students’ understanding of Du Bois’s use of rhetoric:

### What is the impact of Du Bois’s use of rhetoric in the sentence beginning “The Nation has not yet found peace from its sins” (par. 7)?

- 🗨️ Student responses may include:
  - Du Bois uses parallel structure to connect the ideas of “peace” and “freedom” (par. 7). By using the same structure in each independent clause of this sentence, Du Bois presents the idea that “[t]he Nation” finding “peace” for its “sins” (par. 7) or its “vastest social problem” (par. 6) is directly tied to African Americans finding complete “freedom” (par. 7), which implies that one cannot happen without the other.
  - Du Bois repeats the phrase “has not yet found” (par. 7). This repetition contributes to the power of the text, because it emphasizes that the legacy of slavery still lives on in America, and prevents African Americans and the Nation from finding peace.
- ① Explain to students that Du Bois uses a rhetorical device called repetition when he repeats the phrase “has not yet found” (paragraph 7), which is when an author says or writes something more than once. Direct students to use their Rhetorical Impact Tracking Tool to record this example of repetition.
  - ▶ Students record this example of repetition on their Rhetorical Impact Tracking Tools.

### What is “the shadow of a deep disappointment” (par. 7) to which Du Bois refers?

- 🗨️ “[T]he shadow of a deep disappointment” is “the unattained ideal” (par. 7) of true freedom that African Americans still do not have despite “the good [that] may have come in [the] years of change” (par. 7) since Emancipation.
- ① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

### What does Du Bois mean by the phrase “the unattained ideal was unbounded” (par. 7)?

Based upon Du Bois’s emphasis on freedom through Emancipation in the excerpt, “the unattained ideal” (par. 7) refers to freedom because it is the “ideal” (par. 7) African Americans want but do not yet have. “Unbounded” (par. 7) indicates something without bounds, so the phrase “unattained ideal was unbounded” (par. 7) could refer to freedom without bounds.

- ① Students may be unfamiliar with the expression “save by” (par. 7) in this sentence. Consider explaining that this is similar to saying “except for.”

### Why is the “disappointment all the more bitter” (par. 7)? How does this explanation advance Du Bois’s point of view?

Student responses should include:

- According to Du Bois, the “disappointment” of Emancipation is “all the more bitter” or difficult to accept because “the simple ignorance” of African Americans has kept them from “unbounded” (par. 7), or complete, freedom.
- This explanation advances Du Bois’s point of view that Emancipation legally freed African Americans from slavery, but did not give them their “promised land” (par. 7) of freedom. Consequently, a “shadow of a deep disappointment” (par. 7) rests upon them.
- In paragraph 7, Du Bois refers to African Americans’ lack of true freedom as the “unattained ideal” and describes the effects of this lack as a “shadow of a deep disappointment” that “rests” on the African American people. This paragraph establishes Du Bois’s idea that Emancipation set African Americans free from slavery, but did not give them freedom.

Lead a brief whole-class discussion of student responses. Remind students to record notes and ideas from this excerpt on their Rhetorical Impact Tracking Tools.

## Activity 5: Quick Write

10%

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

### How does Du Bois use rhetoric in paragraphs 6–7 to further develop his point of view on freedom?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to develop the topic through the use of well-chosen, relevant, and sufficient evidence that is appropriate to the audience’s knowledge of the topic. Remind students to use their 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.

- ① Consider assessing W.11-12.2.b using the relevant portion of the 11.2.1 Text Analysis Rubric and Checklist.

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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to add at least two ideas introduced in paragraphs 6–7 of “Of Our Spiritual Strivings” to their Ideas Tracking Tools and determine one central idea. Additionally, instruct students to conduct a brief search on the website <http://www.history.com/> (Search terms: “Reconstruction”; “Compromise of 1877”) for information about the following events and groups that Du Bois mentions in paragraph 8: the Ku-Klux Klan, carpet-baggers, Reconstruction, the 15<sup>th</sup> Amendment to the U.S. Constitution, and “the revolution of 1876” also referred to as “The Compromise of 1877,” and write a short description of each.

- ▶ Students follow along.

## Homework

Based on your analysis in this lesson, add at least two ideas introduced in paragraphs 6–7 to your Ideas Tracking Tool and determine one central idea.

Additionally, conduct a brief search for information about the following events and groups that Du Bois mentions in paragraph 8: the Ku-Klux Klan, carpet-baggers, Reconstruction, the 15<sup>th</sup> Amendment to the U.S. Constitution, and “the revolution of 1876,” also referred to as “The Compromise of 1877” (see the website <http://www.history.com/> (Search terms: “Reconstruction”; “Compromise of 1877”)). Write a short description of each.

## Rhetorical Impact Tracking Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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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:** “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois

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)
Allusion: an indirect reference	“Emancipation was the key to a promised land of sweeter beauty than ever stretched before the eyes of wearied Israelites.” (par. 6)	This allusion contributes to the power of the text because it compares Emancipation to the “promised land” or a “divine event” (par. 6), emphasizing the significance of African Americans’ fight for freedom.



<p>Imagery: the use of figurative language or vivid descriptions to make pictures in the reader's mind</p>	<p>"the God he implored had Freedom in his right hand." (par. 6)</p>	<p>This imagery contributes to the power of the text because it suggests that "Freedom" (par. 6) for African Americans is God's will.</p>
<p>Parallel Structure: using the same pattern of words to show that two or more ideas are equally important</p>	<p>Du Bois describes slavery as "the sum of all villainies, the cause of all sorrow, the root of all prejudice" (par. 6).                  "The Nation has not yet found peace from its sins; the freedman has not yet found in freedom his promised land." (par. 7)</p>	<p>The first example of parallel structure contributes to the persuasiveness of the text because it reinforces the evils of slavery, tying all three consequences of slavery together as equally terrible.                  The second example contributes to the persuasiveness of the text because it directly relates the idea of "the Nation" finding "peace" (par. 7) from its sins to African Americans finding complete "freedom" (par. 7). It implies one cannot happen without the other.</p>
<p>Appeal to Ethos: an appeal to a listener or reader's conscience or sense of what is right or ethical</p>	<p>"Emancipation was the key to a promised land of sweeter beauty than ever stretched before the eyes of wearied Israelites." (par. 6)</p>	<p>This comparison contributes to the persuasiveness of Du Bois's opinion because he appeals to his reader's conscience by implying that freedom for African Americans was a divine event, or an outcome "promised" by God.</p>
<p>Appeal to Pathos: efforts to sway a reader's or listener's opinion by depicting issues in a way that persuades them to feel a certain way about an issue</p>	<p>"Shout, O children! Shout, you're free! / For God has brought your liberty!" (par. 6)</p>	<p>This quote from a song contributes to the persuasiveness of Du Bois's opinion because he appeals to readers' emotions by demonstrating how exciting and exhilarating long sought-after freedom was to African Americans.</p>



<p>Varied Syntax: changes in sentence length, style, or complexity for stylistic effect</p>	<p>“In song and exhortation swelled one refrain—Liberty; in his tears and curses the God he implored had Freedom in his right hand. At last it came,—suddenly, fearfully, like a dream. With one wild carnival of blood and passion came the message in his own plaintive cadences:— Shout, O children! Shout, you’re free! / For God has brought your liberty!” (par. 6)</p>	<p>Du Bois’s use of varied syntax and a quote from a song contributes to the power of the text because it builds momentum and mirrors the strong emotions felt by African Americans when they obtained Emancipation after two centuries of enslavement.</p>
<p>Repetition</p>	<p>“The Nation has not yet found peace from its sins; the freedman has not yet found in freedom his promised land” (par. 7)</p>	<p>The repetition of the phrase “has not yet found” (par. 7) contributes to the power of the text, because it emphasizes that the legacy of slavery still lives on in America, and prevents African Americans and the Nation from finding peace.</p>

# 11.2.1 Lesson 9

## Introduction

In this lesson, students read and analyze an excerpt of paragraph 8 in “Of Our Spiritual Strivings” from *The Souls of Black Folk* (from “The first decade was merely a prolongation” to “the half-free serf weary, wondering, but still inspired”). In this excerpt, Du Bois describes the renewed optimism African Americans felt after the passing of the 15<sup>th</sup> Amendment, and how they continued to seek change through the power of the vote. Student analysis focuses on how Du Bois further shapes and refine previously established ideas. Student learning is assessed via a Quick Write at the end of the lesson: How do ideas and events interact and develop over the course of this excerpt?

For homework, students preview and annotate the remainder of paragraph 8 and the first half of paragraph 9. Additionally, students continue to read their AIR texts and prepare for a brief discussion on how they applied the focus standard RI.11-12.5 to their texts.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W.11-12.9.b	Draw evidence from literary or information 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]”).
SL.11-12.1.a	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.  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.
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. 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.

## 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 text.

- How do ideas and events interact and develop over the course of this excerpt?

### High Performance Response(s)

A High Performance Response should:

- Identify the ideas and events in this excerpt (e.g., Du Bois discusses the following ideas:
  - Emancipation did not provide African Americans with the freedom that they sought.
  - African Americans began to hope that political power would help them to change their situation and attain freedom.
- Du Bois discusses the following events:
  - “[t]he holocaust of war” (par. 8)
  - “the terrors of the Ku-Klux Klan” (par. 8)
  - “the lies of the carpet-baggers” (par. 8)
  - “the disorganization of industry” (par. 8)
  - “the Fifteenth Amendment” (par. 8)
  - “the revolution of 1876” (par. 8)
- Explain how the ideas and events interact and develop over the course of the excerpt (e.g., Du Bois cites four events that happened after Emancipation: the horrible aftermath of the war, the atrocities committed by the Ku-Klux Klan, the exploitation of the South by northern “carpet-baggers” (par. 8), and the collapse of the Southern economy. The destruction and terror of these events further develops the idea that Emancipation did not provide African Americans with the freedom that they sought. Du Bois then explains the hope that came with the 15<sup>th</sup> Amendment. This “powerful means” (par. 8) of the right to vote gave African Americans hope that, through political power, they would have a way to change their situation and attain true freedom.).

## Vocabulary

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

- prolongation (n.) – the act of lengthening out in time; extending the duration of
- boon (n.) – something to be thankful for; blessing; benefit
- elude (v.) – to avoid or escape by speed, cleverness, or trickery
- will-o'-the-wisp (n.) – a goal that cannot be reached
- holocaust (n.) – a great or complete devastation or destruction; any mass slaughter or reckless destruction of life
- serf (n.) – a person in a condition of servitude; a slave
- watchword (n.) – a rallying cry
- attainment (n.) – the act of reaching, achieving, or accomplishing; gaining; obtaining
- enfranchised (v.) – gave (someone) the legal right to vote
- renewed (v.) – revived; reestablished
- zeal (n.) – a strong feeling of interest and enthusiasm that makes someone very eager or determined to do something

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

- endowed (v.) – provided with something freely or naturally

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

- decade (n.) – a period of 10 years
- merely (adv.) – only, just (used to say that someone or something is small, unimportant, etc.)
- grasp (n.) – the distance that can be reached by your arms and hands
- grasp (v.) – to understand (something that is complicated or difficult)
- contradictory (adj.) – involving or having information that disagrees with other information
- ballot (n.) – a ticket or piece of paper used to vote in an election
- visible (adj.) – able to be seen
- partially (adv.) – somewhat but not completely; to some extent or in some degree
- revolution (n.) – a sudden, extreme, or complete change in the way people live, work, etc.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>Standards: RI.11-12.3, W.11-12.9.b, SL.11-12.1.a, L.11-12.4.a</li> <li>Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: "Of Our Spiritual Strivings," paragraph 8</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 55%
5. Quick Write	5. 10%
6. Closing	6. 5%

## 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 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

10%

Begin by reviewing the agenda and assessed standard for this lesson: RI.11-12.3. Students continue reading paragraph 8 of Du Bois’s “Of Our Spiritual Strivings.” Student analysis focuses on how the ideas and events in this excerpt further shape and refine previously established ideas.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Based on your analysis in this lesson, add at least two ideas introduced in paragraphs 6–7 to your Ideas Tracking Tool and determine one central idea. Additionally, conduct a brief search for information about the following groups and events that Du Bois mentions in paragraph 8: the Ku Klux Klan, carpet-baggers, Reconstruction, the 15<sup>th</sup> Amendment to the U.S. Constitution, and “the revolution of 1876,” also referred to as “The Compromise of 1877.”) Instruct students to Turn-and-Talk in pairs about the additions they made to their Ideas Tracking Tools for the previous lesson’s homework.

- 🗨 See the Model Ideas Tracking Tool.

Instruct student pairs to share a central idea they identified from paragraphs 6–7.

- 🗨 Emancipation did not provide complete or total freedom to African Americans.

Instruct student pairs to discuss the findings of their brief searches into the Ku Klux Klan, carpet-baggers, Reconstruction, the 15<sup>th</sup> Amendment to the U.S. Constitution, and “the revolution of 1876.”

- 🗨 Student responses may include:

- The Ku Klux Klan (KKK) is an organization known for its hate and terrorist activities against African Americans. Founded in 1866, the KKK spread to almost every Southern state by 1870 and worked to resist policies aimed at establishing equality.
- Carpet-baggers was a term used to refer to Northerners who traveled to the South following the Civil War to take advantage of the instability in the region for their own personal gain. The term is still used today to describe someone who goes to an area to exploit it.
- Reconstruction refers to the era immediately following the Civil War during which the nation worked to reincorporate and rebuild the South.
- The 15<sup>th</sup> Amendment to the U.S. Constitution gave African American men the right to vote in 1870, several years after the Emancipation Proclamation.

- “[T]he revolution of 1876,” though not technically the title of an event, refers to the end of the Reconstruction era, and the compromise reached between newly elected President Rutherford B. Hayes and the Southern states, which saw the withdrawal of all federal troops from the South in exchange for the certification of his election. It was a time when the South worked to re-establish white supremacy.

Lead a brief whole-class discussion of student responses.

- ① This research and discussion activity supports students’ engagement with SL.11-12.1.a, which addresses preparing for discussions and drawing on that preparation by referring to evidence from research on the topic.

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of paragraph 8 from “Of Our Spiritual Strivings” (from “The first decade was merely a prolongation” to “the half-free serf weary, wondering, but still inspired”). Instruct students to listen for key events, individuals, and ideas that Du Bois identifies or highlights.

- ▶ Students follow along, reading silently.

- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

What gave African Americans hope after a “vain search for freedom” (par. 8)?

### Activity 4: 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 This annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Instruct students to take out their Rhetorical Impact Tracking Tools and Ideas Tracking Tools. Instruct students to record their analysis of how Du Bois develops ideas and effectively uses rhetoric as they read and analyze this lesson’s text excerpt.

Instruct student groups to read from “The first decade was merely a prolongation” to “no new watchword beyond the old cry for freedom” and answer the following questions before sharing out with the class.

Provide students with the following definitions: *prolongation* means “the act of lengthening out in time; extending the duration of,” *boon* means “something to be thankful for; blessing; benefit,” *elude* means

“to avoid or escape by speed, cleverness, or trickery,” *will-o'-the-wisp* means “a goal that cannot be reached,” *holocaust* means “a great or complete devastation or destruction; any mass slaughter or reckless destruction of life,” *serf* means “a person in a condition of servitude; a slave” and *watchword* means “a rallying cry.”

- ▶ Students write the definitions of *prolongation*, *boon*, *elude*, *will-o'-the-wisp*, *holocaust*, *serf*, and *watchword* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definitions: *decade* means “a period of 10 years,” *merely* means “only, just (used to say that someone or something is small, unimportant, etc.),” *grasp* means “the distance that can be reached by your arms and hands” and can also mean “to understand (something that is complicated or difficult),” and *contradictory* means “involving or having information that disagrees with other information.”

- ▶ Students write the definitions of *decade*, *merely*, *grasp*, and *contradictory* on their copies of the text or in a vocabulary journal.

**Based on your analysis in previous lessons and the historical events researched for homework, to what does “[t]he first decade” refer?**

- 🗨️ “The first decade” refers to the 10 years immediately following Emancipation.

**How does Du Bois connect the first sentence of paragraph 8 to the end of paragraph 7? What does this idea demonstrate about African Americans’ experience of freedom?**

- 🗨️ Du Bois connects the two paragraphs by describing the passage of time since Emancipation. The last sentence of paragraph 7 begins with “Whatever of good may have come in these years of change, the shadow of a deep disappointment rests upon the Negro people.” Du Bois then begins paragraph 8 with the statement “The first decade was merely a prolongation.” This connection demonstrates that despite the passing of time since Emancipation, African Americans have yet to experience complete “freedom” (par. 8).

**What makes the search for freedom “vain”?**

- 🗨️ The search for freedom is “vain” because it remains unsuccessful and out of reach. Du Bois writes that freedom “seemed ever barely to elude their grasp,—like a tantalizing will-o'-the-wisp.”

**How does the metaphor of “the headless host” further develop “the vain search for freedom”?**

- 🗨️ The metaphor of the “headless host” further develops the idea that African Americans’ “search for freedom” is “vain” or useless, because it compares African Americans to a being without a head, unable to see or “grasp” the freedom that is almost within reach.



### Why does “the bewildered serf” have “no new watchword beyond the old cry for freedom”?

- The “bewildered serf” has “no new watchword,” because each event or group of people that Du Bois mentions (“[t]he holocaust of war,” “the Ku-Klux Klan,” “carpet-baggers, the disorganization of industry”) prevented prosperity, peace, and equality for African Americans in the Southern states following the Civil War, and so kept their “search for freedom” unsuccessful.

i **Differentiation Consideration:** Consider explaining that the phrase “the disorganization of industry” refers to the era known as Reconstruction, which students researched and discussed in the Homework Accountability activity.

### What is the impact of Du Bois’s use of the phrase “bewildered serf”?

- Because *serf* is another word for *slave* and “bewildered” implies a state of confusion, the phrase “bewildered serf” (par. 8) reinforces Du Bois’s idea that African Americans were uncertain how to proceed after Emancipation because the aftermath of war prevented them from achieving the “ideal” (par. 7) of freedom they had hoped would follow from the legal end of slavery.

Lead a brief whole-class discussion of student responses. Remind students to record relevant notes and ideas from this excerpt on their Ideas Tracking Tools and their Rhetorical Impact Tracking Tools.

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Instruct student groups to read from “As the time flew, however, he began to grasp a new idea” to “the half-free serf weary, wondering, but still inspired” and discuss the following questions before sharing out with the class.

Provide students with the following definitions: *attainment* means “the act of reaching, achieving, or accomplishing; gaining; obtaining,” *enfranchised* means “gave (someone) the legal right to vote,” *renewed* means “revived; reestablished,” and *zeal* means “a strong feeling of interest and enthusiasm that makes someone very eager or determined to do something.”

- ▶ Students write the definitions of *attainment*, *enfranchised*, *renewed*, and *zeal* on their copies of the text or in a vocabulary journal.
- i **Differentiation Consideration:** Consider providing students with the following definitions: *ballot* means “a ticket or piece of paper used to vote in an election,” *visible* means “able to be seen,” *partially* means “somewhat but not completely; to some extent or in some degree,” and *revolution* means “a sudden, extreme, or complete change in the way people live, work, etc.”
- ▶ Students write the definitions of *ballot*, *visible*, *partially*, and *revolution* on their copies of the text or in a vocabulary journal.

### What connection does Du Bois establish between “gaining and perfecting ... liberty” and “powerful means”?

- Because “[t]he ideal of liberty” had “elude[d] their grasp,” Du Bois recognizes that freedom for African Americans would require “powerful means,” or the tools and ability, to attain it. The “powerful means” to which Du Bois refers is the right to vote, which “the Fifteenth Amendment gave [them].”

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

### What is the “new idea” African Americans began to “grasp”?

- The “new idea” was the realization that the freedom African Americans still sought could be attained through “the ballot” and the right to vote.

### Compare the two ways in which Du Bois describes “the ballot” in the sentence beginning “The ballot, which before he had.”

- Du Bois describes “the ballot” (par. 8) (the right to vote) before the 15<sup>th</sup> Amendment “as a visible sign of freedom” (par. 8) and after the 15<sup>th</sup> Amendment “as the chief means of gaining and perfecting ... liberty” (par. 8). Perception of the right to vote shifts in this sentence from being symbolic or a “sign” to being a tool or “means” (par. 8) that African Americans can use to achieve their “ideal” (par. 7) of freedom.

### How does Du Bois’s description of liberty as “partially endowed” further develop his point of view?

- By describing liberty as only “partially endowed” after the Civil War, Du Bois reinforces his point of view that African Americans were granted incomplete freedom through Emancipation.

### What could *endowed* mean in this sentence?

- Endowed* could mean given or provided.

① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of determining the meaning of a word through context.

### What effect does Du Bois create through the questions that he asks in this excerpt?

- Student responses may include:
  - Du Bois builds a sense of excitement and anticipation through a series of questions, such as “Had not votes made war and emancipated millions,” because he does not wait for the answer to these questions, and asks several questions in rapid succession.
  - Du Bois’s use of questions emphasizes “a million black men[’s]” excitement or “renewed zeal” that came from their belief in “the ballot” as a tool that could help them to achieve political power and change their lives.

Explain to students that the questions Du Bois poses are an example of *rhetorical questions*, which are “questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly.” Rather, rhetorical questions are meant to cause the reader or listener to think. Instruct students to use their Rhetorical Impact Tracking Tools to record this definition and example of rhetorical questions.

① Students were introduced to the term *rhetorical question* in 11.1.3 Lesson 3.

### How does the idea of “vot[ing] themselves into the kingdom” further develop the idea of “gaining and perfecting ... liberty”?

- ☛ “[V]ot[ing] themselves into the kingdom” would provide African Americans with a share of the political power that “the other world” (par. 1) currently possesses. Once African Americans gained political power, they could use “the ballot” as a “means” to “gain[] and perfect[] [their] liberty” (par. 8).

① Remind students of their work with the metaphor of the “kingdom of culture” (par. 5) in 11.2.1 Lesson 6.

### Why were former slaves “weary, wondering, but still inspired”?

- ☛ Former slaves were “weary” and “wondering,” because their Emancipation and “enfranchise[ment]” did not bring the freedom they sought, and they were suffering the negative effects of “the terrors of the Ku-Klux Klan, the lies of the carpet-baggers, the disorganization of industry” and “the revolution of 1876.” They were “inspired” because they still believed that the “power” of the vote would give them true freedom.

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

#### Who is the “half-free serf”? Why is the serf “half-free”?

- ☛ Du Bois describes African Americans as “half-free” because their freedom has only been “partially endowed” through the Civil War and Emancipation.

Lead a brief whole-class discussion of student responses. Remind students to record relevant notes and ideas from this excerpt on their Ideas Tracking Tools and their Rhetorical Impact Tracking Tools.

## Activity 5: Quick Write

10%

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

### How do ideas and events interact and develop over the course of this excerpt?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to develop the topic through the use of well-chosen, relevant, and sufficient evidence that is appropriate to the audience’s knowledge of the topic. Remind students to use their 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.
- ① Consider assessing W.11-12.2.b using the relevant portion of the 11.2.1 Text Analysis Rubric and Checklist.

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 the lesson.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview and annotate the remainder of paragraph 8 and the first half of paragraph 9 (from “Slowly but steadily, in the following years” to “to the youth with dawning self-consciousness, self-realization, self-respect”).

Also for homework, students should continue to read their AIR texts through the lens of the focus standard RI.11-12.5 and prepare for a brief 3–5 minute discussion of their texts based on that standard.

- ① Students who are reading literature should read through the lens of a focus standard of their choice.
  - ▶ Students follow along.

## Homework

Preview and annotate the remainder of paragraph 8 and the first half of paragraph 9 (from “Slowly but steadily, in the following years” to “to the youth with dawning self-consciousness, self-realization, self-respect”).

Also, continue reading your AIR text through the lens of the focus standard RI.11-12.5 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>
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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:** “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois

**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)
Rhetorical Question: A question that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly	“And why not? Had not votes made war and emancipated millions? Had not votes enfranchised the freedmen? Was anything impossible to a power that had done all this?” (par. 8)	These rhetorical questions contribute to the power of the text because they create the effect of excitement and eager anticipation, and demonstrate the hope African Americans placed in the right to vote.

## 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 texts. Cite textual evidence to support your work.

<b>Text:</b>	“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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Paragraph #	Ideas	Notes and Connections
6	Freedom as a “divine event”	By connecting “Freedom” to the “divine” (par. 6), Du Bois relates the power of freedom to the power of the “divine” (par. 6). African Americans looked to “Freedom” as a solution to their problems, or the “end of all doubt and disappointment” (par. 6).
7	Emancipation did not bring complete freedom to African Americans.	Du Bois writes “The Nation has not yet found peace from its sins; the freedman has not yet found in freedom his promised land” (par. 7) to explain the realization that Emancipation did not bring complete freedom to African Americans because the Nation still faced the ghost of slavery in the form of oppression, or the “vastest social problem” (par. 6).
6	“swarthy spectre”	Du Bois refers to “the swarthy spectre” to acknowledge that the ghost of slavery still exists, and prevents African Americans from being truly free (par. 6). This “swarthy spectre” represents the “vastest social problem” that faces “the Nation” (par. 6).
8	The “search for freedom” has been “vain.”	Du Bois states “[t]he first decade was merely a prolongation of the vain search for freedom” (par. 8). Despite the passage of time since Emancipation, African Americans have yet to experience “freedom,” despite their ongoing “search” (par. 8) for this “ideal” (par. 7).
8	African Americans realize that political power is a means to attain liberty.	African Americans realize that “the ballot” (par. 8) is more than a symbol of freedom. Their shifting perception of “the ballot” illustrates how African Americans came to see “the ballot” as the “chief means of gaining and perfecting ... liberty” (par. 8), or achieving their long-sought “ideal” (par. 7) of freedom.

# 11.2.1 Lesson 10

## Introduction

In this lesson, students read and analyze the remainder of paragraph 8 and the first half of paragraph 9 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* (from “Slowly but steadily, in the following years” to “to the youth with dawning self-consciousness, self-realization, self-respect”). In this excerpt, Du Bois introduces the key metaphor of “the mountain path to Canaan” (par. 8) to explain African Americans’ progress through education. Students engage in an evidence-based discussion to consider how Du Bois uses and refines this metaphor. Student learning is assessed via a Quick Write at the end of the lesson: How does Du Bois use and refine a key metaphor in this excerpt?

For homework, students add to their Rhetorical Impact Tracking Tools. Additionally, students continue to read their AIR texts and prepare for a brief discussion on how they applied the focus standard RI.11-12.5 to their texts.

## Standards

Assessed Standard(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 No. 10</i> ).
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in 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]”).
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## Assessment

<b>Assessment(s)</b>
<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 does Du Bois use and refine a key metaphor in this excerpt?</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify a metaphor central to this excerpt (e.g., Du Bois uses the metaphor of “the mountain path to Canaan” (par. 8)).</li> <li>Interpret the role of the metaphor (e.g., “[T]he mountain path to Canaan” (par. 8) refers to the Israelites’ long and difficult journey to the promised land. Du Bois uses this metaphor to represent the challenging and exhausting process that African Americans undertook to build their knowledge through books and study in order to achieve liberty.).</li> <li>Analyze how Du Bois refines the metaphor (e.g., Even after working hard to climb “[u]p the new path” (par. 9), or educate themselves, Du Bois writes that “Canaan was always dim and far away” (par. 9), indicating that despite their efforts, education alone did not bring African Americans the liberty they sought. Du Bois refines the meaning of the metaphor to convey that while education may not have been the direct path to the promised land of “Canaan” (par. 9) it was still an important and meaningful “journey” (par. 9) for African Americans. Through this metaphor, Du Bois expresses that building knowledge was a necessary step toward reaching “self-consciousness” (par. 9) even if it did not lead directly to the promised land.).</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>compulsory (adj.) – required by a law or rule</li> <li>cabalistic (adj.) – having a secret or hidden meaning</li> <li>vistas (n.) – large and beautiful views of an area of land or water</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>toiled (v.) – engaged in hard and continuous work</li> </ul>



Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>● rugged (adj.) – having a rough, uneven surface</li> <li>● advance guard (n.) – a body of troops going before the main force to clear the way, guard against surprise, etc.</li> <li>● disclosed (v.) – made (something) known to the public</li> <li>● flattery (n.) – praise that is not sincere</li> <li>● criticism (n.) – the act of expressing disapproval and of noting the problems or faults of a person or thing</li> <li>● leisure (n.) – time when you are not working; time when you can do whatever you want to do</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>● Standards: RI.11-12.4, L.11-12.5.a, W.11-12.9.b</li> <li>● Text: <i>The Souls of Black Folk</i>, by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 8–9</li> </ul> <p><b>Learning Sequence:</b></p>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	7. 15%
3. Masterful Reading	8. 10%
4. Reading and Discussion	9. 50%
5. Quick Write	10. 15%
6. Closing	11. 5%

## Materials

- Student copies of the Ideas Tracking Tool (refer 11.2.1 Lesson 2)—students may need additional blank copies
- Student copies of the Rhetorical Impact Tracking Tool (refer 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	
Symbo l	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.
L	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.11-12.4 and L.11-12.5.a. In this lesson, students analyze how Du Bois uses and refines a key metaphor, and explore the metaphor’s role in the text.

Students look at the agenda.

### Activity 2: Homework Accountability

15%

Instruct students to talk in pairs about how they applied the focus standard RI.11-12.5 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 the focus standard to their AIR texts.

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

Instruct students to take out their responses to Lesson 9’s homework assignment. (Preview and annotate the remainder of paragraph 8 and paragraph 9 (from “Slowly but steadily, in the following years” to “to the youth with dawning self-consciousness, self-realization, self-respect”).) Instruct student pairs to discuss their annotations.

Student annotations may include:

- Boxes around unfamiliar words and phrases including: *compulsory, cabalistic, Canaan, advance guard, doggedly, and vistas*.
- Stars next to “It was the ideal of ‘book-learning’” (par. 8), which is important, because this is a new ideal. “Here at last seemed to have been discovered the mountain path to Canaan” (par. 8), which is important, because Du Bois seems to be emphasizing this with “at last” (par. 8).
- A question mark next to “the mountain path to Canaan” (par. 8). What or where is Canaan?
- Exclamation points next to “the Canaan was always dim and far away” (par. 9), which connects to Du Bois’s mention of “the mountain path to Canaan” in paragraph 8. This is surprising, because it seems like African Americans have not yet reached Canaan in this excerpt and “self-consciousness” (par. 9), because this is a central idea that Du Bois mentions earlier in the text.

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

Lead a brief full-class discussion of student responses.

### Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of the remaining section of paragraph 8 and the beginning of paragraph 9 (from “Slowly but steadily, in the following years” to “to the youth with dawning self-consciousness, self-realization, self-respect”) of “Of Our Spiritual Strivings.” Instruct students to follow along.

Students follow along, reading silently.

**Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**What details does Du Bois use to develop the key metaphor in this excerpt?**

### Activity 4: Reading and Discussion

50%

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.

Instruct student groups to read from “Slowly but steadily, in the following years” to “of the white man, the longing to know” (par. 8) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *compulsory* means “required by a law or rule” and *cabalistic* means “having a secret or hidden meaning.”

Students write the definitions of *compulsory* and *cabalistic* on their copies of the text or in a vocabulary journal.

### What is the “new vision” and why does it replace the “dream of political power” (par. 8)?

The “ideal of ‘book-learning’” became the “new vision” (par. 8). Since education took the place of “the dream of political power,” Du Bois indicates that “political power” (par. 8) through the right to vote had not given African Americans the freedom and liberty they hoped for.

### How does the imagery of a “pillar of fire” refine the idea of “the ideal of ‘book-learning’” (par. 8)?

The image of a “pillar of fire” (par. 8), which creates light, emphasizes that education became the new dream to lead African Americans to liberty. As a guiding light, “‘book-learning’” (par. 8) provided African Americans with new inspiration, since gaining the right to vote had not helped African Americans to achieve the liberty they sought.

**Differentiation Consideration:** Consider asking the following optional extension question to deepen students’ understanding.

### How does this imagery connect to imagery Du Bois uses in previous paragraphs?

The image of the “pillar of fire” (par. 8) connects to the images of “sun[.],” “blue sky” and “shadows” that Du Bois uses to develop the idea of the “veil” in paragraph 2. Du Bois describes the peaceful time in his life when he was unburdened by his exclusion from the white world as a time in which he lived in the “blue sky” (par. 2), and describes the struggle of the “other black boys” (par. 2) who are denied the opportunities of the white world as “not ... sunny” (par. 2), they can only “watch the streak of blue above” as they “plod darkly on” (par. 2). In describing “the ideal of ‘book-learning’” as a “pillar of fire” (par. 8), Du Bois creates a connection between the guiding light of education and the sunny brightness of a life untroubled by exclusion from the white world.

### What words and phrases explain why African Americans considered education an “ideal to guide the unguided” (par. 8)?

Student responses may include:

- The definition of *compulsory* as “required by a law or rule” suggests that African Americans were forced by law to remain uneducated, which explains why African Americans might have been inspired by “the ideal of ‘book-learning’” (par. 8).

- o Du Bois’s use of the word *cabalistic* suggests that the “letters of the white man” (par. 8) were a mysterious secret known only to some (white people), and not to all (African Americans), which explains why African Americans were interested in pursuing education.

**How does the “the ideal of ‘book-learning’” refine the idea of “gaining and perfecting ... liberty” (par. 8)?**

Since “the ideal of ‘book-learning’” takes the place of “the dream of political power” (par. 8), Du Bois suggests that African Americans believed that education was the main way to achieve the liberty that they sought. This refines the idea of freedom because it demonstrates that “perfecting ... liberty” (par. 8) is a continuing process, and requires both “political power” (par. 8) and education.

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

Instruct student groups to read from “Here at last seemed to have been discovered” to “a foot had slipped or some one had fallen” (pars. 8–9) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Provide students with the following definitions: *rugged* means “having a rough, uneven surface” and *advance guard* means “a body of troops going before the main force to clear the way, guard against surprise, etc.”

Students write the definitions of *rugged* and *advance guard* on their copies of the text or in a vocabulary journal.

Consider reminding students of the work they did with the vocabulary word *dogged* in 11.2.1 Lesson 4.

Explain to students that “Canaan” (par. 8) refers to the same concept as the “promised land” that Du Bois introduces in paragraph 6.

Students considered the idea of the “promised land” in 11.2.1 Lesson 8.

**What is the impact of the figurative language that Du Bois uses to describe the “ideal of ‘book-learning’” (par. 8)?**

Du Bois uses the metaphor of “the mountain path to Canaan” (par. 8) to describe African Americans’ engagement with education and study. By describing education as the path to the

promised land, Du Bois emphasizes the strength of African Americans' belief in both the necessity and power of education to bring them their freedom.

**Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

**How does Du Bois use figurative language to describe the “ideal of ‘book-learning’” (par. 8)?**

Du Bois uses the metaphor of “the mountain path to Canaan” to describe the “ideal of ‘book-learning’” (par. 8).

**How does the word *seemed* impact the meaning of the phrase “seemed to have been discovered” (par. 8)?**

The word *seemed* demonstrates the uncertainty and caution African Americans felt in their new belief that education would lead them to the promised land of liberty, since Emancipation and the right to vote alone did not give them true freedom.

**How does the image of “the highway of Emancipation” (par. 8) develop the metaphor of “the mountain path to Canaan” (par. 8)?**

Student responses may include:

- Du Bois contrasts the image of “the highway of Emancipation and law” (par. 8) with the image of the “mountain path to Canaan” (par. 8). Through this comparison, Du Bois emphasizes that unlike the quick and direct “highway of Emancipation” (par. 8) and the right to vote, education is a slower, lengthier, more challenging way to achieve liberty.
- The contrasting image of “the highway of Emancipation and law” (par. 8), develops the metaphor of the “mountain path” because it suggests that while the path to education is challenging, it eventually elevates African Americans, or leads them to a higher place—“heights high enough to overlook life” (par. 8)—than Emancipation or the right to vote.

**How does Du Bois’s description of “the advance guard” (par. 9) clarify the meaning of the word *toiled*? What does this description suggest about the experience of “‘book-learning’” (par. 8)?**

Student responses should include:

- Du Bois describes the “advance guard” as having “toiled, slowly, heavily, doggedly” (par. 9), which suggests that *toiled* means continuously doing hard work.
- This description reveals that the process of learning was difficult, exhausting, slow, and required great perseverance.

**What other details in the text develop the metaphor and the experience of “book-learning” (par. 8)?**

Student responses may include:

- o Du Bois describes those who are learning as having “faltering feet” (par. 9), which develops the metaphor of education because it indicates the difficulty of this process.
- o Du Bois uses the words *faithfully* and *piteously* (par. 9) to emphasize that African Americans were dedicated to education and study even though it was challenging.
- o Du Bois describes the process of “book-learning” (par. 8) as “weary work” (par. 9), which emphasizes the difficulty of the process.
- o Du Bois emphasizes how challenging and slow the experience was by writing that they made only “inches of progress” (par. 9), which is a very small unit of measurement.
- o Du Bois develops the experience of “book-learning” (par. 8) by describing setbacks as when a “foot had slipped or some one had fallen” (par. 9).

Lead a brief whole-class discussion of student responses. Instruct students to use their Ideas Tracking Tools to record ideas, notes, and connections explored in this excerpt.

Instruct student groups to read from “To the tired climbers, the horizon was ever dark” to “to the youth with dawning self-consciousness, self-realization, self-respect” (par. 9) and answer the following questions before sharing out with the class.

Provide students with the following definition: *vistas* means “large and beautiful views of an area of land or water.”

Students write the definition of *vistas* on their copies of the text or in a vocabulary journal.

**Differentiation Consideration:** Provide students with the following definitions: *disclosed* means “made (something) known to the public,” *flattery* means “praise that is not sincere,” *criticism* means “the act of expressing disapproval and of noting the problems or faults of a person or thing,” and *leisure* means “time when you are not working; time when you can do whatever you want to do.”

Students write the definitions of *disclosed*, *flattery*, *criticism*, and *leisure* on their copies of the text or in a vocabulary journal.

**What does Du Bois’s description of Canaan in paragraph 9 suggest about “the mountain path” (par. 8)?**

Du Bois writes that despite African Americans’ hard work and perseverance in study, “Canaan was always dim and far away” (par. 9). This description suggests that the path of building

knowledge through books and study had not yet led African Americans directly to the promised land of liberty. However, “the journey” (par. 9) up the “mountain path” (par. 8) created the time and space for African Americans to achieve “self-consciousness, self-realization, [and] self-respect” through “reflection and self-examination” (par. 9).

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

**What did “the journey at least g[i]ve” (par. 9) African Americans?**

“[T]he journey” (par. 9) gave African Americans time for “reflection and self-examination” (par. 9), or time to think about what they were experiencing and how this influenced them.

**What is the impact of the phrase “at least” (par. 9)?**

The phrase “at least” (par. 9) indicates that African Americans did not yet reach “Canaan” (pars. 8–9) as they hoped, but “the journey” (par. 9) was still useful, because it gave them time to think about their experiences and develop themselves.

**How does Du Bois use figurative language to describe the result of this “journey” (par. 9)?**

Du Bois uses the metaphor of a “child” growing into a “youth” (par. 9) to explain how education helped African Americans move towards “self-consciousness, self-realization, self-respect” (par. 9).

**What does the result of “the journey” (par. 9) imply about “book-learning” (par. 8)? How does this result connect to a central idea?**

“[T]he journey” of education resulted in African Americans’ “dawning self-consciousness, self-realization, self-respect” (par. 9), implying that the process of education was a necessary step toward achieving Du Bois’s central idea of self-consciousness. Though education itself may not have led directly to liberty, it was essential to understanding one’s self on one’s own terms.

Students further explore the significance of “dawning self-consciousness” (par. 9) in Lesson 11.

**What can you infer about “the journey” from Du Bois’s choice of the word *youth* (par. 9)?**

By using the word *youth* (par. 9), Du Bois suggests that the development process is not yet over and African Americans have not yet reached the promised land of true liberty. Despite the challenging and exhausting process of education and study, African Americans have only begun to approach “self-consciousness” (par. 9).



**How does Du Bois refine the metaphor of “the mountain path to Canaan” (par. 8) in this section of text?**

At first, “the mountain path to Canaan” (par. 8) represented education as the way that would lead African Americans to the promised land of liberty. However, after struggling and climbing up the path, or studying and educating themselves, African Americans had not yet found true liberty. Du Bois refines the meaning of the metaphor to convey that while education may not have been the direct path to the promised land, it was still an important and meaningful “journey” (par. 9) for African Americans, because it led to “dawning self-consciousness, self-realization, self-respect” (par. 9).

Lead a brief whole-class discussion of student responses. Instruct students to use their Ideas Tracking Tools to record ideas, notes, and connections explored in this excerpt.

**Activity 5: Quick Write**

**15%**

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

**How does Du Bois use and refine a key metaphor in this excerpt?**

Instruct students to look at their annotations 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.

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 6: Closing**

**5%**

Display and distribute the homework assignment. For homework, instruct students to add to their Rhetorical Impact Tracking Tools, recording the figurative language analyzed in the close-reading passage for this lesson.

Also for homework, students should continue to read their AIR texts through the lens of the focus standard RI.11-12.5 and prepare for a 3–5 minute discussion of their texts based on that standard.

Students who are reading literature should read through the lens of a focus standard of their choice.

Students follow along.

## Homework

Add to your Rhetorical Impact Tracking Tool, recording the figurative language analyzed in the close-reading passage for this lesson.

Also, continue reading your Accountable Independent Reading text through the lens of the focus standard RI.11-12.5 and prepare for a 3–5 minute discussion of your text based on that standard.

## 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>	“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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Paragraph #	Ideas	Notes and Connections
8	“the ideal of ‘book-learning’”	The “ideal of ‘book-learning’” (par. 8), or education, has replaced Emancipation and the right to vote as the way for African Americans to achieve true liberty.
8	“the ideal of liberty”	Du Bois’s assertion that the dream of education took the place of “the dream of political power” (par. 8) refines the idea that “liberty” is not just freedom through “political power” (par. 8) but also through education.
9	“self-consciousness”	The process of education was a necessary step toward achieving Du Bois’s idea of self-consciousness. Though education itself may not have led directly to liberty, it was essential to understanding one’s self on one’s own terms.

# 11.2.1 Lesson 11

## Introduction

In this lesson, students read and analyze the remainder of paragraph 9 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois (from “In those sombre forests of his striving” to “threatening almost the obliteration of the Negro home”). In this excerpt, Du Bois explores African Americans’ “dawning” sense of “self-consciousness” (par. 9). Students engage in an evidence-based discussion to analyze how Du Bois weaves together and develops ideas introduced earlier in the text. Student learning is assessed via a Quick Write at the end of the lesson: How do two or more central ideas introduced earlier in the text interact or build on one another in this excerpt?

For homework, students add to their Ideas Tracking Tools. Additionally, students preview paragraph 10 and star each time they note the word *prejudice*. Students also box unfamiliar words and look up their definitions.

## 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.
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]”).
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## Assessment

<b>Assessment(s)</b>
<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 or more central ideas introduced earlier in the text interact or build on one another in this excerpt?</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Identify two or more central ideas introduced earlier in the text that interact and build on one another in this excerpt (e.g., the problem and self-consciousness).</li> <li>• Analyze how two or more central ideas interact or build on one another in this excerpt (e.g., As African Americans came into “self-consciousness” (par. 9), they strove to uncover and examine the “social degradation” (par. 9) they endured in order to understand their experiences on their own terms. African Americans began to discover that white Americans had hidden the true nature of the reasons behind their “poverty,” “ignorance,” and “bastardy” (par. 9) by describing them specifically as a “Negro problem” (par. 9), or as a consequence of being African American. Du Bois suggests that self-consciousness allowed African Americans to understand that the so-called “Negro problem” (par. 9) was actually a widespread, long-standing societal problem in which the white world played a significant role.).</li> </ul>

## Vocabulary

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

<ul style="list-style-type: none"> <li>● <b>sombre</b> (adj.) – gloomily dark; shadowy; dimly lit</li> <li>● <b>degradation</b> (n.) – the act or process of damaging or ruining something</li> <li>● <b>sloth</b> (n.) – the quality or state of being lazy</li> <li>● <b>shirking</b> (n.) – the act of avoiding doing something that you are supposed to do</li> <li>● <b>bastardy</b> (n.) – the act of generating a child born of unmarried parents</li> <li>● <b>systematic</b> (adj.) – methodical in procedure or plan; marked by thoroughness and regularity</li> <li>● <b>defilement</b> (n.) – violation of virginity</li> <li>● <b>chastity</b> (n.) – the state or quality of being a virgin; the state or quality of being undefiled or stainless</li> <li>● <b>obliteration</b> (n.) – destruction of [something] completely so that nothing is left</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>● None.</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>● <b>burden</b> (n.) – something heavy that is carried</li> <li>● <b>hardships</b> (n.) – pains and suffering</li> <li>● <b>awkwardness</b> (n.) – the condition of lacking skill</li> <li>● <b>corruption</b> (n.) – the act of changing something so that it is less pure or valuable</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>● Standards: RI.11-12.2, W.11.12.9.b</li> <li>● Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 9</li> </ul> <p><b>Learning Sequence:</b></p>	

1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 60%
5. Quick Write	5. 15%
6. Closing	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 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 standard for this lesson: RI.11-12.2. In this lesson, students analyze how Du Bois weaves together and develops the central ideas previously established in the text.

- Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied the focus standard RI.11-12.5 to their Accountable Independent Reading (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 their focus standard to their AIR texts.

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

Instruct students to take out their responses to the previous lesson's homework assignment. (Add to your Rhetorical Impact Tracking Tool, recording the figurative language analyzed in this passage.) Instruct students to Turn-and-Talk with a peer about the additions they made to their Rhetorical Impact Tracking Tools.

- See the Model Rhetorical Impact Tracking Tool at the end of the lesson.

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of the remainder of paragraph 9 (from "In those sombre forests of his striving" to "threatening almost the obliteration of the Negro home") of "Of Our Spiritual Strivings" by W.E.B. Du Bois.

- Students follow along, reading silently.



- **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**What is the result of African Americans’ “dawning self-consciousness” (par. 9)?**

### 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.

- 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 from “In those sombre forests of his striving” to “he must be himself, and not another,” and answer the following questions before sharing out with the class.

Provide students with the following definition: *sombre* means “gloomily dark; shadowy; dimly lit.”

- Students write the definition of *sombre* on their copies of the text or in a vocabulary journal.

**Recalling “the journey” discussed in the previous lesson, to what does Du Bois refer in the phrase “his striving”?**

- The “striving” that Du Bois describes in this sentence refers to African Americans’ experience with education, which gave them the time and space to think about their experiences and develop themselves through “reflection and self-examination.”

**How does Du Bois describe “his striving”? What effect does Du Bois create with this description?**

- Student responses should include:
  - Du Bois describes the “striving” or efforts as “sombre forests.”
  - This description creates a sense of loneliness and difficulty, suggesting that “his striving” is part of a journey or exploration that occurs in gloomy darkness and isolation in a large area of wilderness where it might be difficult to find one’s way.

- **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

#### What do African Americans see in the “sombre forests”?

- African Americans see their “own soul r[i]se before” them, but they see this essence of themselves “darkly as through a veil.” Du Bois also says that African Americans began to see something important and strong in themselves, that is, “some faint revelation of his power, of his mission.”

Instruct students to return to Du Bois’s introduction of the idea of double-consciousness in paragraph 3, from “the Negro is a sort of a seventh son” to “that looks on in amused contempt and pity” (par. 3).

#### How does Du Bois describe the process of “revelation” in paragraph 3?

- The revelation in paragraph 3 occurs through “the other world.” When African Americans saw themselves through the white world’s revelation, they saw themselves the way white people saw them, with “amused contempt and pity” (par. 3).

#### How does Du Bois describe the process of “revelation” in paragraph 9?

- In paragraph 9, the revelation, though “faint,” occurred “in himself,” or within African Americans. Through this internal revelation, African Americans began to see in their souls their strengths and their calling.

#### How does Du Bois refine the idea of “revelation” in paragraph 9?

- Du Bois’s choice to return to the idea of “revelation” in paragraph 9 develops how Emancipation, the right to vote, and education helped African Americans to rise above the “contempt and pity” of white Americans. They are finally able see themselves through their own eyes, and therefore begin to grasp their “power” and “mission.”
- **Differentiation Consideration:** If students struggle to understand the significance, consider asking the following scaffolding questions:

#### From where do the revelations come in paragraph 3 and paragraph 9?

- In paragraph 3, the “revelation” occurs through “the other world,” and the “faint revelation” in paragraph 9 occurs “in himself.”

### What does each revelation expose?

- In paragraph 3, the revelation reveals “this sense of always looking at one’s self through the eyes of others” who “look[] on in amused contempt and pity.” In paragraph 9, “his power” and “his mission” are revealed “in himself.”

### How does the description of the “revelation” in paragraph 9 connect to the idea of the veil?

- Student responses may include:
  - The revelation is only “faint,” because African Americans still saw themselves “darkly as through a veil”: so the “veil” prevents them from seeing the full revelation clearly.
  - The revelation is “faint,” because the veil has been partially lifted, or made more transparent as a result of the “dawning self-consciousness” that African Americans reached through education.
- **Differentiation Consideration:** If students struggle to draw the connection, consider asking the following scaffolding question:

### How does the word “faint” affect the meaning of the word “revelation”?

- The word “faint” suggests that African Americans only began to have this revelation and could not see the full revelation clearly yet.

### What must African Americans do in order “to attain [their] place in the world”?

- Du Bois writes that an African American “must be himself, and not another,” meaning that African Americans must be true to themselves, understanding and celebrating who they are instead of trying to change.

### How does the phrase “be himself, and not another” connect to another central idea in the text?

- To “be himself, and not another” (par. 9) connects to the idea of “self-conscious manhood” that Du Bois describes in paragraph 4. Du Bois explains self-consciousness as “not bleach[ing] his Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for

the world” (par. 4), suggesting that self-consciousness includes being true to one’s self by embracing and celebrating one’s “power” and “mission” (par. 9) and not trying to mask one’s true self by assuming the identity of someone else.

- **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

**To what central idea in the text does the phrase “be himself, and not another” connect?**

- To “be himself, and not another” (par. 9) connects to the idea of “self-conscious manhood” that Du Bois describes in paragraph 4.
- Consider encouraging students to use their Ideas Tracking Tool to help them answer the question.
- **Differentiation Consideration:** If students easily grasp the connection between “be himself, and not another” and self-consciousness, consider posing the following extension question to connect the ideas of self-consciousness and double-consciousness:

**How does the “dim feeling” Du Bois describes relate to the idea of double-consciousness?**

- Because the “dim feeling” that Du Bois describes is “dawning self-consciousness” (par. 9), or being true to one’s self (“be[ing] himself, and not another” (par. 9)), the solution to double-consciousness seems to be self-consciousness, or understanding oneself on one’s own terms rather than “through the revelation of the other world” (par. 3).

**How does Du Bois refine the idea of “gaining and perfecting ... liberty” (par. 8) in the first two sentences of this excerpt?**

- Du Bois refines the idea of “gaining and perfecting ... liberty” (par. 8) by saying that African Americans must have self-consciousness (“be himself, and not another” (par. 9)) in order “to attain [their] place in the world” (par. 9). Because Emancipation, “political power,” and “book-learning” (par. 8) did not result in African Americans reaching the promised land of liberty, Du Bois refines this idea by claiming that self-consciousness, an effect of “the journey” (par. 9) of education, is also necessary for “gaining and perfecting ... liberty” (par. 8).

- Consider reminding students of the connection they made between “book-learning” (par. 8) and “self-consciousness” (par. 9) in the previous lesson.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “For the first time he sought to analyze” to “partially masked behind a half-named Negro problem” (par. 9) and answer the following questions before sharing out with the class.

Provide students with the following definition: *degradation* means “the act or process of damaging or ruining something.”

- Students write the definition of *degradation* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the following definition: *burden* means “something heavy that is carried.”
- Students write the definition of *burden* on their copies of the text or in a vocabulary journal.

### What does Du Bois’s word choice suggest about how African Americans experience “social degradation”?

- Du Bois describes “social degradation” as a “burden he bore upon his back” and as a “dead-weight,” suggesting that “social degradation” is a heavy, difficult, and exhausting load that African Americans have carried.

### Why did African Americans seek “to analyze the burden”?

- As African Americans came into “self-consciousness,” they strove to uncover and examine the “social degradation” that they endured in order to understand their experiences on their own terms, so that they could more fully realize their “power” and “mission” and “attain [their] place in the world.”

### How does the meaning of the “problem” in paragraphs 1–2 help explain why the problem in paragraph 9 is called a “Negro problem”?

- In paragraphs 1–2, Du Bois develops the idea that people in “the other world” see him as “a problem” because of his skin color. In paragraph 9, Du Bois explains that the white world has named “social degradation” a “Negro problem,” which indicates that the white world believes that African Americans’ skin color is responsible for the damaging effects African Americans experience from carrying the burden of “social degradation.”
- Consider encouraging students to use their Ideas Tracking Tool to help them answer this question.

### What is the impact of describing the “Negro problem” as “half-named”?

- By describing the “Negro problem” as “half-named,” Du Bois highlights the many reasons for this social problem that are not acknowledged. Since the white world views the effects of “social degradation” as a problem solely caused and faced by African Americans, African Americans understand that calling this specifically a “Negro problem” only “half-name[s]” the issue, because it does not truly address why African Americans experience this “burden” or the ways in which white Americans contribute to this problem.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “He felt his poverty; without a cent” to “threatening almost the obliteration of the Negro home” (par. 9), and answer the following questions before sharing out with the class.

Provide students with the following definitions: *sloth* means “the quality or state of being lazy,” *shirking* means “the act of avoiding doing something that you are supposed to do,” *bastardy* means “the act of generating a child born of unmarried parents,” *systematic* means “methodical in procedure or plan; marked by thoroughness and regularity,” *defilement* means “violation of virginity,” *chastity* means “the state or quality of being a virgin; the state or quality of being undefiled or stainless,” and *obliteration* means “destruction of [something] completely so that nothing is left.”

- Students write the definitions of *sloth*, *shirking*, *bastardy*, *systematic*, *defilement*, *chastity*, and *obliteration* on their copies of the text or in a vocabulary journal.

- **Differentiation Consideration:** Provide students with the following definitions: *hardships* means “pains and suffering,” *awkwardness* means “the condition of lacking skill,” and *corruption* means “the act of changing something so that it is less pure or valuable.”
  - Students write the definition of *hardships*, *awkwardness*, and *corruption* on their copies of the text or in a vocabulary journal.
- As this section of text contains material relating to the rape of slaves by white men and the cumulative impact of these individual actions on the larger African American community, consider establishing and modeling classroom norms and expectations for a respectful and critical academic discussion.

### What comparison does Du Bois make between African Americans and their “neighbors”?

- Du Bois explains that African Americans “felt [their] poverty” because they did not have any money or resources; they were “without a home, without land, tools, or savings.” By comparison, their white “neighbors” had money and resources; they were “rich, landed, skilled.”

### What does Du Bois suggest through this comparison?

- Student responses may include:
  - Through this comparison, Du Bois makes a connection between race and “poverty.” The problem of “poverty” is not the problem of individual African Americans; rather, it is a widespread social problem that is exaggerated by how much white Americans have in comparison.
  - Through this comparison, Du Bois suggests that poor African Americans struggle more than poor white Americans, because “to be a poor race in a land of dollars is the very bottom of hardships.”

### How does Du Bois explain the effects of “ignorance”?

- Student responses may include:
  - The explanation of “ignorance” as having “accumulated” over the time “of decades and centuries” suggests that the problem is not just an individual African American not knowing “letters,” “business,” or “humanities”; rather, the problem has affected the whole African American community over a long period of time.

- The description of “ignorance” as a “weight” that has “shackled his hands and feet” suggests that the problem of ignorance was not a choice for African Americans; rather, “ignorance” was forced upon them and locked them in place, making it nearly impossible for African Americans to educate themselves.
- Consider reminding students of the work they did with the phrase “compulsory ignorance” (par. 8) in the previous lesson.

**What imagery does Du Bois use to describe the effect of “two centuries of systematic legal defilement of Negro women”? What is the impact of this imagery?**

- Student responses may include:
  - Du Bois uses the image of a “red stain of bastardy,” which creates the impression that the rape of “Negro women” by “white adulterers” is a permanent mark that cannot be removed.
  - Du Bois describes the “red stain of bastardy” as being “stamped upon his race,” which emphasizes the violence and dehumanization of “two centuries of systematic legal defilement of Negro women” by “white adulterers.”
  - Du Bois describes the result of “two centuries of systematic legal defilement of Negro women” as “the loss of Ancient African chastity.” This image indicates that the “white adulterers” ruined the virginity of African American, forever tainting African Americans’ identity.
  - Du Bois uses the image of a “hereditary weight of a mass of corruption” to describe the result of the “white adulterers[.]” rape of “Negro women,” which indicates that the African American community continues to carry the burden of this violation of their African ancestry through the generations.
  - Du Bois uses the image of “white adulterers” “threatening almost the obliteration of the Negro home” to emphasize that white men’s “two centuries of systematic legal defilement of Negro women” threatens the stability and continued existence of African American families and the African American community.

**How does Du Bois refine the meaning of “social degradation” in this excerpt?**

- Du Bois details the three examples of “poverty,” “ignorance,” and “bastardy” to explain the damaging effects of “social degradation” on African Americans. Du Bois’s examples of “poverty,”



“ignorance,” and “bastardy” show that these problems are not those of individual African Americans; rather, they are “social” problems. African Americans as a group endure these problems and the white world has had a role in either making these problems worse or creating them in the first place.

**How does Du Bois further develop the idea of the “problem” (par. 1, 2, 6) in this excerpt?**

- Until this point in the text, Du Bois applies the word “problem” (par. 1–2) to himself to describe how the white world perceives his difference and uses the term “social problem” (par. 6) to describe the struggles of African Americans after Emancipation. In this excerpt, Du Bois develops the idea that white Americans saw the problems of “poverty,” “ignorance,” and “bastardy” that African Americans faced as a consequence of their skin color, and so excluded themselves from the blame by naming these issues a “Negro problem.” By explaining that “poverty,” “ignorance,” and “bastardy” are all widespread, long-standing societal problems in which the white world played a role, Du Bois demonstrates that calling “social degradation” a “Negro problem” only “half-name[s]” it and hides the true causes and complications of the problem.

Lead a brief whole-class discussion of student responses.

### Activity 5: Quick Write

15%

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

**How do two or more central ideas introduced earlier in the text interact or build on one another in this excerpt?**

Instruct students to look at their annotations, notes, and Idea 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.
- 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to add to their Ideas Tracking Tools, recording at least one new idea.

Additionally, instruct students to preview paragraph 10 (from “A people thus handicapped ought not to be asked” to “to whom ‘discouragement’ is an unwritten word”). Direct students to star each time they note the word *prejudice*. Students should also 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.

- Students follow along.

## Homework

Add to your Ideas Tracking Tool, recording at least one new idea.

Preview paragraph 10 (from “A people thus handicapped ought not to be asked” to “to whom ‘discouragement’ is an unwritten word”) of “Of Our Spiritual Strivings” and star each time you note the word *prejudice*. Also, 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.

## Model Rhetorical Impact Tracking Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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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:** “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois

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 lecture, 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)
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<p>Imagery: the use of figurative language or vivid descriptions to make pictures in the reader's mind</p>	<p>“pillar of fire by night after a clouded day” (par. 8)</p>	<p>This image of education as a guiding light emphasizes Du Bois's point of view that “book-learning” (par. 8) provided African Americans with new inspiration, since gaining the right to vote, the old “pillar of fire” (par. 8) did not guide African Americans towards the freedom they sought.</p>
<p>Metaphor: a type of figurative language used to show or create a similarity between ideas or things that seem to be unrelated</p>	<p>“mountain path to Canaan” (par. 8–9)</p>	<p>Du Bois's description of “the faltering feet” (par. 9) of those who are learning contributes to the power of the text because it indicates the difficulty of African Americans' tireless struggle to educate themselves.</p> <p>Du Bois's use of the words “faithfully” and “piteously” (par. 9) contribute to the power of the text because they emphasize that African Americans were dedicated to the process of “book-learning” (par. 8) even though it was difficult.</p> <p>Du Bois's description of the process of “book-learning” (par. 8) as “weary work” (par. 9) contributes to the power of the text because it emphasizes the difficulty of this process.</p> <p>Du Bois emphasizes how slow and difficult the experience of “book-learning” (par. 8) was by describing that African Americans made “inches of progress” (par. 9), which is a very small unit of measurement. This contributes to the power of the text because it highlights African Americans' dedication to their goal, even though the process took a long time.</p>





## 11.2.1

## Lesson 12

## Introduction

In this lesson, students read and analyze paragraph 10 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois (from “A people thus handicapped ought not to be asked” to “to whom ‘discouragement’ is an unwritten word”). In this excerpt, Du Bois explores how African Americans experience prejudice. Students engage in an evidence-based discussion and analyze how Du Bois develops and refines the meaning of *prejudice* throughout this paragraph. Student learning is assessed via a Quick Write at the end of the lesson: How does Du Bois use and refine the meaning of the key term *prejudice* over the course of paragraph 10?

For homework, students add at least one idea to their Ideas Tracking Tools. Additionally, students deepen their analysis of the term *prejudice* by conducting a brief search into Jim Crow laws. Students then write a brief paragraph connecting the research of Jim Crow laws to Du Bois’s use of the term *prejudice*.

## Standards

Assessed Standard(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).
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 to literary nonfiction</i> (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 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 does Du Bois use and refine the meaning of the key term <i>prejudice</i> over the course of paragraph 10?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Explain how Du Bois uses the term <i>prejudice</i> over the course of paragraph 10 (e.g., Du Bois first gives white Americans' explanation of prejudice "as the natural defence of culture against barbarism" (par. 10). Then Du Bois contrasts this explanation with African Americans' experience of prejudice as "personal disrespect and mockery" (par. 10).).</li> <li>Explain how Du Bois refines the term <i>prejudice</i> over the course of paragraph 10 (e.g., By contrasting white Americans' explanation with African Americans' experience, Du Bois refines the meaning of the term <i>prejudice</i> to demonstrate that although white Americans think of "prejudice" (par. 10) as necessary and good because it defends culture, it is a harmful force that "systematic[ally] humiliat[es]" (par. 10) and undermines the African American community.).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>homage (n.) – respect or reverence paid or exhibited or showed</li> <li>obeisance (n.) – a movement of the body expressing deep respect or deferential courtesy, as before a superior; a bow, curtsy, or other similar gesture</li> <li>wanton (adj.) – without regard for what is right, just, humane, etc.; careless, reckless</li> <li>cynical (adj.) – bitter or sneeringly distrustful, contemptuous, or pessimistic</li> <li>inculcate (v.) – to cause (something) to be learned by (someone) by repeating it again and again</li> <li>disdain (n.) – a feeling of contempt for anything regarded as unworthy</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>barbarism (n.) – an uncivilized state or condition</li> <li>just (adj.) – fair</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)

- ought (modal v.) – used to say or suggest what should be done
- gleefully (adv.) – acting in a way full of a strong feeling of happiness or great pleasure or satisfaction
- meekly (adv.) – acting in a quiet and gentle way
- well-nigh (adv.) – almost or nearly
- boisterous (adj.) – very noisy and active in a lively way
- save (conj.) – except

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>● Standards: RI.11-12.4, W.11-12.9.b</li> <li>● Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 10</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 55%
5. Quick Write	5. 15%
6. Closing	6. 5%

## Materials

- Student copies of the Ideas Tracking Tool (refer 11.2.1 Lesson 2)—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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
L	Indicates student action(s).
C	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.11-12.4. In this lesson, students analyze how Du Bois uses and refines the meaning of *prejudice* over the course of this paragraph.

Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Add to your Ideas Tracking Tool, recording at least one new idea. Preview paragraph 10 and star each time you note the word *prejudice*. Box any unfamiliar words and look up their definitions.) Instruct students to form pairs and take out their Ideas Tracking Tool to discuss the additions they made to their tools.

See the Model Ideas Tracking Tool.

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: *homage, obeisance, wanton, cynical, inculcate, disdain.*

Definitions are provided in the Vocabulary box in this lesson.

Instruct students to take out their paragraph 10 annotations. Instruct student pairs to Turn-and-Talk about where they starred Du Bois's use of the word *prejudice*.

Student responses may include:

- o “Men call the shadow prejudice” (par. 10)
- o “to so much of this strange prejudice as is founded on just homage to civilization, culture, righteousness, and progress” (par. 10)
- o “But before that nameless prejudice that leaps beyond all this” (par. 10)

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

### Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of paragraph 10 of “Of Our Spiritual Strivings” by W.E.B. Du Bois (from “A people thus handicapped ought not to be asked” to “to whom ‘discouragement’ is an unwritten word”).

Students follow along, reading silently.

**Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**What does the word *prejudice* mean? How does the meaning change over the course of the excerpt?**

### Activity 4: 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.

Instruct student groups to read from “A people thus handicapped ought not to be asked” to “darkened by the shadow of a vast despair” (par. 10) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definitions: *ought* is used to say or suggest what should be done, and *gleefully* means “acting in a way full of a strong feeling of happiness or great pleasure or satisfaction.”

Students write the definitions of *ought* and *gleefully* on their copies of the text or in a vocabulary journal.

**Why does Du Bois consider African Americans to be “handicapped” (par. 10)? Use evidence from paragraph 9 to support your response.**

Du Bois considers African Americans to be weighed down by the “social degradation” (par. 9) of their lack of economic resources and education as well as by the violent violation of their cultural identity, resulting from the “systematic legal defilement of Negro women” (par. 9).

### Why should African Americans “not be asked to race with the world” (par. 10)?

Du Bois believes that African Americans should not be expected to compete with the white world to improve their economic, social, and political status, because they are weighed down, or “handicapped” (par. 10) by “social degradation” (par. 9). Therefore, Du Bois believes that African Americans need “to give all [their] time and thought to [their] own social problems” (par. 10).

**Differentiation Consideration:** If students struggle to understand “race with the world,” consider asking the following scaffolding questions:

#### To what “world” does Du Bois refer?

Du Bois refers to the white world, or “the other world” (par. 1), because he uses the word “own” to describe the “social problems” of the “people” (par. 10).

#### What is the “race” to which Du Bois refers?

Du Bois might use “race with the world” (par. 10) as a metaphor for African Americans’ “competition with rich, landed, skilled neighbors” (par. 9) for ways to support themselves.

**Differentiation Consideration:** If students easily understand the meaning of “race with the world” (par. 10), consider asking the following optional extension questions to deepen students’ understanding.

#### How does Du Bois refine the idea of “competition” introduced in paragraph 2 in this excerpt?

In paragraph 2, Du Bois constructs the competition between African Americans and white Americans as an individual fight, when he describes his own personal experience of “beat[ing] [his] mates at examination-time, or beat[ing] them at a foot-race, or even beat[ing] their stringy heads” (par. 2). In paragraph 9, Du Bois expands the idea of competition between African Americans and their white “neighbors” (par. 9) from an individual fight to a widespread societal struggle, when he describes this conflict as a “race with the world” (par. 9).

#### How do the ideas of “the other world” (par. 1) and the “Negro problem” (par. 9) interact and develop in this sentence?

The metaphor of the “race with the world” (par. 10) develops the idea that the “Negro problem” (par. 9), which African Americans experience as “social degradation” (par. 9), prevents African Americans from competing with “the other world” (par. 1) on equal terms.

### What is the function of “But alas!” in this context?

Student responses may include:

- o The word “but” indicates a contrast, and “alas” expresses sorrow, grief, pity, or concern.
- o This phrase shows that even though Du Bois writes that African Americans “ought not be asked to race with the world,” African Americans are still expected to compete at the same level as those who have more resources.

### What does the imagery in paragraph 10 reveal about how “rac[ing] with the world” affects African Americans?

Student responses may include:

- o Du Bois creates the image of “the toiling, sweating black man” (par. 10), which emphasizes that African Americans work extremely hard to attempt to overcome being “handicapped” (par. 10) by “social degradation” (par. 9) so that they can compete with the white world on equal terms.
- o Du Bois describes the “soul[s]” (par. 10) of hardworking African American men as “darkened by the shadow of a vast despair” (par. 10). This image emphasizes that even though African Americans work extremely hard to compete with the white world, they still experience a sense of hopelessness when they try to overcome being “handicapped” by “social problems” (par. 10).
- o Du Bois’s description of the “soul[s]” (par. 10) of hard-working African American men as “darkened by the shadow of a vast despair” (par. 10) connects to the description of “the shadow” that “swept across” (par. 2) Du Bois as a boy when he realized that he was excluded from the white world because of the color of his skin. This connection emphasizes that the shadow of oppression that Du Bois and others experienced in childhood still remains with them as adults.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “Men call the shadow prejudice, and learnedly explain it” to “he humbly bows and meekly does obeisance” (par. 10) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definition: *meekly* means “acting in a quiet and gentle way.”

Students write the definition of *meekly* on their copies of the text or in a vocabulary journal.

### What causes “the very soul of” hard-working African Americans to be “darkened”?

Du Bois writes that “[m]en call the shadow prejudice,” which indicates that “prejudice” is what causes hard-working African Americans to feel hopelessness or “a vast despair.”

### What is the impact of Du Bois’s use of the word “natural” on his description of prejudice?

By using the word “natural,” Du Bois emphasizes that the “[m]en” justify prejudice as a normal way of thinking and acting. Even though “prejudice” “darken[s]” the “soul[s]” of hard-working African Americans, “[m]en” do not consider “prejudice” to be harmful, because it is a reasonable behavior that should be expected.

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

#### What is the “natural defence” to which Du Bois refers?

The “natural defence” is prejudice.

### How can the meaning of *culture* clarify the meaning of the word *barbarism* in this context?

*Culture* means the artistic and social pursuits, expression, and tastes valued by a society or class, as in the arts, manners, or fashion. Du Bois creates a contrast between “culture” and “barbarism” through his use of the word “against.” This contrast suggests that “barbarism” is the opposite of “culture.” *Barbarism*, therefore, is an uncivilized state or condition.

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

#### What is the impact of Du Bois’s repetition of the word “against”?

The repetition of the word “against” establishes contrasts or oppositions between “culture” and “barbarism,” being educated and lacking education, innocence and criminal behavior, and the “higher” and “lower” races.”

### What might Du Bois’s use of parallel structure suggest about how the “[m]en” view the “higher” and “lower” races”?

Because Du Bois positions “higher” and “lower” races against each other in the same pattern as the contrasts he establishes earlier in the sentence, he suggests that the “[m]en” associate “higher”... races” with artistic and social pursuits (“culture”), education (“learning”), and following the law (“purity”), while they associate the “lower” races” with being uncivilized (“barbarism”), lacking education (“ignorance”), and wrongdoing (“crime”).

### Who are the “[m]en” who “call the shadow prejudice”?

Because Du Bois explains that African Americans respond by “cr[ying] Amen!” to the “[m]en[’s]” explanation of prejudice, this action suggests that the “[m]en” who are giving the explanation are not African American, or they are white.

### How do African Americans respond to the explanation of “the shadow of prejudice”? What might this response suggest about African Americans’ own beliefs?

In response, “the Negro cries Amen!” which indicates that African Americans seem to agree with the explanation of prejudice as a “natural defence.” However, African Americans only “swear[ ],” “humbly bow[ ],” and “meekly do[ ] obeisance” to prejudice that is a “just” or fair “defence” of “civilization, culture, righteousness, and progress.” This clarification suggests that African Americans do not believe that prejudice is always right or fair.

**Differentiation Consideration:** If students struggle to understand the nuances in African Americans’ response to this explanation of prejudice, consider asking the following questions:

#### How does the phrase “so much of this” function in this passage?

In this passage, “so much of this” functions as a comparison, meaning to the extent that, or as much of “this strange prejudice as is founded on just homage to civilization.”

#### How is the word *just* used in this context? What does “just homage” mean?

The word *just* in this context means fair. “Just homage” means respect or reverence that is fair or deserved.

### How does the word *strange* refine African Americans’ attitudes toward this explanation of prejudice?

The word *strange* suggests that the explanation of prejudice as a force that defends “culture,” “learning,” and “purity” seems odd or unfamiliar to African Americans because their experience of the “despair” of prejudice goes beyond this narrow explanation.

Consider explaining to students that *strange* might also mean “of, relating to, or characteristic of another country; foreign.”

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “But before that nameless prejudice that leaps beyond” to “to whom ‘discouragement’ is an unwritten word” (par. 10) and answer the following questions before sharing out with the class.

Consider explaining to students that in this context the phrase “before that” means “in front of.”

**Differentiation Consideration:** Consider providing students with the following definitions: *well-nigh* means “almost or nearly,” *boisterous* means “very noisy and active in a lively way,” and *save* means “except.”

Students write the definitions of *well-nigh*, *boisterous*, and *save* on their copies of the text or in a vocabulary journal.

**In the sentence beginning “But before that nameless prejudice,” how does Du Bois’s use of the word “but” further develop African Americans’ attitudes towards prejudice?**

Du Bois’s use of the word “but” indicates that the new idea, “nameless prejudice” is related to the established idea, “strange prejudice,” but contrasts with it, or takes it in another direction. African Americans shift from respecting and honoring “strange prejudice” to feeling shocked and powerless in front of this “nameless prejudice.”

**How does Du Bois develop the idea of “nameless prejudice”?**

Student responses may include:

- Du Bois describes African Americans as experiencing “personal disrespect and mockery,” which develops the idea that individual African Americans have been treated with contempt.
- Du Bois describes “nameless prejudice” as including “systematic humiliation,” which develops the idea that the “disrespect” African Americans experienced was not limited to “personal” or individual incidents; rather, this “humiliation” was regular and widespread as part of a structure.
- Du Bois describes “nameless prejudice” as including the spread of intentionally misleading information about African Americans, “ignoring” anything that might be positive and loudly embracing anything that might make African Americans appear “worse” or inferior.
- Du Bois describes “the desire to inculcate disdain for everything black” as “all-pervading,” which develops the idea that “nameless prejudice” includes repeatedly encouraging contempt for all African Americans.

Students considered Toussaint’s role in the Haitian revolution in *Sugar Changed the World* in 9.4.1 Lesson 15.

**Differentiation Consideration:** If students struggle to understand how Du Bois describes “nameless prejudice,” consider asking the following scaffolding question:

**What examples does Du Bois provide of the “nameless prejudice”? How does the “nameless prejudice” make African Americans feel?**

Student responses should include:

- The “nameless prejudice” is “personal disrespect and mockery,” “ridicule and systematic humiliation,” “the distortion of fact and wonton license of fancy,” “the cynical ignoring of the better and the boisterous welcoming of the worse,” and “the all-pervading desire to inculcate disdain for everything black.”
- The African American “stands” “helpless, dismayed, and well-nigh speechless” in front of “the nameless prejudice,” and feels “a sickening despair,” meaning that prejudice causes African Americans to feel powerless and hopeless.

**Why might prejudice in this passage be “nameless”?**

Even though this list of disturbing incidents describes how African Americans experience prejudice, these experiences are “nameless” because white Americans’ explanation of prejudice does not acknowledge or consider circumstances like “ridicule and systematic humiliation” as prejudice.

**What is the impact of Du Bois’s repetition of the word “despair” at the end of the paragraph?**

Du Bois repeats the word “despair” at the end of the paragraph and describes it as the “sickening” result of the “nameless prejudice” that African Americans experience. This repetition of “despair” emphasizes that prejudice causes African Americans to feel hopelessness.

**How does the description of “nameless prejudice” relate to the explanation of “strange prejudice”?**

Through this description of all of the destructive effects of “nameless prejudice” on African Americans, Du Bois demonstrates that “strange prejudice,” instead of being “founded on just homage to civilization, culture, righteousness, and progress,” is actually barbarous, ignorant, and wrong.

**Differentiation Consideration:** If students struggle to understand the syntax in this paragraph, consider asking the following scaffolding question:



**To what does “before this” refer? How do you know?**

Du Bois twice repeats the related phrase “before that,” meaning “in front of,” in reference to the idea of prejudice. The use of this phrase a third time, though with the word “this” instead of “that,” indicates that Du Bois is still referring to the “strange prejudice” that he names earlier in the paragraph.

**What might the phrase “unwritten word” mean in this context? How does this phrase further develop African Americans’ attitudes towards prejudice?**

Du Bois writes that the “sickening despair” that African Americans experience because of prejudice does not hold them back, because to African Americans “‘discouragement’ is an “unwritten word.” The phrase “unwritten word” in this context might mean a word that is not acknowledged or recognized, and so it is a word that produces no effect or meaning. This suggests that even though African Americans regularly experience the horrors of prejudice, they do not give up or become disheartened.

Lead a brief whole-class discussion of student responses.

**Activity 5: Quick Write****15%**

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

**How does Du Bois use and refine the meaning of the key term *prejudice* over the course of paragraph 10?**

Instruct students to look at their annotations 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.

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 6: Closing****5%**

Display and distribute the homework assignment. For homework, instruct students to add at least one idea from paragraph 10 to their Ideas Tracking Tools.

Additionally, instruct students to conduct a brief search into Jim Crow laws and write a short paragraph in response to the following question:

**How does your understanding of Jim Crow laws contribute to your understanding of Du Bois’s use of the word *prejudice* in paragraph 10?**

Students follow along.

## Homework

Add at least one idea from paragraph 10 to your Ideas Tracking Tool.

Additionally, conduct a brief search into Jim Crow laws and write a short paragraph to answer the following question:

**How does your understanding of Jim Crow laws contribute to your understanding of Du Bois’s use of the word *prejudice* in paragraph 10?**

## 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>	"Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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Paragraph #	Ideas	Notes and Connections
9	the "veil"	During "reflection and self-examination," African Americans have a "revelation" (par. 9) of themselves, but the revelation is only "faint" (par. 9) because African Americans still saw themselves "darkly as through a veil," so the "veil" (par. 9) was preventing them from seeing the full revelation clearly.
9	"self-consciousness"	To "be himself, and not another" (par. 9) connects to the idea of "self-conscious manhood" that Du Bois describes in paragraph 4. Du Bois explains self-consciousness as "not bleach[ing] his Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for the world" (par. 4), which suggests that self-consciousness includes being true to one's self by embracing and celebrating one's "power" and "mission" (par. 9) and not trying to mask one's true self by assuming the identity of someone else.
9	"double-consciousness"	Because the "dim feeling" that Du Bois describes is "dawning self-consciousness," or being true to one's self by "be[ing] himself, and not another" (par. 9), the solution to double-consciousness seems to be self-consciousness, or understanding oneself on one's own terms rather than "through the revelation of the other world" (par. 3).
9	"gaining and perfecting ... liberty"	Du Bois refines this idea because he says African Americans must have self-consciousness by "be[ing] himself and not another" in order "to attain his place in the world" (par. 9) (i.e., "gaining and perfecting ... liberty" (par. 8)). Because Emancipation, "political power," and "book-learning" (par. 9) did not individually result in African Americans reaching the promised land of liberty, Du

		<p>Bois refines the idea by claiming that self-consciousness, a consequence of “the journey” (par. 9) of education, is what is necessary for “gaining and perfecting ... liberty” (par. 8). However, education, like Emancipation and the right to vote, remains necessary for “gaining and perfecting ... liberty” (par. 8) as a way of providing room for African Americans’ development of self-consciousness.</p>
9	“social degradation”	<p>Du Bois describes “social degradation” as a “burden he bore upon his back” and as a “dead-weight,” suggesting that “social degradation” (par. 9) is a heavy, difficult load that African Americans have carried, and it has been exhausting and damaging.</p> <p>Du Bois details the three examples of “poverty,” “ignorance,” and “bastardy” (par. 9) to explain the damaging effects of “social degradation” and how African Americans experience it is a “burden” (par. 9). Du Bois’s examples of “poverty,” “ignorance,” and “bastardy” (par. 9) show that these problems are not those of individual African Americans; rather, they are “social” (par. 9) problems. African Americans as a group endure these problems and the white world has had a role in either making these problems worse or creating them in the first place. “Poverty,” “ignorance,” and “bastardy” (par. 9) affect the entire African-American community.</p>
9	“the problem,” “the Negro problem”	<p>Until this point in the text, the problem has simply been an individual “problem” associated with Du Bois because of his skin color (par. 1, 2), or the “vastest social problem” (par. 6) of African Americans struggling after Emancipation. “[T]he other world” (par. 1) views African Americans’ problems of “poverty,” “ignorance,” and “bastardy” (par. 9) as a consequence of their skin color, and so the white world has called this a “Negro problem” (par. 9) absolving themselves of all involvement. By explaining that “poverty,” “ignorance,” and “bastardy” (par. 9) are all widespread, long-standing societal problems in which white Americans played a role, Du Bois demonstrates how calling “social degradation” a “Negro problem” only “half-name[s]” (par. 9) it and hides the true causes and complications of the problem.</p>

# 11.2.1 Lesson 13

## Introduction

In this lesson, students read and analyze paragraph 11 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois (from “But the facing of so vast a prejudice” to “the sobering realization of the meaning of progress”). In this excerpt, Du Bois further develops the meaning of the word *prejudice* and the impact it has on the African-American community.

Students analyze Du Bois’s use of rhetoric, and consider how his style and content contribute to the power, persuasiveness, or beauty of the text. Additionally, students practice using appropriate transitions to create cohesion, and clarify the relationships among ideas in their own written responses in this lesson and in subsequent lesson assessments. Student learning is assessed via a Quick Write at the end of the lesson: Analyze how Du Bois’s style and content contribute to the power, persuasiveness, or beauty of paragraph 11.

For homework, students preview and annotate paragraph 12 of “Of Our Spiritual Strivings,” box unfamiliar words, and look up their definitions. Additionally, students read and annotate an excerpt from the Declaration of Independence to prepare for the following lesson.

## 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.11-12.2.c	Write informative/explanatory texts to examine and convey complex ideas, concepts,

	<p>and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p>
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>

## Assessment

<b>Assessment(s)</b>
<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>● Analyze how Du Bois's style and content contribute to the power, persuasiveness, or beauty of paragraph 11.</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>● Identify specific stylistic choices that Du Bois makes, and analyze how they contribute to the power, persuasiveness, or beauty of paragraph 11 (e.g., Du Bois uses words like “breed,”</li> </ul>

“diseased,” “dying,” and “suicide” (par. 11) to describe the potentially rapid decline of his race in “[t]he facing of so vast a prejudice” (par. 11). Repeatedly using words associated with sickness and death contributes to the power of the text by reminding readers of the destructive effects of prejudice.).

- Identify how the content of paragraph 11 contributes to the power of paragraph 11 (e.g., This section of the text explores the self-doubt that prejudice causes African Americans to feel about their intelligence and their abilities. Du Bois’s assertion that this self-doubt is so damaging that it will lead to the “suicide of [the] race” (par. 11) contributes to the power of this paragraph, because it highlights the severity of the effects of prejudice on African Americans, while simultaneously encouraging African Americans to continue to pursue education and “social responsibilities” despite the criticism of “the Nation” (par. 11).).

## Vocabulary

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

- inevitable (adj.) – sure to occur, happen, or come
- self-disparagement (n.) – the act of describing the self as unimportant, weak, bad, etc.
- repression (n.) – the act of keeping something or someone under control; the act of reducing someone to subjection
- portents (n.) – signs or warnings that something usually bad or unpleasant is going to happen

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

- breed (v.) – be produced or caused; grow; develop
- sobering (adj.) – making one feel serious and thoughtful

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

- vast (adj.) – very great in size, amount, or extent
- accompany (v.) – to go together with (something); to be included with (something)
- lo (interjection) – used to call attention to something or to show wonder or surprise

- force (n.) – power or violence used on a person or thing
- fraud (n.) – the crime of using dishonest methods to take something valuable from another person
- behold (v.) – look at (something), see (something)
- perception (n.) – the way you think about or understand someone or something

## 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.c, W.11-12.9.b, L.11-12.4.a</li> <li>● Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 11</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	8. 10%
3. Masterful Reading	9. 5%
4. Reading and Discussion	10. 40%
5. Writing Instruction	11. 20%
6. Quick Write	12. 10%
7. Closing	13. 5%

## Materials

- Student copies of the Rhetorical Impact Tracking Tool (refer to 11.2.1 Lesson 6)—students may need additional blank copies
- Copies of the Connecting Ideas Handout for each student
- Copies of the Declaration of Independence Handout for each student
- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)



- Student copies of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist (refer to 11.2.1 Lesson 5)

## 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

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.6. In this lesson, students read and analyze paragraph 11 of “Of Our Spiritual Strivings” and focus on how Du Bois’s style and content contribute to the power, persuasiveness, or beauty of the text.

- ☐ Consider reminding students that the *style* of the text is *how* the author writes and develops ideas and the *content* of the text is what the author writes, including the details the author chooses to include.
- ☐ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Add at least one idea from paragraph 10 to your Ideas Tracking Tool. Additionally, conduct a brief search into Jim Crow laws and write a short paragraph to answer the following question: How does your understanding of Jim Crow laws

contribute to your understanding of Du Bois’s use of the word *prejudice* in paragraph 10?) Instruct students to Turn-and-Talk in pairs about the additions they made to their Ideas Tracking Tools.

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

Instruct student pairs to discuss their responses to the previous lesson’s homework prompt:

- Student responses vary depending on the sources used for research, but may include the following:
  - Jim Crow laws were laws that promoted the same kind of prejudice described in paragraph 10. These laws were the result of white Americans seeing themselves as members of a “higher”... race[]” (par. 10), and therefore superior to African Americans.
  - Jim Crow laws were a way that white Southerners could isolate themselves from the perceived “barbarism” (par. 10) of African Americans, because Jim Crow laws promoted the separation of the races.

Lead a brief whole-class discussion of student responses.

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of paragraph 11 of “Of Our Spiritual Strivings” by W.E.B. Du Bois (from “But the facing of so vast a prejudice” to “the sobering realization of the meaning of progress”).

- Students follow along, reading silently.
- **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**Which words and phrases in paragraph 11 further develop the idea of prejudice and its impact?**

### Activity 4: Reading and Discussion

40%

Instruct students to form pairs. 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.

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

Instruct students to stop to take notes on their Rhetorical Impact Tracking Tools throughout the discussion, in preparation for the Quick Write assessment.

Instruct student pairs to read the first sentence of paragraph 11 (from “But the facing of so vast a prejudice” to “in an atmosphere of contempt and hate”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *inevitable* means “sure to occur, happen, or come,” *self-disparagement* means “the act of describing the self as unimportant, weak, bad, etc.,” and *repression* means “the act of keeping something or someone under control; the act of reducing someone to subjection.”

- Students write the definitions of *inevitable*, *self-disparagement*, and *repression* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the following definitions: *vast* means “very great in size, amount, or extent” and *accompany* means “to go together with (something); to be included with (something).”
- Students write the definitions of *vast* and *accompany* on their copies of the text or in a vocabulary journal.

#### How does Du Bois describe “prejudice” in this sentence? What is the impact of this description?

- Student responses may include:
  - Du Bois describes prejudice as “vast.” *Vast* is an adjective used to describe something of great size, so the idea of “facing ... so vast a prejudice” creates the impression of an overwhelming challenge.
  - Du Bois writes that prejudice creates feelings of self-doubt and self-criticism and the “lowering of ideals,” or lowered expectations. These descriptions demonstrate how destructive prejudice and its effects are on African Americans and their continued progress.
- **Differentiation Consideration:** If students struggle with the previous question, consider asking the following scaffolding question:

#### What is “inevitable” about “[t]he facing of so vast a prejudice”?

- Du Bois describes prejudice as contributing to a lack of confidence among African Americans who start to question and criticize themselves, experiencing “self-disparagement” and “lowering of ideals.”

#### What kind of “atmosphere” does Du Bois describe in the first sentence?

- Du Bois describes an “atmosphere” full of “contempt and hate” created by “prejudice.”

### How does the word *breed* impact the tone of sentence?

- Student responses may include:
  - The word *breed* suggests that the atmosphere is ominous or threatening because feelings of doubt and lack of confidence, such as “self-questioning, self-disparagement, and lowering of ideals,” grow or develop there.
  - Du Bois’s use of the word *breed* contributes to the helpless tone of this sentence, because it suggests that when negative feelings are nourished by the environment of “contempt and hate,” they become so powerful that they can reproduce and grow on their own.
- **Differentiation Consideration:** If students struggle with this question, consider posing the following scaffolding question:

### What other word(s) could replace *breed* in this context?

- Du Bois writes that prejudice “bring[s]” “self-questioning, self-disparagement, and lowering of ideals,” which suggests that *breeds* could be replaced with the words *produce*, *develop*, or *grow* in the first sentence.
- 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.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read from “Whisperings and portents came home upon the four winds” to “and behold the suicide of a race” and answer the following questions before sharing out with the class.

Provide students with the following definition: *portents* mean “signs or warnings that something usually bad or unpleasant is going to happen.”

- Students write the definition of *portents* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Provide students with the following definitions: *lo* is used to call attention to something or to show wonder or surprise, *force* means “power or violence used on a person or thing,” *fraud*

means “the crime of using dishonest methods to take something valuable from another person,” and *behold* means “look at (something), see (something).”

- Students write the definitions of *lo*, *force*, *fraud*, and *behold* on their copies of the text or in a vocabulary journal.

Draw students’ attention to the Biblical allusion of “the four winds.” Explain to students that the Bible states that the four winds precede destruction or doom.

#### How does the description of “the four winds” contribute to the tone of the excerpt?

- Du Bois describes “the four winds” as “whisperings,” which implies an uncertainty or secrecy about what is going to happen. Since the four winds in the Bible come before destruction or doom, “portents” might indicate something scary as well. These words combined convey an ominous or threatening tone.

Instruct students to add the allusion of “the four winds” to their Rhetorical Impact Tracking Tools.

- Students add the allusion of “the four winds” to their Rhetorical Impact Tracking Tools.

#### Who are “the dark hosts”?

- “Phrases like “we cannot write” and “our voting is vain” indicate that “the dark hosts” are the African Americans who strived for education and political power but still have not found true liberty.

#### How does Du Bois’s description of African Americans as “diseased and dying” further develop the idea of prejudice?

- Du Bois describes African Americans as “diseased and dying” to suggest that their progress is stopped short by the effects “of so vast a prejudice.” This description develops the idea that the negative effects of prejudice and the “self-disparagement” it “breed[s]” are killing African Americans and preventing them from progressing.

#### What does Du Bois mean by the phrase “our voting is in vain”?

- Du Bois states that African Americans are “diseased and dying,” and “cannot write.” This context suggests that the phrase “our voting is in vain” means that African American votes do not matter in the current “atmosphere of contempt and hate.”

- Students learned the idiom *in vain*, which means “to no end; without success or result,” in 11.2.1 Lesson 8.

### What is the effect of the rhetorical questions beginning “what need of” in this passage?

- Student responses may include:
  - The question, “[W]hat need of education, since we must always cook and serve?” is a rhetorical question that emphasizes the low social status of jobs available to African Americans, suggesting that “the dark hosts” are almost ready to give up a desire for education as a result of the prejudice and repression they have endured.
  - The question, “[W]hat need of a higher culture for half-men?” is a rhetorical question asked by “the Nation,” presumably white Americans, who are content with African Americans not being able to make progress or overcome prejudice. Du Bois uses this question to respond to the first—if African Americans choose not to move beyond prejudice, “the Nation” is content to continue repressing them.

Instruct students to add these examples of rhetorical questions to their Rhetorical Impact Tracking Tools.

- Students add the examples of rhetorical questions to their Rhetorical Impact Tracking Tools.
- **Differentiation Consideration:** If students struggle with this question, consider posing the following scaffolding question:

### What relationship does Du Bois establish between “the Nation” and “the dark hosts”?

- Student responses may include:
  - “[T]he Nation” wants to continue oppressing the “the dark hosts” and wants them to “[b]e content” with their status. “[T]he Nation” wants to “echo[] and enforce[]”the questioning and doubt that the African American population feels from experiencing extreme prejudice.
  - “[T]he Nation” wants to capitalize on the “lowering of ideals” of “the dark hosts,” encouraging African American men to “[b]e content” in low positions, without any hope of progress.

### What is the impact of referring to white Americans as “the Nation”?

- By referring to white people as “the Nation,” Du Bois emphasizes the power that the white race has as the majority of America.

**How does Du Bois’s idea of the “half-men” further develop the relationship between “the Nation” and “the dark hosts”?**

- Student responses may include:
  - “The Nation” manipulates African Americans’ low self-esteem by “echo[ing] and enforce[ing] this self-criticism,” encouraging them to be cooks and “servants” rather than reach for “higher culture.” If African-American men accept these positions, then “the Nation” thinks African Americans should “[b]e content,” or that they do not deserve to prosper.
  - The relationship is complicated for African Americans because “the Nation” wants African American men to remain “servants,” while simultaneously holding this status against them in their judgment of African-American men as not needing or deserving of “higher culture.”
- **Differentiation Consideration:** If students struggle with this question, consider posing the following scaffolding question:

**What is the impact of referring to people as “half-men”?**

- This description implies that African Americans are not as fully human as white Americans, and would be considered inferior no matter their intelligence or work ethic.

**According to Du Bois, who is responsible for “the suicide of a race”?**

- Student responses may include:
  - African Americans who begin to believe the lies of prejudice and doubt their own intelligence and capabilities are ultimately the ones who contribute to “the suicide of a race” because they accept “repression.”
  - “[T]he Nation” is responsible for the potential “suicide of a race,” because not only do white Americans subject African Americans to prejudice, they also “echo[] and enforce[]” the “self-questioning, self-disparagement, and lowering of ideals” that prevents African Americans from achieving all that they can achieve.
- **Differentiation Consideration:** Consider posing the following optional extension question to deepen students’ understanding:

**How does Du Bois’s use of rhetoric in the sentence beginning “And the Nation echoed and enforced this self-criticism” contribute to the power of the text?**





Instruct student pairs to read the last sentence of paragraph 11 (from “Nevertheless, out of the evil came something of good” to “the sobering realization of the meaning of progress”) and answer the following question before sharing out with the class.

- **Differentiation Consideration:** Consider providing students with the following definition: *perception* means “the way you think about or understand someone or something.”
  - Students write the definition of *perception* on their copies of the text or in a vocabulary journal.

#### What is the impact of the last sentence on the meaning of the rest of the paragraph?

- Du Bois uses this final sentence to reassure African Americans that although they have been subjected to prejudice, they have not been destroyed by it because “something ... good” has come out of this “evil.” Because African Americans have dealt with “so vast a prejudice,” they better understand what progress means in terms of where they are and what it will take to achieve their “education[al]” and “social” goals.
- **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding questions:

#### What words could replace “sobering” in the last sentence of paragraph 11?

- *Sobering* could be replaced with *tough* or *difficult* to describe how hard it is to truly achieve progress.

#### What does Du Bois mean by the phrase “the sobering realization of the meaning of progress”?

- “[T]he sobering realization of the meaning of progress” refers to the fact that progress is difficult.

Lead a brief whole-class discussion of student responses.

### Activity 5: Writing Instruction

20%

Distribute or instruct students to take out the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist, and instruct students to examine the W.11-12.2.c portion of the rubric. Inform students that in the writing instruction that

follows they will learn how to 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.

- Students listen.
- Students were introduced to W.11-12.2.c in 11.1.2 Lesson 12.
- Consider reminding students of the definition of *syntax*: “the way in which words are put together to form phrases, clauses, or sentences.” Students analyzed Du Bois’s use of varied syntax in 11.2.1 Lesson 8.

Introduce students to the idea of *cohesion*.

Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link ideas of a text together into a coherent whole. Explain to students that *cohesion* is created by demonstrating links between ideas, and that achieving *cohesion* in their writing is the result of careful revision and editing.

- Students write the definition of *cohesion* in their vocabulary journals or on a separate piece of paper.

Provide students with the following example of cohesion in paragraph 8 of “Of Our Spiritual Strivings”:

“The ideal of liberty demanded for its attainment powerful means, and these the Fifteenth Amendment gave him. The ballot, which before he had looked upon as a visible sign of freedom, he now regarded as the chief means of gaining and perfecting the liberty with which war had partially endowed him.”

Ask students the following question:

**How does Du Bois demonstrate links between “[t]he ballot” and the “ideal of liberty”?**

- Du Bois links “the ideal of liberty” and “[t]he ballot” in this paragraph by describing the ballot as a “means” by which liberty is achieved.

Introduce students to the idea of *transitions*. Inform students that *transition* means “a passage in a piece of writing that clearly links two topics or sections.”

- Students record the definition of *transitions* in their vocabulary journals or on a separate piece of paper.

Explain to students that creating effective transitions is crucial in the development of complex ideas. Effective use of transitional words and phrases improves the logical presentation of information and clarifies the ways in which ideas interact and build on each other. Explain that writing an informative/explanatory paper requires

careful use of transitional words and phrases to guide the reader. Students should use these words and phrases to help them to connect their ideas and create cohesion in their writing.

Distribute and explain the Connecting Ideas Handout.

- **Differentiation Consideration:** If necessary to support comprehension, consider spending additional time discussing the transitional words and phrases on the handout.

Explain to students that the Connecting Ideas Handout is a resource to use as they write informative/explanatory written responses and multi-paragraph responses. Instruct students to use the Categories column to inform their choice of transitional words and phrases as they write. For example, if they are looking to add more information about a specific topic, they can look in the “Add Related Information” section and choose the word “furthermore” to help them connect their ideas.

- Students listen and examine the handout.

Instruct students to reread paragraphs 10 and 11 in of “Of Our Spiritual Strivings” to identify examples of how Du Bois uses transitions to create cohesion in his writing. Remind students to refer to the Connecting Ideas Handout to help guide their search.

- Student responses may include:
  - Du Bois uses the transition word “but” in the phrase “But alas!” (par. 10)
  - Du Bois uses the transitional word “nevertheless” in paragraph 11.

Ask students the following question:

#### **What makes these words or phrases effective transitions?**

- Student responses may include:
  - Du Bois uses the word “but” to transition from the idea of how “[a] people thus handicapped” (par. 10) should be treated to how they actually are treated. This transition creates a contrast between these ideas or shows how they are different.
  - Du Bois begins paragraph 11 by further developing the “evil” that results from prejudice, then uses the word “nevertheless” to transition to the very different idea that despite all this evil, “something good” has also come from prejudice.

Explain to students they will work on using transition words and creating cohesion in their subsequent Quick Write assessments.

- Students are formally assessed on this writing instruction in 11.2.1 Lesson 15.

Lead a brief whole-class discussion of student responses.

### Activity 6: Quick Write

**10%**

Instruct students to respond briefly in writing to the following prompt and to practice using transitions to build cohesion in their writing as outlined in W.11-12.2.c.

**Analyze how Du Bois's style and content contribute to the power, persuasiveness, or beauty of paragraph 11.**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist and the W.11-12.2.c 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.
- 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.
- Consider using the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist to assess students' effective use of transitions to create cohesion (W.11-12-2.c) in their Quick Writes.
- Since students will potentially revise this lesson's Quick Write in 11.2.1 Lesson 15, remember to assess this Quick Write and hold onto it for redistribution in 11.2.1 Lesson 15.

### Activity 7: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to preview and annotate paragraph 12 (from "So dawned the time of Sturm and Drang" to "or her vulgar music with the soul of the Sorrow Songs?"). 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, display and distribute an excerpt of the Declaration of Independence, and instruct students to read and annotate the excerpt to prepare for the next lesson.

- Students follow along.

## Homework

Preview and annotate paragraph 12 (from “So dawned the time of Sturm and Drang” to “or her vulgar music with the soul of the Sorrow Songs?”), box 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, read and annotate an excerpt from the Declaration of Independence as preparation for the next lesson.

## Declaration of Independence Handout

### From The Declaration of Independence (1776)

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to the effect their Safety and Happiness.

## 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>	“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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Paragraph #	Ideas	Notes and Connections
10	Prejudice	<p>Du Bois describes the “soul[s]” of hard-working African-American men as “darkened by the shadow of a vast despair,” called “prejudice” (par. 10), which indicates that prejudice causes hard-working African Americans to feel a depressing sense of endless hopelessness.</p> <p>White “[m]en” describe prejudice as a “natural defence” (par. 10), indicating that they do not consider “prejudice” (par. 10) to be negative, because it is an action that is reasonable and should be expected. To them, “prejudice” preserves and protects positive ideas like “civilization” and “culture” (par. 10).</p> <p>However, African Americans do not agree that this is the full explanation of prejudice, calling this a “strange prejudice” (par. 10), because their experience of prejudice goes beyond the explanation of it as a positive and reasonable “defence” (par. 10).</p> <p>Instead of being a positive protection of ideas like “civilization,” the “nameless prejudice” (par. 10) that African Americans actually experience is intense contempt for who they are, including “personal disrespect and mockery” and “systematic humiliation” (par. 10).</p>





## Model Rhetorical Impact Tracking Tool

Name:	Class:	Date:
<p><b>Directions:</b> 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.</p>		
<p><b>Text:</b> “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois</p>		
<p>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.</p>		
<ul style="list-style-type: none"> <li>● <b>Rhetoric:</b> the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a lecture, and in particular, persuade readers or listeners</li> <li>● <b>Point of View:</b> an author’s opinion, attitude, or judgment</li> <li>● <b>Purpose:</b> an author’s reason for writing</li> </ul>		
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)
<p>Personification: a type of figurative language that describes giving human</p>	<p>“And the Nation echoed and enforced this self-criticism, saying” (par. 11)</p>	<p>In this sentence, Du Bois personifies “the Nation” (par. 11), or gives the nation human qualities or characteristics. This example of personification contributes to the power of the text because it emphasizes the desperation that African-</p>

<p>qualities or characteristics to a nonliving object or idea</p>		<p>American men feel because of prejudice, because it implies that all of America is against African-American men and the rest of America.</p>
<p>Rhetorical questions: questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly</p>	<p>“[W]hat need of education, since we must always cook and serve?” (par. 11)</p> <p>“[W]hat need of higher culture for half-men?” (par. 11)</p>	<p>The rhetorical question, “[W]hat need of education” advances Du Bois’s point of view that African American progress has been limited because of prejudice. This question demonstrates that African Americans are almost ready to give up on pursuing education as a result of prejudice and “repression” (par. 11), and are resigned to “cook and serve” (par. 11).</p> <p>Du Bois uses the question, “[W]hat need of higher culture for half-men?” (par. 11) to further develop his point of view. If African Americans choose not to move beyond prejudice, “the Nation” (par. 11) in turn is happy to let them stay down.</p>
<p>Allusion: an implied or indirect reference</p>	<p>“the four winds” (par. 11)</p>	<p>Du Bois’s allusion to “the four winds” (par. 11) from the Bible contributes to the power of his text because it emphasizes the devastation that prejudice creates.</p>
<p>Alliteration: the repetition of sounds at the beginning of words or in stressed syllables</p>	<p>“diseased and dying”</p> <p>“voting is vain”</p> <p>“echoed and enforced”</p> <p>“by force or fraud”</p>	<p>Du Bois’s alliteration contributes to the power of the text because it functions as rhythmic reminders that support the ominous tone developed throughout the text. The alliteration also helps to punctuate or give emphasis to longer sentences in the paragraph.</p>

# CONNECTING IDEAS

## USING TRANSITIONAL WORDS AND PHRASES

Transitional words and phrases create links between your ideas when you are speaking and writing. They help your audience understand the logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. And remember, transition words work best when they are connecting two or more strong ideas that are clearly stated. Here is a list of transitional words and phrases that you can use for different purposes:

ADD RELATED INFORMATION	GIVE AN EXAMPLE OR ILLUSTRATE AN IDEA	MAKE SURE YOUR THINKING IS CLEARLY UNDERSTOOD	COMPARE IDEAS OR SHOW HOW IDEAS ARE SIMILAR	CONTRAST IDEAS OR SHOW HOW THEY ARE DIFFERENT
<ul style="list-style-type: none"> <li>• furthermore</li> <li>• moreover</li> <li>• too</li> <li>• also</li> <li>• again</li> <li>• in addition</li> <li>• next</li> <li>• further</li> <li>• finally</li> <li>• and, or, nor</li> </ul>	<ul style="list-style-type: none"> <li>• to illustrate</li> <li>• to demonstrate</li> <li>• specifically</li> <li>• for instance</li> <li>• as an illustration</li> <li>• for example</li> </ul>	<ul style="list-style-type: none"> <li>• that is to say</li> <li>• in other words</li> <li>• to explain</li> <li>• i.e., (that is)</li> <li>• to clarify</li> <li>• to rephrase it</li> <li>• to put it another way</li> </ul>	<ul style="list-style-type: none"> <li>• in the same way</li> <li>• by the same token</li> <li>• similarly</li> <li>• in like manner</li> <li>• likewise</li> <li>• in similar fashion</li> </ul>	<ul style="list-style-type: none"> <li>• nevertheless</li> <li>• but</li> <li>• however</li> <li>• otherwise</li> <li>• on the contrary</li> <li>• in contrast</li> <li>• on the other hand</li> </ul>
EXPLAIN HOW ONE THING CAUSES ANOTHER	EXPLAIN THE EFFECT OR RESULT OF SOMETHING	EXPLAIN YOUR PURPOSE	LIST RELATED INFORMATION	QUALIFY SOMETHING
<ul style="list-style-type: none"> <li>• because</li> <li>• since</li> <li>• on account of</li> <li>• for that reason</li> </ul>	<ul style="list-style-type: none"> <li>• therefore</li> <li>• consequently</li> <li>• accordingly</li> <li>• thus</li> <li>• hence</li> <li>• as a result</li> </ul>	<ul style="list-style-type: none"> <li>• in order that</li> <li>• so that</li> <li>• to that end, to this end</li> <li>• for this purpose</li> <li>• for this reason</li> </ul>	<ul style="list-style-type: none"> <li>• First, second, third,...</li> <li>• First, then, also, finally</li> </ul>	<ul style="list-style-type: none"> <li>• almost</li> <li>• nearly</li> <li>• probably</li> <li>• never</li> <li>• always</li> <li>• frequently</li> <li>• perhaps</li> <li>• maybe</li> <li>• although</li> </ul>

# 11.2.1 Lesson 14

## Introduction

In this lesson, students read and analyze paragraph 12 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois (from “So dawned the time of Sturm and Drang” to “or her vulgar music with the soul of the Sorrow Songs?”). In this paragraph, Du Bois further develops the central idea of attaining liberty as he reflects upon the “ideals of the past” (par. 12) and considers what is necessary for the future.

In this lesson, students explore the development of central ideas over the course of the text. Student learning is assessed via a Quick Write at the end of the lesson: How do two or more central ideas from “Of Our Spiritual Strivings” interact and build on one another in this excerpt?

For homework, students reread paragraph 12 and add 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.11-12.2	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.
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>

## 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 or more central ideas from “Of Our Spiritual Strivings” interact and build on one another 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 or more central ideas in this excerpt (e.g., self-consciousness and liberty).</li> <li>Analyze how two or more central ideas interact or build on one another in this excerpt (e.g., Du Bois develops the central idea of liberty by describing complete liberty as “the ideal of human brotherhood” which is gained through “the unifying ideal of Race” (par. 12). Du Bois suggests “human brotherhood” (par. 12), or complete liberty, is only achieved when both races can exchange characteristics equally. This can only happen when African Americans respect and value themselves” (par. 12). This idea that “[H]uman brotherhood” (par. 12), or complete liberty, begins with self-respect and self-knowledge of African Americans is an expression of Du Bois’s idea of self-consciousness. Du Bois expands the idea of self-consciousness in this excerpt by describing the end result of self-consciousness as a unified America.).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>Sturm und Drang (n.) – storm and stress  <i>Sturm und Drang is from the German language.</i></li> <li>rending (v.) – pulling or tearing violently</li> <li>waxed and waned (idiom.) – increased and decreased, as size, number, strength, or intensity</li> <li>credulous (adj.) – willing to believe or trust too readily, especially without proper or adequate evidence</li> <li>deft (adj.) – skillful and clever</li> <li>successively (adv.) – consecutively; one at a time</li> </ul>

- exponents (n.) – people or things that are representatives, advocates, types, or symbols of something
- reverence (n.) – a feeling or attitude of deep respect tinged with awe
- dyspeptic (adj.) – gloomy, pessimistic, and irritable
- blundering (adj.) – moving or acting blindly, stupidly, or without direction or steady guidance
- jovial (adj.) – characterized by a hearty, joyous humor or a spirit of good-fellowship
- vulgar (adj.) – current, popular, common

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

- None.

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

- limb (n.) – a leg or arm
- fostering (v.) – helping (something) grow or develop
- conformity (n.) – the fact or state of agreeing with or obeying something
- sole (adj.) – only or single
- oasis (n.) – a pleasant place that is surrounded by something unpleasant
- humility (n.) – the quality or state of not thinking you are better than other people
- coarse (adj.) – rude or offensive

## 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, W.11-12.9.b</li> <li>● Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 12</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	7. 15%
3. Masterful Reading	8. 5%
4. Reading and Discussion	9. 60%
5. Quick Write	10. 10%

6. Closing	11. 5%
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## 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 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 standard for this lesson: RI.11-12.2. In this lesson, students read paragraph 12 and analyze how Du Bois further develops the central idea of liberty in this excerpt.

Students look at the agenda.

### Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Preview and annotate paragraph 12, box 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, read and annotate an excerpt from the Declaration of Independence as preparation for the

next lesson.) Instruct students to talk in pairs about their annotations for the previous lesson's homework.

Student responses may include:

- A star next to “our little boat on the mad waters of the world-sea” (par. 12) because Du Bois uses a metaphor at the beginning of the paragraph to create an image of African Americans during difficult times.
- A question mark next to “To be really true, all these ideals must be melted and welded into one” (par. 12). How does this idea change what the ideals mean?
- An exclamation point next to “else what shall save us from a second slavery?” (par. 12). This reference to “a second slavery” (par. 12) emphasizes how passionate Du Bois is about the power of voting rights.

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

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

Students may identify the following words: *Sturm und Drang*, *rending*, *waxed and waned*, *credulous*, *deft*, *successively*, *exponents*, *reverence*, *dyspeptic*, *blundering*, *joyial*, *vulgar*.

Definitions are provided in the Vocabulary box in this lesson.

Instruct students to talk in pairs about their annotations of the excerpt from the Declaration of Independence.

Student responses may include:

- An exclamation point next to “all men are created equal” because the Declaration of Independence guarantees equality for all men without exception.
- A star next to the rights of “Life, Liberty, and the pursuit of Happiness”; these rights guarantee equality for all Americans.
- A question mark next to the idea that governmental power comes from “the consent of the governed.” Does this refer to voting rights?

Lead a brief whole-class discussion of student responses.



Explain to students that they consider their annotation and discussion of the Declaration of Independence excerpt as they engage in the reading and discussion portion of this lesson.

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of paragraph 12 of “Of Our Spiritual Strivings” by W.E.B. Du Bois (from “So dawned the time of Sturm und Drang” to “or her vulgar music with the soul of the Sorrow Songs?”). Instruct students to listen for the refinement of previously introduced central ideas.

Students follow along, reading silently.

**Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**Which words or phrases contribute to the development of previously introduced central ideas?**

### 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.

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 from “So dawned the time of Sturm und Drang” to “the freedom to work and think, the freedom to love and aspire” (par. 12) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definition: *limb* means “a leg or arm.”

Students write the definition of *limb* on their copies of the text or in a vocabulary journal.

**What image does Du Bois use to describe the “storm and stress today”? What is the impact of this description?**

Du Bois uses the image of a “little boat” on a “mad ... world-sea” to describe the “storm and stress today.” This image emphasizes the idea that African Americans currently face a great struggle or crisis. The possessive adjective “our” in the phrase “our little boat” refers to all African Americans, while the adjective “little” emphasizes the power and strength of the storm that threatens to overturn the boat. “[T]he world-sea” represents the white world that African

Americans occupy, and “the mad waters” that threaten the “little boat” illustrate both the destructive prejudice of the white world and the conflict that African Americans feel within themselves.

**How does the figurative language in the second half of the first sentence further develop a central idea in the text?**

Student responses may include:

- The figurative language that Du Bois uses to describe the “storm and stress today” (par. 12) further develops the idea of double-consciousness. Du Bois illustrates the concept of “two warring ideals” (par. 3) in the body, as a result of double-consciousness, through contrasting words like “within and without,” “body” and “soul,” and “doubt” and “faith” (par. 12).
- The “rending of soul” (par. 12) that Du Bois describes is a reference to the effects of “twoness” or double-consciousness that Du Bois describes in paragraph 3 as almost tearing the souls of African Americans apart.

**What are “[t]he bright ideals of the past” and how have they “waxed and waned”?**

“The bright ideals of the past” (par. 12) are all the ideals of liberty that African Americans have sought since before Emancipation, including “physical freedom,” or actual freedom from slavery; “political power,” or the right to vote; and “the training of brains and the training of hands” (par. 12), or education. As one ideal decreases in prominence because it does not provide the complete liberty that African Americans seek, hope that another ideal will “gain[] and perfect[] ... liberty” rises again (par. 8).

**How and by whom have the past ideals been treated as “over-simple and incomplete”?**

Du Bois writes that African Americans have treated the past ideals as “over-simple and incomplete” because they were inexperienced and believed too easily that each ideal “alone” was enough to bring progress for their race.

**Why must “[t]he bright ideals of the past” be “melted and welded into one”?**

Du Bois establishes that the past ideals of freedom, political power, and education were useful to work towards achieving liberty but “incomplete” by themselves. The phrase “melted and welded into one” indicates that Du Bois believes that in the future all of these ideals must be combined, or sought together, if African Americans are to achieve the freedom they desire.

**Differentiation Consideration:** Consider asking the following optional extension question to deepen students’ understanding:

### Why does the “other world ... not want to know” the “power” of African Americans?

The “other world” does “not want to know” the power of African Americans (par. 12), because any recognition of the strength and genius of African Americans would reveal that white Americans’ opinion that African Americans should “[b]e content to be servants, and nothing more” (par. 11) is based on unwarranted “prejudice” and “contempt and hate” (par. 11), rather than reason.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “Work, culture, liberty,—all these we need” to “give each to each those characteristics both so sadly lack” (par. 12) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definitions: *fostering* means “helping (something) grow or develop” and *conformity* means “the fact or state of agreeing with or obeying something.”

Students write the definitions of *fostering* and *conformity* on their copies of the text or in a vocabulary journal.

### What is the impact of the repetition of the phrase “but together” on the meaning and tone of this passage?

By using the phrase “but together” twice, Du Bois creates an insistent, even urgent tone. This repetition emphasizes Du Bois’s idea that “each [of the past ideals] alone was over-simple and incomplete” and that in order to obtain complete liberty the past ideals must be joined together, or “melted and welded into one.”

### What does the word “vaster” suggest about the “ideal” African Americans are “striving toward”?

The word “vaster” suggests that this new ideal, “the ideal of human brotherhood,” is larger and more all-encompassing than the singular ideals of the past.

### How is the “vaster ideal” gained?

“[T]he ideal of human brotherhood” is gained “through the unifying ideal of Race.”

### How does Du Bois clarify what he means by “the unifying ideal of Race”?

Du Bois describes this “ideal” as something that is developed by “fostering and developing the traits and talents of the Negro.” Du Bois suggests that African Americans must celebrate themselves if they are to achieve “the unifying ideal of Race.”

Instruct students to reread paragraphs 3 and 4, as well as the sentence in paragraph 12 that begins “Work, culture, liberty, —all these we need.” Instruct students to refer to ideas they have logged in their Ideas Tracking Tools as they respond to the following question:

**To what central idea does the phrase “fostering and developing the traits and talents of the Negro” connect?**

This phrase connects to the central idea of self-consciousness. In paragraph 4, Du Bois describes self-consciousness as the “merg[ing]” of the African American’s “double self.” Du Bois explains that in this process of merging, African Americans will not lose either half of their identity. Rather, this merging depends upon an appreciation for both what African Americans contribute to America, and what America can “teach” (par. 4) African Americans. This explanation connects to the phrase “fostering and developing the traits and talents of the Negro” because in both cases, Du Bois emphasizes the necessity of encouraging and respecting the unique skills and qualities that African Americans’ contribute to America. This recognition of their own value is necessary if African Americans are to achieve self-consciousness, and it is also a necessary step in achieving the mutual respect of “the ideal of human brotherhood.”

If students struggle with this question, instruct them to review their Ideas Tracking Tools for possible central idea connections.

**How does the description of “the ... ideal of Race” as “unifying” refine this central idea?**

The description of “the ... ideal of Race” as “unifying” develops the idea that self-consciousness is “not in opposition to or contempt for other races,” but rather supports and facilitates the exchange of “characteristics” between “two world-races.”

**Differentiation Consideration:** If students struggle with this question, consider asking the following scaffolding question:

**What are “the greater ideals of the American Republic” to which Du Bois refers?**

Du Bois refers to ideals from key American documents, like the Declaration of Independence, such as life, liberty, and the pursuit of happiness for all.

**Differentiation Consideration:** If students struggle with this question, remind them of their homework annotations and discussion of the Declaration of Independence.

**How does the phrase “in large conformity to the greater ideals of the American Republic” refine “the ideal of human brotherhood”?**

The phrase “in large conformity to the greater ideals of the American Republic” emphasizes that “human brotherhood” is dependent upon the uniting on the common ground of foundational American ideals like equality for all men and “Life, Liberty, and the pursuit of Happiness” (Declaration of Independence). Rather than focusing on the differences that separate the two races, Du Bois describes the process of “fostering and developing the traits and talents of the Negro” as a way of finding and celebrating shared beliefs and goals.

**How does Du Bois continue to develop the idea of “gaining and perfecting ... liberty” (par. 8) in this sentence?**

Du Bois develops the idea of “gaining and perfecting ... liberty” (par. 8) by expanding the idea of self-consciousness to include the mutual respect and exchange of valuable skills and “characteristics” between both races. In order for African Americans to attain liberty, all Americans must recognize how “the traits and talents of” African Americans contribute to and support “the greater ideals” upon which America was founded. Therefore, Du Bois suggests that liberty, as an “ideal[] of the American Republic,” is achieved through “the ideal of human brotherhood” that grows out of true self-consciousness.

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

**How do ideas in paragraph 12 develop and build on ideas in paragraphs 3 and 4?**

Student responses may include:

- In paragraph 3, Du Bois identifies that African Americans do not yet have “true self-consciousness,” which is the same self-consciousness that Du Bois refers to as “the unifying ideal of Race” in paragraph 12.
- In paragraph 4, Du Bois identifies the history of the strife of “longing to attain self-conscious manhood, to merge his double self into a better and truer self.” This striving towards self-consciousness is echoed in paragraph 12 when Du Bois refers to “fostering and developing the traits and talents of the Negro ... in large conformity to the greater ideals of the American Republic.”
- In paragraph 4, Du Bois first introduces the notion of a brotherhood between African Americans and white Americans when he writes that African Americans do not want to “Africanize America” or “bleach [their] Negro soul[s].” He continues to develop the idea of true self-consciousness, of being “both a Negro and an American” (par. 4), in paragraph 12

by reiterating that this “conformity” does not involve “opposition to or contempt for other races.”

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “We the darker ones come even now” to “vulgar music with the soul of the Sorrow Songs?” and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definitions: *sole* means “only or single,” *oasis* means “a pleasant place that is surrounded by something unpleasant,” *humility* means “the quality or state of not thinking you are better than other people,” and *coarse* means “rude or offensive.”

Students write the definitions of *sole*, *humility*, and *coarse* on their copies of the text or in a vocabulary journal.

**Differentiation Consideration:** Consider sharing the phrase *empty-handed* (adj.) which means “without having, carrying, or bringing anything” and then following up with an additional scaffolding question:

**How does Du Bois support his claim that African Americans do not come “altogether empty-handed”?**

Student responses may include:

- Du Bois demonstrates that African Americans do not come “altogether empty-handed,” because white Americans have already benefitted from what African Americans have contributed to American culture, including “American fairy tales and folklore” that are “Indian and African” and “the wild sweet melodies of the Negro slave.”
- Du Bois describes African Americans as “the sole oasis of simple faith and reverence in a dusty desert of dollars and smartness.” This develops the idea that the “simple faith” of African Americans offers a welcome “oasis,” or pleasant change, in a country that has been corrupted by money.
- Du Bois asserts that African Americans are not “empty-handed,” as they exemplify what it means to be American, because they represent the equality that The Declaration of Independence guarantees.

Remind students of their work with the Declaration of Independence from the previous lesson’s homework.

**How does Du Bois’s use of rhetorical questions further refine his idea of “the unifying ideal of Race”?**

Student responses may include:

- The series of rhetorical questions Du Bois asks establishes what he sees as the strengths of African Americans, such as “light-hearted but determined Negro humility” and “jovial good-humor,” and contrasts these with the weaknesses of America, like “brutal dyspeptic blundering” and “coarse and cruel wit.” This contrast further refines the idea of “the unifying ideal of Race,” because it establishes that African Americans have “characteristics” that would benefit white America and that these “traits and talents” should be developed so all Americans can benefit.
- Du Bois uses rhetorical questions as a way to remind his audience that not only do African Americans not come “empty-handed,” they also represent what it means to truly be American based on principles discussed in the Declaration of Independence. Du Bois claims that “there are today no truer exponents of the pure human spirit” than African Americans.

Lead a brief whole-class discussion of student responses.

**Activity 5: Quick Write****10%**

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

**How do two or more central ideas from “Of Our Spiritual Strivings” interact and build on one another in this excerpt?**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever 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.

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 6: Closing****5%**

Display and distribute the homework assignment. For homework, instruct students to reread paragraph 12 (from “So dawned the time of Sturm and Drang” to “or her vulgar music with the soul of the Sorrow Songs?”) and add at least two new or refined ideas 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

Reread paragraph 12 (from “So dawned the time of Sturm and Drang” to “or her vulgar music with the soul of the Sorrow Songs?”) and add at least two new or refined ideas 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.



## 11.2.1

## Lesson 15

## Introduction

In this lesson, students read and analyze paragraphs 13–14 of “Of Our Spiritual Strivings” from *The Souls of Black Folk* (from “Merely a concrete test of the underlying principles” to “listen to the striving in the souls of black folk”). Students analyze how the final two paragraphs of the text relate to each other and how they serve as an effective conclusion of the chapter. Students engage in a collaborative discussion about Du Bois’s purpose for writing the chapter and how he refines a central idea in the final two paragraphs. Additionally, students revise a Quick Write assessment from a previous lesson, integrating writing skills learned in previous lessons. For the lesson assessment, students revise their Quick Write responses from either Lesson 13 or Lesson 14, based on the following prompt: Expand and develop your Quick Write response from either Lesson 13 or 14 by refining your evidence selection or adding more significant and relevant evidence, and incorporate appropriate and varied transitions to link ideas and create cohesion.

For homework, students continue to read their AIR texts and prepare for a brief discussion on how they applied the focus standard of their choice to their texts.

## Standards

Assessed Standard(s)	
W.11-12.2. b, c	<p>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.</p> <p>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.</p> <p>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.</p>

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.
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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>

## Assessment

Assessment(s)	
<p>Student learning is assessed via a writing revision activity. Students revise their Quick Write responses from either Lesson 13 or Lesson 14, based on the following prompt:</p> <ul style="list-style-type: none"> <li>Expand and develop your Quick Write response from either Lesson 13 or 14 by refining your evidence selection or adding more significant and relevant evidence, and incorporate appropriate and varied transitions to link ideas and create cohesion.</li> </ul> <p>Students’ written responses will be evaluated using the relevant portions of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist (W.11-12.2.b and W.1-12.2.c).</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 using linking words and phrases to connect ideas, create cohesion, and clarify relationships among complex ideas and concepts (see example below).</li> <li>Refine and develop the original Quick Write by using appropriate and varied transitions and syntax (different sentence structures, sentence lengths, punctuation, etc.) to link the major ideas of the text and create cohesion (see example below).</li> <li>Refine and develop the original Quick Write by selecting the most significant and relevant evidence, including extended definitions, concrete details, quotations, or other information and examples (see example below).</li> </ul>	

The High Performance Response is a revised version of the High Performance Response from the Lesson 13 Quick Write. Both the original Quick Write and the revised High Performance Response are included below:

Original High Performance Response from Lesson 13:

- Du Bois uses words like *breed*, *diseased*, *dying*, and *suicide* (par. 11) to describe the potentially rapid decline of his race in “[t]he facing of so vast a prejudice” (par. 11). Repeatedly using words associated with sickness and death contributes to the power of the text by reminding readers of the destructive effects of prejudice.
- This section of the text explores the self-doubt that prejudice causes African Americans to feel about their intelligence and their abilities. Du Bois’s assertion that this self-doubt is so damaging that it will lead to the “suicide of [the] race” (par. 11) contributes to the power of this paragraph because it highlights the severity of the effects of prejudice on African Americans, while simultaneously encouraging African Americans to continue to pursue education and “social responsibilities” despite the criticism of “the Nation” (par. 11).

Revised High Performance Response:

- Du Bois’s stylistic choice to describe the effect of “prejudice” (par. 11) toward African Americans through words associated with sickness and death such as *diseased*, *dying*, and *suicide* (par. 11) contributes to the power of the text by reminding readers of the destructive effects of prejudice. Du Bois reinforces this association through his biblical allusion to the “four winds” (par. 11) that precede destruction or doom. This allusion suggests that the “atmosphere of contempt and hate” born from prejudice signals enormous devastation for African Americans.
- Du Bois’s content choices also contribute to the power of his text. Du Bois asserts that prejudice is so severely damaging that it could result in the “suicide of [the] race” (par. 11) or the end of a strong African American identity. This statement contributes to the power of this paragraph, because it highlights the ability of prejudice to slowly destroy the self-worth of African Americans, who are told through white Americans’ “contempt and hate” (par. 11) that they must “be content to be servants, and nothing more” (par. 11). Although a powerful warning, this statement is also a powerful call to action, because it encourages African Americans to continue to pursue education and “social responsibilities,” despite the criticism of “the Nation” (par. 11).

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- concrete (adj.) – constituting an actual thing or instance; real

<ul style="list-style-type: none"> <li>● may (aux. v.) – used to express ability</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>● travail (n.) – painfully difficult or burdensome work</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>● underlying (adj.) – used to identify the idea, cause, problem, etc., that forms the basis of something</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>● Standards: W.11-12.2.b, c; W.11-12.5; W.11-12.9.b</li> <li>● Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 13–14</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. Masterful Reading</li> <li>4. Reading and Discussion</li> <li>5. Writing Revision and Assessment</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>7. 10%</li> <li>8. 5%</li> <li>9. 35%</li> <li>10. 40%</li> <li>11. 5%</li> </ol>

## Materials

- 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 Connecting Ideas Handout (refer to 11.2.1 Lesson 13)

## Learning Sequence

How to Use the Learning Sequence	
Symb <sup>o</sup>	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: W.11-12.2.b, c and W.11-12.5. In this lesson, students read paragraphs 13 and 14 of “Of Our Spiritual Strivings.” Students focus on how Du Bois concludes the chapter as they analyze his purpose for writing and how he refines a central idea. Students then revisit their writing instruction from previous lessons and revise a Quick Write response, refining their selection of the most significant and relevant evidence and using appropriate and varied transitions (W.11-12.2.b and W.11-12.2.c).

Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied a 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 their focus standard to their AIR texts.

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

Instruct students to take out their responses to Lesson 14’s homework assignment. (Reread paragraph 12 and add at least two new or refined ideas to your Ideas Tracking Tool.) Instruct students to form pairs to share the additions they made to their Ideas Tracking Tools.

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

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of paragraphs 13–14 from “Of Our Spiritual Strivings” (from “Merely a concrete test of the underlying principles” to “listen to the striving in the souls of black folk”). Instruct students to listen for how Du Bois concludes the chapter.

Students follow along, reading silently.

**Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**Which key words or ideas does Du Bois return to in the final paragraphs of this chapter?**

## Activity 4: Reading and Discussion

35%

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.

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 from “Merely a concrete test of the underlying principles” to “and in the name of human opportunity.” (par. 13) and answer the following questions before sharing out with the class.

Provide students with the following definition: *concrete* means “constituting an actual thing or instance; real.”

Students write the definitions of *concrete* on their copy of the text or in a vocabulary journal.

**Differentiation Consideration:** Provide students with the following definition: *underlying* is used to identify the idea, cause, problem, etc., that forms the basis of something.

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

**What might be the “underlying principles” to which Du Bois refers in paragraph 13? How do these principles connect to ideas discussed in paragraph 12?**

The “principles” are described as those *underlying* “the great republic” (par. 13), or America, and refer to principles or laws outlined in documents like *The Declaration of Independence*, which guarantees and protects freedom and liberty for all individuals. Du Bois connects the “principles” in paragraph 13 to the “ideals of the American Republic” in paragraph 12.

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

**What is “the great republic” (par. 13)?**

“[T]he great republic” (par. 13) is the United States of America.

**How might “the Negro Problem” be “a concrete test” of the principles of “the great republic” (par. 13)?**

Student responses may include:

- o “[T]he Negro Problem” is “a concrete test” of America’s “principles” (par. 13) because the way African Americans are treated does not match the core beliefs and values of “the great republic” (par. 13), such as justice and liberty for all men.
- o In paragraph 6, “the Negro Problem” (par. 13) is America’s “vastest social problem” (par. 6). Because issues facing America are attributed solely to African Americans and seen as a “Negro Problem” (par. 13) instead of as a social problem, America continues its prejudice and separation of African Americans. The continued separation and oppression of African Americans tests America’s “underlying principles” (par. 13) of liberty and justice for all.

Explain to students that “the freedmen’s sons” (par. 13) refers to the children of slaves freed by the 13<sup>th</sup> Amendment, or Emancipation. They were not personally freed from slavery, but they were born into freedom.

**How do the words and phrases that Du Bois uses to explain “the spiritual striving” (par. 13) further develop this experience?**

Du Bois uses words and phrases like “travail of souls,” “burden,” “almost beyond the measure of their strength,” and “bear it,” to describe “the spiritual striving” (par. 13) or need for complete liberty. These word choices create a sense that the “striving” (par. 13) is a difficult struggle, because they suggest that the striving is something heavy that African Americans can only carry with extreme difficulty.

**How do the words and phrases Du Bois uses to define “the spiritual striving” help convey the meaning of *travail* in this context?**

Du Bois describes the “souls” of African Americans as bearing a “burden” that “is almost beyond the measure of their strength” (par. 13). Therefore, *travail* means painfully difficult or burdensome work.

**Why is the “burden” not “beyond the measure of their strength” (par. 13)?**

Du Bois suggests that African Americans are able to “bear” the “burden” of their “striving” (par. 13) because they derive strength from their racial identity as “Negro[es],” their identity as Americans (“the land of their fathers’ fathers”), and “in the name of human opportunity” (par. 13), which speaks to “the greater ideals of the American Republic” or “human brotherhood” (par. 12).

**Differentiation Consideration:** Consider encouraging students to make connections across the text with the following question:

**How does the description of the “strength” (par. 13) of African Americans connect to ideas in paragraphs 3 and 10?**

Student responses should include:

- This description of the strength of African Americans connects to paragraph 3, in which Du Bois writes that African Americans are able to withstand the internal conflict of double-consciousness only because their “dogged strength” prevents them “from being torn asunder.”
- This description of African Americans’ strength connects to paragraph 10, in which Du Bois describes how African Americans are able to withstand the “systematic humiliation” of prejudice “that would disarm and discourage” anyone but them.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read from “And now what I have briefly sketched” to “listen to the striving in the souls of black folk” (par. 14) and answer the following questions before sharing out with the class.

Provide students with the following definition: *may* is used to express ability.

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

**Who are the “men” that “may listen to the striving in the souls of black folk” (par. 14)?**

Student responses may include:

- The “men” (par. 14) that Du Bois refers to could be white Americans or “the other world” (par. 12), who have not understood or seen African American struggles, or who have mistreated African Americans and ignored their struggles.
- The “men” (par. 14) that Du Bois refers to could also be African Americans who have lived through the struggles and suffering, and “whose burden is almost beyond the measure of their strength” (par. 13). Du Bois offers these men guidance and encouragement. By listening, these men “may” (par. 14) gain strength, courage, and company in their fight for an equal place in America.

**What is Du Bois’s purpose for writing “Of Our Spiritual Strivings”?**



Du Bois’s purpose is to encourage all Americans to start working towards the “ideal of human brotherhood,” which is “gained through the unifying ideal of Race” (par. 12). Du Bois attempts to foster an appreciation of “the traits and talents” of African Americans, so “that some day on American soil” (par. 12) the different races can interact in a positive manner that does not deny either their respective identities or true self-consciousness.

Lead a brief whole-class discussion of student responses.

## Activity 5: Writing Revision and Assessment

40%

Distribute students’ Quick Write responses from Lessons 13 and 14. Explain that students revise one of their Quick Write responses (from either Lesson 13 or 14) during this lesson. Ask students to briefly review their responses.

Students examine their Lesson 13 and 14 Quick Write responses in preparation for the lesson assessment.

Ask students to review the relevant portions of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist and share how to develop and revise their writing based on the skills outlined in W.11-12.2.b and W.11-12.2.c.

Student responses may include:

- Responses should use the most significant and relevant evidence, details, quotations, or examples to develop a topic.
- Responses should link ideas with varying sentence length, sentence structure, and punctuation to create cohesion.
- Responses should use linking words and phrases to connect major sections of the text and clarify relationships among complex ideas and concepts.

Students worked with W.11-12.2.b in 11.2.1 Lesson 5 and W.11-12.2.c in 11.2.1 Lesson 13.

Post or project standard W.11-12.5 and facilitate a brief whole-class discussion on the following questions:

### What does it mean to “revise” writing?

To revise writing means to improve or strengthen writing.

### What should writers do in the revision process?

Writers should revise for a specific purpose or set of purposes, such as to correct errors, include more significant or relevant evidence, create links between ideas, or address specific feedback from a reviewer.

Students were introduced to W.11-12.5 in 11.1.1 Lesson 4.

Instruct students to annotate their Quick Write responses to identify places in their writing that might be strengthened by the addition or refinement of evidence and places where transitions might improve cohesion and clarity (W.11-12.2.b and W.11-12.2.c). Instruct students to consider how they might strengthen or revise their responses accordingly.

Students annotate their own Quick Write responses.

Instruct students to respond in writing to the following prompt:

**Expand and develop your Quick Write response from either Lesson 13 or 14 by refining your evidence selection or adding more significant and relevant evidence, and incorporate appropriate and varied transitions to link ideas and create cohesion.**

Instruct students to look at their annotations to find evidence. Remind students to use the relevant portions 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.

Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to their independent revisions. Remind students to refer to their Connecting Ideas Handout as they identify “appropriate and varied transitions.”

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 continue to read their AIR text through the lens of a focus standard of their choice and prepare for a brief 3–5 minute discussion of their text based on that standard.

Students follow along.

## Homework

Continue reading your AIR 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 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>	"Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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Paragraph #	Ideas	Notes and Connections
12	Self-consciousness	In paragraph 4, Du Bois describes self-consciousness as the "merg[ing]" of African American's "double self." Du Bois explains that in this process of merging, African Americans will not lose either half of their identity. Rather, this merging depends upon appreciation for both what African Americans contribute to America and what America can "teach" (par. 4) African Americans. This explanation connects to the phrase "fostering and developing the traits and talents of the Negro" (par. 12), because in both cases, Du Bois emphasizes the necessity of encouraging and respecting the unique skills and qualities that African Americans contribute to America.
12	In order to attain complete liberty, all the past ideals must be sought together	Du Bois establishes that the past ideals of freedom, "political power" (par. 12), and education were useful to progress towards liberty, but "incomplete" (par. 12) by themselves. These ideals need to be combined for "true self-consciousness" (par. 4) to occur.
12	Human brotherhood	Du Bois refines his idea of liberty by describing it as "human brotherhood" (par. 12), suggesting that complete liberty and freedom require that African Americans and white Americans live together and "give each to each those characteristics both so sadly lack" (par. 12). Du Bois suggests "human brotherhood" (par. 12), or complete liberty, begins in the self-respect and self-knowledge of African Americans.

# 11.2.1 Lesson 16

## Introduction

In this lesson, students reread and briefly analyze the epigraph to “Of Our Spiritual Strivings” from *The Souls of Black Folk* (from “O water, voice of my heart, crying in the sand” through “water all night long is crying to me”). The epigraph is “The Crying of Water,” a poem by Arthur Symons that describes the experience of a speaker listening to the sea. Students identify and explore related or similar ideas and images in Symons’s poem and “Of Our Spiritual Strivings” in their analysis of how the poem contributes to the overall meaning and tone of the text.

After analyzing the poem, students revisit the text as a whole and work in groups to analyze how Du Bois uses figurative language or rhetoric to develop a central idea in the text. Student learning is assessed via the Mid-Unit Assessment Evidence Collection Tool at the end of the lesson. This work directly prepares students for the Mid-Unit Assessment in the following lesson, in which students write a multi-paragraph response analyzing how Du Bois uses rhetoric or figurative language to develop a central idea in “Of Our Spiritual Strivings.”

For homework, students organize and expand their notes and add to their Mid-Unit Assessment Evidence Collection Tools in preparation for the Mid-Unit Assessment in the next lesson.

## 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>
SL.11-12.1	<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>
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>

## Assessment

<p><b>Assessment(s)</b></p>
<p>Student learning is assessed via the Mid-Unit Assessment Evidence Collection Tool at the end of the lesson. Students identify two central ideas and analyze how rhetoric or figurative language contributes to the development of these central ideas.</p>
<p><b>High Performance Response(s)</b></p>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>● Identify a central idea in “Of Our Spiritual Strivings” (e.g., self-consciousness).</li> <li>● Identify at least two examples of rhetoric or figurative language that Du Bois uses to develop this idea (e.g., “He would not bleach his Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for the world” (par. 4) and “If, however, the vistas disclosed as yet no goal, no resting place, little but flattery and criticism, the journey at least gave leisure for reflection and self-examination; it changed the child of Emancipation to the youth with dawning self-consciousness, self-realization, self-respect” (par. 9).).</li> </ul>

- Analyze how these examples develop the central idea (e.g., Du Bois uses the image of “bleach[ing]” an African American “soul in a flood of white Americanism” to develop the idea that self-consciousness involves being true to one’s self by embracing and celebrating one’s own racial identity, rather than trying to mask or cover up one’s true self by assuming an identity other than one’s own. Du Bois uses the metaphor of a “child of Emancipation” growing into a “youth with dawning self-consciousness, self-realization, self-respect” (par. 9) to develop the idea that education was a necessary step towards “self-consciousness” (par. 9) for African Americans, because it enabled them to gain more knowledge about themselves after Emancipation. Du Bois’s choice of the word *youth* rather than *adult* suggests that the search for self-consciousness is an ongoing process.).

See the Model Mid-Unit Assessment Evidence Collection Tool for additional examples of High Performance Responses.

## Vocabulary

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

- None.

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

- unresting (adj.) – characterized by trouble or uneasiness

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

- None.

## 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, SL.11-12.1, L.11-12.4.a-b</li> <li>Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” Epigraph</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Reading and Discussion</li> <li>Group Text Analysis Activity and Assessment</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>5%</li> <li>25%</li> <li>50%</li> </ol>

6. Closing	6. 5%
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## Materials

- Copies of the Mid-Unit Assessment Evidence Collection Tool for each student
- 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

## 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 return to the epigraph of “Of Our Spiritual Strivings” and reread and analyze Arthur Symons’s poem in relation to the rest of the chapter. Next, students analyze the entire chapter and discuss how Du Bois uses rhetoric or figurative language to develop central ideas in the text. This comprehensive chapter review prepares students for the Mid-Unit Assessment, which follows in the next lesson.

Students look at the agenda.

### Activity 2: Homework Accountability

10%



Instruct students to talk in pairs about how they applied a 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 their 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.

### Activity 3: Masterful Reading

**5%**

Have students listen to a masterful reading of the epigraph to “Of Our Spiritual Strivings,” a poem by Arthur Symons. Remind students that they read and discussed this poem in 11.2.1 Lesson 1. Explain to students that they are revisiting the epigraph now that they have read and analyzed the entire chapter.

Students follow along, reading silently.

**Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**What is happening in the poem? Listen for verbs that describe what the speaker is doing. Listen for nouns that explain where the speaker is.**

### Activity 4: Reading and Discussion

**25%**

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.

Explain that the focus of rereading and analyzing the poem is to determine how the poem contributes to the overall meaning and tone of “Of Our Spiritual Strivings.”

Consider instructing students to pay close attention to the use of figurative language when reading and analyzing poetry.

Consider instructing students to refer to their notes and annotations to revisit their analysis of the epigraph and its tone in 11.2.1 Lesson 1.

Instruct student groups to reread Symons's poem (from “O water, voice of my heart, crying in the sand” to “water all night long is crying to me”) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** If students struggle to comprehend the literal meaning of the poem, consider asking the following scaffolding question:

**Who is the speaker in the poem? Where is the speaker? What is the speaker doing?**

Symons does not identify the speaker in the poem, but he reveals that the speaker is lying somewhere near a beach because he can hear the water “crying in the sand” (epigraph, line 1). The speaker listens to the water “all night long” (epigraph, lines 2, 6, 12).

**Whom does the speaker address in the first stanza of the poem? Which details reveal whom the speaker addresses?**

The speaker addresses the water. The speaker begins the poem with “O Water” (epigraph, line 1). The speaker also asks the water a question, “Is it I? Is it I?” (epigraph, line 5), which shows that the speaker is talking to the water.

**What is the meaning of *unresting* in the second stanza? Use the context and the word’s structure to infer the meaning.**

Symons writes “there shall never be rest” (epigraph, line 7), which provides context about what *unresting* means. The root *rest* describes a calm state and the prefix *un* means “not,” so *unresting* describes water that is not calm and is always moving or characterized by uneasiness.

Consider drawing students’ attention to their application of standard L.11-12.4.a, b through the process of using context and word parts to make meaning of a word.

**What is the impact of the word *never* (epigraph, line 7) on the tone of the poem? What other words and phrases from the stanza have a similar impact on the tone of the poem?**

The word *never* (epigraph, line 7) creates a sense of hopelessness and permanence. Other words such as *last* (epigraph, line 8), which is repeated twice, and other phrases such as “all life long” (epigraph, line 11) and “all night long” (epigraph, lines 2, 6, 12) further reveal the speaker’s sense of hopelessness or despair.

**What is a central idea developed in the poem? How do specific details shape the central idea?**

Symons develops the central idea that striving or struggle is constant. The speaker listens to the water “all night long” (epigraph, lines 2, 6, 12), but still “cannot understand” (epigraph, line 3) the answer he is searching for. The speaker asks “Is it I?” (epigraph, line 5), but receives no answer. The speaker also reflects that “there shall never be rest” (epigraph, line 7) for the water,

which he compares to “the voice of [his] heart.” This suggests that the restless water represents the speaker’s own inability to be at peace.

Lead a brief, whole-class discussion of student responses.

Instruct small groups to shift their focus to the relationship between the poem and the rest of “Of Our Spiritual Strivings.” Specifically, explain that students are going to analyze how Du Bois’s choice to begin his chapter with Symons’s poem contributes to the overall meaning and tone of the text.

Instruct student groups to answer the following questions before sharing out with the class.

### How do Symons’s metaphors and imagery relate to Du Bois’s figurative language in “Of Our Spiritual Strivings”?

Student responses may include:

- Du Bois uses the metaphor of the “little boat on the mad waters of the world-sea” (par. 12) to describe the conflict that African Americans experience as they continue to search for true liberty. The image of “mad waters” (par. 12) that Du Bois uses to describe the current climate in America connects to the image of “unresting water” (epigraph, line 7) in Symons’s poem.
- The speaker in Symons’s poem describes a personal connection to the water when he says the water is the “voice of [his] heart” (epigraph, line 1). Du Bois expresses a similar connection to African Americans when he writes that his purpose is to describe the “striving in the souls” of African Americans with “loving emphasis” (par. 14).
- Du Bois describes African Americans as “turning hither and thither in hesitant and doubtful striving” after Emancipation because of “the contradiction of double aims” (par. 5) that makes them unsure about their identities. This description connects to the imagery of the restless and questioning speaker who “cannot understand” (epigraph, line 3) and cannot “rest” (epigraph, lines 5, 7) and constantly asks “is it I, is it I?” (epigraph, line 5).
- In paragraph 6, Du Bois describes how African Americans continue to experience the cruel legacy of slavery with the phrase “[i]n vain do we cry to this our vastest social problem:—‘Take any shape but that.’” This image of crying out “in vain” (par. 6) connects to the image of the speaker “crying without avail” (epigraph, line 11) in Symons’s poem.
- The image of “the fire of the end” (epigraph, line 9) in Symons’s poem connects to the image of the “pillar of fire” that Du Bois uses to describe the ideal of education in paragraph 8.

**Differentiation Consideration:** Consider asking the following optional extension question to deepen students’ understanding:

### What is the relationship between the tone of Symons’s poem and the tone of Du Bois’s writing in “Of Our Spiritual Strivings”?

Student responses may include:

- Symons uses phrases like “crying without avail” (epigraph, line 11) to develop the poem’s sorrowful and conflicted tone. Du Bois develops a similar tone with phrases like “[i]n vain do we cry to this our vastest social problem” (par. 6).
- Symons uses phrases like “there shall never be rest” (epigraph, line 7) and “crying without avail” (epigraph, line 11) to develop a negative and hopeless tone. Du Bois, in contrast, develops a serious tone but includes some details that reveal his hope for progress. For example, Du Bois writes about “human opportunity” (par. 13) and his aspiration for “human brotherhood,” or an America in which “two world-races may give each to each those characteristics both so sadly lack” (par. 12).

### How is a central idea developed in “Of Our Spiritual Strivings” related or similar to a central idea developed in Symons’s poem?

Student responses may include:

- The central idea of constant striving or struggle in Symons’s poem is related to Du Bois’s central idea of true liberty. Du Bois describes the pursuit of liberty as a constant and exhausting “vain search for freedom, the boon that seemed ever barely to elude [African Americans’] grasp” (par. 9), and uses metaphors like the “steep and rugged” “mountain path to Canaan” (par. 9) to describe how African Americans struggled to attain their freedom. These descriptions develop the idea that the pursuit of liberty requires constant striving and little rest, just like the speaker experiences in Symons’s poem.
- The central idea of constant striving or struggle in Symons’s poem is related to Du Bois’s central idea of double-consciousness. Du Bois describes double-consciousness as the feeling of “two unreconciled strivings” (par. 3), and writes that “the history of the American Negro is the history of this strife,” (par. 4) which indicates that this struggle has been a constant reality for African Americans.
- The central idea of constant striving or struggle in Symons’s poem is related to Du Bois’s central idea of self-consciousness because Du Bois explains that the “spiritual striving” (par. 13) of African Americans, or their “strife” (par. 3), will come to an end once they achieve “true self-consciousness” (par. 3).

Consider reminding students to use their Ideas Tracking Tools to recall central ideas developed in the text.

Lead a brief whole-class discussion of student responses.

## Activity 5: Group Text Analysis Activity and Assessment

**50%**

Distribute copies of the Mid-Unit Assessment Evidence Collection Tool to all students. Instruct students to work in small groups to complete the Mid-Unit Assessment Evidence Collection Tool. Explain that although this is a collaborative activity, each student submits a copy of the tool as the assessment for this lesson.

Explain that this tool prepares students for the Mid-Unit Assessment in the next lesson. Post or project the Mid-Unit Assessment 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.**

Students examine the prompt.

Encourage students to refer to the Rhetorical Impact Tracking Tools they completed throughout the unit to identify Du Bois’s use of rhetoric and figurative language, and the Ideas Tracking Tools they completed throughout the unit to identify Du Bois’s central ideas.

Students listen.

Instruct small groups to spend the remainder of the lesson reviewing “Of Our Spiritual Strivings” to identify examples of how Du Bois uses rhetoric or figurative language to develop central ideas in the text.

Students work in groups to complete the Mid-Unit Assessment Evidence Collection Tool.

If students struggle to complete the Mid-Unit Assessment Evidence Collection Tool, consider modeling how to add a rhetoric example and a figurative language example to the tool. See Model Mid-Unit Assessment Evidence Collection Tool at the end of this lesson for examples.

Lead a whole-class discussion of students’ work on their Mid-Unit Assessment Evidence Collection Tools. Ask students to look at their responses from their tools and discuss the following question:

**How do the examples of rhetoric or figurative language that you identified develop a central idea in the text?**

See Model Mid-Unit Assessment Evidence Collection Tool at the end of this lesson.

Remind students that they have the opportunity to continue to add to their Mid-Unit Assessment Evidence Collection Tools for homework.

### Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to organize, expand, and revise their notes from “Of Our Spiritual Strivings” to prepare for the Mid-Unit Assessment. Remind students to add to their Mid-Unit Assessment Evidence Collection Tools from this lesson.

Remind students of the Mid-Unit Assessment 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.**

Students follow along.

### Homework

Organize, expand, and revise your notes in preparation for the Mid-Unit Assessment. Remember to add to your Mid-Unit Assessment Evidence Collection Tool as you expand your notes.

## Mid-Unit Assessment Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify two central ideas in “Of Our Spiritual Strivings.” Select at least two examples of rhetoric or figurative language that contribute to the development of these central ideas. For each example, write a brief statement explaining how the rhetoric or figurative language develops a central idea in the text.

<b>Text:</b>	“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B Du Bois
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How does Du Bois use rhetoric or figurative language to develop a central idea in “Of Our Spiritual Strivings”?		
Central Idea	Example of Rhetoric or Figurative Language	How does this example develop the central idea?

## Model Mid-Unit Assessment Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify two central ideas in “Of Our Spiritual Strivings.” Select at least two examples of rhetoric or figurative language that contribute to the development of these central ideas. For each example, write a brief statement explaining how the rhetoric or figurative language develops a central idea in the text.

<b>Text:</b>	“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B Du Bois
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**How does Du Bois use rhetoric or figurative language to develop a central idea in “Of Our Spiritual Strivings”?**

Central Idea	Example of Rhetoric or Figurative Language	How does this example develop the central idea?
Self-consciousness	“He would not bleach his Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for the world.” (par. 4)	Du Bois uses this figurative language to develop the idea that self-consciousness involves being true to one’s self by embracing and celebrating one’s own identity, rather than trying to mask or cover up one’s true self by assuming the identity of someone else.
Self-consciousness	“If, however, the vistas disclosed as yet no goal, no resting place, little but flattery and criticism, the journey at least gave leisure for reflection and self-examination; it changed the child of Emancipation to the youth with dawning self-consciousness, self-realization, self-respect.” (par. 9)	Du Bois uses the metaphor of a “child of Emancipation” growing into a “youth with dawning self-consciousness, self-realization, self-respect” (par. 9) to develop the idea that education was a necessary step towards “self-consciousness” (par. 9) for African Americans, because it allowed African Americans to gain more knowledge about themselves on their own terms after Emancipation.



Central Idea	Example of Rhetoric or Figurative Language	How does this example develop the central idea?
<p><b>Self-consciousness (continued)</b></p> <p><b>The ideal of human brotherhood</b></p>	<p>“Will America be poorer if she replace her brutal dyspeptic blundering with light-hearted but determined Negro humility? or her coarse and cruel wit with loving jovial good-humor? or her vulgar music with the soul of the Sorrow songs?” (par. 12)</p>	<p>Du Bois’s choice of the word “youth” rather than “adult” suggests that he believes that this process of development is ongoing.</p> <p>This series of rhetorical questions establishes strengths of African Americans and contrasts these with weaknesses of white Americans. These contrasts develop the idea of “the ideal of human brotherhood” (par. 12), because they emphasize that African Americans have “characteristics” (par. 12) that white Americans “so sadly lack” (par. 12). By highlighting the different and valuable “characteristics” (par. 12) of African Americans, Du Bois develops the idea that respecting and “fostering and developing the traits and talents of Negro” will result in a unifying exchange of skills and traits between both “world-races” (par. 12).</p>
<p><b>The ideal of human brotherhood</b></p>	<p>“and, all in all, we black men seem the sole oasis of simple faith and reverence in a dusty desert of dollars and smartness.” (par. 12)</p>	<p>This simile suggests that the “simple faith” of African Americans offers a welcome “oasis” (par. 12), or pleasant respite, in a country that has been corrupted by money. This comparison develops the idea of the ideal of human brotherhood, because it suggests that African Americans embody “the greater ideals of the American Republic” (par. 12) that many Americans have lost touch with. Therefore, the ideal of human brotherhood requires respecting and “fostering and developing the traits and talents” (par. 12) of African Americans “in larger conformity to the ideals of the American Republic,” rather than “in opposition to or contempt for other races” (par. 12).</p>

## 11.2.1

## Lesson 17

## Introduction

In this lesson, the Mid-Unit Assessment, students use textual evidence from “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois to craft a formal, 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.

For the Mid-Unit Assessment, students develop clear and coherent responses appropriate for the audience and task; select the most significant and relevant facts, extended definitions, concrete details, and quotations; and use appropriate transitions and syntax to clarify the relationships among complex ideas. The Mid-Unit Assessment is assessed using the 11.2.1 Mid-Unit Text Analysis Rubric.

For homework, students preview and annotate paragraphs 1–2 from Booker T. Washington’s “Atlanta Compromise Speech” and box unfamiliar words and look up their definitions.

## 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.

<p>W.11-12.2.a, b, c, f</p>	<p>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.</p> <p>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.</p>
	<p>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.</p> <p>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.</p> <p>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).</p>
<p>L.11-12.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>L.11-12.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p><b>Addressed Standard(s)</b></p>	
<p>W.11-12.4</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>W.11-12.9.b</p>	<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)

Student learning is assessed via the Mid-Unit Assessment. 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.
- Student responses are evaluated using the 11.2.1 Mid-Unit Text Analysis Rubric.

### High Performance Response(s)

A High Performance Response should:

- Determine a central idea from “Of Our Spiritual Strivings” (e.g., the ideal of human brotherhood).
- Identify two or more examples of how Du Bois uses rhetoric or figurative language to develop this central idea (e.g., “Will America be poorer if she replace her brutal dyspeptic blundering with light-hearted but determined Negro humility? or her coarse and cruel wit with loving jovial good-humor? or her vulgar music with the soul of the Sorrow songs?” (par. 12) and “and, all in all, we black men seem the sole oasis of simple faith and reverence in a dusty desert of dollars and smartness” (par. 12).).
- Analyze how these examples develop a central idea in the text (for examples, see below).

A High Performance Response may include the following evidence in support of a multi-paragraph analysis:

- Du Bois develops the central idea of the ideal of human brotherhood through a simile comparing African Americans to an “oasis,” or a pleasant place that is surrounded by something unpleasant, and America to a “desert,” or a desolate place with very little life or water. This simile suggests that the beliefs of African Americans are unique and essential in a country that lacks faith because it has been corrupted by money. Through this figurative language, Du Bois establishes the “ideals of the American Republic” as a common ground upon which African Americans and white Americans can unite in “human brotherhood” (par. 12), while simultaneously suggesting that African Americans already embody the fundamentally American ideals that many Americans have lost touch with.

- Du Bois further develops the central idea of the ideal of human brotherhood through rhetorical questions: “Will America be poorer if she replace her brutal dyspeptic blundering with light-hearted but determined Negro humility? or her coarse and cruel wit with loving jovial good-humor? or her vulgar music with the soul of the Sorrow songs?” (par. 12). These questions establish strengths of African Americans, such as “loving and jovial good-humor” (par. 12) in contrast with the weaknesses of white Americans, such as “coarse and cruel wit” (par. 12). These contrasts further develop the ideal of human brotherhood by once again emphasizing that African Americans have “characteristics” (par. 12) that white Americans “so sadly lack” (par. 12). By repeatedly highlighting the unique and valuable contributions of African Americans, Du Bois develops the idea that respecting and “fostering and developing the traits and talents of the Negro” (par. 12) will result in a unifying exchange of skills and traits that will benefit both “world-races” (par. 12) and unite African Americans and white Americans in “human brotherhood” (par. 12).

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
● None.*
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
● None.*
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
● None.*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1.e. Academic Vocabulary, of this document:

[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## 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.11-12.2.a, b, c, f; L.11-12.1; L.11-12.2; W.11-12.4; W.11-12.9.b</li> <li>Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings”</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	5. 10%
3. 11.2.1 Mid-Unit Assessment	6. 80%
4. Closing	7. 5%

## Materials

- Student copies of the 11.2 NJSLS Tool (refer to 11.2.1 Lesson 1)
  - Copies of the 11.2.1 Mid-Unit Assessment for each student
  - Copies of the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist for each student
  - Student copies of the Mid-Unit-Assessment Evidence Collection Tool (refer to 11.2.1 Lesson 16)
  - Copies of the “Atlanta Compromise Speech” for each student (with paragraphs numbered 1–10)
- Consider numbering the paragraphs of the “Atlanta Compromise Speech” before the lesson.

## 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 assessed standards for this lesson: RI.11-12.2, RI.11-12.6, W.11-12.2.a-c, f, L.11-12.1, and L.11-12.2. In this lesson, students use their text analysis from throughout the unit to complete the Mid-Unit Assessment. Students work independently to write a multi-paragraph analysis of how Du Bois uses rhetoric or figurative language to develop a central idea in “Of Our Spiritual Strivings.”

- Students look at the agenda.

Instruct students to take out their copies of the 11.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.4. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with standard W.11-12.4.

Instruct students to talk in pairs about what they think this standard means. Lead a brief discussion about this standard.

- Student responses should include:
  - Write clearly and logically.
  - Write in a style that reflects the specific task, purpose, or audience.
  - Organize and develop writing in a way that is appropriate to the specific task, purpose, or audience.
- Students revisit W.11-12.4 in the Mid-Unit-Assessment portion of this lesson to consider how the standard relates to their writing.

### Activity 2: Homework Accountability

10%

Instruct students to take out their notes, tools, and annotated copies of the text. Ask student pairs to discuss how they organized, refined, or expanded their notes in preparation for the Mid-Unit Assessment. Remind students that part of expanding their notes includes adding examples of rhetoric and figurative language to their Mid-Unit-Assessment Evidence Collection Tools.

- Student pairs discuss how they prepared for the Mid-Unit Assessment, including the examples of rhetoric and figurative language they added to their Mid-Unit-Assessment Evidence Collection Tools.

Lead a brief whole-class discussion of student responses.

Remind students to keep their notes and tools accessible during the Mid-Unit Assessment in order to locate significant and relevant evidence for their written responses.

### Activity 3: 11.2.1 Mid-Unit Assessment

**80%**

Instruct students to take out their 11.2.1 End-of-Unit Text Analysis Rubric and Checklists. Ask students to form pairs, and Turn-and-Talk about how the new standard W.11-12.4 relates to the familiar standards W.11-12.2.b and W.11-12.2.c.

- Student responses may include:
  - W.11-12.2.b emphasizes the importance of selecting information and examples appropriate to the audience’s knowledge when developing a topic. W.11-12.4 shares and expands upon this focus on the audience because it focuses on developing and organizing a response and writing in a style that is appropriate for a specific audience, task, or purpose.
  - The focus of W.11-12.2.c is on creating cohesion in writing and clarifying relationships amongst complex ideas. W.11-12.4 shares this focus on producing clear and coherent writing.
- Students worked explicitly with W.11-12.2.b in 11.2.1 Lesson 5 and with W.11-12.2.c in Lesson 13.

Lead a brief whole-class discussion of student responses.

Explain to students that because the Mid-Unit Assessment is a formal writing task, they should include an introductory statement and develop their responses thoroughly by selecting the most significant and relevant evidence, including extended definitions, concrete details, and quotations. Instruct students to practice developing and organizing their responses in a style that is appropriate to their specific task and audience. Additionally, students should use appropriate and varied transitions to clarify the relationships among complex ideas and concepts, and provide a concluding statement that articulates the information presented in the response. Remind students to use proper grammar, capitalization, punctuation, and spelling.

- Students listen.



Instruct students to 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.**

Remind students to use their annotated text, lesson Quick Writes, discussion notes, homework notes, and tools to write their responses. Distribute and review the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist. Remind students to use the Mid-Unit Text Analysis Rubric and Checklist to guide their written responses. Ask students to use this unit’s vocabulary wherever possible in their written responses.

- Display the prompt for students to see, or provide the prompt in hard copy.

Instruct students to use the remaining class period to write their Mid-Unit Assessment.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.
- Consider encouraging students who finish early to reread and revise their responses. Remind students to revisit the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist once they are finished with the assessment to ensure they have fulfilled all the criteria.

## Activity 4: Closing

5%

Distribute copies of Booker T. Washington’s “Atlanta Compromise Speech.” Display or distribute the homework assignment. For homework, instruct students to preview and annotate paragraphs 1–2 of Washington’s “Atlanta Compromise Speech” (from “Mr. President and Gentlemen of the Board of Directors and Citizens” to “starting a dairy farm or truck garden”). Direct students to box any unfamiliar words and look up their definitions. Instruct students to choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

- Students follow along.

## Homework

Preview and annotate paragraphs 1–2 of Washington’s “Atlanta Compromise Speech” (from “Mr. President and Gentlemen of the Board of Directors and Citizens” to “starting a dairy farm or truck garden”). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in the context, and write a brief definition above or near the word in the text.

## 11.2.1 Mid-Unit Assessment

### Text-Based Response

**Your Task:** Rely on your reading and analysis of “Of Our Spiritual Strivings” to write a well-developed 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.*

Your writing will be assessed using the 11.2.1 Mid-Unit Text Analysis Rubric.

### Guidelines

#### Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant facts and details
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Use appropriate and varied transitions
- Follow the conventions of standard written English

**NJSLS:** RI.11-12.2; RI.11-12.6; W.11-12.2.a, b, c, f; L.11-12.1; L.11-12.2

#### Commentary on the Task:

This task measures RI.11-12.2 because it demands that students:

- 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.

This task measures RI.11-12.6 because it demands that students:

- 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.

This task measures W.11-12.2.a-c, f because it demands that students:

- 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.

- 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.
- 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.
- 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.
- 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).

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## 11.2.1 Mid-Unit Text Analysis Rubric

/ \_\_\_\_\_ (Total points)

Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Content and Analysis</b></p> <p>The extent to which the response determines two or more central ideas of a text and analyzes in detail their development over the course of the text, including how they interact and build on one another; provides an objective summary of a text.</p> <p><b>NJSLS.ELA-Literacy.RI.11-12.2</b></p> <p>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.</p>	<p>Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.</p>	<p>Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.</p>	<p>Determine two central ideas of a text and ineffectively analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.</p>	<p>Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.</p>
<p><b>Content and Analysis</b></p> <p>The extent to which the response determines an author's point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>NJSLS.ELA-Literacy.RI.11-12.6</b></p> <p>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.</p>	<p>Precisely determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Accurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Partially determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; ineffectively analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Inaccurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. Inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>



<p><b>Command of Evidence and Reasoning</b>  <b>The extent to which the response thoroughly develops the topic through the effective selection and analysis of 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.</b>  <b>NJSLS.ELA-Literacy.W.11-12.2</b>                  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.  <b>NJSLS.ELA-Literacy.W.11-12.2.b</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.</p>	<p>Thoroughly and skillfully develop the analysis with 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. (W.11-12.2.b)</p>	<p>Develop the analysis with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples inappropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>
<p><b>Coherence, Organization, and Style</b>  <b>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</b>  <b>NJSLS.ELA-Literacy.W.11-12.2</b>                  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole. (W.11-12.2.a)                   Skillfully and consistently use appropriate and varied transitions and syntax to link</p>	<p>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. (W.11-12.2.a)                   Consistently 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.</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole. (W.11-12.2.a)                   Inconsistently use transitions, or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W.11-12.2.a)                   Use inappropriate and unvaried transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)                   Provide a concluding statement or section that does not follow from or support the information or explanation</p>



<p>content.</p> <p><b>NJSLS.ELA-Literacy.W.11-12.2.a</b>                  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.</p> <p><b>The extent to which the response uses 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.</b></p> <p><b>NJSLS.ELA-Literacy.W.11-12.2.c</b>                  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.</p> <p><b>The extent to which the response provides 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).</b></p> <p><b>NJSLS.ELA-Literacy.W.11-12.2.f</b>                  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).</p>	<p>the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Provide a concluding statement or section that skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>(W.11-12.2.c)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>and concepts. (W.11-12.2.c)</p> <p>Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>presented. (W.11-12.2.f)</p>
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<p><b>Control of Conventions</b>  <b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>  <b>NJSLS.ELA-Literacy.L.11-12.1</b>  <b>NJSLS.ELA-Literacy.L.11-12.2</b>  <b>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.</b></p>	<p>Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.</p>	<p>Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.</p>	<p>Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.</p>	<p>Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.</p>
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- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as 0.



## 11.2.1 Mid-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Content and Analysis</b>	Identify two or more central ideas from the text and analyze their development? <b>(RI.11-12.2)</b>	<input type="checkbox"/>
	Provide examples to support analysis of how the central ideas interact and build on one another? <b>(RI.11-12.2)</b>	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development of the central ideas? <b>(RI.11-12.2)</b>	<input type="checkbox"/>
	Determine an author’s point of view or purpose in a text? <b>(RI.11-12.6)</b>	<input type="checkbox"/>
	Analyze how style and content contribute to the power, persuasiveness, or beauty of the text? <b>(RI.11-12.6)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response with the most significant and relevant textual evidence? <b>(W.11-12.2.b)</b>	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? <b>(W.11-12.2.a)</b>	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? <b>(W.11-12.2.a)</b>	<input type="checkbox"/>
	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? <b>(W.11-12.2.c)</b>	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? <b>(W.11-12.2.f)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? <b>(L.11-12.1, L.11-12.2)</b>	<input type="checkbox"/>



## ATLANTA COMPROMISE SPEECH

**Booker T. Washington. 1895.**

Mr. President and Gentlemen of the Board of Directors and Citizens:

1 One-third of the population of the South is of the Negro race. No enterprise seeking the material, civil, or moral welfare of this section can disregard this element of our population and reach the highest success. I but convey to you, Mr. President and Directors, the sentiment of the masses of my race when I say that in no way have the value and manhood of the American Negro been more fittingly and generously recognized than by the managers of this magnificent Exposition at every stage of its progress. It is a recognition that will do more to cement the friendship of the two races than any occurrence since the dawn of our freedom.

2 Not only this, but the opportunity here afforded will awaken among us a new era of industrial progress. Ignorant and inexperienced, it is not strange that in the first years of our new life we began at the top instead of at the bottom; that a seat in Congress or the state legislature was more sought than real estate or industrial skill; that the political convention or stump speaking had more attractions than starting a dairy farm or truck garden.

3 A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen a signal, "Water, water; we die of thirst!" The answer from the friendly vessel at once came back, "Cast down your bucket where you are." A second time the signal, "Water, water; send us water!" ran up from the distressed vessel, and was answered, "Cast down your bucket where you are." And a third and fourth signal for water was answered, "Cast down your bucket where you are." The captain of the distressed vessel, at last heeding the injunction, cast down his bucket, and it came up full of fresh, sparkling water from the mouth of the Amazon River. To those of my race who depend on bettering their condition in a foreign land or who underestimate the importance of cultivating friendly relations with the Southern white man, who is their next-door neighbor, I would say: "Cast down your bucket where you are"—cast it down in making friends in every manly way of the people of all races by whom we are surrounded.

4 Cast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions. And in this connection it is well to bear in mind that whatever other sins the South may be called to bear, when it comes to business, pure and simple, it is in the South that the Negro is given a man's chance in the commercial world, and in nothing is this Exposition more eloquent than in emphasizing this chance. Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common

labour, and put brains and skill into the common occupations of life; shall prosper in proportion as we learn to draw the line between the superficial and the substantial, the ornamental gewgaws of life and the useful. No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities.

5 To those of the white race who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South, were I permitted I would repeat what I say to my own race, "Cast down your bucket where you are." Cast it down among the eight millions of Negroes whose habits you know, whose fidelity and love you have tested in days when to have proved treacherous meant the ruin of your firesides. Cast down your bucket among these people who have, without strikes and labour wars, tilled your fields, cleared your forests, builded your railroads and cities, and brought forth treasures from the bowels of the earth, and helped make possible this magnificent representation of the progress of the South. Casting down your bucket among my people, helping and encouraging them as you are doing on these grounds, and to education of head, hand, and heart, you will find that they will buy your surplus land, make blossom the waste places in your fields, and run your factories. While doing this, you can be sure in the future, as in the past, that you and your families will be surrounded by the most patient, faithful, law-abiding, and unresentful people that the world has seen. As we have proved our loyalty to you in the past, in nursing your children, watching by the sick-bed of your mothers and fathers, and often following them with tear-dimmed eyes to their graves, so in the future, in our humble way, we shall stand by you with a devotion that no foreigner can approach, ready to lay down our lives, if need be, in defense of yours, 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, yet one as the hand in all things essential to mutual progress.

6 There is no defense or security for any of us except in the highest intelligence and development of all. If anywhere there are efforts tending to curtail the fullest growth of the Negro, let these efforts be turned into stimulating, encouraging, and making him the most useful and intelligent citizen. Effort or means so invested will pay a thousand per cent interest. These efforts will be twice blessed—blessing him that gives and him that takes. There is no escape through law of man or God from the inevitable:

The laws of changeless justice bind Oppressor with oppressed;  
And close as sin and suffering joined We march to fate abreast...

7 Nearly sixteen millions of hands will aid you in pulling the load upward, or they will pull against you the load downward. 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 politic.

8  
Gentlemen of the Exposition, as we present to you our humble effort at an exhibition of our progress, you must not expect overmuch. Starting thirty years ago with ownership here and there in a few quilts and pumpkins and chickens (gathered from miscellaneous sources), remember the path that has led from these to the inventions and production of agricultural implements, buggies, steam-engines, newspapers, books, statuary, carving, paintings, the management of drug stores and banks, has not been trodden without contact with thorns and thistles. While we take pride in what we exhibit as a result of our independent efforts, we do not for a moment forget that our part in this exhibition would fall far short of your expectations but for the constant help that has come to our educational life, not only from the Southern states, but especially from Northern philanthropists, who have made their gifts a constant stream of blessing and encouragement.

9  
The wisest among my race understand that the agitation of questions of social equality is the extremist folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges. 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.

10  
In conclusion, may I repeat that nothing in thirty years has given us more hope and encouragement, and drawn us so near to you of the white race, as this opportunity offered by the Exposition; and here bending, as it were, over the altar that represents the results of the struggles of your race and mine, both starting practically empty-handed three decades ago, I pledge that in your effort to work out the great and intricate problem which God has laid at the doors of the South, you shall have at all times the patient, sympathetic help of my race; only let this be constantly in mind, that, while from representations in these buildings of the product of field, of forest, of mine, of factory, letters, and art, much good will come, yet far above and beyond material benefits will be that higher good, that, let us pray God, will come, in a blotting out of sectional differences and racial animosities and suspicions, in a determination to administer absolute justice, in a willing obedience among all classes to the mandates of law. This, coupled with our material prosperity, will bring into our beloved South a new heaven and a new earth.

## 11.2.1

## Lesson 18

## Introduction

In this lesson, students are introduced to Booker T. Washington’s “Atlanta Compromise Speech” and read and analyze paragraphs 1–2 (from “Mr. President and Gentlemen of the Board of Directors and Citizens” to “starting a dairy farm or truck garden”). In these paragraphs, Washington begins to explore the important role he believes African Americans play in the future success of the South. Students analyze how Washington establishes his point of view in the opening paragraphs of his speech. Student learning is assessed via a Quick Write at the end of the lesson: How does Washington establish his point of view in paragraphs 1–2?

For homework, students preview paragraphs 3–4 of Washington’s “Atlanta Compromise Speech,” box unfamiliar words, and look up their definitions. Additionally, students respond in writing to two focus questions.

Questions and activities in this unit are designed to explore the purpose and argument in Washington’s speech. It is not necessary for students to read or hear a summary of the historical context of this speech before beginning their analyses.

Throughout this module, Washington’s speech at the Atlanta Exposition in 1895 is referred to by the name it came to be known as most widely, the “Atlanta Compromise Speech,” although Washington himself did not give the speech this title.

## 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)	

<p>W.11-12.9. b</p>	<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>
<p>L.11-12.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

## Assessment

<p><b>Assessment(s)</b></p>
<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 does Washington establish his point of view in paragraphs 1–2?</li> </ul>
<p><b>High Performance Response(s)</b></p>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Use evidence from paragraphs 1–2 to determine how Washington establishes his point of view (e.g., Washington’s description of those who started “at the top instead of at the bottom” as “[i]gnorant and inexperienced” (par. 2) suggests that Washington believes African Americans have taken the wrong approach since their legal freedom from slavery. The words “top” and “bottom” (par. 2) imply that Washington believes there to be different levels of social participation in Southern society, with land, business, and entrepreneurship at the “bottom” and politics at the “top” (par. 2). His description of African Americans’ choice to “beg[i]n at the top instead of at the bottom” as “ignorant and inexperienced” (par. 2) reveals his opinion that African Americans should participate in businesses, like “starting a dairy farm or truck garden,” instead of participating in politics by seeking a “seat in Congress or the state legislature” (par. 2).).</li> </ul>

## Vocabulary

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

- enterprise (n.) – a project undertaken or to be undertaken, especially one that is important or difficult or that requires boldness or energy
- welfare (n.) – the good fortune, health, happiness, prosperity, etc., of a person, group, or organization; well-being
- Exposition (n.) – a large-scale public exhibition or show
- stump speaking (n.) – giving a speech that is made many times by a politician who is traveling to different places during a campaign for an election

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

- cement (v.) – to make (something) stronger
- industrial (adj.) – of or relating to the process of making products by using machinery and factories

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

- board (n.) – a group of people who manage or direct a company or organization
- civil (adj.) – of or relating to the people who live in a country
- moral (adj.) – concerning or relating to what is right and wrong in human behavior
- disregard (v.) – to ignore (something) or treat (something) as unimportant
- convey (v.) – to make (something) known to someone
- sentiment (n.) – an attitude or opinion
- masses (n.) – large numbers of people
- Congress (n.) – the group of people who are responsible for making the laws of a country in some kinds of government
- legislature (n.) – a group of people with the power to make or change laws
- sought (v.) – to have searched for someone or something
- convention (n.) – a large meeting of people who come to a place for usually several days to talk about their shared work or other interests or to make decisions as a group

### Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>● Standards: RI.11-12.6, W.11-12.9.b, L.11-12.5</li> </ul>	

<ul style="list-style-type: none"> <li>Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraphs 1–2 (Masterful Reading: paragraphs 1–10)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</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>35%</li> <li>35%</li> <li>10%</li> <li>5%</li> </ol>

## Materials

- 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>
L	Indicates student action(s).
L	Indicates possible student response(s) to teacher questions.
L	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 are introduced to Booker T. Washington’s “Atlanta Compromise Speech.” Students analyze how Washington begins to establish his point of view in the first two paragraphs of his speech.

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 and annotate paragraphs 1–2 of Washington's "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.) Instruct students to talk in pairs about the annotations they made for the homework assignment.

Student annotation may include:

- o A star next to "One-third of the population of the South is of the Negro race. No enterprise seeking the material, civil, or moral welfare of this section can disregard this element of our population and reach the highest success" (par. 1). This is how Washington begins his speech, so it is an important idea.
- o A question mark next to "Mr. President and Directors" (par. 1). To whom is Washington speaking?
- o An exclamation point next to "reach the highest success" (par. 1) and "a new era of industrial progress" (par. 2). The idea of "industrial progress" (par. 2) seems to connect to the idea of the "highest success" (par. 1).

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

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

Students may identify the following words: *enterprise*, *welfare*, *Exposition*, *stump speaking*.

Definitions are provided in the Vocabulary box in this lesson.

## Activity 3: Masterful Reading

35%

Have students listen to a masterful reading of paragraphs 1–10 of Washington's "Atlanta Compromise Speech" (from "Mr. President and Gentleman of the Board of Directors and Citizens" to "a new heaven and a new earth"). Instruct students to pause once during the speech (after paragraph 5) to write down their initial questions and reactions to the text.



Students follow along, reading silently.

**Differentiation Consideration:** Consider pausing more frequently during the masterful reading to allow students to write down their initial questions and reactions to the text.

**Differentiation Consideration:** Consider posting or projecting the following guiding questions to support students in their reading throughout this lesson:

**To whom is Washington speaking? Where is he speaking?**

Lead a brief class discussion of students' initial reactions and questions. Remind students that as they analyze the text throughout the next several lessons, they answer many of these initial questions.

Student responses may include:

- o What kind of a "President" and "Board of Directors" (par. 1) is Washington speaking to? Is he speaking to the President of the United States? Or is he speaking to the president of a company?
- o It seems Washington is speaking in the South, Atlanta specifically. What is this "Exposition" (par. 1)?
- o Washington thinks this *Exposition* is a good opportunity for African Americans and white Americans to become better friends.
- o Washington seems to be speaking for African Americans, or "[his] race" (par. 1, 3, 5, 9, 10). Why is he speaking for them? What authority does he have?
- o Washington's language seems old-fashioned and formal. When was this speech written?
- o Washington seems to be speaking after slavery ended because he says "since the dawn of our freedom" (par. 1).
- o Does Washington's use of "our" in the phrase "since the dawn of our freedom" (par. 1) indicate that he was a former slave?
- o Why does Washington choose to tell a story about "[a] ship lost at sea" (par. 3)? What does this have to do with Southern progress?
- o Washington seems to want African Americans and white people to work together. What sorts of jobs does he want each race to do?

Consider recording questions and observations on the board or on chart paper for students to refer to throughout the unit, and encourage students to respond and add to these questions as they continue to analyze the text.

Some students may have initial reactions and questions about Washington’s speech in relation to Du Bois’s “Of Our Spiritual Strivings.” Encourage students to make these connections.

Washington uses the word “Negro” to describe African Americans throughout this speech. As with their exploration of W.E.B. Du Bois’s “Of Our Spiritual Strivings,” students should use Washington’s language when reading or citing textual evidence, but should avoid using the word “Negro” in discussion when they are not directly quoting Washington.

## Activity 4: Reading and Discussion

35%

Instruct students to form pairs. 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.

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

Instruct student pairs to read paragraph 1 (from “Mr. President and Gentleman of the Board of Directors and Citizens” to “any occurrence since the dawn of our freedom”) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definitions: *board* means “a group of people who manage or direct a company or organization,” *civil* means “of or relating to the people who live in a country,” *moral* means “concerning or relating to what is right and wrong in human behavior,” *disregard* means “to ignore (something) or treat (something) as unimportant,” *convey* means “to make (something) known to someone,” *sentiment* means “an attitude or opinion,” and *masses* means “large numbers of people.”

Students write the definitions of *board*, *civil*, *moral*, *disregard*, *convey*, *sentiment*, and *masses* on their copies of the text or in a vocabulary journal.

### Which details in the first paragraph establish the audience and setting of Washington’s speech?

Student responses may include:

- Washington addresses his speech to a “President,” the “Gentlemen of the Board of Directors,” and “Citizens” (par. 1), which indicates that he is talking to an important person in charge of something (a “President”), significant men who have decision-making powers (“Gentlemen of the Board of Directors”), and everyday people (“Citizens”) (par. 1).
- Washington tells the “managers of this ... Exposition” that he speaks for “the masses of [his] race” (par. 1). This statement suggests that Washington’s race is different from the race of

- the “managers of this ... Exposition” (par. 1). Washington goes on to speak of how the managers have “recognized” the worth of the “American Negro” (par. 1). This statement suggests that the managers are white, and therefore that Washington is African American.
- Washington speaks of “this magnificent Exposition” (par. 1), which indicates that he is speaking at a public show or exhibition.
  - Washington compliments the “managers of this magnificent Exposition” (par. 1), which indicates that he is also talking to the people who organized this event.
  - Washington’s use of the word “magnificent” (par. 1) suggests that this Exposition is important and impressive.
  - This “Exposition” is in Atlanta because the title of the speech says Atlanta and the “population of the South” (par. 1) is the subject of Washington’s first sentence: “One-third of the population of the South is of the Negro Race” (par. 1).

**Differentiation Consideration:** If students struggle to determine the audience and setting of Washington’s speech, consider posing the following scaffolding questions:

**To whom does Washington address his speech?**

Washington addresses his speech to a “President,” the “Gentlemen of the Board of Directors,” and “Citizens” (par. 1).

**Why is the word *Exposition* capitalized?**

The word *Exposition* is capitalized in the phrase “this magnificent Exposition” (par. 1) because Washington refers to the specific event at which he is speaking.

**How does Washington describe the “Exposition” (par. 1)? What does this description suggest about this “Exposition” (par. 1)?**

Washington describes the Exposition as “magnificent” (par. 1). This description suggests that the Exposition is impressive and important.

**What does Washington’s opening sentence suggest about the subject of his speech?**

In his opening sentence, Washington emphasizes the importance of African Americans in the South by explaining that “the Negro race” (par. 1) makes up a large percentage, or “one-third of the population” (par. 1). This emphasis on the number of African Americans in the South suggests that “the Negro race” (par. 1) in the South might be the subject of the speech.

**How does the subject of the speech clarify the meaning of “this section” and “this element” (par. 1)?**

Because the subject of Washington’s opening sentence is “the Negro race” (par. 1) in the South, “this section” (par. 1) refers to the South, and “this element” (par. 1) refers to African Americans.

**What claim does Washington make about “our population” (par. 1) in the second sentence? What does this claim suggest about Washington’s point of view?**

Student responses should include:

- Washington claims that “this element of our population” (par. 1), or African Americans in the South, cannot be ignored in any project or undertaking that tries to improve the “material, civil, or moral welfare” (par. 1) of the South if they are to “reach the highest success” (par. 1).
- This claim suggests that Washington believes that African Americans are essential members of Southern society and that a widespread understanding of African Americans as essential citizens of the South is necessary if the South is to prosper.

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

**What does Washington “convey” to the “President and Directors” (par. 1)?**

Washington conveys “the sentiment of the masses of [his] race” (par. 1).

**What is the “sentiment of the masses” (par. 1) to which Washington refers?**

The “sentiment of the masses” (par. 1) to which Washington refers is the feeling widely held by African Americans that they have been treated well because their “value and manhood” has been “fittingly and generously recognized” by the managers of this event (par. 1).

**How does the word “my” in the phrase “masses of my race” (par. 1) develop Washington’s point of view?**

By using the word “my” (par. 1), Washington aligns himself with large numbers of “the Negro Race” (par. 1). By saying that he speaks for “the masses of [his] race” (par. 1), Washington establishes his point of view as someone who voices the thoughts and concerns of the majority of African Americans.

**What will “cement the friendship of the two races” (par. 1)? How does this statement further develop Washington’s claim about what is necessary for the South to “reach the highest success” (par. 1)?**

Student responses should include:

- Washington says that the “recognition” of “the value of the American Negro” will “cement the friendship of the two races” (par. 1), indicating that he believes that the managers of the Exposition have treated African Americans respectfully, and that continued respectful relations like this will strengthen the friendship of the two races.
- Washington uses this statement to develop his claim that the South must not ignore the importance of African Americans if it is to prosper, by stating that the South must recognize “the value” (par. 1) of African Americans so that the two races can join together in “friendship” (par. 1).

**Differentiation Consideration:** Consider encouraging students to analyze Washington’s use of figurative language by posing the following question:

**What is the meaning of the word *cement* in the phrase “cement the friendship” (par. 1)?**

*Cement* is a substance that makes items stick together, therefore Washington uses the word *cement* in the phrase “cement the friendship” (par. 1) figuratively to mean solidify or strengthen.

Consider drawing students’ attention to their work with L.11-12.4.a as they determine the meaning of a word through context.

**Differentiation Consideration:** Consider providing students with an explanation of *cement* as a substance that is used to make items stick together, or a grey powder that is mixed with water and other substances to make concrete.

**What words and phrases clarify the meaning of “dawn of our freedom” in this context?**

The phrases “Negro Race” and “the American Negro” (par. 1) and Washington’s reference to “the South” all suggest that “dawn of our freedom” (par. 1) refers to Emancipation, or the end of legal slavery in the South.

Consider drawing students’ attention to their work with L.11-12.5 as they determine the meaning of figurative language through context.

**Differentiation Consideration:** Consider posing the following optional extension question to deepen students’ understanding:

**How does the phrase “dawn of our freedom” further develop Washington’s point of view?**

By using the word “our” in the phrase “dawn of our freedom,” Washington includes himself in the many people who have recently been freed from slavery (par. 1).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraph 2 (from “Not only this, but the opportunity here afforded” to “starting a dairy farm or truck garden”) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definitions: *Congress* means “the group of people who are responsible for making the laws of a country in some kinds of government,” *legislature* means “a group of people with the power to make or change laws,” *sought* means “to have searched for someone or something,” and *convention* means “a large meeting of people who come to a place for usually several days to talk about their shared work or other interests or to make decisions as a group.”

Students write the definitions of *Congress*, *legislature*, *sought*, and *convention* on their copies of the text or in a vocabulary journal.

**To what “opportunity” does Washington refer in the phrase “the opportunity here afforded” (par. 2)? How does this phrase develop his point of view?**

Student responses may include:

- o In the phrase “the opportunity here afforded” (par. 2), Washington refers to the chance “to cement the friendship of the two races” (par. 1). This suggests that Washington believes that the chance to encourage respectful and friendly interactions between African Americans and white Southerners will result in the growth of industry.
- o In the phrase “the opportunity here afforded” (par. 2), Washington refers to the chance to recognize “the value and manhood of the American Negro” (par. 1). This suggests that Washington sees the Exposition as a space in which to appreciate the importance and strength of African Americans, which will result in the growth of industry.
- o In the phrase “the opportunity here afforded” (par. 2), Washington refers to “this magnificent Exposition” (par. 1), which suggests that he sees this event as ushering in “a new era of industrial progress” (par. 2), or economic and material prosperity.

**How does the idea of “industrial progress” (par. 2) build upon ideas introduced in paragraph 1?**

Student responses may include:

- The idea of “a new era of industrial progress” (par. 2) builds upon the idea of the “highest success” in paragraph 1, because it suggests that the growth of industry is necessary for the prosperity of the South, and that all Southerners will play an important role in this growth.
- In paragraph 1, Washington introduces the idea of “cement[ing] the friendship” between the “two races.” In paragraph 2, Washington suggests that “industrial progress,” or economic prosperity, will result from solidifying this friendship.

**Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

**What words and phrases can help you to make meaning of “industrial” (par. 2) in this context?**

Du Bois’s descriptions of “starting a dairy farm or a truck garden” suggest that *industrial* refers to businesses, or making or manufacturing goods or products such as food.

Consider drawing students’ attention to their work with L.11-12.4.a as they determine the meaning of a word through context.

**To whom does the phrase “we began at the top” (par. 2) refer? Cite evidence from the text to support your response.**

“We” in paragraph 2 refers to African Americans. Washington’s reference to “the first years of our new life” (par. 2) connects to his statement about the “dawn of [the] freedom” of the “American Negro,” in which he includes himself, in paragraph 1.

**How does Washington explain the meaning of the phrase “we began at the top instead of at the bottom” (par. 2)?**

Washington associates “the top” with “a seat in Congress or the state legislature” and “the political convention or stump speaking,” and he associates “the bottom” with “real estate or industrial skill” and “starting a dairy farm or truck garden” (par. 2).

**What might the phrase “ignorant and inexperienced” suggest about Washington’s opinion of “beg[inning] at the top instead of at the bottom” (par. 2)?**

Washington’s description of those who started at the top as “ignorant and inexperienced” suggests that Washington believes that African Americans “began at the top” (par. 2) because of a lack of education, knowledge, and experience. This suggests that Washington believes African Americans have taken the wrong approach “in the first years of [their] new li[ves]” (par. 2).

Washington’s description reveals that he believes African Americans’ participation in industry or

business is preferable to their participation in politics if the South is to “reach the highest success” (par. 1).

Lead a brief whole-class discussion of student responses.

### Activity 5: Quick Write

**10%**

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

**How does Washington establish his point of view in paragraphs 1–2?**

Instruct students to look at their annotations 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.

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 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to read paragraphs 3–4 of the “Atlanta Compromise Speech” (from “A ship lost at sea for many days” to “permit our grievances to overshadow our opportunities”). 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, instruct students to respond briefly in writing to the following questions:

**What is the problem in the story that Washington tells in paragraph 3? What is the solution?**

**Why might the “unfortunate” ship repeat their distress signal a second, “third and fourth” time after receiving a response from the “friendly” ship “at once”?**

Students follow along.



## Homework

Read paragraphs 3–4 of the “Atlanta Compromise Speech” (from “A ship lost at sea for many days” to “permit our grievances to overshadow our opportunities”). 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, respond briefly in writing to the following questions:

**What is the problem in the story that Washington tells in paragraph 3? What is the solution?**

**Why might the “unfortunate” ship repeat their distress signal a second, “third and fourth” time after receiving a response from the “friendly” ship “at once”?**

# 11.2.1 Lesson 19

## Introduction

In this lesson, students read and analyze paragraphs 3–4 of Booker T. Washington’s “Atlanta Compromise Speech” (from “A ship lost at sea for many days” through “permit our grievances to overshadow our opportunities”). In these paragraphs, Washington tells the story of “a ship lost at sea” to further develop his point of view that African Americans should participate in the economic development of the South in order to improve their circumstances. Students explore Washington’s use of rhetoric in these paragraphs in order to analyze how his style and content contribute to the persuasiveness of his speech, and record their analyses on their Rhetorical Impact Tracking Tools. Student learning is assessed via a Quick Write at the end of the lesson: How does Washington’s use of rhetoric contribute to the persuasiveness of this excerpt?

For homework, students preview paragraph 5, box unfamiliar words, and look up their definitions. Additionally, students add at least two new ideas introduced in the first four paragraphs 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.

	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. 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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Assessment

<b>Assessment(s)</b>
<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> <p style="padding-left: 40px;">How does Washington’s use of rhetoric contribute to the persuasiveness of this excerpt?</p>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <p>Identify at least one example of rhetoric that contributes to the persuasiveness of this excerpt (e.g., Washington uses the allegory of a captain “lost at sea” (par. 3) who listens to the advice of another captain to “[c]ast down [his] bucket where [he] [is]” and finds “fresh, sparkling water” (par. 3)).</p> <p>Analyze how this rhetoric contributes to the persuasiveness of this excerpt (e.g., The allegory of the “ship lost at sea” (par. 3) contributes to the persuasiveness of this excerpt because it conveys complex ideas to African Americans using the characters and events from the story. Washington uses this story as a simple and straightforward way to persuade African Americans that if they stay</p>

where they are, develop friendships with white Southerners, and take advantage of economic opportunities “in the commercial world” (par. 4) like the passengers on the lost ship, they will find what they need to achieve stability and prosperity.).

## Vocabulary

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

cast (v.) – to throw or fling with great force

cultivating (v.) – furthering, encouraging

heeding (v.) – giving careful attention to

injunction (n.) – a command, order; an order from a court of law that says that something must be done or not done

proportion (n.) – comparative relation between things as to size, quantity, number, etc.

superficial (adj.) – shallow; not of deep meaning or thorough

substantial (adj.) – important, essential

gewgaws (n.) – small things that have little value

tilling (v.) – preparing (soil, a piece of land, etc.) for growing crops

grievances (n.) – feelings of having been treated unfairly

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

None.

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

sighted (v.) – to have seen someone or something

vessel (n.) – a ship or large boat

mast (n.) – a long pole that supports the sails of a boat or ship

distressed (adj.) – feeling or showing extreme unhappiness or pain

bettering (v.) – making (something) higher in quality

underestimate (v.) – to think of (someone or something) as being lower in ability, influence, or value than that person or thing actually is

relations (n.) – the way in which two or more people, groups, countries, etc. talk to, behave toward, and deal with each other

surrounded (adj.) – the condition of having (someone or something) on every side of you

bear in mind (idiom) – to remember

bear (v.) – to assume or accept (something, such as cost or responsibility)

eloquent (adj.) – clearly showing feeling or meaning

emphasizing (v.) – giving special attention to (something)

prosper (v.) – to become very successful usually by making a lot of money

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
Standards: RI.11-12.6, W.11-12.9.b, L.11-12.4.a, L.11-12.5	
Text: "Atlanta Compromise Speech" by Booker T. Washington, paragraphs 3–4 (Masterful Reading: paragraphs 1–4)	
<b>Learning Sequence:</b>	
Introduction of Lesson Agenda	1. 5%
Homework Accountability	2. 25%
Masterful Reading	3. 5%
Reading and Discussion	4. 50%
Quick Write	5. 10%
Closing	6. 5%

## Materials

Student copies of the Ideas Tracking Tool (refer to 11.2.1 Lesson 2)—students may need additional copies

Student copies of the Rhetorical Impact Tracking Tool (refer to 11.2.1 Lesson 6)—students may need additional copies

Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)

Consider providing blank copies of the Ideas Tracking Tool and the Rhetorical Impact Tracking Tool since this is a new text in the module.

## 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 assessed standard for this lesson: RI.11-12.6. In this lesson, students explore Washington’s use of rhetoric in paragraphs 3–4 in order to analyze how his style and content contribute to the persuasiveness of his speech.

Students look at the agenda.

## Activity 2: Homework Accountability

25%

Instruct students to form pairs and share the vocabulary words they identified and defined in the previous lesson’s homework. (Read paragraphs 3–4 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: *cast, cultivating, heeding, injunction, proportion, superficial, substantial, gewgaws, tilling, grievances.*

Definitions are provided in the Vocabulary box in this lesson.

Instruct students to discuss their responses to the homework questions in pairs. (Respond briefly in writing to the following questions: What is the problem in the story that Washington tells in paragraph 3? What is the solution? Why might the “unfortunate” ship repeat their distress signal a second, “third and fourth” time after receiving a response from the “friendly” ship “at once”?)

### What is the problem in the story that Washington tells in paragraph 3? What is the solution?

The problem in the story is that the “distressed” ship is “lost at sea” (par. 3) and the people on the ship are in need of water because they are “d[y]ing of thirst” (par. 3). The solution in this story is that the “friendly” ship tells the “distressed” ship to “[c]ast down [their] bucket where [they] are” (par. 3) in order to find what they need. The “distressed” ship finally does cast down the bucket and finds “fresh, sparkling water” (par. 3).

### Why might “the unfortunate” ship repeat their distress signal a second, “third and fourth” time after receiving a response from the “friendly” ship “at once” (par. 3)?

“[T]he unfortunate vessel” repeats its signal because it does not understand “[t]he answer from the friendly vessel” (par. 3), or does not believe this answer is helpful. It does not make sense to the “unfortunate vessel” to throw “down [their] bucket where [they] are” (par. 3) because they think they will only pull up useless salt water.

**Differentiation Consideration:** Consider explaining that the “sea” (par. 3) is a body of salt water that is not safe for drinking, while a “river” (par. 3) is a body of fresh water that is safe for drinking. The

“mouth of the Amazon River” (par. 3) describes the point at which the freshwater river flows into the saltwater sea.

Lead a brief whole-class discussion of student responses.

Post or project the questions below for students to discuss. Instruct student pairs to answer the following questions before sharing out with the class.

**How does Washington’s use of repetition in the story of the “lost” (par. 3) ship impact the meaning and tone of the story?**

Student responses may include:

The repetition of the phrase “[w]ater, water” emphasizes the urgency and desperation of the “distressed” (par. 3) ship.

The repetition of the phrase “[c]ast down your bucket where you are” emphasizes the distrust, confusion, or doubt of the “unfortunate vessel” (par. 3), because they do not immediately understand or follow the advice of the “friendly vessel” (par 3).

The repetition of “[c]ast down your bucket where you are” emphasizes the strength of the belief of the “friendly vessel” that this is the correct “answer” (par. 3) to the lost ship’s distress.

**What larger idea might the phrase “[c]ast down your bucket where you are” (par. 3) represent in the story?**

Student responses may include:

The phrase “[c]ast down your bucket where you are” might represent the idea that what you are looking for can be found right in front of you.

The phrase “[c]ast down your bucket where you are” might represent the idea that when you are in need it is best to consider what is available around you.

Consider drawing students’ attention to their work with L.11-12.5, as they demonstrate understanding of figurative language.



### Activity 3: Masterful Reading

5%

Instruct students to take out and review their notes of their initial reactions and questions from the masterful reading in the previous lesson. Have students listen to a masterful reading of paragraphs 1–4 (from “Mr. President and Gentleman of the Board of Directors” through “permit our grievances to overshadow our opportunities”).

Students follow along, reading silently.

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

**How does Washington persuade his audience that African Americans should “[c]ast down [their] bucket where [they] are” (par. 3)?**

### Activity 4: Reading and Discussion

50%

Instruct students to form pairs. 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.

Distribute blank copies of the Rhetorical Impact Tracking Tool to students. Remind students to track Washington’s use of rhetoric on the tool as they read and analyze the text.

Instruct student pairs to read paragraph 3 (from “A ship lost at sea for many days” to “all races by whom we are surrounded”) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definitions: *sighted* means “to have seen someone or something,” *vessel* means “a ship or large boat,” *mast* means “a long pole that supports the sails of a boat or ship,” *distressed* means “feeling or showing extreme unhappiness or pain,” *bettering* means “making (something) higher in quality,” *underestimate* means “to think of (someone or something) as being lower in ability, influence, or value that that person or thing actually is,” *relations* means “the way in which two or more people, groups, countries, etc. talk to, behave toward, and deal with each other,” and *surrounded* means “the condition of having (someone or something) on every side of you.”

Students write the definitions of *sighted, vessel, mast, distressed, bettering, underestimate, relations, and surrounded* on their copies of the text or in a vocabulary journal.

### How does Washington relate the story of the ship to the ideas he introduces in paragraphs 1 and 2?

In paragraph 3, Washington uses the phrase “[c]ast down your bucket” (par. 3) to advise African Americans to remain in the South and seek what they need “where [they] are” through strengthening “friendly relations” (par. 3) with the white Southerners who live nearby, rather than searching somewhere else. This relates to the idea of strengthening the “friendship of the two races” in paragraph 1, which Washington believes will result in economic prosperity, or “a new era of industrial progress” (par. 2).

### What is the impact of Washington’s use of rhetoric in the story of the lost ship?

Student responses may include:

The story of the “ship lost at sea” (par. 3) contributes to the persuasiveness of Washington’s speech because the simple characters and events in this story represent more complex ideas that Washington conveys about contemporary events. Washington uses the story of a ship with desperately thirsty passengers that “[c]ast[s] down [its] bucket where [it] [is]” and finds “fresh, sparkling water” (par. 3) as a simple and accessible way of supporting his own opinion that African Americans should “cultivat[e] friendly relations with the Southern white man” (par. 3) rather than seeking what they need “in a foreign land” (par. 3).

Through the story of the lost ship and the repetition of the plea “[w]ater, water; we die of thirst!” (par. 3), Washington communicates the desperate condition of African Americans. Washington offers a solution for African Americans’ condition through his repetition of the simple advice of the ship’s captain to “[c]ast down your bucket where you are” (par. 3), or stay where they are and develop friendships with white Southerners.

Explain to students that the story of the two ships is an *allegory*. Explain that *allegory* means “a story in which the characters and events are symbols that stand for ideas about human life or for a political or historical situation.” Instruct students to write down this definition on their Rhetorical Impact Tracking Tools.

Students write the definition of *allegory* on their Rhetorical Impact Tracking Tools.

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

Students record the rhetoric discussed on their Rhetorical Impact Tracking Tools.

Remind students of their work with rhetoric in the first half of 11.2.1 while analyzing W.E.B. Du Bois's "Of Our Spiritual Strivings." If necessary, review the definitions and examples of rhetorical devices on the Rhetorical Impact Tracking Tools from earlier in the unit.

Instruct student pairs to read paragraph 4 (from "Cast it down in agriculture, mechanics, in commerce" to "permit our grievances to overshadow our opportunities") and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definitions: *bear in mind* means "to remember," *bear* means "to assume or accept (something, such as cost or responsibility)," *eloquent* means "clearly showing feeling or meaning," *emphasizing* means "giving special attention to (something)," and *prosper* means "to become very successful usually by making a lot of money."

Students write the definitions of *bear in mind*, *bear*, *eloquent*, *emphasizing*, and *prosper* on their copies of the text or in a vocabulary journal.

### How does Washington refine the meaning of the phrase "where you are" (par. 3) in paragraph 4?

In paragraph 3, Washington uses the phrase "where you are" to refer to the South when he advises African Americans against traveling to "a foreign land." Washington expands this meaning to include the idea that African Americans should put their energy into improving skills they already have through engaging in agricultural and industrial labor rather than participating in occupations that differ greatly from those with which they are familiar.

Consider drawing students' attention to their work with L.11-12.5, as they demonstrate an understanding of figurative language.

### What "chance" does Washington claim "the Negro is given" "in the South" (par. 4)?

Washington claims that despite the “sins” (par. 4) of slavery, the South offers African Americans unique economic opportunities “in the commercial world” (par. 4) to improve their condition.

**Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

**How might the phrases “dawn of our freedom” (par. 1) and “the first years of our new life” (par. 2) clarify the meaning of the “sins” of the “South” (par. 4) to which Washington refers?**

The phrases “dawn of our freedom” (par. 1) and “the first years of our new life” (par. 2) refer to the end of legal slavery in the South. Therefore, the “sins” of the South might refer to atrocities committed during slavery.

**What words or phrases clarify the meaning of “the productions of our hands” in paragraph 4?**

Student responses may include:

Washington’s advice at the beginning of paragraph 4 to “[c]ast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions” suggests that “the productions of our hands” refers to manual labor like farming, fixing machinery, and housework.

Washington’s reference to “the commercial world” (par. 4) suggests that “the productions of our hands” is related to the process of making or selling goods.

Washington’s reference to “common labour” and “the common occupations of life” (par. 4) indicates that “the productions of our hands” is work that is done by many people, or jobs that are widespread and typical.

Washington’s reference to “tilling a field” suggests that the “productions of our hands” refers to physical work like farming (par. 4).

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 phrase.

**What does Washington regard as the “greatest danger” in the transition “from slavery to freedom” (par. 4)?**

Washington believes that the “greatest danger” in the “great leap from slavery to freedom” (par. 4) is that African Americans will not value “common labour” (par. 4) and will wish to begin “at the top” (par. 2) instead of “put[ting] brains and skill into the common occupations of life” such as “agriculture” and “mechanics” (par. 4).

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

**To what does “the great leap from slavery to freedom” (par. 4) refer?**

“[T]he great leap from slavery to freedom” (par. 4) refers to the transition from slavery to freedom, or “the first years” (par. 2) after the end of legal slavery.

**What is the impact of the contrasts Washington establishes in paragraph 4?**

Student responses may include:

Washington contrasts “the superficial” with “the substantial” and “the ornamental gewgaws of life” with “the useful” (par. 4). These contrasts develop Washington’s point of view that “the common occupations of life” (par. 4), like farming, housework, and industry, are not only meaningful but they are essential for African Americans’ livelihood. These contrasts contribute to the persuasiveness of Washington’s point of view that African Americans should focus on commercial pursuits, because Washington frames other types of work as insignificant or superficial in comparison.

Washington contrasts “tilling a field” with “writing a poem” (par. 4). This contrast develops Washington’s view that farming is just as important, or more so at this point in time, than academic or artistic pursuits for African Americans. Framing the occupation of farming in this way supports Washington’s opinion that African Americans should focus on manual labor or economic pursuits as they transition “from slavery to freedom” (par. 4).

**Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding activity:

**What contrasts does Washington set up in paragraph 4?**

Student responses may include:

In paragraph 4, Washington contrasts the act of “tilling a field,” which he describes as “the bottom of life,” with “writing a poem,” which he describes as the “the top.”

In paragraph 4, Washington contrasts “writing a poem,” which he associates with the “ornamental gewgaws” and “the superficial” elements of life, with the act of “tilling a field,” which he associates with the “the substantial” and “the useful” elements of life.

Inform students that the contrasts they identified are examples of the rhetorical strategy of juxtaposition. Explain that *juxtaposition* means “an act or instance of placing close together or side by side, especially for comparison or contrast.” Instruct students to write down this definition on their Rhetorical Impact Tracking Tools.

Students write the definition of *juxtaposition* on their Rhetorical Impact Tracking Tools.

### How does Washington’s use of parallel structure in paragraph 4 contribute to the persuasiveness of this excerpt?

Student responses should include:

Washington uses parallel structure in paragraph 4 to make a connection between the phrase “we shall prosper in proportion as we learn to dignify and glorify common labour” and the phrase “shall prosper in proportion as we learn to draw the line between the superficial and the substantial.”

This structural choice contributes to the persuasiveness of this excerpt because it emphasizes that these two ideas are interrelated.

### How does Washington’s use of parallel structure and repetition clarify the meaning of “prosper in proportion” (par. 4) in this context?

Washington’s use of parallel structure and repetition clarifies that the phrase “prosper in proportion” (par. 4) means that the success and well-being of African Americans will increase gradually as they begin to see that the work that they do in “the common occupations of life” (par. 4) is honorable and worthy of respect.

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 phrase.

**Differentiation Consideration:** Consider encouraging students to deepen their analysis of Washington’s use of rhetoric in paragraph 4 with the following optional extension question:

**What is the rhetorical impact of Washington’s repetition of “shall prosper in proportion as we learn” (par. 4)?**

Washington uses this repetition to emphasize the importance of “dignify[ing] and glorify[ing] common labour” and “draw[ing] the line between the superficial and the substantial” (par. 4) elements of life. This repetition contributes to the persuasiveness of Washington’s speech by emphasizing his point of view that African Americans will thrive if they focus on the honorable work of “common labour” (par. 4) like farming,

**What is the purpose of Washington’s reference to “our grievances” (par. 4)?**

Washington’s reference to the painful history of slavery as past “sins” and current “grievances” (par. 4) reminds the white members of his audience of the responsibility they bear for the wrongs committed against African Americans in the recent past, while simultaneously acknowledging the inheritance of discrimination and oppression that African Americans must carry.

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

**What does Washington’s reference to the “sins” of the “South” suggest about the meaning of the phrase “our grievances” (par. 4)?**

Washington’s reference to the “sins” of the “South” earlier in this paragraph suggests that “our grievances” (par. 4) refers to the human rights violations that African Americans experienced because of slavery.

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 phrase.

**How does the final sentence of paragraph 4 further refine Washington’s point of view?**

Although Washington acknowledges the pain of slavery in his mention of current “grievances” (par. 4), he advises African Americans against letting this history of oppression prevent them

from taking advantage of future “opportunities” (par. 4) for progress and prosperity in the South. Washington’s belief that African Americans should “[c]ast down [their] bucket” (par. 3) amongst those who “sin[ned]” (par. 4) against them requires putting aside their painful past in order to focus on a better future.

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

Students record the rhetoric discussed on their Rhetorical Impact Tracking Tools.

See the Model Rhetorical Impact Tracking Tool.

### Activity 5: Quick Write

**10%**

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

**How does Washington’s use of rhetoric contribute to the persuasiveness of this excerpt?**

Instruct students to look at their annotations and their Rhetorical Impact Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever 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.

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 6: Closing

**5%**

Distribute blank copies of the Ideas Tracking Tool to each student. Display and distribute the homework assignment. For homework, instruct students to preview paragraph 5 of the “Atlanta Compromise Speech” (from “To those of the white race who look” to “in all things essential to mutual progress”). 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 the first four paragraphs of this text to their Ideas Tracking Tools.

Students follow along.

## Homework

Preview paragraph 5 of the “Atlanta Compromise Speech” (from “To those of the white race who look” to “in all things essential to mutual progress”), and 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 the first four paragraphs of this text to your Ideas Tracking Tool.

## Model Rhetorical Impact Tracking Tool

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

**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)
<p>Allegory: a story in which the characters or events are symbols that stand for ideas about human life or for a political or historical situation</p>	<p>From “A ship lost at sea for many days” to “water from the mouth of the Amazon River” (par. 3)</p>	<p>The allegory of the lost ship contributes to the persuasiveness of Washington’s text because the characters and events in this story represent Washington’s opinion that the “those of [his] race” should “cultivat[e] friendly relations with the Southern white man” rather than seeking what they need “in a foreign land” (par. 3).</p>
<p>Repetition: the act of saying or writing something again</p>	<p>“Cast down your bucket where you are” (par. 3) “Cast it down” (par. 3–4)</p>	<p>The repetition of the phrase “[c]ast down your bucket where you are” (par. 3) and the related phrase “[c]ast it down” (par. 4) emphasizes the power and importance of Washington’s opinion that African Americans can only improve their situation by staying in the South, developing friendships with white Southerners, and developing the skills they already have in “the common occupations of life” (par. 4).</p>
<p>Repetition and parallel structure</p>	<p>“shall prosper in proportion as we learn” (par. 4)</p>	<p>Washington’s use of parallel structure and repetition clarifies that the phrase “prosper in proportion” (par. 4) means that the success and well-being of African Americans will increase gradually. This reinforces</p>

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<p>Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast</p>	<p>“dignify and glorify common labour” (par. 4)                  “the superficial” with “the substantial” (par. 4)                  “the ornamental gewgaws of life” with “the useful” (par. 4)                  “tilling a field” with “writing a poem” (par. 4)</p>	<p>Washington’s point of view that African Americans will progressively improve their circumstances when they begin to see the work that they do in “the common occupations of life” (par. 4) is honorable and worthy of respect.</p>
	<p>This juxtaposition of the words “dignify and glorify” and “common” (par. 4) develops Washington’s point of view that “common labour” (par. 4) is something that is honorable and should be celebrated.                  These contrasts develop Washington’s point of view that “the common occupations of life” (par. 4), like farming, housework, and industry, are not only meaningful but also essential for African Americans’ livelihood. These contrasts contribute to the persuasiveness of Washington’s point of view that African Americans should focus on commercial pursuits, because Washington frames other types of work as insignificant and superficial in comparison.</p>	

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# 11.2.1 Lesson 20

## Introduction

In this lesson, students read and analyze paragraph 5 of Booker T. Washington’s “Atlanta Compromise Speech” (from “To those of the white race who look” to “in all things essential to mutual progress”). In this paragraph, Washington addresses “the white race” and advises them to work with African Americans to ensure the success of the South. Students explore how Washington refines the meaning of the phrase “[c]ast down your bucket” in paragraph 5 to further develop his point of view. Student learning is assessed via a Quick Write at the end of the lesson: How does Washington refine the phrase “[c]ast down your bucket” in paragraphs 3–5 to further develop his point of view?

For homework, students preview paragraphs 6–7, box unfamiliar words, and look up their definitions. Additionally, students add at least two ideas introduced in paragraph 5 of Washington’s speech to their Ideas Tracking Tools and determine one central idea.

## Standards

Assessed Standard(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.11-12.6	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>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>
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>

## Assessment

<b>Assessment(s)</b>
<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> <p style="padding-left: 40px;">How does Washington refine the phrase “[c]ast down your bucket” in paragraphs 3–5 to further develop his point of view?</p>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <p style="padding-left: 40px;">Determine how Washington refines the phrase “[c]ast down your bucket” in paragraphs 3–5 (e.g., In paragraphs 3–4, Washington introduces the phrase “[c]ast down your bucket” (par. 3) to encourage African Americans to improve their circumstances in the South by “cultivating friendly relations with the Southern white man” (par. 3) and by participating in the business opportunities available in the South. In (par. 5), Washington repeats the phrase “[c]ast down your bucket” to advise white Southerners to work alongside their African American neighbors in order to ensure commercial and industrial success for the South.).</p> <p style="padding-left: 40px;">Analyze how the refinement of this phrase further develops Washington’s point of view (e.g., By giving the same advice to both races, Washington develops a point of commonality amongst white and African American Southerners. This develops Washington’s point of view that “the prosperity of the South” (par. 5) is dependent upon African Americans and white Southerners building a cooperative relationship. The South can only prosper if African Americans and white Southerners turn to each other and work together, even though they might distrust each other.).</p>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<p style="padding-left: 40px;">treacherous (adj.) – not able to be trusted</p> <p style="padding-left: 40px;">law-abiding (adj.) – obedient to law</p>

Vocabulary to teach (may include direct word work and/or questions)
<p>fidelity (n.) – the quality of being faithful or loyal to a country, organization, etc.</p> <p>mutual (adj.) – shared between two or more people or groups</p>
Additional vocabulary to support English Language Learners (to provide directly)
<p>tongue (n.) – language</p> <p>proved (v.) – to have turned out to have been</p> <p>firesides (n.) – homes</p> <p>strikes (n.) – periods of time when workers stop work in order to force an employer to agree to their demands</p> <p>bowels (n.) – the deep inner parts of something</p> <p>representation (n.) – something (such as a picture or a symbol) that stands for something else</p> <p>grounds (n.) – reasons for doing or thinking something</p> <p>surplus (adj.) – more than the amount that is needed</p> <p>unresentful (adj.) – not showing a feeling of anger or displeasure about someone or something</p> <p>unfair</p> <p>humble (adj.) – showing that you do not think of yourself as better than other people</p> <p>interlacing (v.) – joining together (narrow things, such as strings or branches) by crossing them over and under each other</p>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <p>Standards: RI.11-12.4, RI.11-12.6, W.11-12.9.b, L.11-12.4.a, L.11-12.5.a</p> <p>Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraph 5</p>	



<b>Learning Sequence:</b>	
Introduction of Lesson Agenda	1. 5%
Homework Accountability	2. 10%
Masterful Reading	3. 5%
Reading and Discussion	4. 65%
Quick Write	5. 10%
Closing	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.
	<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 assessed standards for this lesson: RI.11-12.4 and RI.11-12.6. In this lesson, students explore how Washington refines the meaning of the phrase “[c]ast down your bucket” in paragraph 5 to further develop his point of view.

Students look at the agenda.

### Activity 2: Homework Accountability

10%

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 the first four paragraphs of this text to your Ideas Tracking Tool.)

Students discuss the additions they made to their Ideas Tracking Tools in pairs.

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

Instruct student pairs to share the vocabulary words they identified and defined in the previous lesson's homework. (Preview paragraph 5 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: *treacherous, law-abiding*.

Definitions are provided in the Vocabulary box in this lesson.

### Activity 3: Masterful Reading

**5%**

Have students listen to a masterful reading of paragraph 5 (from "To those of the white race who look" to "in all things essential to mutual progress"). Ask students to listen for details on how Washington further develops his point of view in this paragraph.

Students follow along, reading silently.

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

**How has the meaning of the phrase "[c]ast down your bucket" changed in paragraph 5?**

### Activity 4: Reading and Discussion

**65%**

Instruct students to form pairs. 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.

Instruct student pairs to read the first half of paragraph 5 (from "To those of the white race who look" to "the waste places in your fields, and run your factories") and annotate the first half of paragraph 5 for repeating phrases.

Students annotate their text for repeating phrases.

Student annotations may include:

"Cast down your bucket where you are" (par. 5).

“Cast it down among the eight millions of Negroes whose habits you know” (par. 5).

“Cast down your bucket among these people” (par. 5).

“Casting down your bucket among my people” (par. 5).

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

**Differentiation Consideration:** Consider providing students with the following definitions: *tongue* means “language,” *proved* means “to have turned out to have been,” *firesides* means “homes,” *strikes* means “periods of time when workers stop work in order to force an employer to agree to their demands,” *bowels* means “the deep inner parts of something,” *representation* means “something (such as a picture or a symbol) that stands for something else,” *grounds* means “reasons for doing or thinking something,” and *surplus* means “more than the amount that is needed.”

Students write the definitions of *tongue*, *proved*, *firesides*, *strikes*, *bowels*, *representation*, *grounds*, and *surplus* on their copies of the text or in a vocabulary journal.

Instruct student pairs to answer the following questions before sharing out with the class. Remind students to track Washington’s use of rhetoric on their Rhetorical Impact Tracking Tools as they read and analyze the text.

### What words and phrases in the text clarify whom Washington addresses in this paragraph?

Student responses may include:

The phrase “[t]o those of the white race” indicates that Washington addresses the “white” members of his audience.

The phrase “who look to the incoming of those of foreign birth and strange tongue and habits for the prosperity of the South” clarifies that Washington speaks “[t]o those of the white race” who look to immigrants to help the South prosper.

The phrase “[he] would repeat what [he] say[s] to [his] own race” clarifies that Washington now speaks to people who are not of “[his] own race.”

### What is the impact of Washington’s shift in address?

Washington shifts from speaking “[t]o those of [his] race” (par. 3), African Americans, to addressing “those of the white race” (par. 5). With this shift, Washington establishes that the message of his speech is necessary for both races. Although he is not a member of “the white race” (par. 5), Washington believes he has valuable knowledge and advice to offer.

**What advice does Washington give “[t]o those of the white race” (par. 5)? How does this relate to the advice he gave “[t]o those of [his] race” in (par. 3)?**

Student responses should include:

Washington repeats the same advice that he gives to African Americans “[t]o those of the white race” advising them to also “[c]ast down [their] bucket[s] where [they] are” (par. 5). Instead of “look[ing] to the incoming of those of foreign birth” (par. 5), or immigrants, Washington urges white Southerners to rely upon the many African Americans they already know to help rebuild the South.

This advice echoes the advice Washington gave “[t]o those of [his] race” in paragraph 3 to develop friendships with white Southerners instead of “bettering their condition in a foreign land.” In both instances, Washington advises Southerners, white and African American, to look to each other in order to achieve progress, rather than leaving or turning to outsiders.

**What is the effect of Washington’s repetition of advice in paragraphs 3 and 5?**

By repeating the phrase “[c]ast down your bucket where you are” (par. 5) to white Southerners in addition to “[his] own race” (par. 5), Washington creates a sense of unity, similarity, or shared experience between the two races because he offers the same advice to everyone.

**How does Washington’s specific word choice in his description of “those of foreign birth” contribute to the persuasiveness of his speech?**

Washington describes “those of foreign birth” as having “strange tongue[s] and habits.” Washington’s choice of the word “strange” emphasizes the familiarity, comfort, and safety of “the eight millions of Negroes whose habits [they] know.” Washington’s suggestion that working with African Americans is a safe and comfortable alternative to working with unfamiliar and

“strange” foreigners supports his point of view that white Southerners should rely upon African Americans whom they already know, rather than take the chance on those they do not know.

**Differentiation Consideration:** Consider providing the following optional extension question to deepen students’ understanding:

**Why might white Southerners prefer to rely upon “those of foreign birth”?**

White Southerners might prefer to rely upon “those of foreign birth” because they are afraid of working with those that they had recently enslaved.

**What words and phrases develop the meaning of *fidelity* in this context?**

Washington pairs the word “fidelity” with the word “love,” both of which white Southerners “tested,” which suggests that *fidelity* means a strong love or faithfulness that has continued despite difficult challenges or tests.

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 relationship does Washington establish between African Americans and “the white race”?**

Student responses may include:

Washington establishes that African Americans feel a sense of steadfast loyalty to “the white race.”

Washington establishes that the “fidelity” of African Americans toward “the white race” has been “tested,” which indicates that the loyalty of African Americans to white Southerners has not always been returned.

Washington establishes that although African Americans have chosen to be loyal to “the white race,” if they had chosen otherwise, it could have resulted in “the ruin” or destruction of the homes of white Southerners.

**How does the idea of *fidelity* impact the persuasiveness of Washington’s advice to “the white race”?**

The idea of the “fidelity” of African Americans strengthens the persuasiveness of Washington’s advice, because it demonstrates that African Americans are trustworthy and reliable, because they have shown only “fidelity and love” to white Southerners even in the face of opposition.

**What is the impact of Washington’s description of the work African Americans did in the past? How does this description support Washington’s ideas about the “future”?**

Student responses should include:

In his description of the work African Americans did in the past, Washington emphasizes both the importance and amount of the work African Americans produced for white Southerners—including “till[ing] [their] fields,” constructing infrastructure, and mining the land.

By choosing to focus on the extensive contributions African Americans made to the South during their enslavement, Washington conveys how much they can contribute to the future “prosperity of the South” as free men and women.

**How does Washington further develop his advice to “[c]ast down your bucket” in the sentence beginning with “Casting down your bucket among my people”?**

In this sentence, Washington clarifies that “[c]asting down your bucket” means that “those of the white race” should “help[] and encourag[e]” African Americans by supporting them in their pursuit of “education” or job training, because educated African Americans will in turn support white Southerners by buying and working their “land” and “run[ning] [their] factories.”

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

- Students record the rhetoric discussed on their Rhetorical Impact Tracking Tools.

See the Model Rhetorical Impact Tracking Tool.

Instruct student pairs to reread the second half of paragraph 5 (from “While doing this, you can be sure” to “in all things essential to mutual progress”) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definitions: *unresentful* means “not showing a feeling of anger or displeasure about someone or something unfair,” *humble* means “showing that you do not think of yourself as better than other people,” and *interlacing* means “joining together (narrow things, such as strings or branches) by crossing them over and under each other.”

Students write the definitions of *unresentful*, *humble*, and *interlacing* on their copies of the text or in a vocabulary journal.

### **What is the rhetorical effect of the imagery in Washington’s description of the “loyalty” African Americans “proved ... in the past”?**

Washington describes this “loyalty” through images of African Americans caring for white Southerners and their families, such as “nursing” the “children” of white Southerners, “watching by the sick-bed of [their] mothers and fathers,” and “following” white Southerners “with tear-dimmed eyes to their graves.” This imagery contributes to the persuasiveness of Washington’s point of view, because it suggests that African Americans can truly be trusted, since their “loyalty” or fidelity comes from a personal, emotional, or familial connection and love for white Southerners.

### **How does Washington refine the idea of loyalty through his description of the “devotion” of African Americans? How does this contribute to the persuasiveness of his advice?**

Student responses should include:

Washington refines the idea of loyalty by describing the “devotion” of African Americans as both self-sacrifice, or a willingness “to lay down [their] lives” for white Americans, and as a willingness to adopt the “interests” of white Americans.

Washington makes his advice more persuasive by demonstrating that African Americans are so loyal to white Americans that they are willing to put aside their own interests for those of



white Americans. This is intended to assure white Southerners that African Americans will continue to act in their interests even though slavery has ended.

**Differentiation Consideration:** Consider encouraging students to deepen their analysis by posing the following extension question:

**What idea does Washington express through the use of the word “interlacing” in the phrase “interlacing our industrial, commercial, civil, and religious life with yours”?**

Because interlacing involves joining various elements together by crisscrossing them, Washington expresses that when joined together, specific interests of African Americans and specific interests of white Southerners come together as “one” and reinforce each other equally.

**How does Washington use figurative language to clarify his view on what is “essential” for “mutual progress”?**

Washington uses the image of a hand with separate fingers to create a distinction between the “industrial, commercial, civil, and religious” and “all things ... purely social.” Washington’s use of figurative language clarifies that his vision for Southern progress does not require that African Americans be integrated in white social life. Rather, progress requires that African American and white Southerners establish a working relationship in their “industrial, commercial, civil, and religious life” in order to jointly improve the economic condition of the South.

Consider drawing students’ attention to their work with L.11-12.5.a, as they use context to determine the meaning and role of figurative language in this text.

**What does Washington mean by “mutual progress”?**

Washington describes “mak[ing] the interests of both races one” and being “one as the hand.” Therefore, mutual progress means shared progress.

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.

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

Students record the rhetoric discussed on their Rhetorical Impact Tracking Tools.

See the Model Rhetorical Impact Tracking Tool.

### Activity 5: Quick Write

**10%**

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

**How does Washington refine the phrase “[c]ast down your bucket” in paragraphs 3–5 to further develop his point of view?**

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.

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 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to preview 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 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 paragraph 5 of this text to their Ideas Tracking Tools and determine one central idea introduced in the speech thus far.

Students follow along.

## Homework

Preview 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”). 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 paragraph 5 of this text to your Ideas Tracking Tool and determine one central idea introduced in the speech thus far.

## 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
1–2	The recognition of “the value and manhood of the American Negro” (par. 1) will result in “industrial progress” (par. 2) in the South.	Washington introduces this idea by stating that the recognition of the “value and manhood of the American Negro” will “cement the friendship of the two races” (par. 1), and that this “will awaken among us a new era of industrial progress” (par. 2).
2	In the first years after slavery ended, African Americans pursued goals that they should have waited to pursue.	Washington introduces this idea through the phrase “in the first years of our new life we began at the top instead of at the bottom” (par. 2). This phrase suggests that African Americans should have focused on economic rather than political pursuits.
3	African Americans should “better[] their condition” by making friends “with the	Washington introduces this idea through the allegory of the lost ship that “[c]ast down [its] bucket where [it] [was]” (par. 3) and drew up fresh water. Through this allegory, Washington emphasizes that just like the “ship

	Southern white man” (par. 3).	lost at sea” (par. 3), African Americans should try to improve their circumstances by investing time and energy into the South, rather than “in a foreign land” (par. 3).
4	African Americans need to start “at the bottom” (par. 4) by engaging in labor and commerce.	Washington introduces this idea by refining the phrase “[c]ast down your bucket where you are” (par. 3) when he states “[c]ast it down in agriculture, mechanics, in commerce, in domestic service, and in the professions” (par. 4).

## Model Rhetorical Impact Tracking Tool

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

**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):

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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)
<p>Repetition: the act of saying or writing something again</p>	<p>“Cast down your bucket where you are” (par. 5)                      “Cast it down” (par. 5)                      “Cast down your bucket among these people” (par. 5)                      “Casting down your bucket among my people” (par. 5)</p>	<p>Washington repeats the same advice that he gives to African Americans “to those of the white race” (par. 5). Instead of “look[ing] to the incoming of those of foreign birth” (par. 5), or immigrants, Washington urges white Southerners to rely upon the many African Americans they already know and have worked with to help rebuild the South. By repeating the advice to white Southerners, Washington develops his point of view that Southerners, white and African American, should look to each other in order to achieve “prosperity” (par. 5), rather than leaving or turning to outsiders. Through repetition, Washington creates a sense of unity, similarity, or shared experience between the two races.</p>
<p>Imagery</p>	<p>“in nursing your children, watching by the sick-bed of your mothers and fathers, and often following them with tear-dimmed eyes to their graves” (par. 5)</p>	<p>Washington uses this imagery to describe the “loyalty” (par. 5) of African Americans to white Southerners. This imagery establishes African Americans as crucial members of white families who serve these families because they care. This imagery contributes to the persuasiveness of Washington’s point of view because it suggests African Americans can truly be trusted, since their “loyalty” (par. 5) or fidelity comes from a personal or emotional connection and love for “those of the white race” (par. 5).</p>

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# 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. 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. <ul style="list-style-type: none"> <li>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.</li> </ul>

## 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
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
curtail (v.) – to cut short; reduce; diminish constitute (v.) – to compose; form
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
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
<b>Standards &amp; Text:</b> 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	
<b>Learning Sequence:</b>	
Introduction of Lesson Agenda	1. 5%
Homework Accountability	2. 15%
Masterful Reading	3. 5%
Reading and Discussion	4. 60%
Quick Write	5. 10%
Closing	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.
	<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 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.

- L 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.)

- L Students may identify the following words: *stimulating, oppressor, oppressed, abreast, veritable, stagnating, retarding, body politic.*
- L 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.

**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.

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.

**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.

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.

**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.

**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.

**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).

- 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.

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

<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
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

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

**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)
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File: 11.2.1.Lesson 21 Date: 9/12/14 Classroom Use: Starting 9/2014  
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<p>Hyperbole: obvious and intentional exaggeration</p>	<p>“Effort or means so invested will pay a thousand per cent interest” (par. 6).</p>	<p>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.</p>
<p>Allusion: an implied or indirect reference</p>	<p>“The laws of changeless justice bind Oppressor with oppressed; / And close as sin and suffering joined We march to fate abreast...” (par. 6)</p>	<p>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 “inevitable[y]” (par. 6) bound together.</p>
<p>Imagery: the use of figurative language or vivid descriptions to make pictures in the reader’s mind</p>	<p>“Nearly sixteen millions of hands” (par. 7)</p>	<p>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.</p>
<p>Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast</p>	<p>“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</p>	<p>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</p>



<p>Repetition: the act of saying or writing something again</p>	<p>effort to advance the body politic” (par. 7)</p>	<p>the body politic” (par. 7).</p> <p>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).</p> <p>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.</p>
<p>Parallel structure: using the same pattern of words to show that two or more ideas are equally important</p>	<p>“We shall constitute one-third and more of the Negro race” (par. 1).                  “We shall constitute one-third and more”; “we shall contribute one-third” (par. 7)</p> <p>“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).</p>	<p>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.</p>

File: 11.2.1 Lesson 21 Date: 9/12/14 Classroom Use: Starting 9/2014  
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## 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.  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.
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]”).

## Assessment

Assessment(s)
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:

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.

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.

### High Performance Response(s)

A High Performance Response should:

Refine and develop the original Quick Write by including additional evidence from paragraphs 8–9 (see example below).

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).

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:

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.
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
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
<p><b>Standards &amp; Text:</b></p> <p>Standards: RI.11-12.6, W.11-12.2.d, W.11-12.5, W.11-12.9.b</p> <p>Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraphs 8–9</p>	
<p><b>Learning Sequence:</b></p> <p>Introduction of Lesson Agenda</p> <p>Homework Accountability</p> <p>Reading and Discussion</p> <p>Writing Instruction</p> <p>Quick Write Revision</p> <p>Closing</p>	<p>1. 5%</p> <p>2. 10%</p> <p>3. 40%</p> <p>4. 15%</p> <p>5. 25%</p> <p>6. 5%</p>

## 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.*

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.

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

If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for this lesson.

**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.

**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.

**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.

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.

**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.

If necessary, consider reminding students that domain-specific vocabulary refers to words that are unique to a certain content area or subject.

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.

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.

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.

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>
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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

**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):

File: 11.2.2 Lesson 22 Date: 9/12/2014 Classroom Use: Starting 9/2014  
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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)
<p>Appeal to pathos: efforts to sway a reader's or listener's opinion by depicting issues in a way that sways their feelings about an issue</p>	<p>"the path ... has not been trodden without contact with thorns and thistles" (par. 8)</p>	<p>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 trying to improve their economic circumstances experienced.</p>
<p>Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast.</p>	<p>"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>	<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

Name:		Class:	Date:
<p><b>Directions:</b> 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.</p>			
<p><b>Text:</b> “Atlanta Compromise Speech” by Booker T. Washington</p>			
Para. #	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.	

File: 11.2.2 Lesson 22 Date: 9/12/2014 Classroom Use: Starting 9/2014  
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# 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> <p style="padding-left: 40px;">How do two central ideas build on one another to advance Washington’s purpose in this excerpt?</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <p>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).</p> <p>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).</p> <p>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).</p>

## Vocabulary

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

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
Standards: RI.11-12.2, RI.11-12.6, W.11-12.9.b, L.11-12.4.a	
Text: “Atlanta Compromise Speech” by Booker T. Washington, paragraph 10	
<b>Learning Sequence:</b>	
Introduction of Lesson Agenda	1. 5%
Homework Accountability	2. 10%
Reading and Discussion	3. 55%
Quick Write	4. 15%

Closing	5. 15%
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## 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.

If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

**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.

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.

**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.

**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.

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.”

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.

**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.

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.

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).

# 11.2.1 Lesson 24

## Introduction

In this lesson, students begin preparing for the End-of-Unit Assessment in Lesson 26 by engaging in evidence-based discussions about W.E.B. Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* and Booker T. Washington’s “Atlanta Compromise Speech.” This lesson presents students with their first structured opportunity to discuss both texts in relation to each other, specifically focusing on how the respective authors develop related central ideas. Students use their completed Ideas Tracking Tools, Rhetorical Impact Tracking Tools, and notes and annotations to inform their discussions and further their analysis of the texts. Additionally, students are introduced to argument terminology to prepare for further analysis of both texts in the following lesson. Students demonstrate their learning at the end of the lesson with a peer-assessed discussion of the following prompt: Identify one example of each author’s use of rhetoric and explain how it advances his point of view.

For homework, students identify examples of claims, evidence, and reasoning from Washington’s “Atlanta Compromise Speech.”

## Standards

Assessed Standard(s)	
NJSLSRA.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.
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.

<p>SL.11-12.1.a, c</p>	<p>Initiate and participate effectively in a range of collaborative discussion (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. 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.</p> <p>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.</p>
<p><b>Addressed Standard(s)</b></p>	
<p>W.11-12.9.b</p>	<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

<p><b>Assessment(s)</b></p>
<p>Student learning is assessed via a small-group discussion at the end of the lesson. Students discuss the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <p style="padding-left: 40px;">Identify one example of each author’s use of rhetoric and explain how it advances his point of view.</p> <p style="padding-left: 40px; color: #4F7942;">Student discussions are assessed using the relevant portions of the <a href="#">Speaking and Listening Rubric</a></p>



and Checklist.

### High Performance Response(s)

A High Performance Response should:

Identify each author's point of view (e.g., Washington's point of view is that African Americans should "better[] their condition" (Washington, par. 3) by focusing on achieving economic stability and self-reliance through participation in business and industry. In "Of Our Spiritual Strivings," Du Bois's point of view is that African Americans can only "gain[] and perfect[] ... liberty" (Du Bois, par. 8) by securing freedom, political power, and education).

- Identify one example of rhetoric from "Of Our Spiritual Strivings" and "Atlanta Compromise Speech" (e.g., Washington uses the allegory of the lost ship to advise both African Americans and white Southerners to "[c]ast down [their] bucket where [they] are" (Washington, pars. 3, 5), encouraging both races to look to each other and work together to achieve material prosperity. Du Bois uses repeated allusions to the Bible, specifically to the Israelite's journey to the "promised land" (Du Bois, par. 6). Du Bois further develops the allusion using "the mountain path to Canaan" (Du Bois, par. 8) as a metaphor for African Americans' pursuit of education).

Explain how each author's use of rhetoric advances his point of view. For example:

Washington uses the allegory of a ship captain who is "lost at sea" (Washington, par. 3). The captain listens to the surprising advice of another ship captain, throws his bucket down into the sea, and finds fresh river water. This allegory advances his point of view that African Americans should "better[] their condition" (Washington, par. 3) by staying in the South and developing the skills they already have. Washington uses this allegory to encourage African Americans to focus on "common labour" (Washington, par. 4) a type of work they are already familiar with, in order to achieve economic stability for themselves and contribute to "the prosperity of the South" (Washington, par. 5), rather than focusing on politics and social pursuits.

Du Bois compares the story of the Israelites' quest for the promised land of Canaan to African Americans' search for complete liberty. This comparison advances his point of view that African Americans need the "ideals" of freedom, political power, and education "melted and welded into one" (Du Bois, par. 12) in order to truly be free. Just as the

enslaved Israelites journeyed long and far in search of the promised land, African Americans had to continue to search for freedom even after Emancipation (Du Bois, par. 7). Du Bois expands this metaphor to describe how African Americans began to see education as “a mountain path to Canaan” that would guide them towards the promised land, since “the dream of political power” (Du Bois, par. 8) had not yielded the liberty they sought. Despite the “inches of progress” (Du Bois, par. 9) that brought African Americans closer to achieving liberty, Du Bois writes that “Canaan” remained “always dim and far away” (Du Bois, par. 9), indicating that African Americans were unable to find the liberty they sought by pursuing education alone. Rather, Du Bois believes that it is the combination of the ideals of freedom, education and political power, “not successively but together,” that will enable African Americans to finally find the freedom they seek (Du Bois, par. 12).

## Vocabulary

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

None.\*

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

None.\*

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

None.\*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
Standards: NJLSRA.R.9, RI.11-12.6, SL.11-12.1.a, c, W.11-12.9.b	
Text: <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	
<b>Learning Sequence:</b>	
Introduction of Lesson Agenda	1. 5%
Homework Accountability	2. 5%
Related Ideas Discussion	3. 25%
Lesson Assessment: Small-Group Discussion	4. 40%
Introduction to Argument Terms	5. 20%
Closing	6. 5%

## 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 Rhetorical Impact 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 6)

Student copies of the annotated texts, “Of Our Spiritual Strivings” by W.E.B. Du Bois and “Atlanta Compromise Speech” by Booker T. Washington

Copies of the Speaking and Listening Rubric and Checklist for SL.11-12.1a and SL.11-12.1.c for each student

Copies of the Argument Visual Handout for each student

## 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: CCRA.R.9, RI.11-12.6, and SL.11-12.1.a, c. In this lesson, students prepare for the End-of-Unit Assessment in Lesson 26 by analyzing similar or related central ideas present in Washington’s “Atlanta Compromise Speech,” and Du Bois’s “Of Our Spiritual Strivings.” Students analyze the texts in whole-class and small-group discussions, guided by their completed Ideas Tracking Tools and Rhetorical Impact Tracking Tools. Additionally, students are introduced to argument terminology to prepare for further analysis of both texts in the following lesson.

Students look at the agenda.

### Activity 2: Homework Accountability

5%

Instruct students to form pairs and discuss the annotations they made for the previous lesson’s 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.)

Students form pairs and discuss the connections between the two texts.

Student responses may include:

Exclamation points by Du Bois’s reference to the “Negro problem” (Du Bois, pars. 9, 13) and Washington’s reference to “the great and intricate problem” (Washington, par. 10).

Although each author uses the term “problem” (Du Bois, pars. 1–2, 6, 9, 13; Washington, par. 10) differently, both use it to refer to the condition of African Americans in the post-Emancipation South in relation to white Americans.

Exclamation points by Du Bois’s discussion of “the ideal of fostering and developing the traits and talents of the Negro, not in opposition to or contempt for other races, but rather in large conformity to the greater ideas of the American Republic” (Du Bois, par. 12), and Washington’s statement that “[i]f anywhere there are efforts tending to curtail the fullest growth of the Negro, let these efforts be turned into stimulating, encouraging, and making him the most useful and intelligent citizen” (Washington, par. 6). Both authors express the need for the nation to rally around and support African Americans.

### Activity 3: Related Ideas Discussion

25%

Explain to students that this part of the lesson is a whole-class discussion that draws upon their completed Ideas Tracking Tools, notes, and annotations from both texts.

The purpose of this discussion is to position Washington’s and Du Bois’s texts in relation to one another in order to draw out the nuances of each author’s ideas, rather than to position the texts as opposite sides of an issue.

Display and distribute copies of the Speaking and Listening Rubric and Checklist. Explain to students that they will use the Speaking and Listening Rubric and Checklist for SL.11-12.1a and SL.11-12.1.c, to frame their participation in this whole-class discussion and, in the next activity, to assess their peers’ participation and contributions to a small-group discussion. Instruct students to review the sections of

the Speaking and Listening Rubric and Checklist that pertain to SL.11-12.1.a and SL.11-12.1.c, and recall the focus of each of these substandards.

Student responses should include:

Standard SL.11-12.1.a has to do with preparation. Students should come to the discussion informed and able to refer to relevant evidence and information about the topic.

Standard SL.11-12.1.c has to do with participation. Students should be involved in the discussion by asking and responding to questions, and make sure that the discussion takes into account all perspectives.

Students were introduced to SL.11-12.1.a and c in Module 11.1.2 Lesson 3.

Post or project the following guiding questions to structure the whole-class discussion:

**How do central ideas in Washington’s “Atlanta Compromise Speech” relate to central ideas in Du Bois’s “Of Our Spiritual Strivings”?**

Prosperity and Progress.

Both Washington and Du Bois discuss the idea of the prosperity and progress of African Americans after Emancipation. Although each author discusses African American progress in their respective text, they approach it in very different ways.

- Washington develops the idea that African American progress will come through cooperating with (and working for) white Southerners “in agriculture, mechanics, in commerce, in domestic service, and in the professions” (Washington, par. 4). He speaks of progress as a slow and steady “path” (Washington, par. 8) that involves starting “at the bottom of life” and “dignify[ing] and glorify[ing] common labour” as opposed to engaging in “the superficial ... the ornamental gewgaws of life” (Washington, par. 4) like politics or the arts.
- Du Bois develops the idea that African Americans will progress through freedom, political power, and education together, because these ideals will help them to achieve “the ideal of human brotherhood” (Du Bois, par. 12). He states that in order for the African American “to attain his place in the world, he must be himself, and not another”

(Du Bois, par. 9), or respect and value his own racial identity rather than determining or defining his own worth through “the other world” (Du Bois, pars. 1, 12). Du Bois asserts that in order to achieve this, the ideals of education, freedom, and political power need to be “melted and welded into one” (Du Bois, par. 12). Du Bois does not advocate for “work, culture, liberty” incrementally or “successively” (Du Bois, par. 12) but rather pursued all together at the same time.

### “Problem”

Both authors refer to the “problem” (Du Bois, pars. 1–2, 6, 9, 13; Washington, par. 10) when discussing the status or condition of African Americans after Emancipation.

- The “Negro problem” (Du Bois, pars. 9, 13) is a recurrent idea in Du Bois’s text, and describes the awareness African Americans have that white Americans perceive them as “a problem” (Du Bois, pars. 1–2). Du Bois writes that the “American world” is “a world that yields [African Americans] no true self-consciousness, but only lets [them] see [themselves] through the revelation of the other world” (Du Bois, par. 3). Du Bois further develops this idea by explaining that the “problem” (Du Bois, pars. 1–2) is actually a “social problem” (Du Bois, par. 6), one that affects all Americans.
- In contrast, Washington’s reference to “the great and intricate problem” (Washington, par. 10) pertains only to the South, as he specifies that “God has laid” this problem “at the doors of the South” (Washington, par. 10). Because the “problem” is apparent in “sectional differences and racial animosities and suspicions” (Washington, par. 10), Washington suggests that the “problem” may prevent not only Southern economic success but also the attainment of the “higher good” that is “far above and beyond” (Washington, par. 10) the “product[s] of field, of forest, of mine, of factory, letters, and art” (par. 10) on display at the Exposition.

### Role of African Americans in American Culture

Both authors discuss the role of African Americans in American culture.

- Washington assures his white Southern audience that African Americans will remain separate from the social life of white Americans using the metaphor of a hand, to express that “[i]n all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress” (Washington, par. 5). In

this way, Washington explains that African American and white Southerners can work together without completely integrating all aspects of their lives. After stating that “questions of social equality” would cause “agitation” and be “the extremest folly” (Washington, par. 9), he goes on to discuss his vision of social equality as a “higher good” that occurs when there is “a blotting out of sectional differences and racial animosities and suspicions” (Washington, par. 10). According to Washington, this “higher good” (Washington, par. 10) is only gained through mutual work towards economic prosperity, in which African Americans must start “at the bottom of life” (Washington, par. 4) by focusing on labor and commerce.

- Du Bois advocates for “the ideal of fostering and developing the traits and talents of the Negro ... in order that some day on American soil two world-races may give each to each those characteristics both so sadly lack” (Du Bois, par. 12). He assures white society that African Americans “would not Africanize America, for America has too much to teach the world and Africa,” but he also asserts that African Americans “would not bleach [their] Negro soul in a flood of white Americanism,” because “Negro blood has a message for the world” (Du Bois, par. 4). Du Bois does not advocate that African Americans conform to the expectations and standards of the white world, but rather construct their own identity that respects and preserve the African part of themselves alongside the American.

#### Positive Contributions of African Americans

Washington and Du Bois both develop the idea of the positive contributions African Americans have made to America.

- Washington’s ideas about the past and future contributions of the African American people are limited to his focus on African Americans as laborers who support Southern economic prosperity. Washington speaks of the “people who have, without strikes and labour wars, tilled your fields, cleared your forests, builded your railroads and cities, and brought forth treasures ... and helped make possible this magnificent representation of the progress of the South” (Washington, par. 5). He states further that white Southerners “will find that [African Americans] will buy [their] surplus land, make blossom the waste places in [their] fields, and run [their] factories” (Washington, par. 5).



These descriptions only describe the ways in which African Americans have contributed to America in to white Southerners.

- Du Bois implies that the contributions of African Americans have been based in culture rather than labor and are so significant that they represent the very essence of what it means to be an American. He states that “there is no true American music but the wild sweet melodies of the Negro slave; the American fairy tales and folklore are Indian and African; and, all in all, we black men seem the sole oasis of simple faith and reverence” (Du Bois, par. 12). Du Bois develops the idea that African American cultural contributions are unique and independent, and not in service to white America. They are proof that African Americans are not outsiders, but the “true[st] exponents” of the “spirit” (Du Bois, par. 12) and ideals upon which America was founded.

### What is the relationship between each author’s central ideas and his point of view?

Student responses may include:

Washington’s central idea that cooperation between African Americans and white Americans towards mutual economic prosperity will usher in the “higher good” (Washington, par. 10) advances his point of view that African Americans should improve their condition by focusing on achieving economic stability and self-reliance through participation in business and industry, because it establishes economic prosperity as a crucial step towards achieving a world in which African Americans and white Americans can live in harmony together.

Du Bois’s central ideas of “self-consciousness” (Du Bois, par. 3) and the “Negro problem” (Du Bois, pars. 9, 13) advance his point of view that African Americans can only attain complete liberty by securing freedom, political power, and education. These ideals will allow African Americans to achieve true self-consciousness, or a unified identity that respects and values what African Americans have to offer America.

Now that students have read and analyzed both “Of Our Spiritual Strivings” and “Atlanta Compromise Speech” in their entirety, instruct students to complete the “purpose” and “point of view” sections on their Rhetorical Impact Tracking Tools to reflect the overall purpose and point of view of each author.

- Students complete the purpose and point of view sections of their Rhetorical Impact Tracking Tools for each text.

See Model Rhetorical Impact Tracking Tools at the end of this lesson for “Of Our Spiritual Strivings” and “Atlanta Compromise Speech” for sample student responses.

#### Activity 4: Lesson Assessment: Small-Group Discussion

**40%**

Instruct students to form small groups of 3–4. Explain that they will expand on their previous discussion by identifying one example of each author’s use of rhetoric and explain how it contributes to his point of view. Explain to students that these small-group discussions serve as the lesson assessment. Instruct students use the Speaking and Listening Rubric and Checklist for SL.11-12.1.a and SL.11-12.1.c to assess their group members’ participation and contributions to the discussion.

Explain to students that they will pause once during their discussions to reflect and begin to fill out the rubric for each of their group members. They will complete their peer assessments at the end of the small-group discussions.

Instruct students to take out their Rhetorical Impact Tracking Tools and to use them together with their Ideas Tracking Tools and other notes and annotations to inform their small-group discussions of the following prompt:

**Identify one example of each author’s use of rhetoric and explain how it advances his point of view.**

Students participate in small-group discussions in response to the prompt.

See High Performance Response at the beginning of the lesson.

Circulate and support students in their discussions as needed. Remind students to pause during discussion to reflect and begin to fill out the rubrics for peer assessment. Provide additional time at the end of the discussion for students to complete the peer assessments.

This Speaking and Listening assessment scaffolds directly to the Module Performance Assessment, in which students discuss related ideas across the module texts and a new text.

## Activity 5: Introduction to Argument Terms

20%

Explain to students that in the following lesson, they will discuss both texts as arguments. Display and distribute the Argument Visual Handout. Explain to students that this handout shows the relationship among the components of an argument, and includes the terms and definitions used to describe the components of an argument.

Define the following terms for students and demonstrate how they relate to each other using the handout. Provide model examples of each argument term using examples from Du Bois's "Of Our Spiritual Strivings."

Students follow along.

**Argument:** The composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning.

**Central Claim:** An author or speaker's main point about an issue in an argument.

An example of a central claim from "Of Our Spiritual Strivings" is the following: *Self-consciousness will enable African Americans to develop a racial identity, and give them complete liberty.*

**Supporting Claim:** Smaller, related points that reinforce or advance the central claim.

An example of a supporting claim from "Of Our Spiritual Strivings" is the following: *"Work, culture, [and] liberty" are all needed together for "fostering and developing the traits and talents" (par. 12) of African Americans.*

**Evidence:** The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.

An example of evidence from "Of Our Spiritual Strivings" is the following: *Du Bois describes the contributions African Americans have already made to American culture. He states "there is no true American music but the wild sweet melodies of the Negro slave; the American fairy tales and folklore are Indian and African; and, all in all, we black men seem the sole oasis of simple faith and reverence" (par. 12).*

**Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence.

An example of reasoning from “Of Our Spiritual Strivings” is the following: *Du Bois asserts that African Americans must continue to prosper “in order that some day on American soil two world-races may give each to each those characteristics both so sadly lack”* (par. 12).

The texts in this module do not support instruction around *false statements* or *fallacious reasoning*.

Explain to students that they begin to work with these terms and definitions in this lesson’s homework and engage in discussion about each author’s argument in the following lesson.

### Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to find and record one example of each argument term (one central claim, one supporting claim, one piece of evidence, and one piece of reasoning) from Washington’s “Atlanta Compromise Speech.” Students should come to the next lesson prepared for a brief discussion about the argument terms as applied to Washington’s speech.

Students follow along.

## Homework

Find and record one example of each argument term (one central claim, one supporting claim, one piece of evidence and one piece of reasoning) from Washington’s “Atlanta Compromise Speech.” Come to the next lesson prepared to discuss the argument terms as applied to Washington’s speech.

## Model Rhetorical Impact Tracking Tool

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

**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): Washington’s point of view is that African Americans should improve their condition by focusing on achieving economic stability and self-reliance through participation in business and industry.

**Purpose** (an author’s reason for writing): Washington’s purpose is to convince African American and white Southerners to work together to bring material prosperity to the South.

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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)
<p>Appeal to pathos: efforts to sway a reader's or listener's opinion by depicting issues in a way that sways their feelings about an issue.</p>	<p>"the path ... has not been trodden without contact with thorns and thistles" (par. 8)</p>	<p>Washington uses the imagery of a "path" and "thorns and thistles" to show that economic prosperity of African Americans in the post-Emancipation South is a long and difficult journey, rather than an immediate success. 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.</p>
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)
<p>Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast.</p>	<p>"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>	<p>Washington juxtaposes "the opportunity to earn a dollar in a factory" with "the opportunity to spend a dollar in an opera-house" 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" 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 idea of a slow and steady progression that does not require social integration might be less frightening to those who are afraid of the changes Washington describes.</p>

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## Model Rhetorical Impact Tracking Tool

Name:	Class:	Date:
<p><b>Directions:</b> 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.</p>		
<p><b>Text:</b> “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois</p>		
<p><b>RI.11-12.6:</b> 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.</p>		
<p><b>Rhetoric:</b> 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</p>		
<p><b>Point of view</b> (an author’s opinion, attitude, or judgment): African Americans can only attain complete liberty by securing freedom, political power, and education. These ideals will allow African Americans to achieve true self-consciousness, or a unified identity that respects and values what African Americans have to offer the Nation</p>		
<p><b>Purpose</b> (an author’s reason for writing): Du Bois’s purpose is to encourage all Americans to start working towards “the ideal of human brotherhood”, which is “gained through the unifying ideal of Race” and “fostering and developing the traits and talents” (par. 12) of African Americans.</p>		

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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)
<p>Personification: the attribution of human nature or character to animals, inanimate objects, or abstract notions, especially as a rhetorical figure.</p>	<p>“And the Nation echoed and enforced this self-criticism, saying:” (par. 11)</p>	<p>In this sentence, Du Bois personifies “the Nation,” (par. 11) or gives the nation human qualities or characteristics. This personification contributes to the power of the text because it emphasizes the desperation that African American men feel because of prejudice, because it implies that all of America is against African American men.</p>
<p>Rhetorical questions: questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly.</p>	<p>“what need of education, since we must always cook and serve?” (par. 11)</p>	<p>These rhetorical questions signals that the “dark hosts” are almost ready to give up a desire for education as a result of the prejudice and repression they have endured. If they do give up, they will be resigned to “cook and serve” and therefore not in “need of education.” This contributes to Du Bois’s point of view because it illustrates how African American progress has been limited because of prejudice.</p>

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<p><b>Rhetorical questions:</b> questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly.</p>	<p>“what need of higher culture for half-men?” (par. 11)</p>	<p>The rhetorical question “what need of education” advances Du Bois’s point of view that African American progress has been limited because of prejudice. This question demonstrates that African Americans are almost ready to give up on pursuing education as a result of prejudice and “repression” (par. 11), and are resigned to “cook and serve” (par. 11).</p> <p>Du Bois uses the question “what need of higher culture for half-men?” (par. 11) to further develop his point of view. If African Americans choose not to move beyond prejudice, “the Nation” (par. 11) in turn is happy to let them stay down.</p>
<p><b>Allusion:</b> an implied or indirect reference.</p>	<p>“the four winds” from the Bible (par. 11)</p>	<p>Du Bois’s allusion to “the four winds” (par. 11) from the Bible contributes to the power of his text because it emphasizes the devastation that prejudice creates.</p>
<p><b>Alliteration:</b> the repetition of sounds at the beginning of words or in stressed syllables.</p>	<p>“diseased and dying” (par. 11) “voting is vain” (par. 11) “echoed and enforced” (par. 11) “by force or fraud” (par. 11)</p>	<p>Du Bois’s alliteration contributes to the power of the text because it functions as rhythmic reminders that support the ominous tone developed throughout. The alliteration also helps to punctuate or give emphasis to longer sentences in the paragraph.</p>

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## Speaking and Listening Rubric

**Assessed Standard: SL.11-12.1** (*Preparation and Responsiveness to Others*)

<b>Name:</b>		<b>Class:</b>	<b>Date:</b>
	<b>2-Point Participation</b>	<b>1-Point Participation</b>	<b>0-Point Participation</b>
<b>Preparation</b> <b>SL.11-12.1.a</b>	Student demonstrates strong evidence of preparation; student draws on preparation by referring to strong and thorough evidence from text(s).	Student demonstrates some evidence of preparation; student refers to some evidence from text(s).	Student demonstrates no evidence of preparation; student does not refer to evidence from text(s).
<b>Responsiveness to Others</b> <b>SL.11-12.1.c</b>	Responds well to others by often engaging in the following: propels conversation by probing reasoning; considering a full range of positions; clarifying, verifying, or challenging ideas; and promoting divergent and creative perspectives.	Student responds to others, occasionally engaging in the following: probing reasoning; considering a full range of positions; clarifying, verifying, or challenging ideas; and promoting divergent and creative perspectives.	Student does not respond to others, rarely engaging in the following: probing reasoning; considering a full range of positions; clarifying, verifying, or challenging ideas; and promoting divergent and creative perspectives.

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## Speaking and Listening Checklist

**Assessed Standard: SL.11-12.1** (*Preparation and Responsiveness to Others*)

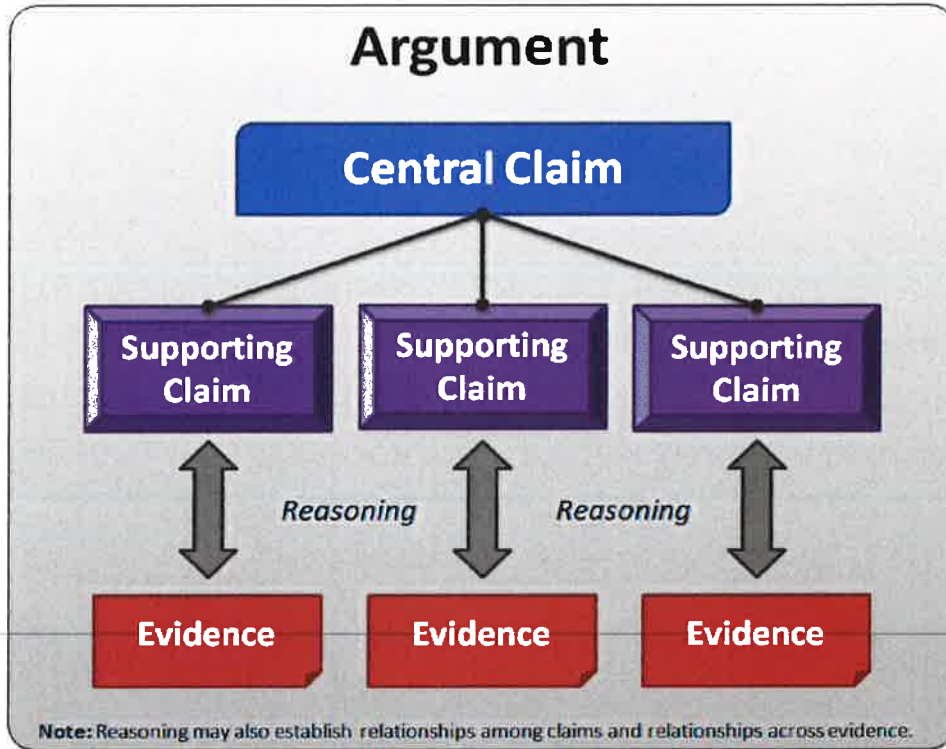
Name:	Class:	Date:
<b>Did I...</b>		
<b>Preparation</b>	Prepare for the discussion by reading all the necessary material, annotating my text(s), and organizing my notes?	<input type="checkbox"/>
	Refer to strong evidence from my text(s) and notes during the discussion?	<input type="checkbox"/>
<b>Responsiveness to Others</b>	Probe others' reasoning?	<input type="checkbox"/>
	Consider the full range of positions in the discussion?	<input type="checkbox"/>
	Clarify and/or respectfully challenge others' ideas?	<input type="checkbox"/>

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## Argument Visual Handout



**Argument:** The composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning.

**Central Claim:** An author or speaker’s main point about an issue in an argument.

**Supporting Claim:** Smaller, related points that reinforce or advance the central claim.

**Evidence:** The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.

**Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence.

## 11.2.1

## Lesson 25

## Introduction

In this lesson, students continue to prepare for the End-of-Unit Assessment. Students begin the lesson by reviewing examples of argument terms using examples from Booker T. Washington’s “Atlanta Compromise Speech.” Next, students engage in a collaborative activity in which they identify Washington and Du Bois’s central and supporting claims. Students then form new groups to analyze the relationships between Du Bois’s and Washington’s claims. Students use their notes, annotations, texts, and tools for the evidence-based discussion. Student learning is assessed via a Quick Write at the end of the lesson: How does reading and analyzing Washington’s argument further inform your understanding of Du Bois’s argument?

For homework, students prepare for the End-of-Unit Assessment by reviewing Washington’s “Atlanta Compromise Speech” and Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* as well as related notes, annotations, and tools. Students also note two instances in which each author’s use of rhetoric contributes to the power or persuasiveness of the text and come prepared to discuss these examples in the following lesson.

## Standards

Assessed Standard(s)	
NJSLSRA.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.
Addressed Standard(s)	
NJSLSRA.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.
W.11-12.9 .b	Draw evidence from literary or informational texts to support analysis, reflection, and research.  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]”).
SL.11-12.1 a, 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> <p>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.</p> <p>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.</p>

## 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> <p>How does reading and analyzing Washington’s argument further inform your understanding of Du Bois’s argument?</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <p>Explain how Washington’s argument contributes to an understanding of Du Bois’s argument (e.g., In his “Atlanta Compromise Speech,” Washington argues that African American and white Southerners should cooperate in economic matters in order for the South to prosper, but advocates against “social equality” as “the extremest folly” (Washington, par. 9). This argument highlights the ground-breaking nature of Du Bois’s argument that America’s future success is dependent upon African Americans and white Americans uniting, not only in industry, but in “human brotherhood” (Du Bois, par. 12). Du Bois’s vision that “some day on American soil two world-races may give each to each those characteristics both so sadly lack” (Du Bois, par. 12) requires mutual respect and equality in social life as well as economic and civic life, and therefore requires more extreme social change than Washington’s vision.).</p> <p><a href="#">See Model Central and Supporting Claims Tool at the end of this lesson.</a></p>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
None.*
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
None.*
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
None.*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text(s), students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document

[http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
Standards: NJLSRA.R.9, NJLSRA.R.8, W.11-12.9.b, SL.11-12.1 a, c	
Text: <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	
<b>Learning Sequence:</b>	
Introduction of Lesson Agenda	1. 5%
Homework Accountability	2. 10%
Central and Supporting Claims Activity	3. 30%
Claims Relationship Discussion	4. 30%
Quick Write	5. 20%
Closing	6. 5%

## Materials

Student copies of the Argument Visual Handout (refer to 11.2.1 Lesson 24)

Copies of the Central and Supporting Claims Tool for each student



Student copies of the 11.2 Common Core Learning Standards Tool (refer to 11.2.1 Lesson 1)

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 standard for this lesson: CCRA.R.9. In this lesson, students make connections between the two unit texts: “Of Our Spiritual Strivings” by W.E.B. Du Bois and Booker T. Washington’s “Atlanta Compromise Speech.” Students look closely at each author’s argument and examine the relationship between the two arguments. Students analyze Washington and Du Bois’s arguments independent of one another before transitioning into new groups to analyze the texts in relation to each other.

Students look at the agenda.

Instruct students to take out their copies of the 11.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: CCRA.R.8. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

Students read and assess their familiarity with standard CCRA.R.8.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about this standard.

Student responses should include:

Identify the central claim of the author’s argument and analyze how the author supports the central claim

Evaluate whether or not there is enough evidence to support the claim(s)

Evaluate whether or not the evidence presented supports the claim(s)

Evaluate whether or not the reasoning is sound

## Activity 2: Homework Accountability

10%

Instruct students to take out their responses to Lesson 24’s homework assignment. (Find and record one example of each argument term (one central claim, one supporting claim, one piece of evidence, and one piece of reasoning) from Washington’s “Atlanta Compromise Speech.”) Instruct students to form pairs and talk about the examples they identified for the homework assignment.

Student responses may include:

**Central Claim:** The South will experience prosperity when African Americans and white Southerners work together to achieve economic progress.

**Supporting Claim:** Because millions of African Americans live in the South, Washington claims that they are a vital part of the population that will either benefit or burden their communities, depending on their progress. He states, “[n]early sixteen millions of hands will aid you in pulling the load upward, or they will pull against you the load downward” (par. 7).

**Evidence:** “One-third of the population of the South is of the Negro Race” (par. 1). Washington uses the evidence to show that African Americans are a significant proportion of the South’s population.

**Reasoning:** “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 politic” (par. 7). Since African Americans make up a large portion of the South’s population, they can either help or hinder the South’s efforts to become more prosperous.

Lead a brief whole-class discussion of student responses.

Consider posting or projecting the Argument Visual Handout during whole-class discussion.

## Activity 3: Central and Supporting Claims Activity

30%

Inform students that in the following activity they explore the central and supporting claims in Washington and Du Bois’s arguments. Students analyze each author’s claims separately in small groups and then form new groups to analyze the relationship between the two authors’ claims. The Central and

Supporting Claims Tool supports students in identifying each author’s central and supporting claims and analyzing how the supporting claims relate to the central claims.

Instruct students to form small groups of 3–5. In the first part of this activity, student groups are assigned to analyze either Du Bois or Washington’s claims. Assign half of the groups Du Bois’s “Of Our Spiritual Strivings” and half of the groups Washington’s “Atlanta Compromise Speech.” Instruct students to take out their notes and annotated texts. Remind students to continue annotating as they recognize key connections between the texts.

Students form small groups and take out their materials.

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

Remind students to use the Argument Visual Handout from the previous lesson (11.2.1 Lesson 24) to support understanding of argument terminology. Students will work more deeply with argument in 11.2.2. Specifically, students will engage in further discussion of reasoning and evidence in 11.2.2 Lesson 8.

Instruct small groups to complete the Central and Supporting Claims Tool for their assigned text. Remind groups that although they gather evidence collaboratively, each student should fill out a copy of the tool independently to prepare for the next activity and future assessments.

Small groups identify the claims in their assigned text and complete their Central and Supporting Claims Tools.

See Model Central and Supporting Claims Tools for sample student responses.

**Differentiation Consideration:** If students or groups struggle to complete the tool, consider modeling one or more of the examples from the Model Central and Supporting Claims Tool.

Lead a brief whole-class discussion of student responses.

## Activity 4: Claims Relationship Discussion

30%

Transition students into small-group discussions. In this activity, students discuss in new groups the relationship between Du Bois and Washington’s claims. Redistribute the groups so that each new group has one or more representatives from the Washington discussion group and one or more representatives from the Du Bois discussion group. Post or project the following question for students to discuss in their groups.

Consider reminding students that this is an opportunity to apply standards SL.11-12.1.a and SL.11-12.1.c by participating effectively in a collaborative discussion, using textual evidence to express their ideas, and posing or responding to questions from peers.

### What are the relationships between Du Bois and Washington's claims?

Student responses may include:

Du Bois and Washington both discuss African American progress after Emancipation. Du Bois describes how African Americans have pursued different ideals separately, but argues that the ideals “must be melted and welded into one” (Du Bois, par. 12) if African Americans are to attain true self-consciousness. Du Bois believes that African Americans need a strong racial identity, one in which their “traits and talents” (Du Bois, par. 12) are developed, so that they can experience complete liberty. Washington encourages African Americans to look to occupations in “common labour” (Washington, par. 4) that they are already familiar with, in order to build self-reliance and stability. Washington does not address celebrating the unique aspects of African American identity or self-consciousness.

Washington claims it is best for African Americans to focus on self-reliance and stability, excelling in jobs that are familiar such as “agriculture, mechanics ... commerce” (Washington, par. 4), while Du Bois claims it best for African Americans to focus on “work, culture, [and] liberty” (Du Bois, par. 12) all at once. Du Bois advocates for education and self-knowledge while Washington mentions education but prioritizes labor and economic progress as the beginning of a gradual progression.

Lead a brief whole-class discussion of student responses.

### Activity 5: Quick Write

20%

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

**How does reading and analyzing Washington's argument further inform your understanding of Du Bois's argument?**

Instruct students to review their unit texts as well as their notes and annotations to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

Students listen and read the Quick Write prompt.

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 6: Closing

5%

Display the End-of-Unit Assessment prompt:

**Consider Du Bois’s “Of Our Spiritual Strivings” and Washington’s “Atlanta Compromise Speech.” Compare how each author uses rhetoric to advance his point of view and analyze how each author’s use of rhetoric contributes to the power or persuasiveness of the text.**

Inform students that in the following lesson they will write a multi-paragraph response to this assessment prompt.

Students examine the End-of-Unit Assessment prompt.

**Differentiation Consideration:** Consider clarifying that although this lesson focused on analyzing the texts as arguments, the End-of-Unit Assessment focuses on the authors’ uses of rhetoric. Remind students of the definition of *rhetoric* as “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.”

Display and distribute the homework assignment. For homework, instruct students to prepare for the End-of-Unit Assessment by reviewing Washington’s “Atlanta Compromise Speech” and Du Bois’s “Of Our Spiritual Strivings,” as well as rewrite and expand related notes and annotations. Students should also note two instances in which each author’s use of rhetoric contributes to the power or persuasiveness of the text and come prepared to discuss these examples in the following lesson.

Students follow along.

## Homework

Prepare for the End-of-Unit Assessment by reviewing Washington’s “Atlanta Compromise Speech” and Du Bois’s “Of Our Spiritual Strivings.” Rewrite and expand your related notes and annotations. Also, note two instances in which each author’s use of rhetoric contributes to the power or persuasiveness of the text and come prepared to discuss these examples in the following lesson.

## Central and Supporting Claims Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify the author’s central and supporting claims and analyze how the supporting claims relate to the central claims.

<b>Text:</b>	
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Identify the text’s central claim(s)	
Identify one of the text’s supporting claims	Identify one of the text’s supporting claims
How does the supporting claim relate to or support a central claim?	How does the supporting claim relate to or support a central claim?

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## Model Central and Supporting Claims Tool: Du Bois

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify the author’s central and supporting claims and analyze how the supporting claims relate to the central claims.

**Text:** “Of Our Spiritual Strivings” by W.E.B. Du Bois

**Identify the text’s central claim(s)**

African Americans need to seek the ideals of education, freedom, and political power simultaneously in order to achieve self-consciousness.  
 Self-consciousness leads to a unified identity that will give African Americans complete liberty or equality.

- The “Negro Problem” (pars. 9, 13) is an American social problem.

Identify one of the text’s supporting claims	Identify one of the text’s supporting claims
The ideals of the past, “physical freedom, political power, the training of brains and the training of hands” (par. 12), were not enough for African Americans to achieve true self-consciousness because the ideals were not enough on their own.	“Work, culture, [and] liberty” are all needed together in order to achieve the ideal of “fostering and developing the traits and talents” (par. 12) of African Americans “in large conformity with the greater ideals of the American Republic” (par. 12).
<b>How does the supporting claim relate to or support a central claim?</b>	<b>How does the supporting claim relate to or support a central claim?</b>
This claim is about why the ideals of the past were not successful supports. Du Bois claims that African Americans need to seek the ideals of education, freedom, and political power at the same time in order to achieve self-consciousness.	This claim supports the central claim that self-consciousness will enable African Americans to develop a unified identity and give them complete liberty because “fostering and developing the traits and talents” (par. 12) of African Americans is an essential step towards self-consciousness or a unified identity that respects what African Americans have to contribute to America.

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## Model Central and Supporting Claims Tool: Washington

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify the author’s central and supporting claims and analyze how the supporting claims relate to the central claims.

**Text:** “Atlanta Compromise Speech” by Booker T. Washington

Identify the text’s central claim(s)	
<p>The South will experience prosperity when African Americans and white Southerners work together to achieve economic progress.</p> <p>African Americans need to develop self-reliance and stability in the South by pursuing occupations familiar to them such as “agriculture, mechanics ... commerce” (par. 4).</p>	
Identify one of the text’s supporting claims	Identify one of the text’s supporting claims
<p>“There is no defense or security for any of us except in the highest intelligence and development of all” (par. 6). This claim suggests that white Southerners should help African Americans pursue opportunity and education so that both races can help the South advance rather than have African Americans “pull against [the South] the load downward” (par. 7).</p>	<p>“Nearly sixteen millions of hands will aid you in pulling the load upward, or they will pull against you the load downward.” (par. 7)</p>
How does the supporting claim relate to or support a central claim?	How does the supporting claim relate to or support a central claim?
<p>This claim that educating and developing African Americans is good for all people in the South relates to and directly supports the text’s central claim that cooperation between races will lead to prosperity.</p>	<p>Because millions of African Americans live in the South, Washington claims that they are a vital part of the population that will either benefit or burden their communities. This directly supports the text’s central claim that the South will experience prosperity when African Americans and white Southerners work together to achieve economic progress.</p>

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# 11.2.1 Lesson 26

## Introduction

In this final lesson of the unit, students complete the End-of-Unit Assessment. Students apply the writing skills they have learned throughout this unit and draw upon their analysis of Booker T. Washington’s “Atlanta Compromise Speech” and W.E.B. Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* to craft a formal, multi-paragraph 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.

Students refer to their completed Rhetorical Impact Tracking Tools and Ideas Tracking Tools to organize their ideas, and return to their annotated texts, lesson Quick Writes, discussion notes, and homework notes to develop responses that convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Student responses are assessed using the 11.2.1 End-of-Unit Text Analysis Rubric.

For homework, 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)	
NJSLSRA.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.
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.a, b, c, d, f	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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).</p>
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.
<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</p>

	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]”).
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## Assessment

Assessment(s)
<p>Student learning is assessed via a multi-paragraph response to the End-of-Unit Assessment. 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>● 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.</li> </ul> <p>Student responses will be evaluated using the <a href="#">11.2.1 End-of-Unit Text Analysis Rubric</a>.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <p>Identify Du Bois’s and Washington’s points of view (e.g., In “Of Our Spiritual Strivings,” Du Bois’s point of view is that African Americans can only “gain[] and perfect[] ... liberty” (Du Bois, par. 8) by securing freedom, political power, and education. These ideals will allow African Americans to achieve true self-consciousness, or a unified identity that respects and values what African Americans have to offer the Nation. In his “Atlanta Compromise Speech,” Washington’s point of view is that African Americans should “better[] their condition” (Washington, par. 3) by focusing on achieving economic stability and self-reliance through participation in business and industry, rather than pursue social equality.).</p> <p>Analyze how each author’s use of rhetoric advances his point of view (see examples below).</p> <ul style="list-style-type: none"> <li>○ Du Bois compares the story of the Israelites’ quest for the Promised Land of Canaan to African Americans’ search for complete liberty. This metaphor advances his point of view that African Americans need the “ideals” of freedom, political power, and education “melted and welded</li> </ul>

into one” (Du Bois, par. 12) in order to truly be free, by implying that Emancipation alone did not result in freedom for African Americans. Just as the persecuted Israelites journeyed long and far in search of the Promised Land, African Americans had to continue to search for freedom even after Emancipation. Du Bois further develops this metaphor in his description of education as “the mountain path to Canaan” (Du Bois, par. 8). Du Bois describes African Americans’ hard work climbing “[u]p the new path” (Du Bois, par. 9) and educating themselves. These “inches of progress” (Du Bois, par. 9) brought African Americans closer to achieving liberty as they gained “dawning self-consciousness, self-realization, [and] self-respect” (Du Bois, par. 9); however, “Canaan” remained “always dim and far away” (Du Bois, par. 9). This suggests that African Americans were unable to find complete liberty by pursuing education alone. Rather, Du Bois believes that it is the combination of the ideals of freedom, education, and political power, “not singly, but together, not successively, but together” (Du Bois, par. 12), that will enable African Americans to finally achieve true self-consciousness, or a unified identity based on self-respect and self-knowledge. Fostering this “unifying ideal of race” will enable all Americans to “unite in human brotherhood.” Du Bois believes that this mutual cooperation and respect between African Americans and white Americans will finally bring about the complete liberty that African American have long sought.

- o Washington uses the allegory of a ship captain who, “lost at sea” (par. 3), listens to the surprising advice of another ship captain, throws his bucket down into the sea, and finds fresh river water. This allegory contributes to his point of view that African Americans should “better[] their condition” (Washington, par. 3) by staying in the South and developing skills they already have. Repeating the simple advice of the ship captain, Washington also advises African Americans to “[c]ast down [their] bucket where [they] are” (par. 3), encouraging them to focus on “common labour” (par. 4), a type of work they are already familiar with, in order to achieve economic stability for themselves and “the prosperity of the South” (par. 5), rather than focusing on politics and other social pursuits. Washington then repeats this same advice to the white members of his audience, advising them to also “[c]ast down [their] bucket where [they] are’... among the eight millions of Negroes whose habits you know” (par. 5). Washington’s repetition of the same phrase advances his point of view that white Americans and African Americans should rely upon each other and work together to achieve

economic prosperity in the South.

Consider how each author’s use of rhetoric contributes to the power or persuasiveness of his text (see examples below).

- o Du Bois’s allusion to Canaan contributes to the power of his text because it instills the struggle to achieve complete liberty with a sense of divine approval. By comparing African Americans to the Israelites, Du Bois stresses the righteousness and unwavering faith of African Americans, who, like the unjustly persecuted “wearied Israelites” (par. 6), continue striving for freedom against all odds. By comparing complete liberty in America to “a promised land of sweeter beauty” (Du Bois, par. 6), Du Bois emphasizes the magnificence of complete liberty, while simultaneously suggesting that freedom for African Americans is God’s will. Finally, Du Bois’s allusion to Canaan contributes to the power of his text because it imparts a sense of hope that however long their journey, African Americans will one day be completely free.
- o Washington’s use of the allegory of the ship “lost at sea” (Washington, par. 3) contributes to the persuasiveness of his point of view, because it suggests that the solution to the problem currently facing the South is not complex, but surprisingly straightforward. Just as the fresh water that the ship captain needed to save his thirsty passengers was easily within his reach, the solution Washington offers to the problem of the best course of action for African Americans and white Southerners to take in the years after Emancipation is right “where [they] are” (Washington, par. 3). African Americans can “better[] their condition” (Washington, par. 3) by forging relationships with white Southerners, and dedicating themselves to “the common occupations of life” (Washington, par. 4) with which they are already familiar. In turn, white Southerners can contribute to the prosperity of the South by relying upon and working with the same people that they have already relied upon for many years. Washington’s use of the allegory of the lost ship stresses that Southern economic prosperity, and the “higher good” (par. 10) of “social equality” (par. 9) that will eventually result from this, is a matter of African Americans and white Southerners uniting around shared economic interests.

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
None.*
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
None.*
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
None.*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).




## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <p>Standards: NJLSRA.R.9, RI.11-12.6, L.11-12.1, L.11-12.2, W.11-12.2.a, b, c, d, f, W.11-12.9.b</p> <p>Text: <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><b>Learning Sequence:</b></p> <p>Introduction of Lesson Agenda</p>	1. 5%
Homework Accountability	2. 10%
11.2.1 End-of-Unit Assessment	3. 80%
Closing	4. 5%

## Materials

- Copies of the 11.2.1 End-of-Unit Assessment for each student
- 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 Rhetorical Impact 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 6)
- 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)

## 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: NJLSRA.R.9, RI.11-12.6, L.11-12.1, L.11-12.2 and W.11-12.2.a, b, c, d, f. In this lesson, students complete the End-of-Unit Assessment, in which they analyze how Du Bois and Washington use rhetoric to advance their respective points of view, and consider how their rhetoric contributes to the power or persuasiveness of the texts.

Students look at the agenda.



## Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Prepare for the End-of-Unit Assessment by reviewing Washington’s “Atlanta Compromise Speech” and Du Bois’s “Of Our Spiritual Strivings.” Rewrite and expand your related notes and annotations. Also, note two instances in which each author’s use of rhetoric contributes to the power or persuasiveness of the text and come prepared to discuss these examples in the following lesson.) Instruct students to form pairs and discuss the examples of rhetoric they identified for the previous lesson’s homework.

Student responses may include:

Washington repeats the phrase “[c]ast down your bucket” (Washington, par. 3, 5) in reference to his central allegory to both African-American and white Southerners. This repetition is persuasive because it creates a sense of unity, similarity, or shared experience between the two races, and encourages all Southerners to work together to help the South prosper economically.

Du Bois’s use of rhetorical questions throughout “Of Our Spiritual Strivings” contributes to the powerful nature of his text. For example, when describing African Americans’ contributions to American culture Du Bois asks, “Will America be poorer if she replace her brutal dyspeptic blundering with light-hearted but determined Negro humility? or her coarse and cruel wit with loving jovial good-humor?” (par. 12).

Through this series of rhetorical questions, Du Bois exposes American cultural weaknesses, while offering up the cultural strengths of African Americans as a solution.

Du Bois uses parallel structure to describe the desire of the African American man “to merge his double self into a better and truer self” (par. 4) without losing either identity. Using parallel structure, Du Bois writes, “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 white Americanism, for he knows that Negro blood has a message for the world” (Du Bois, par. 4). This use of parallel structure contributes to the persuasiveness of the text by convincing readers that African Americans value both American culture as well as their own because they both have a “message for the world” or something to “teach the world” (Du Bois, par. 4), and they would sacrifice neither in developing “true self-consciousness” (Du Bois, par. 3).

Lead a brief whole class discussion of student responses.

### Activity 3: 11.2.1 End-of-Unit Assessment

80%

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by the most significant and relevant evidence, and a concluding statement or section. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and manage the complexity of the topic by using precise language, domain-specific vocabulary, and techniques such as metaphor and simile. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling in their responses to establish a formal style and objective tone.

Instruct students to write a multi-paragraph 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.**

Instruct students to take out their materials for the End-of-Unit Assessment, including their completed Tools, as well as their annotated text, lesson Quick Writes, discussion notes, and homework notes. Distribute and review the 11.2.1 End-of-Unit Text Analysis Rubric.

Remind students to use the 11.2.1 End-of-Unit Text Analysis Rubric to guide their written responses. Ask students to use this unit’s vocabulary wherever possible in their written responses.

Display the prompt for students to see, or provide the prompt in hard copy.

Transition to independent writing. Give students the remaining class period to write.

- Students independently answer the prompt using evidence from the text.

See the High Performance Response at the beginning of this lesson.

Consider encouraging those who finish early to read and revise their response using the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist.

## Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to 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

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.

## 11.2.1 End-of-Unit Assessment

### Text-Based Response

**Your Task:** Rely on your reading and analysis of “Of Our Spiritual Strivings” by W.E.B. Du Bois and “The Atlanta Compromise Speech” by Booker T. Washington to write a well-developed 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.*

Your response will be assessed using the 11.2.1 End-of-Unit Text Analysis Rubric.

#### Guidelines

##### Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

**NJSLS:** NJSLSRA.R.9, RI.11-12.6, W.11-12.2.a, b, c, d, f, L.11-12.1, L.11-12.2

#### Commentary on the Task:

This task measures NJSLSRA.R.9 because it demands that students:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

This task measures RL.11-12.6 because it demands that students:

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.

This task measures W.11-12.2.a, b, c, d, f because it demands that students:

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.

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.

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.

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.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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).

This task measures L.11-12.1 because it demands that students:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2 because it demands that students:

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## 11.2.1 End-of-Unit Text Analysis Rubric

\_\_\_\_ / \_\_\_\_ (Total points)

Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Content and Analysis</b>                      The extent to which the response analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                      NJSLS.ELA-Literacy.NJSLSRA.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.</p>	<p>Skillfully analyze how two or more texts address similar themes or topics.</p>	<p>Accurately analyze how two or more texts address similar themes or topics.</p>	<p>Inadequately or ineffectively analyze how two or more texts address similar themes or topics.</p>	<p>Inaccurately analyze how two or more texts address similar themes or topics.</p>
<p><b>Content and Analysis</b>                      The extent to which the response determines an author's point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text.                      NJSLS.ELA-Literacy.RI.11-12.6                      Determine an author's point of view or purpose in a text in which the rhetoric is</p>	<p>Precisely determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Accurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Partially determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; ineffectively analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Inaccurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. Inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</p>



File: 11.2.1 Lesson 26 Date: 9/12/14 Classroom Use: Starting 9/2014  
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<p>particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>				
<p><b>Command of Evidence and Reasoning</b>  <b>The extent to which the response thoroughly develops the topic through the effective selection and analysis of 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.</b></p>	<p>Thoroughly and skillfully develop the analysis with 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. (W.11-12.2.b)</p>	<p>Develop the analysis with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples inappropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>
<p><b>NJSLS.ELA-Literacy.W.11-12.2</b>                  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.</p>				
<p><b>NJSLS.ELA-Literacy.W.11-12.2.b</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.</p>				
<p><b>Coherence, Organization, and Style</b></p>	<p>Skillfully introduce a topic; effectively organize complex ideas,</p>	<p>Introduce a topic; organize complex ideas, concepts, and information so that</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing</p>

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<p><b>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</b></p> <p><b>NJSLS.ELA-Literacy.W.11-12.2</b> 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.</p> <p><b>NJSLS.ELA-Literacy.W.11-12.2.a</b> 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.</p> <p><b>The extent to which the response uses 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.</b></p> <p><b>NJSLS.ELA-Literacy.W.11-12.2.c</b> 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.</p>	<p>concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole. (W.11-12.2.a)</p> <p>Skillfully and consistently 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. (W.11-12.2.c)</p> <p>Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>each new element builds on that which precedes it to create a unified whole. (W.11-12.2.a)</p> <p>Consistently 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. (W.11-12.2.c)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>information so that each new element partially builds on that which precedes it to create a loosely unified whole. (W.11-12.2.a)</p> <p>Inconsistently use transitions, or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Inconsistently or ineffectively use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>to create a unified whole. (W.11-12.2.a)</p> <p>Use inappropriate and unvaried transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</p>
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<p>syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></p> <p><b>NJSLS.ELA-Literacy.W.11-12.2.d</b></p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>The extent to which the response provides 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).</b></p> <p><b>NJSLS.ELA-Literacy.W.11-12.2.f</b></p> <p>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).</p>					
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<p><b>Control of Conventions</b>  <b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>  <b>NJSLS.ELA-Literacy.L.11-12.1</b>  <b>NJSLS.ELA-Literacy.L.11-12.2</b>                  Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.</p>	<p>Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.</p>	<p>Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.</p>	<p>Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.</p>	<p>Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.</p>
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- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as 0.



## 11.2.1 End-of-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Content and Analysis</b>	Analyze how two or more texts address similar themes or topics? (NJLSRA.R.9)	<input type="checkbox"/>
	Determine an author’s point of view or purpose in a text? (RI.11-12.6)	<input type="checkbox"/>
	Analyze how style and content contribute to the power, persuasiveness, or beauty of the text? (RI.11-12.6)	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response with the most significant and relevant textual evidence? (W.11-12.2.b)	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? (W.11-12.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? (W.11-12.2.a)	<input type="checkbox"/>
	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? (W.11-12.2.c)	<input type="checkbox"/>
	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? (W.11-12.2.d)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? (W.11-12.2.f)	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>

**ENGLISH LANGUAGE ARTS**

**GRADE 11**  
**Curriculum Guide**  
**Module 2.2**

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# 11.2.2 Unit Overview

## “I am / the sun and moon and forever hungry”

<b>Text(s)</b>	“From the House of Yemanjá” by Audre Lorde “An Address by Elizabeth Cady Stanton”
<b>Number of Lessons in Unit</b>	14

### Introduction

In this unit, students read and analyze two texts that explore issues of agency and identity for women in America. Students begin by reading “An Address by Elizabeth Cady Stanton,” in which Cady Stanton argues for women’s right to vote. Next, students read Audre Lorde’s contemporary poem, “From the House of Yemanjá.” Lorde’s exploration of how a daughter’s sense of self is influenced by her complex relationship with her mother provides an alternate voice and perspective on the experience of being a woman in America.

Throughout this unit, students continue to practice their informative/explanatory writing skills while developing their ability to analyze an author’s use of rhetoric and figurative language. Students determine an author’s point of view or purpose, and analyze how style and content contribute to the power, persuasiveness, or beauty of the text. Additionally, students analyze specific word choice and figurative language to determine its role in both texts. In addition to reading and writing, students initiate and participate in a range of collaborative discussions, using textual evidence to support their analysis.

There is one formal assessment in this unit. For the End-of-Unit Assessment, students write a multi-paragraph response in which they consider a central idea from Lorde’s poem or “An Address by Elizabeth Cady Stanton,” and identify a similar or related idea in one other text from the module. Students compare the approaches that the two authors of their choice take in developing a similar or related central idea, considering how each author uses either word choice, rhetoric, point of view, or purpose to develop this idea.

## Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Evaluate reasoning by determining how an author uses specific pieces of evidence to support claims and how an author relates supporting claims to the central claim
- Engage in productive evidence-based conversations about text
- Determine the meaning of unknown vocabulary
- Independently preview text in preparation for collaborative analysis
- Paraphrase and quote relevant evidence from a text
- 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

## Standards for This Unit

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	
RL.11-12.2	Determine two or more themes or central ideas of the 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.)
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.

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CCS Standards: Reading	
<b>RI.11-12.3</b>	<b>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.</b>
<b>RI.11-12.6</b>	<b>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.</b>
CCS Standards: Writing	
<b>W.11-12.2.a-f</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li><b>a. Introduce a topic; organize complex ideas, concepts, and information to 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></li> <li><b>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.</b></li> <li><b>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.</b></li> <li><b>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></li> <li><b>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.</b></li> <li><b>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).</b></li> </ul>
<b>W.11-12.4</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>
<b>W.11-12.5</b>	<b>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>
<b>W.11-12.9.a, b</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>



CCS Standards: Reading	
	<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.11-12.1.a	<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> <p>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.</p>
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.11-12.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
L.11-12.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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>
L.11-12.5.a	<p><b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p>a. <b>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</b></p>

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

Ongoing Assessment	
Standards Assessed	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.11-12.5, L.11-12.5.a
Description of Assessment	Answer text-dependent questions. Write informally in response to text-based prompts. Present information in an organized and logical manner. Revise Quick Write assessments, integrating key skills from targeted writing standards.

End-of-Unit Assessment	
Standards Assessed	CCRA.R.9, RL.11-12.2, RI.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2
Description of Assessment	Students write a multi-paragraph essay responding to the following prompt based on their work in this unit:  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” or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in 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.

## Unit-at-a-Glance Calendar

Lesson	Text to be Covered	Learning Outcomes/Goals
1	“An Address by Elizabeth Cady Stanton,” paragraph 1	Students are introduced to “An Address by Elizabeth Cady Stanton.” Students listen to a masterful reading of the full text, then consider how Cady Stanton establishes the purpose of her address in the first paragraph of her speech. Student analysis focuses on Cady Stanton’s word choices.
2	“An Address by Elizabeth Cady Stanton,”	Students continue their analysis of “An Address by Elizabeth Cady Stanton” as they read and analyze paragraphs 2–3, in

Lesson	Text to be Covered	Learning Outcomes/Goals
	paragraph 2–3	which Cady Stanton advocates for the rights of women by demonstrating the triviality of men’s concerns. Students analyze how Cady Stanton’s strategic use of satire and sarcasm advance her purpose.
3	“An Address by Elizabeth Cady Stanton,” paragraph 4–5	Students read and analyze paragraphs 4–5 of “An Address by Elizabeth Cady Stanton” in which Cady Stanton establishes a key distinction between rights and equality in support of her argument for women’s right to vote. Through focused questioning, students analyze how Cady Stanton organizes and develops ideas. Students begin work with the Ideas Tracking Tool to track the interaction and development of ideas.
4	“An Address by Elizabeth Cady Stanton,” paragraph 6–7	Students read and analyze paragraphs 6–7 of “An Address by Elizabeth Cady Stanton” in which Cady Stanton explores the actions women must take in order to attain the right to vote. Students analyze Cady Stanton’s use of rhetoric and determine how the style and content of this passage contribute to the power, persuasiveness, or beauty of her speech. Students use the Rhetorical Impact Tracking Tool to guide them in their analysis of the text. Students also practice establishing and maintaining a formal style and objective tone in their writing.
5	“An Address by Elizabeth Cady Stanton” paragraph 8–10	In this lesson, students read and analyze paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” in which Cady Stanton argues for the crucial role women play in saving the nation from its sins. Students analyze how Cady Stanton introduces and develops key ideas through her use of figurative language.
6	“An Address by Elizabeth Cady Stanton,” paragraphs 11–12	In this lesson, students read and discuss paragraphs 11–12 of “An Address by Elizabeth Cady Stanton,” in which Cady Stanton argues that giving women the right to vote will benefit future generations of children. Students analyze how Cady Stanton introduces and develops ideas, focusing on her use of figurative language. Students also consider how to develop a strong conclusion in a written response. Students apply their understanding of W.11-12.2.f as they revise their Lesson 5 Quick Writes to include a concluding statement.

Lesson	Text to be Covered	Learning Outcomes/Goals
7	“An Address by Elizabeth Cady Stanton,” paragraphs 13–14	In this lesson, students read the final two paragraphs of Cady Stanton’s address in which she rallies women to “prophesy” for equal rights despite the opposition they face. Students focus on Cady Stanton’s use of rhetoric, as they analyze how the style and content of paragraphs 13–14 contribute to the power, persuasiveness, or beauty of the text.
8	“An Address by Elizabeth Cady Stanton”	In this lesson, students analyze “An Address by Elizabeth Cady Stanton” in its entirety. Students call upon their previous text analysis work as they consider how Cady Stanton structures her argument, specifically noting the relationship between reasoning and evidence. Students refer to the Argument Visual Handout as they engage in collaborative small group discussions about how Cady Stanton’s reasoning and evidence support her central claim and supporting claims.
9	“From the House of Yemanjá” by Audre Lorde, stanza 1	In this lesson, students read and analyze the first stanza of Audre Lorde’s contemporary poem, “From the House of Yemanjá.” Students determine connotative and figurative meanings of words and phrases as they are used in the text, and analyze how these specific word choices begin to establish the speaker’s complex relationship with her mother. Students use their Ideas Tracking Tools to track the development and interactions of ideas in the poem.
10	“From the House of Yemanjá” by Audre Lorde, stanza 2	In this lesson, students read and analyze the second stanza of “From the House of Yemanjá.” In this stanza, Lorde further develops the speaker’s relationship with her mother and how this relationship influences the speaker’s identity. Students interpret the meaning of the figurative language in this stanza, and analyze the role it plays in the text.
11	“From the House of Yemanjá” by Audre Lorde, stanzas 3–5	In this lesson, students read and analyze the final stanzas of “From the House of Yemanjá.” In these stanzas, the speaker calls out to her “mother” for “blackness,” and reflects upon the painful duality of her own identity (line 29). Students analyze

Lesson	Text to be Covered	Learning Outcomes/Goals
		how Lorde shapes and refines central ideas in her poem, and consider how these ideas interact and build on one another over the course of the text.
12	“From the House of Yemanjá” by Audre Lorde, “An Address by Elizabeth Cady Stanton,” <i>The Souls of Black Folk</i> , Chapter 1: “Of Our Spiritual Strivings” by W.E.B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington	In this lesson, students place Audre Lorde’s poem, “From the House of Yemanjá” in conversation with the other three texts in this module: “Of Our Spiritual Strivings” by W. E. B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington, and “An Address by Elizabeth Cady Stanton.” Students make connections across these three texts and “From the House of Yemanjá,” analyzing how the development of ideas and events in the non-fiction texts refines their understanding of the central ideas in Lorde’s poem.
13	“From the House of Yemanjá” by Audre Lorde, “An Address by Elizabeth Cady Stanton,” <i>The Souls of Black Folk</i> , Chapter 1: “Of Our Spiritual Strivings” by W.E.B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington	In this lesson, students prepare for the End-of-Unit Assessment by engaging in an evidence-based discussion to determine similar or related central ideas in two of the four module texts. Students select a pair of texts and a similar or related central idea on which to focus their writing for the End-of-Unit Assessment, then work with the Cross-Text Evidence Collection Tool to collect evidence about how the two authors of their choice approach these related central ideas.
14	“From the House of Yemanjá” by Audre Lorde, “An Address by Elizabeth Cady Stanton,” <i>The Souls of Black Folk</i> , Chapter 1: “Of Our Spiritual Strivings” by W.E.B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington	In the End-of-Unit Assessment, students apply the writing skills they have developed throughout this module and draw upon their analysis of either Lorde’s poem “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton” as well as one text from Unit 1 to craft a formal, multi-paragraph response 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” or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how

Lesson	Text to be Covered	Learning Outcomes/Goals
		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.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate “From the House of Yemanjá” and “An Address by Elizabeth Cady Stanton,” including numbering stanzas and paragraphs
- Review the Short Response Rubric and Checklist
- Review the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist
- Review the Rhetorical Impact Tracking Tool
- Review the Ideas Tracking Tool
- Review the Cross-Text Evidence Collection Tool
- Review the Argument Visual Handout
- Review all unit standards and post in classroom

### Materials/Resources

- Copies of “An Address by Elizabeth Cady Stanton” and “From the House of Yemanjá”
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist
- Copies of 11.2 Common Core Learning Standards Tool
- Copies of the Rhetorical Impact Tracking Tool
- Copies of the Ideas Tracking Tool

## AN ADDRESS BY ELIZABETH CADY STANTON

**Elizabeth Cady Stanton. 1848.**

1 We have met here today to discuss our rights and wrongs, civil and political, and not, as some have supposed, to go into the detail of social life alone. We do not propose to petition the legislature to make our husbands just, generous, and courteous, to seat every man at the head of a cradle, and to clothe every woman in male attire.

2 None of these points, however important they may be considered by leading men, will be touched in this convention. As to their costume, the gentlemen need feel no fear of our imitating that, for we think it in violation of every principle of taste, beauty, and dignity; notwithstanding all the contempt cast upon our loose, flowing garments, we still admire the graceful folds, and consider our costume far more artistic than theirs. Many of the nobler sex seem to agree with us in this opinion, for the bishops, priests, judges, barristers, and lord mayors of the first nation on the globe, and the Pope of Rome, with his cardinals, too, all wear the loose flowing robes, thus tacitly acknowledging that the male attire is neither dignified nor imposing.

3 No, we shall not molest you in your philosophical experiments with stocks, pants, high-heeled boots, and Russian belts. Yours be the glory to discover, by personal experience, how long the kneecap can resist the terrible strapping down which you impose, in how short time the well-developed muscles of the throat can be reduced to mere threads by the constant pressure of the stock, how high the heel of a boot must be to make a short man tall, and how tight the Russian belt may be drawn and yet have wind enough left to sustain life.

4 But we are assembled to protest against a form of government existing without the consent of the governed - to declare our right to be free as man is free, to be represented in the government which we are taxed to support, to have such disgraceful laws as give man the power to chastise and imprison his wife, to take the wages which she earns, the property which she inherits, and, in case of separation, the children of her love; laws which make her the mere dependent on his bounty. It is to protest against such unjust laws as these that we are assembled today, and to have them, if possible, forever erased from our statute books, deeming them a shame and a disgrace to a Christian republic in the nineteenth century. We have met to uplift woman's fallen divinity upon an even pedestal with man's. And, strange as it may seem to many, we now demand our right to vote according to the declaration of the government under which we live.

5 This right no one pretends to deny. We need not prove ourselves equal to Daniel Webster to enjoy this privilege, for the ignorant Irishman in the ditch has all the civil rights he has. We need not prove our muscular power equal to this same Irishman to enjoy this privilege, for the most tiny, weak, ill-shaped stripling of twenty-one has all the civil rights of the Irishman. We have no objection to discuss the question of equality, for we feel that the weight of argument lies wholly with us, but we wish the question of equality kept distinct from the question of rights, for the



proof of the one does not determine the truth of the other. All white men in this country have the same rights, however they may differ in mind, body, or estate.

6 The right is ours. The question now is: how shall we get possession of what rightfully belongs to us? We should not feel so sorely grieved if no man who had not attained the full stature of a Webster, Clay, Van Buren, or Gerrit Smith could claim the right of the elective franchise. But to have drunkards, idiots, horse-racing, rum-selling rowdies, ignorant foreigners, and silly boys fully recognized, while we ourselves are thrust out from all the rights that belong to citizens, it is too grossly insulting to the dignity of woman to be longer quietly submitted to.

7 The right is ours. Have it, we must. Use it, we will. The pens, the tongues, the fortunes, the indomitable wills of many women are already pledged to secure this right. The great truth that no just government can be formed without the consent of the governed we shall echo and re-echo in the ears of the unjust judge, until by continual coming we shall weary him

8 There seems now to be a kind of moral stagnation in our midst. Philanthropists have done their utmost to rouse the nation to a sense of its sins. War, slavery, drunkenness, licentiousness, gluttony, have been dragged naked before the people, and all their abominations and deformities fully brought to light, yet with idiotic laugh we hug those monsters to our breasts and rush on to destruction. Our churches are multiplying on all sides, our missionary societies, Sunday schools, and prayer meetings and innumerable charitable and reform organizations are all in operation, but still the tide of vice is swelling, and threatens the destruction of everything, and the battlements of righteousness are weak against the raging elements of sin and death.

9 Verily, the world waits the coming of some new element, some purifying power, some spirit of mercy and love. The voice of woman has been silenced in the state, the church, and the home, but man cannot fulfill his destiny alone, he cannot redeem his race unaided. There are deep and tender chords of sympathy and love in the hearts of the downfallen and oppressed that woman can touch more skillfully than man.

10 The world has never yet seen a truly great and virtuous nation, because in the degradation of woman the very fountains of life are poisoned at their source. It is vain to look for silver and gold from mines of copper and lead.

11 It is the wise mother that has the wise son. So long as your women are slaves you may throw your colleges and churches to the winds. You can't have scholars and saints so long as your mothers are ground to powder between the upper and nether millstone of tyranny and lust. How seldom, now, is a father's pride gratified, his fond hopes realized, in the budding genius of his son!

12 The wife is degraded, made the mere creature of caprice, and the foolish son is heaviness to his heart. Truly are the sins of the fathers visited upon the children to the third and fourth generation. God, in His wisdom, has so linked the whole human family together that any violence done at

one end of the chain is felt throughout its length, and here, too, is the law of restoration, as in woman all have fallen, so in her elevation shall the race be recreated.

13 "Voices" were the visitors and advisers of Joan of Arc. Do not "voices" come to us daily from the haunts of poverty, sorrow, degradation, and despair, already too long unheeded. Now is the time for the women of this country, if they would save our free institutions, to defend the right, to buckle on the armor that can best resist the keenest weapons of the enemy—contempt and ridicule. The same religious enthusiasm that nerved Joan of Arc to her work nerves us to ours. In every generation God calls some men and women for the utterance of truth, a heroic action, and our work today is the fulfilling of what has long since been foretold by the Prophet—Joel 2:28:

14 "And it shall come to pass afterward, that I will pour out my spirit upon all flesh; and your sons and your daughters shall prophesy."

15 We do not expect our path will be strewn with the flowers of popular applause, but over the thorns of bigotry and prejudice will be our way, and on our banners will beat the dark storm clouds of opposition from those who have entrenched themselves behind the stormy bulwarks of custom and authority, and who have fortified their position by every means, holy and unholy. But we will steadfastly abide the result. Unmoved we will bear it aloft. Undauntedly we will unfurl it to the gale, for we know that the storm cannot rend from it a shred, that the electric flash will but more clearly show to us the glorious words inscribed upon it, "Equality of Rights."

# 11.2.2 Lesson 1

## Introduction

In this first lesson of the unit, students are introduced to “An Address by Elizabeth Cady Stanton,” in which Cady Stanton argues that women should have the right to vote. Following a masterful reading of the speech, students read and analyze the first paragraph (from “We have met here today to discuss” to “to clothe every woman in male attire”), in which Cady Stanton presents the reason for her address. Student analysis focuses on how Cady Stanton begins to establish her purpose in this excerpt. Student learning is assessed via a Quick Write at the end of the lesson: How does Cady Stanton begin to establish her purpose in the first paragraph?

For homework, students read and annotate paragraphs 2–3 of “An Address by Elizabeth Cady Stanton” in preparation for the following lesson, as well as identify and look up the definitions of unfamiliar words.

① “An Address by Elizabeth Cady Stanton” is excerpted from a longer speech written by Cady Stanton.

## 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]”).
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Assessment

<b>Assessment(s)</b>
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from text.</p> <ul style="list-style-type: none"> <li>How does Cady Stanton begin to establish her purpose in the first paragraph?</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Explain how Cady Stanton begins to establish her purpose in the first paragraph of the address (e.g., Cady Stanton begins to establish her purpose when she opens her speech with the word “[w]e” (par. 1). This word choice suggests that she is speaking on behalf of a group. Cady Stanton draws a distinction between “social life” and “civil and political” rights, which demonstrates that her purpose is not to discuss the “social life” of men and women, but to focus only on “civil and political” issues that affect women (par. 1).).</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>petition (n.) – a formally drawn request, often bearing the names of a number of those making the request, that is addressed to a person or group of persons in authority or power, soliciting some favor, right, mercy, or other benefit</li> <li>legislature (n.) – a deliberative body of persons, usually elective, who are empowered to make, change, or repeal the laws of a country or state</li> <li>just (adj.) – guided by truth, reason, justice, and fairness</li> <li>attire (n.) – clothes or apparel, especially rich or splendid garments</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<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>• supposed (adj.) – claimed to be true or real; it is used to say that a particular description is probably not true or real even though many people believe that it is</li> <li>• generous (adj.) – freely giving or sharing money and other valuable things; showing kindness or concern for others</li> <li>• courteous (adj.) – very polite in a way that shows respect</li> <li>• cradle (n.) – a bed for a baby that is usually designed to rock back and forth when pushed gently</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.6, W11-12.9.b, SL.11-12.3, L.11-12.5</li> <li>• Text: “An Address by Elizabeth Cady Stanton,” paragraph 1 (Masterful Reading: entire text)</li> </ul> <p>ⓘ In order to provide initial context, the masterful reading includes the whole excerpt of Cady Stanton’s speech that is analyzed in this unit.</p>	
<p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Masterful Reading</li> <li>4. Reading and Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 25%</li> <li>4. 35%</li> <li>5. 15%</li> <li>6. 5%</li> </ol>

## Materials

- Student copies of the 11.2 Common Core Learning Standards Tool (refer to 11.2.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- Copies of “An Address by Elizabeth Cady Stanton” for each student (with paragraphs numbered 1–14)

- ① Consider numbering the paragraphs of “An Address by Elizabeth Cady Stanton” before the lesson.

## 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.
①	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

10%

Explain that in this unit, students will read and analyze “An Address by Elizabeth Cady Stanton” as well as Audre Lorde’s poem “From the House of Yemanjá” as they continue to analyze how authors employ language, structure, and rhetoric to develop complex ideas and arguments, convey a point of view, or advance a purpose. Review the agenda and share the assessed standard for this lesson: RI.11-12.6.

Explain that this lesson begins with a masterful reading of Cady Stanton’s address followed by an analysis of the first paragraph. Students focus their analysis on how Cady Stanton begins to establish her purpose in the first paragraph of her speech.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.2 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: SL.11-12.3. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their understanding of standard SL.11-12.3.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- ☞ Student responses should include:

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- Assess a speaker’s stance, premises, links among ideas, word choice, points of emphasis, and tone.

- ① Consider reminding students that *reasoning* means “the logical relationships among ideas, including relationships among claims and relationships across evidence,” which they learned in 11.2.1 Lesson 24.
- ① In this unit, students consider SL.11-12.3 as they evaluate Cady Stanton’s point of view, reasoning, and use of evidence in rhetoric. Students will continue to work with SL.11-12.3 in Module 11.3.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied a focus standard to their Accountable Independent Reading (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 their focus standard to their AIR texts.

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

## Activity 3: Masterful Reading

25%

Have students listen to a masterful reading of “An Address by Elizabeth Cady Stanton” (from “We have met here today to discuss our rights and wrongs” to “the glorious words inscribed upon it, ‘Equality of Rights’”). Instruct students to follow along and write down their initial questions and reactions once in the middle of the speech (after paragraph 6) and again at the end.

- ① Pause once after paragraph 6 and again at the end of the masterful reading to allow students to write down their initial questions and reactions.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout the lesson:

**What does Cady Stanton want to discuss instead of “social life alone”?**

- ▶ Students follow along, reading silently, and write their initial reactions and questions.

Lead a brief class discussion of students’ initial reactions and questions to the address. Remind students that as they analyze the text throughout the unit, they will answer many of these initial questions.

🗣 Student responses may include:

- The author is discussing women’s rights.
- The author refers to the “costume” of gentlemen. Does this refer to actual costumes or their everyday clothes? (par. 2)

- What does the author mean by the phrase “the nobler sex”? (par. 2)
- What is “woman’s fallen divinity”? (par. 4)
- Who was Daniel Webster and how is he related to the “ignorant Irishman”? (par. 5)
- The author discusses the right to vote as “the right is ours” but then wonders how women should “get possession” of the right. How do women have the right but then still need to get it? (par. 6)
- Who is the “unjust judge”? (par. 7)
- What are the “monsters”? (par. 8)
- What destiny is man unable to “fulfill” and how will he “redeem his race”? (par. 9)
- The author seems to say if women are treated unfairly, there will not be saints and scholars, and so America cannot be a great nation. (par. 10–11)
- What does the statement, “as in woman all have fallen” mean? (par. 12)
- The voices Cady Stanton refers to might be the actual voices of people who are disadvantaged. (par.13)

## Activity 4: Reading and Discussion

35%

Instruct students to form pairs. Post or project the questions below for students to discuss.

Instruct student pairs to read paragraph 1 (from “We have met here today to discuss” to “to clothe every woman in male attire”) and answer the following questions before sharing out with the class. Instruct students to revise or add to their annotation as they analyze the text.

- 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: *just* means “guided by truth, reason, justice, and fairness,” *petition* means “a formally drawn request, often bearing the names of a number of those making the request, that is addressed to a person or group of persons in authority or power, soliciting some favor, right, mercy, or other benefit,” *legislature* means “a deliberative body of persons, usually elective, who are empowered to make, change, or repeal the laws of a country or state,” and *attire* means “clothes or apparel, especially rich or splendid garments.”

- ▶ Students write the definitions of *just*, *petition*, *legislature* and *attire* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *supposed* means “claimed to be true or real; it is used to say that a particular description is probably not true or real even though many people believe that it is,” *generous* means “freely giving or sharing money and other valuable things; showing kindness or concern for others,” *courteous* means “very polite in



a way that shows respect,” and *cradle* means “a bed for a baby that is usually designed to rock back and forth when pushed gently.”

- ▶ Students write the definitions of *supposed*, *generous*, *courteous*, and *cradle* on their copies of the text or in a vocabulary journal.

### Why has Cady Stanton “met” with her audience?

- ☞ Cady Stanton explains that she is addressing her audience to discuss “rights and wrongs, civil and political.” Cady Stanton wants to discuss women’s rights pertaining to citizenship or legal reasons and not “social” reasons.

### What is the impact of pairing the words “rights and wrongs” together in the following phrase: “We have met here today to discuss our rights and wrongs”?

- ☞ Cady Stanton uses the words “rights and wrongs” to refer to the legal rights of women and also how women have been “wrong[ed]” within the “civil and political” system. By using “rights” and “wrongs” together, Cady Stanton implies that she intends to discuss issues of justice or morality.
- ① Consider drawing students’ attention to how their evaluation of Cady Stanton’s word choice addresses SL.11-12.3.
- ① Consider drawing students’ attention to Cady Stanton’s nuanced treatment of “rights” and “wrongs,” which addresses L.11-12.5.

### How does the phrase “and not, as some have supposed” refine Cady Stanton’s stated purpose in this paragraph?

- ☞ The phrase “and not, as some have supposed” implies that “some” people are incorrect in their assumptions about what will be discussed in the speech. Cady Stanton uses the phrase to establish what is important by making a distinction between “civil and political” rights and “social life,” and to ease the concerns of those who “have supposed” that “social life” might be discussed.

### How does Cady Stanton explain “social life”? How does this explanation advance her purpose?

- ☞ Student responses should include:
  - Cady Stanton explains “social life” by first separating it from “civil and political” issues. She then states that she does not intend to “petition the legislature to make our husbands just, generous, and courteous, to seat every man at the head of a cradle, and to clothe every woman in male attire.” Therefore, “social life” includes marital relationships, childcare, and daily customs, like what people wear.

- Her statements assure her audience that the issues she wants to “discuss” are about women as citizens in the United States (“civil and political”) and not about women’s “social life,” or their social positions in relation to men.

① **Differentiation Consideration:** If students are unclear about what Cady Stanton means by the phrase “at the head of a cradle,” ask the following:

**Why would a person be seated “at the head of a cradle”? Why does Cady Stanton use this phrase?**

- 💬 Someone would be seated “at the head of a cradle” to take care of a baby. Cady Stanton uses the phrase figuratively to describe the role of providing childcare.

**What is the impact of Cady Stanton’s choice to use the word “[w]e” to begin each sentence in this paragraph? To whom does “we” refer?**

- 💬 Cady Stanton’s use of the word “we” in the sentence “[w]e do not propose to ... make our husbands just” suggests that she is speaking for a group of women seeking rights. Her use of “we” impacts the text by creating a sense of inclusion or community amongst her audience, and therefore, a larger sense of purpose.

① Consider reminding students of SL.11-12.3 by pointing out how this standard relates to this question’s discussion about word choice.

## Activity 5: Quick Write

15%

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

**How does Cady Stanton begin to establish her purpose in the first paragraph?**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever 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 students 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview and annotate paragraphs 2–3 of “An Address by Elizabeth Cady Stanton” (from “None of these points, however important they may be” to “yet have wind enough to sustain life”). Also, instruct students to box any unfamiliar words from paragraphs 2–3 and look up their definitions. Instruct students to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

- ▶ Students follow along.

## Homework

For homework, preview and annotate paragraphs 2–3 of “An Address by Elizabeth Cady Stanton” (from “None of these points, however important they may be” to “yet have wind enough to sustain life”). Box any unfamiliar words from paragraphs 2–3 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.

# 11.2.2 Lesson 2

## Introduction

In this lesson, students read and analyze paragraphs 2–3 of “An Address by Elizabeth Cady Stanton” (from “None of these points, however important they may be” to “yet have wind enough to sustain life”), in which Cady Stanton continues to advocate for the “civil and political” rights of women by demonstrating the triviality of men’s concerns. Students analyze how Cady Stanton’s strategic use of satire and sarcasm advances her purpose. Student learning is assessed via a Quick Write at the end of the lesson: How does Cady Stanton’s use of style and content in paragraphs 2–3 advance her purpose in the text?

For homework, students read and annotate paragraphs 4–5 of “An Address by Elizabeth Cady Stanton” in addition to continuing their Accountable Independent Reading (AIR) texts using a focus standard of their choice.

## 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]”).
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.

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)

Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Cady Stanton's use of style and content in paragraphs 2–3 advance her purpose in the text?

### High Performance Response(s)

A High Performance Response should:

- Identify stylistic choices Cady Stanton makes in paragraphs 2–3 (e.g., Cady Stanton uses sarcasm to imply that issues considered “important ... by leading men” are insignificant in reality and will not “be touched” (par. 2) by the women at the convention. She uses satire to suggest that men’s “philosophical experiments” (par. 3) with clothing are irrelevant to the serious issues of the convention.).
- Identify content choices Cady Stanton makes in paragraphs 2–3 (e.g., Cady Stanton illustrates that despite men’s “contempt” for women’s clothing, “[m]any of the nobler sex seem to agree” with women about the superiority of female attire (par. 2). She also reinforces that women have no interest in discussions of fashion and will not “molest” men in their “philosophical experiments” with it (par. 3).).
- Analyze how style and content in paragraphs 2–3 advance Cady Stanton’s purpose in the text (e.g., Cady Stanton uses humor to explain that women “admire” (par.2) their own clothing and, unlike men, are not interested in trivial discussions related to fashion or “social life,” but instead want to discuss important matters, specifically [their] “rights” par. 1).).

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- notwithstanding (conjunction) – in spite of the fact that
- barristers (n.) – (in England) lawyers who are members of one of the Inns of Court and who have the privilege of pleading in the higher courts
- lord mayors (n.) – (chiefly in Britain and the Commonwealth) mayors of certain cities or the chief municipal officers of certain boroughs
- imposing (adj.) – very impressive because of great size, stately appearance, dignity, elegance, etc.
- philosophical (adj.) – pertaining to philosophy (the study of ideas about knowledge, truth, and the nature and meaning of life)
- molest (v.) – to bother, interfere with, or annoy
- stock[s] (n.) – long, usually white neckcloth[s] wrapped around the neck, worn in the 18<sup>th</sup> century and as part of modern riding dress
- kneecap (n.) – the kneecap or patella

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

- tacitly (adj.) – understood without being openly expressed; implied

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

- convention (n.) – a large meeting of people who come to a place for usually several days to talk about their shared work or other interests or to make decisions as a group
- imitating (v.) – copying (someone’s or something’s behavior, sound, appearance, etc.)
- violation (n.) – the act of doing something that is not allowed by a law or rule
- principle (n.) – a moral rule or belief that helps you know what is right and wrong and that influences your actions
- taste (n.) – the feelings that each person has about what is appealing, attractive, etc.; the feelings that cause someone to like or not like something
- dignity (n.) – the quality of being worthy of honor or respect
- garments (n.) – articles of clothing

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
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<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>Standards: RI.11-12.6, W11-12.9.b, SL.11-12.3, L.11-12.4.a</li> <li>Text: “An Address by Elizabeth Cady Stanton,” paragraphs 2–3 (Masterful Reading: paragraphs 1–3)</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 65%
5. Quick Write	5. 10%
6. Closing	6. 5%

## 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 Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- ⓘ Consider providing blank copies of the Rhetorical Impact Tracking Tool since this is a new text in the module.

## 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 assessed standard for this lesson: RI.11-12.6. In this lesson, students analyze paragraphs 2–3 of “An Address by Elizabeth Cady Stanton,” paying particular attention to how Cady Stanton’s use of style and content advance her purpose in the speech.

- ▶ Students look at the agenda.
- ① Remind students of their work with RI.11-12.6 in 11.2.2 Lesson 1, in which they determined how Cady Stanton began to establish her purpose in paragraph 1.

## Activity 2: Homework Accountability

10%

Instruct students to take out their homework from the previous lesson. (Preview and annotate paragraphs 2–3 of “An Address by Elizabeth Cady Stanton.” Box any unfamiliar words from paragraphs 2–3 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.)

Instruct student to form pairs and discuss their annotations for paragraphs 2–3 of “An Address by Elizabeth Cady Stanton.”

- 🗨 Student responses may include:
  - Boxes around “leading men,” “costume,” and “nobler sex” because these words used individually are familiar, but the words used in this context are not (par.2).
  - A star by “male attire is neither dignified nor imposing” (par. 2) and “[y]ours be the glory to discover, by personal experience” (par. 3), because both of these statements seem to use strong language and may signify important ideas in the text.
  - Question marks by “philosophical experiments with stocks, pants, high-heeled boots, and Russian belts” (par. 3), because it is unclear what the author means by “philosophical experiments” with pants or boots. It is also unclear what is meant by “stocks” and “Russian belts.”
- ① This annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Have students share any vocabulary words they identified and defined in the previous lesson’s homework.



- ▶ Students may identify the following words: *notwithstanding*, *barristers*, *lord mayors*, *imposing*, *philosophical*, *molest*, *stocks*, *kneepan*.

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

### Activity 3: Masterful Reading

5%

Instruct students to listen to a masterful reading of paragraphs 1–3 of “An Address by Elizabeth Cady Stanton” (from “We have met here today to discuss our rights and wrongs” through “yet have wind enough left to sustain life”).

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

**How does Cady Stanton describe women’s clothing compared to men’s clothing?**

- ▶ Students follow along, reading silently

### Activity 4: Reading and Discussion

65%

Distribute blank copies of the Rhetorical Impact Tracking Tool, and instruct students to take notes on the tool when rhetoric is discussed in the lesson. Remind students of their work with this tool in 11.2.1.

① Remind students that, as in 11.2.1, they will fill out the Purpose and Point of View sections of their Rhetorical Impact Tracking Tools once they have analyzed Cady Stanton’s speech in its entirety.

- ▶ Students listen.

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to read the first part of paragraph 2 (from “None of these points, however important they may be” to “consider our costume far more artistic than theirs”) and discuss the following questions before sharing out with the class.

① **Differentiation Consideration:** Consider providing students with the following definitions: *convention* means “a large meeting of people who come to a place for usually several days to talk about their shared work or other interests or to make decisions as a group,” *imitating* means “copying (someone’s or something’s behavior, sound, appearance, etc.),” *violation* means “the act of doing something that is not allowed by a law or rule,” *principle* means “a moral rule or belief that helps you know what is right and wrong and that influences your actions,” *taste* means “the feelings that each person has about what is appealing, attractive, etc.; the feelings that cause someone to

like or not like something,” *dignity* means “the quality of being worthy of honor or respect,” and *garments* mean “articles of clothing.”

- ▶ Students write the definitions of *convention*, *imitating*, *violation*, *principle*, *taste*, *dignity*, and *garments* on their copies of the text or in a vocabulary journal.

### What “points” will not “be touched in this convention”?

🗨 Student responses may include:

- Cady Stanton refers to the “points” (par. 2) she makes in the first paragraph, explaining the “social” ideas that will not be “discuss[ed]” in her speech (par. 1).
- She does not plan to discuss how “to make ... husbands just, generous, and courteous,” or discuss marital/relationship issues.
- She does not plan to discuss how to make men caregivers for children, “seat[ed] ... at the head of a cradle” or how to “clothe every woman in male attire” by discussing clothing (par. 1).
- She does not want to discuss any points that have to do with social issues concerning men and women.

### How does the phrase “however important they may be considered by leading men” relate to the purpose of Cady’s Stanton’s speech?

- 🗨 These issues are really not “important” (par. 2) components of the jobs of “leading men” (par.1). Cady Stanton emphasizes how discussions of marriage, childcare, and fashion are also insignificant to the purpose of her speech.

Explain to students that this phrase is an example of sarcasm. Inform students that sarcasm is a stylistic choice used to communicate ideas through the intentional misuse of words. Provide the following definition: *sarcasm* means “the use of words that mean the opposite of what you really want to say, especially in order to insult someone, to show irritation, or to be funny.” Instruct students to add sarcasm and its definition to their Rhetorical Impact Tracking Tools.

- ▶ Students listen and write the example and definition of sarcasm on their Rhetorical Impact Tracking Tools.

### What do gentlemen need not “fear?”

- 🗨 According to Cady Stanton, the “gentlemen need feel no fear” of women imitating their “costume” or clothing (par. 2).

📌 **Differentiation Consideration:** If students struggle with the use of “costume” in this context, consider asking the following scaffolding question:

### To what does the word “costume” refer in this sentence?

☞ “Costume” (par. 2) refers to clothing. The sentence “As to their costume, the gentlemen need feel no fear” (par. 2) is a direct reference to Cady Stanton’s statement in paragraph 1 about “cloth[ing] every woman in male attire.”

- ① Consider sharing with students that this particular use of the word *costume* to describe clothing is an archaic, or outdated, use of the word.

### How does the word “contempt” impact the tone of Cady Stanton’s discussion of clothing?

☞ Student responses may include:

- Cady Stanton’s use of the word “contempt” (par. 2) explains that men have been critical of women’s clothing, which creates a defensive tone.
- Cady Stanton’s use of “contempt” (par. 2) creates a separation between men and women, creating an adversarial tone.

- ① Consider reminding students that their evaluation of Cady Stanton’s word choice addresses SL.11-12.3.

- ① **Differentiation Consideration:** Consider asking the following question to ensure student comprehension:

### How does Cady Stanton describe men’s and women’s clothing?

☞ Cady Stanton describes men’s clothing as unattractive or a “violation of every principle of taste, beauty, and dignity” (par. 2) and women’s clothing as “loose, flowing garments” with “graceful folds” that women “admire” (par. 2).

Lead a brief whole-class discussion of student responses. Remind students to record relevant notes and ideas from this excerpt on their Rhetorical Impact Tracking Tool.

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Instruct student pairs to read the rest of paragraph 2 (from “Many of the nobler sex seem to agree with us” through “male attire is neither dignified nor imposing”) and answer the following questions before sharing out with the class.

- ① Inform students that the positions of bishop, priest, judge, barrister, lord mayor, the Pope of Rome, and cardinals were all occupied by men in Cady Stanton’s day.

### Who is the “nobler sex” to whom Cady Stanton refers?

- 🗨️ Cady Stanton refers to men when she uses the phrase “nobler sex” (par. 2). She uses examples of male-dominated roles such as “bishops, priests, judges, barristers ... lord mayors ... the Pope of Rome” and “his cardinals” (par. 2) to support her idea that female clothing is “far more artistic” (par. 2) than men’s.

### How does Cady Stanton explain that “male attire is neither dignified nor imposing”?

- 🗨️ Student responses may include:
  - Cady Stanton states that “[m]any of the nobler sex ... all wear loose flowing robes” (par. 2), which is similar to her description of women’s “loose, flowing garments” (par. 2). She reasons that the choice of powerful men to wear clothing similar to women’s is evidence of them “tacitly “acknowledging” that men’s clothing is “neither dignified nor imposing” (par. 2).
  - The powerful men may not come out and say women’s clothing is superior, but by wearing the same style as women, the powerful men agree that women’s clothing is “far more artistic than theirs” (par. 2).

### Based on this analysis, what might the word *tacitly* mean?

- 🗨️ *Tacitly* could mean the same as “imply.” It refers to something that may be communicated without words.

① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of determining the meaning of a word through context.

### How does the statement “[m]any of the nobler sex seem to agree with us” support the idea that “gentlemen need feel no fear of our imitating”?

- 🗨️ Cady Stanton explains that women are not interested in wearing men’s clothing because women’s clothing is better, which noble men demonstrate by wearing “loose flowing robes” (par. 2) similar to women’s clothing.

### What effect does Cady Stanton’s word choice have on the tone in this paragraph?

- 🗨️ Student responses may include:
  - Cady Stanton’s description of men’s clothing as a “violation of every principle of taste, beauty, and dignity” (par. 2) creates a mocking or teasing tone by suggesting that men have no fashion sense.
  - Cady Stanton’s choice to describe men as the “nobler sex” (par. 2) suggests a tone of irony. Her descriptions of men, including her implication that they are not “just, generous, and

courteous” (par. 1) husbands, and that they have “contempt” (par. 2) for women’s clothing, indicates she does not truly feel men are “noble[]” (par. 2).

- Cady Stanton’s use of the phrase “None of these points, however important they may be considered by leading men” (par. 2), creates a sarcastic tone because “leading men” do not typically get involved in “points” (par. 2) related to marital relationships, childcare, or clothing.

Lead a brief whole-class discussion of student responses. Remind students to record relevant notes and ideas from this excerpt on their Rhetorical Impact Tracking Tools.

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Instruct student pairs to read paragraph 3 (from “No, we shall not molest you in your philosophical experiments” through “yet have wind enough left to sustain life”) and answer the following questions before sharing out with the class.

### What does Cady Stanton describe as “philosophical experiments”?

- ☛ Cady Stanton describes men’s fashion such as “stocks, pants, high-heeled boots, and Russian belts” as “philosophical experiments” (par. 3).

### What does Cady Stanton imply about men when she describes their fashion as “philosophical experiments”?

- ☛ By describing men’s fashion as “philosophical experiments” (par. 3), Cady Stanton implies that men are overly concerned with the unimportant subject of fashion.

### What does Cady Stanton mean when she states that women will not “molest” the men in their “philosophical experiments” with fashion?

- ☛ When Cady Stanton says that women will not “molest” men, she means that women will not bother men about details of “social life” like fashion because there are more important issues to discuss. Cady Stanton wants to leave the “glory” of fashion “discover[ies]” (par. 3) to men, while women “discuss [their] rights and wrongs, civil and political” (par. 1).

### What is the effect of Cady Stanton’s use of rhetoric in the second sentence of paragraph 3?

- ☛ Cady Stanton uses repetition in this sentence when she describes the effects of male fashion with statements that are phrased similarly: “how long,” “how short,” “how high,” and “how tight” (par. 3). The repetition of this structure reinforces Cady Stanton’s approach of portraying men as being concerned about a trivial issue such as fashion; it also dramatizes the extremes of their clothing trends, which implies that men are vain.

- ① Consider reminding students that their evaluation of Cady Stanton’s use of rhetoric addresses SL.11-12.3.

**How do Cady Stanton’s comments about “the glory” of “personal experience” impact the tone of this paragraph?**

- Cady Stanton uses a sarcastic tone to suggest that men should discover for themselves how uncomfortable “the kneepan ... the stock ... the heel of a boot ... and ... the Russian belt” (par. 3) can be.

- ① Consider reminding students that their evaluation of Cady Stanton’s tone addresses SL.11-12.3.

**How does Cady Stanton’s tone contribute to the persuasiveness of this paragraph?**

- Cady Stanton uses a sarcastic and humorous tone in this paragraph to show that contrary to what “some have supposed” (par. 1), men make sillier fashion choices than women. Therefore, women have no desire to imitate men in their clothing. This establishes fashion and other details of social life as irrelevant to the issue at hand, and helps to persuade the reader to instead consider the importance of the “civil and political” (par. 1) rights of women, rather than the trivial issues of “social life” (par. 1).

Explain to students that *satire* means “the use of humor, sarcasm, irony or exaggeration to expose the weakness or bad qualities of a person, government, society, etc.” Satirical writing can be used to achieve a rhetorical effect like persuasion. Cady Stanton’s approach in this paragraph is *satirical* because she uses humor and exaggeration to expose that, contrary to popular belief, men are frivolous and silly about their clothes. Instruct students to add *satire* and its definition to their Rhetorical Impact Tracking Tools.

- ▶ Students listen and add the example and definition of *satire* to their Rhetorical Impact Tracking Tools.

Lead a brief whole-class discussion of student responses. Remind students to record relevant notes and ideas from this excerpt on their Rhetorical Impact Tracking Tool.

## Activity 5: Quick Write

10%

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

**How does Cady Stanton’s use of style and content in paragraphs 2–3 advance her purpose in the text?**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate paragraphs 4–5 of “An Address by Elizabeth Cady Stanton” (from “But we are assembled to protest against a form of government” to “however they may differ in mind, body, or estate.”)

Also for homework, instruct students to 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 text based on that standard.

- ▶ Students follow along.

## Homework

For homework, preview and annotate paragraphs 4–5 of “An Address by Elizabeth Cady Stanton” (from “But we are assembled to protest against a form of government” to “however they may differ in mind, body, or estate”).

Also, continue to read 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>
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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:** “An Address by Elizabeth Cady Stanton”

**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):

<b>Rhetorical device and definition</b>	<b>Examples of the rhetorical device in the text (with paragraph or page reference)</b>	<b>Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)</b>
Sarcasm: the use of words that mean the opposite of what you really want to say, especially in order to insult someone, to show irritation, or to	“None of these points, however important they may be considered by leading men, will be touched in this convention.” (par. 2)	Cady Stanton is using sarcasm to advance her purpose by suggesting sarcastically that “leading men” might think issues regarding social life are important to women but for the purposes of the “convention,” they are not.



<p>be funny</p>		
<p>Repetition: the act of saying or writing something again</p>	<p>Repetitive use of phrasing in referencing male fashion, such as “how long,” “how short,” “how high,” and “how tight.” (par. 3)</p>	<p>The use of repetition reinforces Cady Stanton’s purpose of portraying men as being concerned about trivial items like fashion.</p>
<p>Satire: the use of humor, sarcasm, irony or exaggeration to expose the weakness or bad qualities of a person, government, society</p>	<p>“Yours be the glory to discover, by personal experience, how long the kneepan can resist the terrible strapping down which you impose, in how short time the well-developed muscles of the throat can be reduced to mere threads by the constant pressure of the stock.” (par. 3)</p>	<p>The use of satire advances Cady Stanton’s purpose of demonstrating how serious women are in discussing their rights as opposed to trivial conversations about fashion. Cady Stanton is revealing that men often think women want to have stereotypical conversations about trivial social matters such as fashion whereas Cady Stanton is demonstrating that this is not the case and women are serious about discussing their rights.</p>

File: 11.2.2 Lesson 2 Date: 9/12/14 Classroom Use: Starting 9/2014  
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# 11.2.2 Lesson 3

## Introduction

In this lesson, students continue their analysis of “An Address by Elizabeth Cady Stanton.” Students read and discuss paragraphs 4–5 (from “But we are assembled to protest against” to “however they may differ in mind, body, or estate”), in which Cady Stanton continues to develop the reasons why women deserve the right to vote, while making a distinction between rights and equality. Focused questioning supports student analysis of Cady Stanton’s organization and development of ideas, and students begin work with an Ideas Tracking Tool to track these key ideas. Student learning is assessed via a Quick Write at the end of the lesson: How do ideas interact and develop over the course of this excerpt?

For homework, students read an excerpt from the Declaration of Independence and write a response about how Cady Stanton develops and refines ideas from the Declaration of Independence in her address.

## Standards

Assessed Standard(s)	
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.
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.  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 answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How do ideas interact and develop over the course of this excerpt?

### High Performance Response(s)

A High Performance Response should:

- Identify at least two ideas developed in this excerpt (e.g., “equality” and “rights”).
- Discuss the interaction and development of the ideas (e.g., Even though Cady Stanton suggests women are unequal to men because of “disgraceful laws,” Cady Stanton says that equality and rights are two separate ideas (par. 4). She states, “we wish the question of equality kept distinct from the question of rights” (par. 5). She develops the idea that even though all “white men” (par. 5) are not equal in strength or intelligence, they all have the same rights. She states, “All white men in this country have the same rights, however they may differ in mind, body, or estate” (par. 5). She argues that women deserve the same rights as men whether or not they are equal to men, “for the proof of the one does not determine the truth of the other” (par.5).).

## Vocabulary

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

- chastise (v.) – to criticize severely
- dependent (n.) – a person who depends on or needs someone or something for aid, support, favor, etc.
- bounty (n.) – generosity in giving to others
- divinity (n.) – the state of being a god or godlike
- stripling (n.) – a youth
- estate (n.) – property or possessions

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

- statute (n.) – law

Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>• consent (n.) – permission for something to happen or be done</li> <li>• inherits (v.) – receives (money, property, etc.) from someone when that person dies</li> <li>• assembled (v.) – met together in one place</li> <li>• pedestal (n.) – used to describe the position of someone who is admired, successful, etc.</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.3, W.11-12.9.b, L.11-12.4.a</li> <li>• Text: “An Address by Elizabeth Cady Stanton,” paragraphs 4–5</li> </ul>	
<p><b>Learning Sequence:</b></p> <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. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 65%</li> <li>4. 15%</li> <li>5. 5%</li> </ol>

## 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)
  - Student copies of the Declaration of Independence Excerpt Handout (refer to 11.2.1 Lesson 13)
- ① Consider providing blank copies of the Ideas Tracking Tool since this is a new text in the module.

## 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 assessed standard for this lesson: RI.11-12.3. In this lesson, students read paragraphs 4–5 of “An Address by Elizabeth Cady Stanton” and discuss how ideas interact and develop over the course of the text. Students use the Ideas Tracking Tool to track ideas and describe the connections between them.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied a chosen focus standard to their Accountable Independent Reading (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 students to Turn-and-Talk in pairs about their homework from the previous lesson. (Preview and annotate paragraphs 4–5 of “An Address by Elizabeth Cady Stanton.”)

- ▶ Student pairs discuss their annotations of paragraphs 4–5.

Ask for student volunteers to share their annotations.

- ☞ Student responses may include:

- Underline the sentence “But we are assembled to protest against a form of government existing without the consent of the governed” (par. 4) as one of Cady Stanton’s claims.
- Star the section in which Cady Stanton mentions laws that give men power over women and calls them “disgraceful” (par. 4), noting her powerful language.
- Underline “Christian republic” (par. 4) and the phrase “uplift woman’s fallen divinity” (par. 4) because both references concern religion and appeal to morality.
- Question mark by “we wish the question of equality kept distinct from the question of rights” (par. 5). What is the difference between rights and equality?

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

### Activity 3: Reading and Discussion

65%

Distribute blank copies of the Ideas Tracking Tool. Remind students of their work in the previous unit with the Ideas Tracking Tool. Explain that during this part of the lesson, students discuss questions about Elizabeth Cady Stanton’s address and pause at key points in the discussion to record their analysis on their Ideas Tracking Tools.

- ▶ Students listen.

Instruct students to form small groups. Post or project each set of questions below for students to discuss.

- ① **Differentiation Consideration:** 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:

**What are some examples of the laws Cady Stanton is “protesting” against?**

Instruct student groups to read the first sentence of paragraph 4 (from “But we are assembled to protest against” to “make her the mere dependent on his bounty”), and answer the following questions before sharing out with the class.

Provide students with the following definitions: *chastise* means “to criticize severely,” *bounty* means “generosity in giving to others,” and *dependent* means “a person who relies on another for support.”

- ▶ Students write the definitions *chastise*, *bounty*, and *dependent* on their copies of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *consent* means “permission for something to happen or be done,” *inherits* means “receives (money, property, etc.) from someone when that person dies.”
- ▶ Students write the definitions of *consent* and *inherits* on their copies of the text or in a vocabulary journal.

### Why does the “government” not have the “consent of the governed”?

- 🗨️ Women do not have the right to vote, so they have not given their “consent” to be governed.
- ① **Differentiation Consideration:** If students struggle with the previous questions, consider asking the following scaffolding questions:

**What does it mean to be “governed” in this context? What other word in this sentence is “governed” similar to?**

- 🗨️ “Governed” is similar to the word “government” (par. 4). A government is the organization that rules a country, so to be “governed” means to be ruled.

**How do people give their “consent” to be “governed”?**

- 🗨️ People “consent” (par. 4) to be governed by voting.

### How do the “disgraceful laws” that Cady Stanton describes demonstrate the relationship between women and men?

- 🗨️ Student responses should include:
  - Cady Stanton states that the laws allow men to have power over women’s bodies because a man can “chastise and imprison his wife” (par. 4).
  - The laws allow men to “take the wages which [his wife] earns, the property which she inherits, and, in case of separation, the children of her love” (par. 4), which gives men control of women’s money, possessions, and family.

### What words or phrases develop Cady Stanton’s point of view regarding these “laws”?

- 🗨️ Student responses may include:
  - Cady Stanton calls the laws “disgraceful” and says that the “assembled” group is there to “protest” against the government that makes these laws (par. 4).
  - Cady Stanton also states that the laws make women “mere dependent[s]” (par. 4) of their husbands, suggesting that the laws decrease women’s power and force them to rely on

men’s generosity. These words and phrases develop the negative view that Cady Stanton has of these laws.

- Cady Stanton suggests that these “disgraceful” laws give men the power to “chastise” and “imprison” (par. 4) their wives, which demonstrates that Cady Stanton does not believe women should be disenfranchised because it makes women powerless before men.

① **Differentiation Consideration:** If students struggle with the previous questions, consider asking the following scaffolding question:

**Who is the “her” and “his” referred to in the phrase: “laws which make her the mere dependent on his bounty”?**

- 🗨️ The “her” and “his” refer to women and men in America. The examples of the “disgraceful laws,” develop the idea that women are “dependent” on the “bounty” or generosity of men, since men have all the power and can give or take property and rights from women as they choose. For example, they can “take the wages which she earns” and “the property which she inherits” (par. 4).

Lead a brief whole-class discussion of student responses.

Instruct student groups to read the final three sentences of paragraph 4 (from “It is to protest against such unjust laws” to “the declaration of the government under which we live”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *divinity* means “the state of being a god or godlike.”

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

① **Differentiation Consideration:** Consider providing students with the following definitions: *assembled* means “met together in one place” and *pedestal* means “used to describe the position of someone who is admired, successful, etc.”

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

**Why are the laws deemed “a shame and a disgrace to a Christian republic in the nineteenth century”? How does referencing a “Christian republic” support Stanton’s claim?**

- 🗨️ The laws are a “shame and a disgrace” because they are “unjust” (par. 4) and they treat women unfairly. By referencing a “Christian republic” (par. 4), Cady Stanton uses the idea of religion or



morality in order to support her claim and appeal to her audience by suggesting that laws oppose the Christian ideas most of her audience believe in.

- ① Consider informing students that this is an example of the rhetorical technique *appeal to ethos*, which students explored in 11.2.1 Lesson 8. In an *appeal to ethos*, an author appeals to a listener or reader's conscience or sense of what is right or ethical in order to make the author's point more persuasive. Instruct students to add this example to their Rhetorical Impact Tracking Tools.
  - ▶ Students write the example and definition of *appeal to ethos* on their Rhetorical Impact Tracking Tools.
- ① **Differentiation Consideration:** Consider asking the following question to further explore Cady Stanton's *appeal to ethos* or religion:

#### How does the idea of “woman’s fallen divinity” relate to other ideas in this passage?

- 💬 Cady Stanton explains that those at the assembly “have met to uplift woman’s fallen divinity” (par. 4). Cady Stanton says that women have been made equal to men in the matter of God, and that women must be put on “an even pedestal” with men. This is related to the idea of the “unjust laws” that Cady Stanton says women must “protest against” because these laws create inequality between women and men, and therefore contribute to her “fallen divinity” (par. 4).

#### How does Cady Stanton imply that “unjust laws” will be “erased from our statute books”?

- 💬 Cady Stanton implies that the “right to vote,” which would allow women to be “represented in the government” and provide them with political power, would enable them to erase “unjust laws” from the “statute books” (par. 4).

#### What word or words might be used to replace the word *statute* in this passage?

- 💬 Cady Stanton states that the “unjust laws” will be “forever erased from our statute books” (par. 4). Therefore, statute books might be a place where laws are written, so *statute* could be replaced by the word “law.”
- ① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of determining the meaning of a word through context.
- ① **Differentiation Consideration:** Consider asking students the following question:

#### What is the demand those “assembled” are making?

- 💬 Those assembled are demanding “our right to vote,” as guaranteed by the “declaration of the government” in which the women live (par. 4).

### What effect does the word “strange” have on Cady Stanton’s tone?

- “Strange” creates a sarcastic tone because many people who might believe it is “strange” that women should want the right to vote believe in “consent of the governed” and are themselves “free” (par. 4).

Instruct student to take out their Ideas Tracking Tools and talk in their groups about key ideas they identified in paragraph 4.

- Student responses should include:
  - Women are unequal before the law.
  - It is a “shame and a disgrace to a Christian republic” to have laws promoting inequality between women and men.
  - Women deserve the right to vote, in order to give their “consent to be governed” and “to be represented in the government.”

Lead a brief whole-class discussion of student responses.

- ① Inform students that for homework they will be examining a passage from the Declaration of Independence to further examine ideas developed in paragraph 4.

Instruct student groups to read paragraph 5 (from “This right no one pretends to deny” to “however they may differ in mind, body, or estate”) and answer the following questions before sharing out with the class.

Explain to students that Daniel Webster was a Senator from Massachusetts and Secretary of State known for his intelligence and skill in speaking. Provide students with the following definitions: *stripling* means “a youth” and *estate* means “property or possessions.”

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

### How does Cady Stanton’s sentence structure develop her reasoning about the right to vote and equality?

- Cady Stanton uses parallel structure to reason that women do not have to prove that they are “equal” (par. 5) to men in intelligence or physical strength because men are not equal to each other, but all men have the right to vote. First, Cady Stanton provides the example of Daniel Webster and the “ignorant” (par. 5) man to show that men of unequal intelligence are allowed to vote. In the second sentence, she uses a similar sentence structure to demonstrate that

women “need not prove [their] muscular power” or physical strength because “the most tiny, weak, ill-shaped stripling of twenty-one has all the civil rights of the Irishman” (par. 5).

- ① Remind students to include this example of parallel structure on their Rhetorical Impact Tracking Tools.
- ① **Differentiation Consideration:** Consider asking the following question:

**What reason does Cady Stanton give for why “We need not prove ourselves equal to Daniel Webster to enjoy this privilege”? To what “privilege” does she refer?**

- 🗨️ The “privilege” (par. 5) to which Cady Stanton refers is the “right to vote” (par. 4). Cady Stanton states that the “ignorant Irishman in the ditch has all the civil rights he has” (par. 5), demonstrating that all men have the same rights, regardless of their knowledge and skills. She uses this example to show that women should not have to prove “ourselves equal” (par. 5) to Daniel Webster to possess the “right to vote,” (par. 4) since all men, including “ignorant” men, have the same “right to vote” as intelligent men like Daniel Webster.

**How does Cady Stanton’s reasoning develop the idea that “the question of equality [be] kept distinct from the question of rights”?**

- 🗨️ Cady Stanton reasons that even though all men are not equal, they all have the right to vote, which develops the idea that “the question of equality [be] kept distinct from the question of rights” (par. 5). Cady Stanton uses the contrasting examples of the “Irishman” and “Webster” (par. 5) as a way to demonstrate that men have the same rights, but are not equal; therefore, the two ideas are distinct.

**How does Cady Stanton’s description of the “question of equality” further develop her point of view?**

- 🗨️ Student responses may include:
  - Cady Stanton wants the focus to remain on the right to vote and not on the discussion of equality. Cady Stanton states, “We have no objection to discuss the question of equality, for we feel that the weight of argument lies wholly with us” (par. 5). This means that she believes that women are responsible for making the argument that they are equal to men, but this argument is not necessary for the right to vote because “the question of equality” should be “kept distinct from the question of rights” (par. 5).
  - Cady Stanton’s claim that “the question of equality” should be “kept distinct from the question of rights” (par. 5) further develops her point of view that, even though she believes women are unequal to men, equality is not the focus of her speech. In paragraph 4, Cady Stanton points out that women will be able to achieve equality once they have the right to vote and can “forever” erase “disgraceful laws” from the “statute books.”

**How does the final sentence of the paragraph further develop Cady Stanton’s idea that “the proof of the one does not determine the truth of the other”?**

🗨 Student responses should include:

- By writing that “the proof of the one does not determine the truth of the other” (par.5), Cady Stanton suggests that it does not matter whether or not one can prove that men and women are equal; they both deserve the same rights.
- In the last sentence of the paragraph she states, “All white men in this country have the same rights” even though there is no “proof” that they are equal to each other (par. 5). This develops Cady Stanton’s idea that women do not need to prove that they are equal to men in order to obtain the same rights.

Instruct students to take out their Ideas Tracking Tools and talk in their groups about key ideas they identified in paragraph 4. Circulate and support students as necessary.

🗨 Student responses should include:

- “All white men” have the same rights even though they are not equal.
- Women deserve rights whether or not they prove their equality to men.

Lead a brief whole-class discussion of student responses.

## Activity 4: Quick Write

15%

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

**How do ideas interact and develop over the course of this excerpt?**

Instruct students to look at their annotations and their Ideas Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever 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 students 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

5%

Display and distribute the homework assignment. For homework, students read the assigned excerpt from the Declaration of Independence and write a response to the following question:

**How does Cady Stanton further develop and refine ideas from the “Declaration of Independence” in her address?**

- ① Consider reminding students of their work with the Declaration of Independence in 11.2.1 Lesson 13.
  - ▶ Students follow along.

## Homework

For homework, read the assigned excerpt from the Declaration of Independence and write a response to the following question:

**How does Cady Stanton further develop and refine ideas from the “Declaration of Independence” in her address?**

## 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 texts. Cite textual evidence to support your work.

<b>Text:</b>	“An Address by Elizabeth Cady Stanton”
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Paragraph #	Ideas	Notes and Connections
4	Women are unequal before the law.	Cady Stanton provides examples of laws that allow men to take property and rights away from women.
4	It is a “shame and a disgrace to a Christian republic” to have laws which promote inequality between women and men.	Cady Stanton suggests that it is against the founding principles of the country to have laws that create inequality between women and men. According to Cady Stanton, men and women are both equally divine but women have experienced “fallen divinity” because of inequality.
4	Women deserve the right to vote, in order to give their “consent” to be “governed” and “to be represented in the government.”	Attaining the right to vote would enable women to “erase[]” the laws that make them unequal to men. This would also mean that women were giving “consent,” or agreement, to be governed.
5	“All white men” have the same rights even though they are not equal.	Cady Stanton provides examples of men who do not have the same “mind, body, or estate” as Daniel Webster and other important figures to show that men have the same rights even though they differ in intelligence and abilities.
5	Women deserve rights whether or not they prove their equality to men.	This idea is related to the idea that “all white men” have the same rights as each other even though they are not all equal in intelligence and abilities. Cady Stanton uses this reasoning to prove that women do not need to prove their equality to men in order to deserve the same rights.

## Model Rhetorical Impact Tracking Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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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:** “An Address by Elizabeth Cady Stanton”

**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):

<b>Rhetorical device and definition</b>	<b>Examples of the rhetorical device in the text (with paragraph or page reference)</b>	<b>Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)</b>
Appeal to ethos: when an author appeals to a listener or reader’s conscience or sense of what is right or ethical in order to make his or her point more	In paragraph 4, Cady Stanton describes some laws as “unjust” and a “shame and a disgrace” because they treat women unfairly. She also refers to the United States as a “Christian republic” (par.4).	Cady Stanton’s references to religion or morality contribute to the persuasiveness of her address. As most of Cady Stanton’s audience believes in Christian ideals, pointing out how the laws are immoral appeals to the sympathies of her audience.

<p>persuasive</p>		
<p>Parallel structure: when an author uses the same pattern of words to show that two or more ideas are equally important</p>	<p>In paragraph 5, Cady Stanton uses parallel structure in the following sentences:</p> <ol style="list-style-type: none"> <li>1. “We need not prove ourselves equal to Daniel Webster to enjoy this privilege, for the ignorant Irishman in the ditch has all the civil rights he has.”</li> <li>2. “We need not prove our muscular power equal to this same Irishman to enjoy this privilege, for the most tiny, weak, ill-shaped stripling of twenty-one has all the civil rights of the Irishman.”</li> </ol>	<p>Using parallel structure in these sentences contributes to the persuasiveness of the text because it emphasizes why women do not need to be equal to men in order to enjoy the same rights as men.</p> <p>The contrast between Daniel Webster, the “ignorant Irishman,” and the “ill-shaped stripling” demonstrates that men enjoy the same rights even though men are not equal to each other.</p>



# 11.2.2 Lesson 4

## Introduction

In this lesson, students continue their analysis of “An Address by Elizabeth Cady Stanton.” Students read and discuss paragraphs 6–7 (from “The right is ours. The question now is” through “until by continual coming we shall weary him”), in which Cady Stanton further develops the idea that women deserve the right to vote and explains how they will achieve success through action. Students analyze the passage for Cady Stanton’s use of rhetoric and determine how the style and content of this passage contribute to the power, persuasiveness, or beauty of her speech. Students use their Rhetorical Impact Tracking Tools to guide them in their analysis of the text.

Additionally, this lesson features targeted writing instruction on W.11-12.2.e. Students discuss establishing and maintaining a formal style and objective tone in their writing, and use these writing skills in their assessment. Student learning is assessed via a Quick Write at the end of the lesson: How does Cady Stanton’s use of style and content in this excerpt advance her purpose?

For homework, students preview paragraphs 8–10 and identify and define unfamiliar words. Additionally, students add at least two ideas to their Ideas Tracking Tools and identify at least one central idea.

## 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.11-12.2.e	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.  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.

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.
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. 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.

## Assessment

<b>Assessment(s)</b>
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>• How does Cady Stanton’s use of style and content in this excerpt advance her purpose?</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Identify Cady Stanton’s purpose in this excerpt (e.g., Cady Stanton’s purpose in this excerpt is to explain how women will secure the right to vote.).</li> <li>• Analyze how Cady Stanton’s use of style and content advance her purpose (e.g., Cady Stanton uses the rhetorical question “how shall we get possession of what rightfully belongs to us?” (par. 6) at the beginning of this passage to transition her speech from a discussion of why women deserve the right to vote to an explanation of how women will obtain the right that is lawfully theirs. Cady Stanton uses parallel structure to demonstrate the many ways in which women will gain the right that is lawfully theirs, including “pens” or writing, “tongues” or speaking, and “fortunes” or money (par. 7). This example advances her purpose by demonstrating the various ways women will fight for their right to vote).</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>• franchise (n.) – the right to vote</li> <li>• indomitable (adj.) – difficult or impossible to defeat or subdue</li> </ul>

<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>• stature (n.) – degree of development attained; level of achievement</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>• possession (n.) – the condition of having or owning something</li> <li>• sorely (adv.) – very much</li> <li>• attained (v.) – reached, achieved, accomplished</li> <li>• thrust (v.) – to push forcibly; shove</li> <li>• submitted (v.) – given oneself to the power or authority of another</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.6, W.11-12.2.e, SL.11-12.3, L.11-12.4.a</li> <li>• Text: “An Address by Elizabeth Cady Stanton,” paragraphs 6–7</li> </ul>	
<p><b>Learning Sequence:</b></p> <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</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 45%</li> <li>4. 20%</li> <li>5. 15%</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 Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- Copies of the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist for each student

## 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 assessed standard for this lesson: RI.11-12.6. In this lesson, students read and analyze paragraphs 6–7 of “An Address by Elizabeth Cady Stanton” and focus on Cady Stanton’s use of rhetoric and how it contributes to the persuasiveness, power, or beauty of the text. Students use their Rhetorical Impact Tools to record their analysis. Students also build their understanding of formal style and objective tone through direct writing instruction on W.11-12.2.e.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to Turn-and-Talk in pairs about their reading and reflective writing assignment from the previous lesson. (For homework, read the assigned excerpt from the Declaration of Independence and write a response to the following question: How does Cady Stanton further develop and refine ideas from the Declaration of Independence in her address?)

- ▶ Students Turn-and-Talk in pairs about their responses.

ⓘ Consider providing students with the following definition: *unalienable* (also spelled *inalienable*) means “impossible to take away or give up.”

Ask for student volunteers to share their responses.

☞ Student responses may include:

- Cady Stanton states that those at the convention are there to “protest against a form of government existing without the consent of the governed” (par.4). This is similar to the

statement in the Declaration of Independence that the people have the “right” to “alter” the government.

- Cady Stanton states that even though men are not equal in ability, they have the same “rights,” whereas women do not (par. 5). This distinction plays on the idea in the Declaration of Independence that “all men are created equal” by showing that they are, in fact, not equal, though they are given the same rights.
- Cady Stanton further manipulates this notion by using “men” to refer to males whereas the Declaration of Independence uses “men” to refer to all of humanity.
- Cady Stanton appeals to religion and the idea of God by mentioning the “Christian republic” and the idea that women and men both have “divinity” (par. 4). This builds upon the idea in the Declaration of Independence that the “Creator” gave all men “unalienable rights.”

### Activity 3: Reading and Discussion

45%

Instruct students to take out their copies of the Rhetorical Impact Tracking Tool. Inform students that throughout the discussion, they will stop to annotate the text and take notes on their Rhetorical Impact Tracking Tools in preparation for the Quick Write assessment.

- ▶ Students listen.

Post or project the following questions for students to 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 Cady Stanton describe the many ways in which women will fight for the right to vote?**

Instruct students to independently read the first two sentences of paragraph 6 (from “The right is ours. The question now is” to “possession of what rightfully belongs to us?”) before discussing the following questions as a whole class.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *possession* means “the condition of having or owning something.”
  - ▶ Students write the definition of *possession* on their copies of the text or in a vocabulary journal.

**How has Cady Stanton previously developed the idea that “The right is ours”?**

- 🗨 Student responses may include:

- In paragraph 4, Cady Stanton states that the government is currently “existing without the consent of the governed” because women do not have the right to vote and therefore have not given their “consent” to be governed. Cady Stanton also states that women are there to “declare [their] right to be free as man is free, to be represented in the government which [they] are taxed to support” (par. 4). With these claims, Cady Stanton establishes that “the right is ours” because women are afforded these rights by the government in which they live or “support” (par. 4).
- In paragraph 5, Cady Stanton states, “[t]his right no one pretends to deny” referring to the idea that all men have the right to vote whether or not they are equal. Cady Stanton develops this idea by saying, “All white men in this country have the same rights, however they may differ” (par. 5), suggesting that even though men are not equal, they all have the same rights. Cady Stanton uses this fact as evidence to show that women deserve the same rights as men, regardless of whether or not they can prove they are “equal” to men, because men are not denied rights based on their equality (par. 5).

### What is the effect of beginning paragraph 6 with “The right is ours”?

🗨 Student responses may include:

- By beginning paragraph 6 with the simple, straightforward statement, “The right is ours,” Cady Stanton states the idea as a fact, which contributes to the persuasiveness of her argument.
- This simple and short sentence follows a paragraph in which Stanton discusses the reasons why “The right is ours.” “The right is ours” is similar to the beginning of paragraph 5: “This right no one pretends to deny.” By repeating this idea in a new way, Cady Stanton also emphasizes the point that women deserve the “right to vote” (par. 4).

### What is the effect of the question Cady Stanton poses in paragraph 6?

🗨 Cady Stanton poses a rhetorical question that directly supports her claim that the right currently belongs to women. By asking this rhetorical question, Cady Stanton further demonstrates that the right to vote has already been established and that the next step is to gain the right.

① Consider reminding students of their work with rhetorical questions in 11.1.3 and 11.2.1.

Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools with the above example.

- ▶ Students follow along and fill out their tools.

Instruct students to form small groups. Instruct students to independently read paragraph 6 (from “We should not feel so sorely grieved” to “to be longer quietly submitted to”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *franchise* means “the right to vote.”

- ▶ Students write the definition of *franchise* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *sorely* means “very much,” *attained* means “reached, achieved, accomplished,” *thrust* means “to push forcibly; shove,” and *submitted* means “given oneself to the power or authority of another.”
  - ▶ Students write the definitions of *sorely*, *attained*, *thrust*, and *submitted* on their copies of the text or in a vocabulary journal.

**What does “full stature” mean in relation to Webster, given how Cady Stanton describes him in the previous paragraph? Based upon this understanding, what can you infer about the other men in this sentence?**

- 🗨️ “Full stature” (par. 6) might mean intelligent, well known, or accomplished based on how Cady Stanton has previously described Webster. The other men seem to be equally as well known or as respected as Webster since they are mentioned alongside him.
- 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 phrase.

**Why are women “sorely grieved”?**

- 🗨️ Women are “sorely grieved” or upset because they are denied the right to vote, while all men and not only those who have “attained the full stature of a Webster, Clay, Van Buren, or Gerrit Smith” are allowed the “right of the elective franchise” (par.6).
- ① **Differentiation Consideration:** Consider reading the sentence “We should not feel so sorely grieved” to “could claim the right of the elective franchise” (par. 6) aloud in order to support comprehension.
- ① **Differentiation Consideration:** Consider asking the following scaffolding question in order to support comprehension:

**Who can claim the “right of the elective franchise?”**

- 🗨️ All men can claim the “right of the elective franchise” (par.6).

**What is the effect of listing the examples of “drunkards, idiots, horse racing, rum selling rowdies, ignorant foreigners, and silly boys”?**

- Cady Stanton creates a contrast between “Webster, Clay, Van Buren, or Gerrit Smith” by listing negative examples of men who also have the right to vote, despite the fact that they have not “attained the full stature” of “Webster [and] Clay” (par. 6). Listing these examples also demonstrates why it is “insulting to the dignity of woman” (par. 6) to not have the same rights as these men, since Cady Stanton describes men that she believes are undignified and unintelligent.

**How does Cady Stanton’s word choice in the phrase beginning, “while we ourselves are thrust out from all the rights,” advance her purpose?**

- Student responses may include:
  - Cady Stanton uses words like “thrust” (par. 6) to show that women have been forcefully denied the right to vote.
  - Cady Stanton says that it is “grossly insulting” that women are made unequal before a law that allows “drunkards” and “ignorant foreigners” to vote while women do not have this same right (par. 6).
  - Cady Stanton states that women’s inability to vote will no longer be “quietly submitted to”; women will no longer tolerate the situation and will fight for their right to vote (par. 6). The use of this language advances her purpose of calling women to action in order to “get possession of what rightfully belongs to [them].”

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools.

Instruct student groups to read paragraph 7 (from “The right is ours. Have it, we must” to “until by continual coming we shall weary him”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *indomitable* means “difficult or impossible to defeat or subdue.”

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

**What is the effect of beginning paragraph 7 with the sentence “The right is ours”?**

- Cady Stanton uses this same phrase to begin paragraph 6. By repeating the sentence, Stanton reemphasizes her point that women deserve the right to vote, and that this right belongs to them already.



### How does Cady Stanton’s use of rhetoric in paragraph 7 advance her purpose?

🗨️ Student responses should include:

- Cady Stanton uses parallel structure in paragraph 7 to make the point that women must have the right to vote and will use it. Cady Stanton states, “Have it, we must. Use it, we will.” This phrasing emphasizes her purpose of convincing those assembled that women will fight for the right to vote and use it to erase the “unjust laws” (par. 4) that make women unequal.
- Cady Stanton further advances her purpose by using parallel structure to describe the ways that women will secure the right to vote. Women will secure the right through writing or “pens,” speaking or “tongues,” and money or “fortunes,” (par. 7). These various methods emphasize all the means that women have already used and will continue to use to obtain the right to vote and use it.

### How does Cady Stanton’s use of “just” and “unjust” further develop her point of view?

🗨️ Student responses should include:

- Cady Stanton states that no “just government can be formed without the consent of the governed” (par. 7). This implies that Cady Stanton believes that a “just” government is a government that gives women the right to vote.
- Cady Stanton then describes the existing “judge” or government as “unjust” (par. 7) to contrast the idea of a “just government” with the current “unjust” government. This contrast develops her point of view that women must have the right to vote for the government to be considered “just.”

📌 Consider drawing students’ attention to their application of SL.11-12.3 as they consider how Cady Stanton’s word choice further develops her point of view.

### How does Cady Stanton further refine her purpose in the last sentence of paragraph 7?

- 🗨️ Cady Stanton repeats the idea of “the consent of the governed” from earlier in the speech as well as from the Declaration of Independence to support her claim that it is a “great truth” that women deserve the right to vote (par. 7). She repeats the words “echo and re-echo” to demonstrate that women will keep repeating or speaking this truth to the “unjust judge” until “we shall weary him” (par. 7). These ideas further refine her purpose, demonstrating to her audience how to take action, by “weary[ing]” the unjust government through their protest (par. 7).

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant portions of the Rhetorical Impact Tracking Tools.

## Activity 4: Writing Instruction

20%

Explain to students that this part of the lesson focuses on writing instruction with a special focus on standard W.11-12.2.e. Distribute the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist and instruct students to examine W.11-12.2.e.

- ▶ Students examine W.11-12.2.e on the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

① Students were introduced to W.11-12.2.e in 11.1.2 Lesson 16.

Explain to students that it is important in academic writing to maintain a formal style. Inform students that a formal style is used for writing academic papers now and in college, and for writing documents of all kinds in the workplace. A formal style uses correct and specific language, proper grammar, and complete sentences. Remind students to avoid contractions (e.g., don't), abbreviations (e.g., gov't), and slang (e.g., ain't) when writing in a formal style.

- ▶ Students listen.

Display the following two sentences for students:

- I think Elizabeth Stanton did a pretty good job of saying why women should have the right to vote. She says that men were doing all kinds of stupid things and it wasn't just smart ones who were allowed to vote and so women should get to vote too.
- Elizabeth Cady Stanton makes a convincing claim in her address for why women should have the right to vote. She lists examples of famous and noteworthy men as well as negative descriptions of "silly boys" and "drunkards" (par. 6) to demonstrate that since all men are allowed to vote regardless of equality, women should be allowed the same privilege.

Ask students to briefly Turn-and-Talk in pairs about which sentence is formal and which is informal.

- ☞ The first sentence is casual; it sounds like someone is talking, and it also uses contractions such as "wasn't." It contains a run-on sentence. The second sentence is written in a formal style because it has complete sentences and does not include abbreviations and sounds different from everyday conversation.

① Consider drawing students' attention to their application of standard L.9-10.3 through the process of applying appropriate knowledge of language to making more effective choices for meaning and style.

Explain to students that it is equally important to use an objective tone in their writing, in addition to using a formal style. When writing with an objective tone, writers should avoid expressing their personal opinions, and focus instead on presenting the information and conclusions gathered from the texts they are reading. Writing with an objective tone also means using the third-person point-of-view (i.e., he,

she, it, they, one) instead of the first-person point-of-view (i.e., I, we) or the second-person point-of-view (i.e., you).

Display the following examples for students:

- In my opinion, it was pretty smart of Cady Stanton to use words and ideas from the Declaration of Independence. The Declaration of Independence is a good document that everyone likes.
- Cady Stanton references ideas from the Declaration of Independence in order to support her claim that women should have the right to vote. The Declaration of Independence is one of the founding documents of the United States government, and by using ideas in the Declaration of Independence in her speech, Cady Stanton provides validity for her claims.

Ask student pairs to Turn-and-Talk briefly to discuss which sentence uses an *objective tone*.

▶ Students Turn-and-Talk in pairs.

🗨️ The second sentence uses an *objective tone* because it does not have “I” or “we” in the sentence. It clearly presents information gathered from reading and does not contain personal opinions.

📘 Teachers may choose to create their own examples tailored to students' degree of experience with *objective tone*. Share with students the definition of *subjective tone* as “the style of writing that involves personal opinion and expression.”

## Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt. Remind students to practice using formal style and objective tone in their responses.

**How does Cady Stanton’s use of style and content in this excerpt advance her purpose?**

Instruct students to look at their annotations and Rhetorical Impact Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses as well as the W.11-12.2.e instruction just discussed.

▶ Students listen and read the Quick Write prompt.

📘 Display the prompt for students to see, or provide the prompt in hard copy.

Transition students 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.

- ① Consider using the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist to assess the application of W.11-12.2.e in students' Quick Writes.

## Activity 6: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to preview the text for the next lesson, paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” (from “There seems now to be a kind of moral stagnation” to “to look for silver and gold from mines of copper and lead”). Also, instruct students to box any unfamiliar words from paragraphs 8–10 and look up their definitions. Instruct students to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Also for homework, instruct students to add two ideas to their Ideas Tracking Tools and identify at least one central idea.

- ▶ Students follow along

## Homework

For homework, preview paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” (from “There seems now to be a kind of moral stagnation” to “to look for silver and gold from mines of copper and lead”). Also, box any unfamiliar words from paragraphs 8–10 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.

Also, add two ideas to your Ideas Tracking Tool and identify at least one central idea.

## Model Rhetorical Impact Tracking Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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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:** “An Address by Elizabeth Cady Stanton”

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)
Rhetorical Question: questions that a speaker or writer asks but does not necessarily expect the	“The question now is: how shall we get possession of what rightfully belongs to us?” (par. 6)	By asking the rhetorical question about how women will get possession of the right to vote, Cady Stanton supports her point of view that women’s right to vote has already been established and that the next step is to gain the right.



<p>reader or listener to answer directly</p>			
<p>Repetition: the act of saying or writing something again</p>	<p>“The right is ours.” (par. 7)</p>		<p>This repetition contributes to Cady Stanton’s purpose because it reemphasizes her point that women deserve the right to vote and now they need to focus on attaining it.</p>
<p>Parallel Structure: using the same pattern of words to show that two or more ideas are equally important</p>	<p>“Have it, we must. Use it, we will.” (par. 7)</p>		<p>Cady Stanton uses parallel structure to state that women must have the right to vote and will use it. This phrasing emphasizes her purpose of convincing those assembled that women will fight for the right to vote and use it to erase the “unjust laws” that make women unequal.</p>

## 11.2.2 End-of-Unit Text Analysis Rubric

/ \_\_\_\_\_ (Total points)

Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Content and Analysis</b> The extent to which the response analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>CCSS.ELA-Literacy.CCRA.R.9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Skillfully analyze how two or more texts address similar themes or topics.</p>	<p>Accurately analyze how two or more texts address similar themes or topics.</p>	<p>Inadequately or ineffectively analyze how two or more texts address similar themes or topics.</p>	<p>Inaccurately analyze how two or more texts address similar themes or topics.</p>
<p><b>Content and Analysis</b> The extent to which the response determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another; provides an objective summary of a text.</p> <p><b>CCSS.ELA-Literacy.RL.11-12.2</b> <b>CCSS.ELA-Literacy.RI.11-12.2</b></p> <p>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 provide a complex analysis; provide an objective summary of the text.</p>	<p>Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.</p>	<p>Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.</p>	<p>Determine two central ideas of a text and ineffectively analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.</p>	<p>Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.</p>

<p><b>Command of Evidence and Reasoning</b></p> <p>The extent to which the response thoroughly develops the topic through the effective selection and analysis of 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.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b></p> <p>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.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.b</b></p> <p>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.</p>	<p>Thoroughly and skillfully develop the analysis with 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. (W.11-12.2.b)</p>	<p>Develop the analysis with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples inappropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>
<p><b>Coherence, Organization, and Style</b></p> <p>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b></p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.11-12.2.a)</p> <p>Skillfully and consistently use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the</p>	<p>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. (W.11-12.2.a)</p> <p>Consistently use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole. (W.11-12.2.a)</p> <p>Inconsistently use transitions, or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W.11-12.2.a)</p> <p>Use inappropriate and unvaried transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or</p>



<p>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.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.a</b></p> <p>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.</p> <p><b>The extent to which the response uses 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.</b></p>	<p>relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Inconsistently or ineffectively use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</p>
<p><b>CCSS.ELA-Literacy.W.11-12.2.c</b></p> <p>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.</p> <p><b>The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.d</b></p>				



<p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>The extent to which the response properly establishes and maintains a formal style and objective tone as well as adheres to the writing conventions of the discipline.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.e</b></p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>The extent to which the response provides 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).</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.f</b></p> <p>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).</p>				
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<p><b>Control of Conventions</b>  <b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>                  CCSS.ELA-Literacy.L.11-12.1                  CCSS.ELA-Literacy.L.11-12.2                  Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.</p>	<p>Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.</p>	<p>Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.</p>	<p>Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.</p>	<p>Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.</p>
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- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as 0.



## 11.2.2 End-of-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Content and Analysis</b>	Analyze how two or more texts address similar themes or topics? <b>(CCRA.R.9)</b>	<input type="checkbox"/>
	Identify two or more central ideas from the text and analyze their development? <b>(RI.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
	Provide examples to support analysis of how the central ideas interact and build on one another? <b>(RI.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development of the central ideas? <b>(RI.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response with the most significant and relevant textual evidence? <b>(W.11-12.2.b)</b>	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? <b>(W.11-12.2.a)</b>	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? <b>(W.11-12.2.a)</b>	<input type="checkbox"/>
	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? <b>(W.11-12.2.c)</b>	<input type="checkbox"/>
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? <b>(W.11-12.2.d)</b>	<input type="checkbox"/>
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? <b>(W.11-12.2.e)</b>	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? <b>(W.11-12.2.f)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? <b>(L.11-12.1, L.11-12.2)</b>	<input type="checkbox"/>

## 11.2.2

## Lesson 5

## Introduction

In this lesson, students read and analyze paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” (from “There seems now to be a kind of moral stagnation” to “to look for silver and gold from mines of copper and lead”). In this excerpt, Cady Stanton describes how the sinful world needs women’s “mercy and love” (par. 9) to save the nation from “moral stagnation” (par. 8). Students analyze how Cady Stanton introduces or develops key ideas through the use of figurative language. Student learning is assessed via a Quick Write at the end of the lesson: How does Cady Stanton’s use of figurative language contribute to the development of complex ideas in this excerpt? For homework, students preview and annotate paragraphs 11–12 of “An Address by Elizabeth Cady Stanton,” and continue their Accountable Independent Reading (AIR) through the lens of the focus standard of their choice.

## Standards

Assessed Standard(s)	
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

File: 11.2.2 Lesson 5 Date: 9/12/14 Classroom Use: Starting 9/2014

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## Assessment

### Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Cady Stanton’s use of figurative language contribute to the development of complex ideas in this excerpt?

### High Performance Response(s)

A High Performance Response should:

- Determine complex ideas that have developed over the course of this excerpt (e.g., Men cannot overcome the “moral stagnation” of the nation without the help of women, and the nation cannot be “truly great and virtuous” until women are no longer degraded (par. 10).).
- Identify examples of figurative language that contribute to the development of these ideas (e.g., Through her reference to a “swelling” “tide of vice” (par. 8), Cady Stanton creates an image of a wave of sins that threatens to overtake the country. She also compares sins to “monsters” to further develop the “moral” vulnerability of the nation when women are not given a “voice” (par. 8–9). Cady Stanton compares women to “fountains of life” that are “poisoned” to develop the idea that if women are degraded, the nation will “never be truly great and virtuous,” because “poisoned” women will give birth to weak children (par. 10). Cady Stanton uses the search for “silver and gold” as a metaphor for the nation’s struggle to be “truly great and virtuous,” and “mines of copper and lead” as a metaphor for the current male-dominated nation that is not “great and virtuous” or is morally stagnate (par. 10).).

## Vocabulary

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

- utmost (adj.) – of the greatest or highest degree, quantity, or the like
- rouse (v.) – to stir or incite to strong indignation or anger
- licentiousness (n.) – the state of being lawless; immoral; disregarding rules
- gluttony (n.) – greedy or excessive indulgence
- abominations (n.) – vile, shameful, or detestable actions, conditions, habits, etc.
- deformities (n.) – moral flaws or defects
- missionary (adj.) – reflecting or prompted by the desire to persuade or convert others
- innumerable (adj.) – incapable of being counted; countless

- battlements (n.) – low walls at the top of a castle with open spaces for people inside to shoot through
- verily (adv.) – in truth; really; indeed
- virtuous (adj.) – morally good

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

- vice (n.) – bad or immoral behavior or habit

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

- moral (adj.) – concerning or relating to what is right and wrong in human behavior
- midst (n.) – the middle area or part of something
- idiotic (adj.) – very stupid or foolish
- charitable (adj.) – done or designed to help people who are poor, sick, etc.
- destiny (n.) – a power that is believed to control what happens in the future
- chords (n.) – feelings or emotions
- downfallen (n.) – those in a lower position or standing; overthrown; ruined

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>• Standards: RI.11-12.3, L.11-12.5, W.11-12.9.b, L.11-12.5.a</li> <li>• Text: “An Address by Elizabeth Cady Stanton,” paragraphs 8–10</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 10%
4. Reading and Discussion	4. 60%
5. Quick Write	5. 10%
6. Closing	6. 5%

## 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 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 assessed standards for this lesson: RI.11-12.3 and L.11-12.5. In this lesson, students read and analyze paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” and analyze how figurative language contributes to the development of complex ideas in this excerpt.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to Turn-and-Talk in pairs about their homework assignment from the previous lesson. (Preview paragraphs 8–10 of “An Address by Elizabeth Cady Stanton.” Also, box any unfamiliar words from paragraphs 8–10 and look up their definitions. Choose the definitions 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: *utmost, rouse, licentiousness, gluttony, abominations, deformities, missionary, innumerable, battlements, verily, virtuous, vice.*

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



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Instruct students to share in pairs the additions they made to their Ideas Tracking Tools.

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

Instruct students to share in pairs a central idea introduced in the text thus far.

- ▶ Students discuss a central idea introduced in the text thus far.
- 🗣️ Student responses may include:
  - Women deserve rights whether or not they can prove that they are equal to men.
  - Rights for women are to be gained through political and civil action.

### Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of paragraphs 8–10 of “An Address by Elizabeth Cady Stanton” (from “There seems now to be a kind of moral stagnation” through “to look for silver and gold from mines of copper and lead”). Instruct students to follow along in their texts and focus on ideas being developed or introduced.

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

**What is the problem Stanton identifies in paragraphs 8–10? What solutions does she propose?**

- ▶ Students follow along, reading silently and listening for the development or introduction of ideas.

### 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 8 (from “There seems now to be a kind of moral stagnation” through “weak against the raging elements of sin and death”) and discuss the following questions before

sharing out with the class. Instruct students to continue to complete their Rhetorical Impact Tracking Tools and their Ideas Tracking Tools as they read and discuss.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *moral* means “concerning or relating to what is right and wrong in human behavior,” *midst* means “in the middle of a period of time, course of action, etc.,” *idiotic* means “very stupid or foolish,” and *charitable* means “done or designed to help people who are poor, sick, etc.”
  - ▶ Students write the definitions of *moral*, *midst*, *idiotic* and *charitable* on their copies of the text or in a vocabulary journal.

### How does Cady Stanton describe the situation in “our midst”?

- 🗨️ Cady Stanton describes a “moral stagnation” (par. 8) or a nation where morals are not developing or growing.
- ① Remind students of their work with *stagnating* in 11.2.1 Lesson 21. If necessary, consider providing students with the following definition: *stagnation* means “a failure to develop, progress, or advance.”

### What have philanthropists done?

- 🗨️ Philanthropists have tried to make the nation aware of “its sins” (par. 8). They have “brought to light” or made apparent all the horrible “abominations and deformities” of “[w]ar, slavery, drunkenness, licentiousness, gluttony” (par. 8). They have “dragged naked” the sins before people so the “nation” can see clearly and understand why they are morally wrong (par. 8).
- ① Remind students of their work with *philanthropists* in 11.2.1 Lesson 22. If necessary, provide students with the following definition: *philanthropists* means “wealthy people who give money and time to help make life better for other people.”
- ① **Differentiation Consideration:** If students struggle with these questions, consider asking the following scaffolding questions:

#### What does it mean to “rouse the nation to a sense of its sins”?

- 🗨️ To *rouse* means to make aware; so this phrase means to make the nation aware of the sin that is happening.

#### What are the nation’s “sins”?

- 🗨️ The nation’s “sins” are “[w]ar, slavery, drunkenness, licentiousness, gluttony” (par. 8).
- ① **Differentiation Consideration:** Consider explaining that the phrase “a sense of” could be replaced with “an awareness of” or “knowledge about.”

### What is the response of the “nation” to the sins “dragged naked before” them?

- Once the sins have been exposed, people embrace them and “rush on to destruction” (par. 8). Cady Stanton describes the people’s “idiotic laugh” to highlight the nation’s continued ignorance and lack of action in response to sins that have been fully “brought to light” (par. 8).

### To what does “those monsters” refer?

- “Those monsters” is a metaphor that refers to all the sins philanthropists tried to make the nation aware of, including “[w]ar, slavery, drunkenness, licentiousness, gluttony ... and all their abominations and deformities” (par. 8).
- Consider drawing students’ attention to their application of standard L.11-12.5.a through the process of interpreting figures of speech in context and analyzing their role in text.

Inform students that Cady Stanton uses personification when she describes the sins having “been dragged naked before the people” (par. 8). Remind students of their introduction to *personification* in 11.2.1 Lesson 13.

- Differentiation Consideration:** Consider explaining to students what “Sunday schools” and “missionary societies” are in paragraph 8.

### How does the conjunction “but” help clarify the meaning of the word “vice” in paragraph 8?

- The word “but” indicates a change or contradiction. Before the conjunction “but,” the sentence contains many examples of religious and moral action taking place in the nation, from “churches ... multiplying” to “reform organizations” (par. 8). “Vice” appears after “but,” so it must mean the opposite of religion and charity, or sinful or immoral behavior.

### How does Cady Stanton use imagery in the last sentence to further describe the “moral stagnation in our midst”?

- Student responses may include:
  - Cady Stanton uses the image of a “tide of vice” (par. 8) that is getting bigger and threatening to destroy everything to describe the destructive power of the nation’s sins.
  - Cady Stanton uses the image of “weak” “battlements of righteousness” (par. 8) to describe that morals are not strong enough to stand up against the destructive power of these sins. Even with all of the “prayer meetings” and “reform organizations” (par. 8), sin is still taking over.

Draw students’ attention to Cady Stanton’s use of figurative language and imagery when she describes the “tide of vice” and “battlements of righteousness” (par. 8). Remind students of their introduction to *figurative language* in 11.2.1 Lesson 3 and imagery in 11.2.1 Lesson 6.

- ① Consider reminding students that the word *tide* refers to a stream or current of water.
- ① **Differentiation Consideration:** If students struggle with the previous question, consider asking the following scaffolding question:

**What are “the battlements of righteousness”?**

- 💬 Battlements refer to a way for people to defend themselves against attacks. “[T]he battlements of righteousness” (par. 8) refer to the defense of righteous people. Examples of these in the text are “churches ... missionary societies, Sunday schools, and prayer meetings,” and “charitable and reform organizations” (par. 8).

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools and Ideas Tracking Tools.

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Instruct student groups to read paragraph 9 (from “Verily, the world waits the coming of some new element” through “woman can touch more skillfully than man”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *destiny* means “a power that is believed to control what happens in the future,” *chords* means “feelings or emotions,” and *downfallen* means “those in a lower position or standing; overthrown; ruined.”
  - ▶ Students write the definitions of *destiny*, *chords*, and *downfallen* on their copies of the text or in a vocabulary journal.

Ask students to refer to their Ideas Tracking Tools, as well as the paragraphs of Cady Stanton’s address analyzed in previous lessons to answer the following question:

**How does the idea that “The voice of woman has been silenced” interact with an idea in paragraph 4?**

- 💬 Student responses may include:
  - The idea of women being silenced interacts with the idea in paragraph 4 that women have yet to be “represented in the government” and have dealt with laws that oppress or ignore them, including laws that allow men the ability “to chastise and imprison” their wives (par. 4). These laws demonstrate how women’s voices, or “consent” (par. 4), have been ignored or not heard.
  - This idea is echoed in paragraph 9, in which Cady Stanton describes how women have “been silenced in the state, the church, and the home.” Silence “in the state” refers to women not being able to vote.

- At the end of paragraph 4, Cady Stanton demands women’s “right to vote,” which is a crucial way to give women a voice in the “state.”

① **Differentiation Consideration:** If students struggle with this question, consider asking them the following questions:

#### What does “the world [wait]” for?

- 💬 The world waits for kindness and compassion that Cady Stanton identifies as “[t]he voice of woman” (par. 9).

#### What is the status of “the voice of woman”?

- 💬 Women have been silenced “in the state, the church, and the home” (par. 9). Women are not allowed to vote, and their husbands are allowed to control them.

### How does Cady Stanton support her claim that “man cannot fulfill his destiny alone, he cannot redeem his race unaided”?

- 💬 Cady Stanton uses the strengths of women to support her claim and indicate what the morally stagnate nation needs. Cady Stanton says that women are able to respond to “tender chords of sympathy and love” (par. 9) and they can do it “more skillfully than man” (par. 9).

① **Differentiation Consideration:** Consider asking the following question, focusing on the comparative form:

#### What is the effect of Cady Stanton’s description “more skillfully than man”?

- 💬 Without claiming that women are equal to men, Cady Stanton argues that the differences between men and women can benefit those who are “downfallen and oppressed” (par. 9).

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Ideas Tracking Tools.

Instruct student groups to reread paragraph 10 (from “The world has never yet seen a truly great” through “silver and gold from mines of copper and lead”) and answer the following questions before sharing out with the class.

### How does Cady Stanton use figurative language to describe women in paragraph 10?

- 💬 Cady Stanton uses a metaphor to create an image of women as a “source” of the “fountains of life” (par. 10) because they can have children.

- ① If necessary, draw students' attention to Cady Stanton's use of metaphor when she describes women as a "source" of the "fountains of life." Remind students of their introduction to *metaphor* in 11.2.1 Lesson 8.

**In what way are "the very fountains of life" "poisoned"? What impact does this "poison[]" have on "the nation"?**

🗨️ Student responses may include:

- Women can have children, which makes them "fountains of life" (par. 10). Women are being "poisoned" by "degradation" or by ill treatment (par. 10).
- If women, as life givers, "are poisoned at their source" (par. 10), then their offspring will be tainted, too. With tainted offspring, the nation will continue to morally stagnate and will not reach the potential of a "truly great and virtuous nation" (par. 10).

**How does the idea "the world has never yet seen a truly great and virtuous nation" relate to ideas developed in paragraph 9?**

- 🗨️ In paragraph 9, Cady Stanton develops the idea that women have been "silenced" and so they have been unable to contribute to making a great nation; men cannot create a great nation alone.

**How does Cady Stanton use references to "silver and gold" and "copper and lead" in paragraph 9?**

🗨️ Student responses may include:

- Cady Stanton uses "silver and gold" as a metaphor for a "truly great and virtuous nation," and "copper and lead" as a metaphor for the current male-dominated nation that is not "great and virtuous" or is morally stagnate (par. 10).
- Cady Stanton uses this metaphor to talk about potential. If women are degraded and "poisoned at their source," then the nation cannot reach "silver and gold" potential (par. 10). If women are "poisoned" it affects the success of future generations.

- ① **Differentiation Consideration:** Consider discussing the value of "silver and gold" as opposed to "copper and lead" if students struggle with the question above.

- ① Remind students of their work with *vain* in 11.2.1 Lesson 8. If necessary, consider providing students with the following definition: *vain* means "ineffectual or unsuccessful; futile".

**How does the idea of a "truly great and virtuous nation" in paragraph 10 interact or build upon ideas developed in paragraphs 8 and 9?**

🗨️ Student responses may include:

- Paragraph 10 develops the idea that women must contribute if America is to be a better country. Instead of recognizing the potential impact of women, they are degraded. This idea interacts with the ideas of paragraph 9, in which Cady Stanton describes how women have been “silenced.”
- Paragraphs 9 and 10 interact with paragraph 8, in which Cady Stanton describes the “moral stagnation” of the world today, a world where men have more power and the “tide of vice is swelling.” Paragraphs 9 and 10 describe the change that needs to happen in response to “moral stagnation” and how women can contribute to the development of a “truly great and virtuous nation” (par. 10).

Lead a brief, whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools and Ideas Tracking Tools.

### Activity 5: Quick Write

10%

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

**How does Cady Stanton’s use of figurative language contribute to the development of complex ideas in this excerpt?**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

① Consider reminding students of their work with W.11-12.2.e in the previous lesson.

- ▶ 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.

① Since students will revise this lesson's Quick Write in the following lesson, remember to assess this Quick Write and hold onto it for redistribution in Lesson 6.

### Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview and annotate paragraphs 11–12 (from “It is the wise mother that has the wise son” to “so in her elevation shall the race be recreated”).

Additionally, 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 text based on that standard.

- ▶ Students follow along.

## Homework

For homework, preview and annotate paragraphs 11–12 (from “It is the wise mother that has the wise son” to “so in her elevation shall the race be recreated”). Also, continue to read 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>
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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.

<b>Text:</b>	“An Address by Elizabeth Cady Stanton”
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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)
Personification: a type of figurative language that describes giving human qualities or characteristics to a nonliving object or idea	“War, slavery, drunkenness, licentiousness, gluttony, have been dragged naked before the people.” (par. 8)	The sins are personified as they are “dragged naked before the people” (par. 8). This implies that every aspect of the sin has been exposed. This use of rhetoric contributes to the power of the text by emphasizing how much the country suffers from “moral stagnation” (par. 8).

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)
<p>Imagery: the use of figurative language or vivid descriptions to make pictures in the reader's mind</p>	<p>"tide of vice" (par. 8)                      "battlements of the righteous are weak" (par. 8)</p>	<p>Cady Stanton's image of a "tide of vice" (par. 8) that is getting bigger and threatening to destroy everything contributes to the power of her text because it emphasizes the destructive power of the nation's sins. Conversely, the image of "weak" "battlements of righteousness" (par. 8) emphasizes that morals are not strong enough to stand up to the destructive power of sins of the nation. Even with all the "prayer meetings" and "reform organizations," sin is taking over (par. 8).</p>
<p>Metaphor: a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance</p>	<p>"we hug those monsters" (par. 8)                      "in the degradation of woman the very fountains of life are poisoned at their source" (par. 10)                      "It is vain to look for silver and gold from mines of copper and lead" (par. 10)</p>	<p>By referring to "sins" as "monsters," Cady Stanton further develops her point of view about the "moral" vulnerability of the country (par. 8).                      Cady Stanton's description of women as "fountains of life" contributes to the power of her text because it emphasizes the crucial role women play in society because they have children (par. 10).                      Cady Stanton's metaphor of "silver and gold ... copper and lead" contributes to the persuasiveness of her text because it explains how the nation could improve if it embraced the skills of women (par. 10).</p>

## 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>	“An Address by Elizabeth Cady Stanton”
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Paragraph #	Ideas	Notes and Connections
6	Men are not equal, yet they all have the right to vote.	This idea further develops Cady Stanton’s purpose—she is not fighting for equality; she is fighting for rights that “belong to citizens,” which women have been “thrust out from.”
7	The right to vote is something that women already possess.	Cady Stanton says that the right to vote already belongs to women, and they will “[u]se it.”
7	Women will not stop fighting until they have the vote.	Cady Stanton claims “[t]he right is ours” and that women have already “pledged to secure this right.” She develops the idea of securing the right by stating that women will use their “pens,” “tongues,” and “fortunes” to get the right and keep echoing it in “the ears of the unjust judge.”
8	Whatever the nation is doing to combat sin is not working.	Even with the efforts of “[p]hilanthropists” the country is on the brink of destruction by an impending “tide of vice,” or immoral actions or “sin and death.”
9	Women have a unique skill set that can affect the “nation” in a positive way.	The country needs women because they can appeal to the “downfallen and oppressed” and they can do it “more skillfully than man.”
10	Women are crucial to the success of “a truly great and virtuous nation.”	Cady Stanton describes the downfall of the nation in relation to the degradation of women. If women are respected, the nation can finally become “truly great and virtuous.”

# 11.2.2 Lesson 6

## Introduction

In this lesson, students read and analyze paragraphs 11–12 of “An Address by Elizabeth Cady Stanton” (from “It is the wise mother that has the wise son” to “so in her elevation shall the race be recreated”), in which Cady Stanton describes the need to grant women voting rights so that future generations of children can be redeemed.

Students analyze how Cady Stanton introduces or develops ideas as well as how she uses figurative language to further develop her ideas. Additionally, this lesson features targeted writing instruction on standard W.11-12.2.f. Students discuss how concluding statements support previously presented information or explanations. Student learning is assessed via a Quick Write revision at the end of the lesson: Expand and develop your 11.2.2 Lesson 5 Quick Write response by refining your evidence selection or adding more significant and relevant evidence from paragraphs 11–12 and providing a concluding statement. For homework, students should continue to read their Accountable Independent Reading (AIR) texts through the lens of a focus standard of their choice and conduct a brief search on Joan of Arc to prepare for the next lesson.

## Standards

Assessed Standard(s)	
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Addressed Standard(s)	
W.11-12.2.b, 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.  b. Develop the topic thoroughly by selecting the most significant and relevant facts,

	<p>extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>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).</p>
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. Students revise and rewrite the 11.2.2 Lesson 5 Quick Write response, based on the following prompt:</p> <ul style="list-style-type: none"> <li>Expand and develop your 11.2.2 Lesson 5 Quick Write response by refining your evidence selection or adding more significant and relevant evidence from paragraphs 11–12 and providing a concluding statement.</li> </ul> <p>① Students’ responses will be evaluated using the relevant portions of the 11.2.2 End-of-Unit Text Analysis Rubric (W.11-12.2.f and W.11-12.2.b) along with the Short Response Rubric and Checklist to evaluate student responses.</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 selecting the most significant and relevant evidence (see example below).</li> <li>Provide a concluding statement that supports the information presented (see example below).</li> </ul> <p>The High Performance Response is a revised version of the High Performance Response from the 11.2.2 Lesson 5 Quick Write. Both the original High Performance Response and the revised High Performance Response are included below:</p> <p>Original High Performance Response from 11.2.2 Lesson 5:</p> <ul style="list-style-type: none"> <li>Men cannot overcome the “moral stagnation” of the nation without the help of women, and the</li> </ul>

nation cannot be “truly great and virtuous” until women are no longer degraded.

- Through her reference to a “swelling” “tide of vice” (par. 8), Cady Stanton creates an image of a wave of sins that threatens to overtake the country. She also compares sins to “monsters” to further develop the “moral” vulnerability of the nation when women are not given a “voice” (par. 8–9). Cady Stanton compares women to “fountains of life” that are “poisoned” to develop the idea that if women are degraded, the nation will “never be truly great and virtuous,” because “poisoned” women will give birth to weak children (par. 10). Cady Stanton uses the search for “silver and gold” as a metaphor for the nation’s struggle to be “truly great and virtuous,” and “mines of copper and lead” as a metaphor for the current male-dominated nation that is not “great and virtuous” or is morally stagnate (par. 10).

Revised High Performance Response:

- Cady Stanton uses figurative language to develop the idea that men cannot overcome the “moral stagnation” of the nation without the help of women, and that the nation cannot be “truly great and virtuous” until women are no longer degraded. Cady Stanton creates an image of a wave of sins, or a “swelling” “tide of vice” (par. 8) that threatens to overtake the country to highlight the danger of immorality. Cady Stanton develops the idea that these sins include the degradation of women through the image of women being destroyed by sin, or “ground to powder between the upper and nether millstone of tyranny and lust” (par. 11). She explores the negative effects of this degradation through her description of women as “fountains of life” that are “poisoned” to develop the idea that if women are degraded, the nation will “never be truly great and virtuous,” because “poisoned” women will give birth to weak children (par. 10). The figurative language Cady Stanton uses to develop the idea that women are crucial to the future success of “a truly great and virtuous nation” (par. 10) in paragraphs 8–12 creates a connection between the degradation of women to the safety of the nation. These images create a sense of urgency that highlights the widespread significance of Cady Stanton’s argument.

## Vocabulary

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

- caprice (n.) – a sudden, unpredictable change
- nether (adj.) – lower or under
- millstone (n.) – either of a pair of circular stones between which grain or another substance is ground
- tyranny (n.) – cruel and unfair treatment by people with power over others
- lust (n.) – a strong feeling of sexual desire

<ul style="list-style-type: none"> <li>• gratified (adj.) – pleased or satisfied</li> <li>• restoration (n.) – the act of renewal, revival, or reestablishment</li> <li>• elevation (n.) – an act or result of lifting or raising someone or something</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>• saints (n.) – people who are very good, kind, or patient</li> <li>• budding (v.) – beginning to grow</li> </ul>



## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.3, W.11-12.5, L.11-12.5, W.11-12.2.b, f, W.11-12.9.b</li> <li>• Text: “An Address by Elizabeth Cady Stanton,” paragraphs 11–12</li> </ul>	
<p><b>Learning Sequence:</b></p> <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. 20%</li> <li>5. 20%</li> <li>6. 5%</li> </ol>

## 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 11.2.2 End-of-Unit Text Analysis Rubric and Checklist (refer to 11.2.2 Lesson 4)
- 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 assessed standards for this lesson: RI.11-12.3, W.11-12.5, and L.11-12.5. In this lesson, students read and analyze paragraphs 11–12 of the “An Address by Elizabeth Cady Stanton” while continuing to focus on how Cady Stanton’s use of figurative language further develops complex ideas. This lesson also includes targeted writing instruction on W.11-12.2.f. Students discuss how concluding statements support previously presented information or explanations and apply their learning in the lesson’s Quick Write revision.


- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their homework from the previous lesson. (Read and annotate paragraphs 11–12. 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.)

Instruct students to form pairs and discuss their annotations.

-  Student responses may include:
  - Boxes around unfamiliar words like “tyranny,” “millstone,” “caprice,” “restoration,” and “elevation.”
  - A star by “It is the wise mother that has the wise son” (par. 11) and “as in all woman all have fallen, so in her elevation shall the race be recreated” (par. 12) because of either a familiarity with the Biblical allusions or because of the relationship between mothers and sons, and women and the entire race.



- Question mark by “and the foolish son is heaviness to his heart” (par. 12) because it follows a sentence that describes how happy sons make fathers and this seems contrasting or confusing.

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Instruct students to talk in pairs about how they applied a chosen 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 their focus standard to their AIR texts.

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

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

#### What is the influence of wives and mothers according to paragraphs 11–12?

Instruct student groups to read paragraph 11 (from “It is the wise mother that has the wise son” to “his fond hopes realized, in the budding genius of his son!”) and discuss the following questions before sharing out with the class. Instruct students to continue filling out their Ideas Tracking Tools and Rhetorical Impact Tracking Tools as they read and discuss the text.

Provide students with the following definitions: *nether* means “lower or under,” *millstone* means “either of a pair of circular stones between which grain or another substance is ground,” *tyranny* means “cruel and unfair treatment by people with power over others,” *lust* means “a strong feeling of sexual desire,” and *gratified* means “pleased or satisfied.”

- ▶ Students write the definitions of *nether*, *millstone*, *tyranny*, *lust*, and *gratified* on their copies of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *saints* means “people who are very good, kind, or patient” and *budding* means “beginning to grow.”
- ▶ Students write the definitions of *saints* and *budding* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider explaining to students that the idiom *throw to the wind* means “to discard or dispense with, especially in an abrupt or reckless manner.”

### What does Cady Stanton mean when she describes women as “slaves”?

🗨️ Student responses may include:

- Cady Stanton describes women as “slaves” to convey that they do not have the “right to vote” (par. 4). They have not given their “consent” to be governed (par. 4) and so they are not citizens but “slaves” (par. 11).
- Cady Stanton describes women as “slaves” because they are forced to endure “tyranny,” or cruel and unfair treatment, at the hands of men (par. 11).

### How does the notion of women as “slaves” in paragraph 11 interact with other ideas from previous paragraphs?

🗨️ Student responses may include:

- The idea of women as “slaves” and not “citizens” is first presented in paragraph 4, when Cady Stanton details all of the laws in place that oppress women, including the ability of husbands “to take the wages which [his wife] earns.”
- The idea of women as “slaves” also interacts with the idea in paragraph 9 that women are denied voices in many areas of their lives such as “in the state, the church, and the home,” because it suggests that women are prevented from having decision-making powers.

### What is the effect on the nation if women are “slaves”?

🗨️ If women are oppressed or enslaved, “colleges and churches” will be thrown “to the winds” meaning they will no longer exist, and since future children will no longer attend these institutions, there will be no more “scholars and saints” (par. 11).

- ① **Differentiation Consideration:** If students struggle with this analysis, consider pointing out that at the beginning of the second sentence “so long as” means “as long as,” or “if.” Encourage students to read the sentence substituting “if” for the phrase “so long as.”
- ① **Differentiation Consideration:** Consider asking the following scaffolding question:

What do “wise son[s]” become?

💬 “[W]ise son[s]” become “scholars and saints” (par. 11).

**How does Cady Stanton use figurative language in the third sentence of paragraph 11? How does her word choice advance her point of view?**

💬 Cady Stanton uses a metaphor to create an image of mothers reduced to nothing as they are “ground to powder” in the millstone by “tyranny and lust” (par. 11). Cady Stanton’s use of words like “tyranny” and “lust” demonstrate that she feels that women are currently devalued by men, either ruled by “tyranny” or sexualized through “lust” (par. 11).

① Remind students of their introduction to *imagery* in 11.2.1 Lesson 6 and *metaphor* in 11.2.1 Lesson 8.

**How does Cady Stanton further develop ideas in paragraph 11 which were introduced in paragraph 10?**

💬 Student responses may include:

- In paragraph 10, Cady Stanton describes women as life givers, or the “very fountains of life,” who are being “poisoned at their source.” This connects to the idea in paragraph 11 of “wise son[s]” and women as slaves, and connects to the idea of not having “scholars and saints” because if women are poisoned and degraded, they cannot have “wise son[s]” who can be educated or religious/moral leaders.
- Cady Stanton continues to develop the idea of the potential “great and virtuous nation” (par. 10) in paragraph 11, focusing more specifically on sons. She develops the idea that women need better treatment in order to have the intelligent and moral sons the nation wants. If the nation has no “scholars and saints,” then the nation cannot be “great and virtuous” (par. 10).

**How does Cady Stanton support her claim about “wise mother[s]” in the last sentence?**

💬 Cady Stanton supports her claim that “wise mother[s]” have “wise son[s]” with the statement that there are currently very few geniuses being born. Cady Stanton frames her observation that sons are “seldom” geniuses as both result and proof of the degradation of women (par. 11).

Lead a brief whole-class discussion of student responses. Instruct students to fill out the relevant sections of their Rhetorical Impact Tracking Tools and Ideas Tracking Tools.

Instruct student groups to read paragraph 12 (from “The wife is degraded, made the mere creature” to “so in her elevation shall the race be recreated”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *caprice* means “a sudden, unpredictable change,” *restoration* means “the act of renewal, revival, or reestablishment,” and *elevation* means “an act or result of lifting or raising someone or something.”

Explain to students that with the phrase “as in woman all have fallen,” Cady Stanton alludes to the Biblical story of Adam and Eve, specifically the fall of man after Eve ate a forbidden fruit.

- ▶ Students write the definitions of *caprice*, *restoration*, and *elevation* on their copies of the text or in a vocabulary journal.

### How does Cady Stanton’s word choice in her description of “the wife” further develop an idea from paragraph 11?

🗨️ Student responses may include:

- Cady Stanton describes “the wife” as “degraded, made the mere creature of caprice” (par. 12). In her description of humiliated and dishonored wives, Cady Stanton further develops the idea of mothers as “slaves” introduced in paragraph 11.
- Cady Stanton’s description of women as “creatures of caprice” suggests that this sort of inhumane treatment makes women feel like animals who have no control over their lives, because they are powerless in the face of the unpredictable decisions of their husbands.
- The word “made” implies that women are forced into this position against their wills. Therefore, Cady Stanton’s description of “the wife” suggests a relationship between husband and wife that is similar to the relationship between master and slave.

### To whom does “his” refer in the phrase “the foolish son is heaviness to his heart”?

- 🗨️ “[H]is” refers to the father mentioned in paragraph 11, to whom the “genius of his son” will make the father feel “gratified, his fond hopes realized.”

### What are the “sins of the fathers,” and whom do the sins impact?

- 🗨️ The “sins of the fathers” refers to the treatment of wives who are “degraded.” This degradation affects generations of a family (par. 12).

### What has God’s “wisdom” created and how does it further develop the “sins of the fathers”?

- 🗨️ “God, in his wisdom” has established that if women are mistreated, the whole family “throughout,” each link of the “chain,” can feel it (par. 12). In this way, “the sins of the fathers” can be felt generation after generation, because the entire family is a “chain” and each member feels it when a mother or wife is “degraded, made the mere creature of caprice” (par. 12).

Explain to students that the following sentence is an *allusion*: “Truly are the sins of the fathers visited upon the children to the third and fourth generation” (par. 12). An *allusion* is an indirect reference,

which can be a powerful form of rhetoric. This sentence alludes to verses from the books of Exodus and Numbers in the Bible.

- ▶ Students listen.

① Remind students of their introduction to *allusions* in 11.2.1 Lesson 6.

### How does this allusion contribute to Cady Stanton’s point of view in paragraph 12?

🗨 Student responses may include:

- Cady Stanton’s Biblical allusion strengthens her point of view that if women are treated poorly, this treatment will be reflected in future generations. By referencing the Bible and a belief system that her audience recognizes, Cady Stanton develops her argument that ending the degradation of women will benefit everyone because future generations will not have to suffer for it.
- Cady Stanton’s Biblical allusion is an *appeal to ethos*, because she appeals to her listener’s sense of Christian ethics in order to reinforce her point of view that the degradation of women is wrong.

### How does the imagery in paragraph 12 interact with other ideas in paragraphs 11–12?

🗨 Student responses may include:

- The image of a linked chain contributes to the development of the idea that violence, degradation and “caprice” towards women is felt “throughout” a family, even “children to the third and fourth generation” (par. 12). These children among the generations are the ones who will not turn into “scholars and saints” (par. 11) if the entire family suffers from violence “done at one end of the chain” (par. 12).
- The image of a linked chain develops the idea of relationships affecting each other, similar to the idea that “the wise mother that has the wise son” (par. 11).
- The image of the chain develops the idea of violence toward women that is explored through Cady Stanton’s description of degraded wives and mothers who are ground down under “tyranny and lust” (par. 11).

① **Differentiation Consideration:** If students struggle with the previous questions, consider asking the following scaffolding question:

**How does the word “throughout” help you understand the imagery Cady Stanton uses to describe God’s wisdom?**

- 🗨️ If the family is linked like a chain, then violence is felt “throughout” and at both ends of the chain (par. 12). This contributes to the larger idea that hurting “mothers” (par. 11) hurts the entire family. Degradation is not just bad for women; it is bad for everyone.

### How does the phrase “so in her elevation the race shall be recreated” connect to previously developed ideas?

🗨️ Student responses may include:

- This phrase echoes the idea developed through the metaphor of the chain. If women suffer violence, the whole family suffers, even generations later. Similarly, if women are elevated, the whole “race shall be recreated” (par. 12).
- This phrase connects to the idea of the potentially “truly great and virtuous nation” of which Cady Stanton speaks in paragraph 9. If women are elevated, then “the race shall be recreated” (par. 12) and the nation is closer to that ideal of being “truly great and virtuous.”

① **Differentiation Consideration:** If students struggle with the previous question, consider asking the following scaffolding question:

#### What is the effect of woman’s “elevation”?

- 🗨️ If women are elevated, then “the race” can “be recreated” (par. 12).

### How does Cady Stanton’s use of the word “restoration” further develop her purpose?

🗨️ Student responses may include:

- Cady Stanton uses the word “restoration” as a call to the nation to start giving rights to women so that the nation can be reestablished or revived (par. 12). The “law of restoration” indicates that something that has been pushed down can again be revived (par. 12). Once women are no longer degraded, they can help restore the country.
- Cady Stanton uses Biblical reasoning to strengthen her purpose; if women’s sins were responsible for the fall of mankind, then women’s “restoration” should therefore help improve the entire nation (par. 12).

Lead a brief whole-class discussion of student responses. Remind students to write examples of rhetoric on their Rhetorical Impact Tracking Tools and the development of ideas on their Ideas Tracking Tools.

## Activity 4: Writing Instruction

20%

Distribute or have students take out their 11.2.2 End-of-Unit Text Analysis Rubric and Checklist. Instruct students to examine substandard W.11-12.2.f on the Rubric and Checklist. Inform students that this part of the lesson includes a discussion about writing conclusions and practice with drafting concluding

statements. Students apply this knowledge by revising their Quick Writes from the previous lesson. Remind students to refer to this checklist as they are drafting their conclusions.

- ▶ Students examine sub-standard W.11-12.2.f on the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

① Students were introduced to W.11-12.2.f in 11.1.2 Lesson 9.

Lead a whole-class discussion in response to the following questions about W.11-12.2.f.

### What are the elements that contribute to an effective conclusion or concluding statement?

🗨 Student responses may include:

- An effective conclusion restates ideas that have been developed.
- An effective conclusion summarizes key information or explanations presented.
- An effective conclusion offers a new way of thinking about the key information presented.

Present students with the following example of an effective conclusion:

*In paragraphs 8–12, Cady Stanton develops the idea that women are crucial to the future success of “a truly great and virtuous nation” (par. 10) by using figurative language to create an image of women as a valuable resource that is being destroyed. Cady Stanton uses the metaphor of women as “fountains of life” to emphasize the importance of their role as mothers (par. 10), and describes this fountain as “poisoned” by their “degradation” in order to describe how the mistreatment of women negatively affects their sons, and therefore the entire nation (par. 11). This use of imagery highlights women’s role and power as mothers in the success of the nation, but in doing so, excludes women who are not mothers from the project of creating “a truly great and virtuous nation” (par. 10).*

Ask students what they notice about the conclusion, discussing the following questions as a class:

### What is restated and summarized in the conclusion?

- 🗨 The conclusion restates Cady Stanton’s idea that women are crucial to the success of a “truly great and virtuous nation” (par. 10), and summarizes the metaphor of women as “fountains of life” (par. 10) that are “poisoned” (par. 10) to support this idea.

### How does the conclusion offer a new way of thinking about key information?

- 🗨 The conclusion draws attention to how Cady Stanton’s metaphor emphasizes women’s role as mothers above all else, and in so doing excludes some women from the future success of “a truly great and virtuous nation” (par. 10).

## Activity 5: Quick Write Revision

20%

Distribute students' Quick Write responses from 11.2.2 Lesson 5. Explain that instead of writing a new Quick Write, students revise their Lesson 5 Quick Write responses for this lesson assessment. Ask students to briefly review their responses.

- ▶ Students examine their 11.2.2 Lesson 5 Quick Write responses in preparation for the lesson assessment.

Ask students to review the W.11-12.2.b and W.11-12.2.f portion of their 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

Instruct students to annotate their Quick Write responses to identify places in their writing that might be strengthened by the addition or refinement of evidence (W.11-12.2.b). Instruct students to consider how they might strengthen or revise their responses with the addition of a concluding statement that restates ideas, summarizes key information, and offers a new way of thinking about key information presented (W.11-12.2.f).

- ▶ Students annotate their own Quick Write responses.

Instruct students to respond to the following prompt:

**Expand and develop your 11.2.2 Lesson 5 Quick Write response by refining your evidence selection or adding more significant and relevant evidence from paragraphs 11–12 and providing a concluding statement.**

Instruct students to look at their annotations to find evidence. Remind students to use the relevant portions of the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

 Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent 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 continue their AIR through the lens of a focus standard of their choice. Also, instruct students to independently conduct a brief search on the life of historical figure Joan of Arc, and come prepared to discuss her contributions and important events from her life.

- ▶ Students follow along.



- ① Encourage students to utilize media and print resources at school, home, and/or public libraries to facilitate their searches.

## Homework

Continue your Accountable Independent Reading through the lens of a focus standard of your choice. Also, conduct a brief search on the life of historical figure Joan of Arc, and come prepared to discuss her contributions and important events from her life.

## Model Rhetorical Impact Tracking Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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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:** “An Address by Elizabeth Cady Stanton”

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)
Imagery: the use of figurative language or vivid descriptions to make pictures in the reader’s mind	“mothers are ground to powder between the upper and nether millstone of tyranny and lust” (par. 11)	Cady Stanton’s image of mothers reduced to nothing as they are “ground to powder” (par. 11) in the millstone contributes to the power of her text because it highlights the destructive effects of the devaluation of women.



<b>Rhetorical device and definition</b>	<b>Examples of the rhetorical device in the text (with paragraph or page reference)</b>	<b>Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)</b>
<p>Allusion: an indirect reference</p>	<p>“Truly are the sins of the fathers visited upon the children to the third and fourth generation” (par. 12).</p> <p>This alludes to verses from the books of Exodus and Numbers in the Bible describing how the guilty do not go unpunished in the eyes of the Lord, because he will punish the children and grandchildren of those who sin.</p>	<p>Cady Stanton describes God’s wisdom in linking “the whole human family” (par. 12) and uses the Biblical allusion of generations being punished to persuade people to end the degradation of women so that their children and grandchildren will not have to suffer for it.</p>
<p>Appeal to Ethos: when an author appeals to a listener or reader’s conscience or sense of what is right or ethical in order to make his or her point more persuasive</p>	<p>“Truly are the sins of the fathers visited upon the children to the third and fourth generation” (par. 12).</p>	<p>Cady Stanton’s reference to Christian morality contributes to the persuasiveness of her text because she appeals to her listener’s sense of Christian ethics in order to reinforce her point of view that the degradation of women is wrong.</p>
<p>Metaphor: a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance</p>	<p>“God, in His wisdom, has so linked the whole human family together” (par. 12).</p>	<p>The metaphor of the family as a chain is a powerful way of describing how degradation of women affects the entire family. If women suffer violence, the whole family suffers, even generations later. Similarly, if women are elevated, the whole “race shall be recreated” (par. 12).</p>

## 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>	“An Address by Elizabeth Cady Stanton”
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Paragraph #	Ideas	Notes and Connections
11	If women are treated like slaves and mothers are degraded, it is impossible to raise sons who are “scholars and saints” (par. 11).	This connects to women as “fountains of life” (par. 10) as well as the first line of paragraph 11: “It is the wise mother that has the wise son.” The image of women being degraded into nothingness (par. 11) contributes to the development of this idea; women and mothers cannot be treated like slaves and still be expected to be the “source” (par. 10) of great sons.
12	Violence and oppression towards women must end now because it impacts the entire family, generation after generation.	This idea is developed through the use of the chain metaphor. God has designed families so that “any violence done at one end of the chain” ripples through the entire chain, and the entire family suffers (par. 12). This means that if mothers and wives are subjected to violence, it has an effect on everyone in the family.
12	Women are crucial to the success of “a truly great and virtuous nation” (par. 10).	If women are restored and elevated, the race will “be recreated” (par. 12). Women have been degraded and the world has suffered through “moral stagnation” (par. 8). Conversely, if women are treated properly, they can help the country prosper.

# 11.2.2

# Lesson 7

## Introduction

In this lesson, students read and analyze paragraphs 13–14 of “An Address by Elizabeth Cady Stanton” (from “‘Voices’ were the visitors and advisers of Joan of Arc” to “the glorious words inscribed upon it, ‘Equality of Rights’”). In this final excerpt, Cady Stanton calls on women to “prophesy” for equal rights despite the opposition they will face.

Student analysis focuses on Cady Stanton’s use of rhetoric and how it advances her purpose. Student learning is assessed via a Quick Write at the end of the lesson: How do the style and content of paragraphs 13–14 contribute to the power, persuasiveness, or beauty of the text? For homework, students continue their Accountable Independent Reading (AIR), add two new ideas to their Ideas Tracking Tool, and identify one idea from their tool as a central idea.

## 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	<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 at the end of the lesson. Students answer 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 the style and content of paragraphs 13–14 contribute to the power, persuasiveness, or beauty of the text?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify at least one example of style that contributes to the power, persuasiveness, or beauty of the text (e.g., Cady Stanton uses a reference to Joan of Arc to describe women’s fight for equal rights and uses a metaphor of war, including “armor” and “weapons” to describe the struggle for equal rights (par. 13).).</li> <li>Identify at least one example of content that contributes to the power, persuasiveness, or beauty of the text (e.g., Cady Stanton concludes her speech with a description of the “entrenched” opposition to equal rights but responds by saying how women will “steadfastly abide the result” and secure their rights (par. 14).).</li> <li>Analyze how the identified examples contribute to the power, persuasiveness, or beauty of the text (e.g., The war metaphor reveals how serious and difficult the struggle for women’s rights is and will continue to be; the contrast between the “entrenched” opposition and women’s commitment to “beat the dark storm,” contributes to the power of the text by reinforcing the women’s strength and commitment to achieve the “result” of equal rights (par. 14).).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>haunts (n.) – ghosts</li> <li>unheeded (adj.) – heard or noticed but then ignored or not followed</li> <li>keenest (adj.) – sharpest, most piercing, or most biting</li> <li>nerved (v.) – gave strength, vigor, or courage to</li> <li>foretold (adj.) – predicted or told of beforehand</li> <li>prophecy (v.) – to state that something will happen in the future</li> <li>entrenched (adj.) – established firmly and solidly</li> </ul>

- bulwarks (n.) – walls of earth or other material built for defense
- fortified (adj.) – protected or strengthened against attack
- steadfastly (adv.) – in a manner that is firmly fixed in place or position
- undauntedly (adv.) – in a manner that is not discouraged
- unfurl (v.) – to spread or shake out from a folded or rolled state; unfold
- gale (n.) – a very strong wind

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

- None.

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

- ridicule (n.) – words or actions meant to make fun of someone or something in a cruel or harsh way
- utterance (n.) – the act of saying something
- strewn (adj.) – spread or scattered over or on the ground or some other surface
- abide (v.) – to accept or bear (someone or something bad, unpleasant, etc.)
- rend (v.) – to tear (something) into pieces with force or violence



## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>• Standards: RI.11-12.6, W.11-12.9.b</li> <li>• Text: “An Address by Elizabeth Cady Stanton,” paragraphs 13–14</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Masterful Reading</li> <li>4. Reading and Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 5%</li> <li>4. 60%</li> <li>5. 15%</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 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 sharing the assessed standard for this lesson: RI.11-12.6. In this lesson, students read paragraphs 13–14 of “An Address by Elizabeth Cady Stanton,” and analyze how Cady Stanton uses rhetoric to enhance the power, persuasiveness, or beauty of her speech.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

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

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



Instruct students to share what they learned from their previous lesson’s homework in their pairs. (Conduct a brief search on the historical figure of Joan of Arc to prepare for the next lesson. Consider the following prompt during your research: Independently conduct a brief search on Joan of Arc’s life and come prepared to discuss her contributions and important events from her life.)

 Student responses may include:

- Joan of Arc lived in France in the 1400’s.
- She claims to have heard voices and seen visions of angels.
- She led French soldiers in a victorious battle against England in the Hundred Years War.
- She dressed in men’s clothes because she wanted to fight alongside the male soldiers.
- Throughout her life, she was arrested and convicted for dressing like a man.
- She was burned at the stake when she was about 19 years old.

Lead a whole-class discussion of student responses.

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of paragraphs 13–14 of “An Address by Elizabeth Cady Stanton” (from “‘Voices’ were the visitors and advisers of Joan of Arc” to “the glorious words inscribed upon it, ‘Equality of Rights’”).

 **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading:

**Cady Stanton uses specific word choices to create images in the text. What specific words and phrases contribute to the text’s imagery in paragraphs 13–14?**

- ▶ Students follow along, reading silently.

### 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.

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

Instruct small groups to read paragraph 13 (from “‘Voices’ were the visitors and advisers of Joan of Arc” to “your sons and your daughters shall prophesy”) and discuss the following questions before sharing out with the class.

Provide students with the following definitions: *haunts* means “ghosts,” *unheeded* means “heard or noticed but then ignored or not followed,” *keenest* means “sharpest, most piercing, or most biting,” *nerved* means “gave strength, vigor, or courage to,” *foretold* means “predicted or told of beforehand,” and *prophecy* means “to state that something will happen in the future.”

- ▶ Students write the definitions of *haunts*, *unheeded*, *keenest*, *nerved*, *foretold*, and *prophecy* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definitions: *ridicule* means “words or actions meant to make fun of someone or something in a cruel or harsh way” and *utterance* means “the act of saying something.”

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

**Based on your research about Joan of Arc, what are the “voices” at the beginning of paragraph 13?**

- ☞ Student responses may include:
  - The “voices” describe Joan of Arc’s visions of angels.
  - The “voices” are “visitors and advisors” (par. 13) who told Joan of Arc how to help the king of France and win a battle against the English.

**What is the impact of Cady Stanton’s use of quotation marks around “voices” in the first two sentences of paragraph 13?**

- ☞ The first “voices” describes Joan of Arc’s visions that prepare her for battle (par. 13). The second “voices” describes the visitors and advisors or “haunts” that should motivate women in their work to obtain rights (par. 13). The quotation marks draw attention to both uses of the word and indicate that although the “voices” are different in each case, they serve the same purpose for women.

**Who is the “enemy” in paragraph 13?**

- ☞ The “enemy” describes people who oppose women’s rights (par. 13).

**What are the “keenest weapons of the enemy”? How does the adjective “keenest” impact Cady Stanton’s description of the weapons?**

- ☞ The “keenest weapons of the enemy” are “contempt and ridicule” (par. 13). In describing these as the “keenest” weapons, Cady Stanton further develops the understanding that “contempt and ridicule” are most harmful in the fight for women’s rights.

### What metaphor does Cady Stanton use to explain what “the women of this country” must do? How does the metaphor contribute to the power of the text?

🗨️ Student responses should include:

- Cady Stanton uses a war metaphor (women must “buckle on the armor” (par. 13)) to establish that women must fight for their rights similarly to knights and warriors.
- This metaphor contributes to the power of the text by comparing women’s struggle to the violence and danger of war and further develops the paragraph’s references to the female warrior Joan of Arc.

### How does the content of paragraph 13 develop ideas introduced in paragraph 8?

🗨️ Student responses may include:

- Paragraph 8 introduces the idea of war as a metaphor for the struggle for women’s rights. Cady Stanton describes images like the “battlements of righteousness ... against the raging elements of sin and death.” In paragraph 13, Cady Stanton further develops this idea of the fight for rights as war by calling on women to “buckle on [their] armor” or prepare to fight, so they can resist the “weapons” of “contempt and ridicule,” by their opponents.
- In paragraph 8, Cady Stanton introduces the idea of a “moral stagnation,” and in paragraph 13 she further develops this idea by describing how women can listen to the “haunts” of those who are most in “despair” or “sorrow.” Women can listen to the advisors of “poverty” and “degradation” (par. 13) and fight against the “moral stagnation.”

### How does Cady Stanton use religious references to advance her purpose?

🗨️ Cady Stanton’s purpose is to advocate for women’s rights, especially freedom and political representation. Her use of religious references advances her purpose by demonstrating that God supports the advocates’ work. By comparing the “religious enthusiasm” of the advocates to the “religious enthusiasm” of Joan of Arc, Cady Stanton develops the idea that the advocates are heroes with a spiritual reason for their work (par. 13).

- ① Consider explaining that this is an example of the rhetorical technique *appeal to pathos*, which students discussed in 11.2.1 Lesson 8. In an *appeal to pathos*, an author appeals to a listener or reader’s emotions by depicting issues in a way that persuades them to feel a certain way in order to make a point more persuasive.
- ① Consider reminding students that Cady Stanton’s choice to include references to Joan of Arc is a content choice.

Lead a brief, whole-class discussion of student responses. Instruct students to add to their Rhetorical Impact Tracking Tools based on Cady Stanton’s use of rhetoric in paragraph 13.

Instruct small groups to read paragraph 14 (from “We do not expect our path will be strewn with the flowers” to “the glorious words inscribed upon it, ‘Equality of Rights’”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *entrenched* means “established firmly and solidly,” *bulwarks* means “walls of earth or other material built for defense,” *fortified* means “protected or strengthened against attack,” *steadfastly* means “in a manner that is firmly fixed in place or position,” *undauntedly* means “in a manner that is not discouraged,” *unfurl* means “to spread or shake out from a folded or rolled state; unfold,” and *gale* means “a very strong wind.”

- ▶ Students write the definitions of *entrenched*, *bulwarks*, *fortified*, *steadfastly*, *undauntedly*, *unfurl*, and *gale* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definitions: *strewn* means “spread or scattered over or on the ground or some other surface,” *abide* means “to accept or bear (someone or something bad, unpleasant, etc.),” and *rend* means “to tear (something) into pieces with force or violence.”

- ▶ Students write the definitions of *strewn*, *abide*, and *rend* on their copies of the text or in a vocabulary journal.

### How does the contrast between the descriptions of “popular applause” and “bigotry and prejudice” develop an idea in the text?

- 🗨️ “Flowers of popular applause” creates a soft, pleasant image, and “thorns of bigotry and prejudice” creates a sharp, painful image. The contrast between these descriptions develops the idea that many people will not support women’s struggle for civil rights, so women will continue to face oppression and hardship as they struggle for their rights.

① Consider reminding students that this contrast is an example of the rhetorical strategy of *juxtaposition*, which they were introduced to in 11.2.1 Lesson 19. *Juxtaposition* means “an act or instance of placing close together or side by side, especially for comparison or contrast.”

① **Differentiation Consideration:** If students struggle to answer the question above, consider asking the following scaffolding questions:

### How does Cady Stanton describe the “path” to equal rights?

- 🗨️ Student responses should include:
  - Cady Stanton states, “We do not expect our path will be strewn with the flowers of popular applause” (par. 14).

- Cady Stanton also states that the path will be filled with “thorns of bigotry and prejudice” (par. 14).

### How does Cady Stanton use metaphor in paragraph 14 to develop a central idea?

- 🗨️ Cady Stanton continues the war metaphor from previous paragraphs and introduces a storm metaphor to describe how women and their allies should stand up to “opposition” in the struggle for “Equality of Rights” (par. 14). The war and storm metaphors develop the central idea that women deserve rights whether or not they prove their equality to men. Describing women’s determination and persistence against “custom and authority” (par. 14) further develops the idea that women deserve their rights.

- ① **Differentiation Consideration:** If students struggle to analyze the metaphors in paragraph 14, consider asking the following scaffolding questions:

**Who is Cady Stanton describing in the phrase, “those who have entrenched themselves behind the stormy bulwarks of custom and authority”?**

- 🗨️ Cady Stanton describes the opponents of women’s rights.

**What is the “opposition” “entrenched” behind?**

- 🗨️ The “opposition” is entrenched behind “custom and authority,” or tradition and power (par. 14).

### How does Cady Stanton develop the idea that the opposition is entrenched behind “custom and authority” in previous paragraphs?

- 🗨️ Student responses may include:
  - Cady Stanton develops the idea of “unjust laws” in paragraph 4. These are laws that create or continue disadvantages for women.
  - Cady Stanton describes how the voices of women have been “silenced in the state” in paragraph 9. This describes how women cannot vote or participate in democracy.

### How does Cady Stanton’s use of figurative language in paragraph 14 contribute to the power, persuasiveness, or beauty of the text?

- 🗨️ Student responses should include:
  - Paragraph 14 includes multiple metaphors such as “dark storm clouds of opposition” and “bulwarks of custom and authority.” Within the metaphors, Cady Stanton also uses juxtaposition and imagery such as “flowers” in contrast to “thorns,” and additional metaphors.

- The choice to use metaphor in paragraph 14 to explain women’s struggle for rights contributes to the power of the text because it develops a memorable and powerful image of women’s struggles. Ending the address with the advocates “unfur[ing]” their banner in the storm and seeing the banner light up with the “electric flash” concludes the address with a powerful image of women winning the struggle for their rights.
- ① Consider reminding students that *imagery* (introduced in 11.2.1 Lesson 6) and *metaphor* (introduced in 11.2.1 Lesson 8) are two distinct literary devices. Explain that imagery creates a vivid image for the reader or listener while metaphor develops a comparison between two things. Cady Stanton uses both imagery and metaphor in paragraph 14.
- ① Consider reminding students that Cady Stanton’s choice to use figurative language throughout paragraph 14 is a style choice.

### What is Cady Stanton’s purpose in paragraph 14?

- 🗨️ Cady Stanton’s purpose in paragraph 14 is to describe the “entrenched” opposition to “Equality of Rights” and to explain how women will overcome this opposition by “steadfastly abid[ing]” and being “undaunted[.]” in their work.

Lead a brief, whole-class discussion of student responses. Instruct students to add to their Rhetorical Impact Tracking Tools based on Cady Stanton’s rhetoric from paragraph 14. Now that students have read and analyzed Cady Stanton’s speech in its entirety, instruct students to fill out the purpose and point of view sections of their Rhetorical Impact Tracking Tools to reflect Cady Stanton’s overall purpose and point of view.

- ▶ Students complete the purpose and point of view sections of their Rhetorical Impact Tracking Tools.
- 🗨️ See the Model Rhetorical Impact Tracking Tool for sample student responses.

### Activity 5: Quick Write

15%

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

#### How do the style and content of paragraphs 13–14 contribute to the power, persuasiveness, or beauty of the text?

Instruct students to look at their annotations to find evidence. Instruct 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.

① Consider reminding students of their work with W.11-12.2.e in 11.2.2 Lesson 4 and W.11-12.2.f in 11.2.2 Lesson 6.

- ▶ 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 continue reading 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.

Also, instruct students to add at least two new ideas to their Ideas Tracking Tools, and identify one idea from their tools as a central idea.

- ▶ Students follow along.

## Homework

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.

Add at least two new ideas to your copy of the Ideas Tracking Tool and identify one idea from your tool as a central idea.

## Model Rhetorical Impact Tracking Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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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:** “An Address by Elizabeth Cady Stanton”

**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): Cady Stanton’s point of view is that women should have the right to vote.

**Purpose** (an author’s reason for writing): Cady Stanton’s purpose is to advocate for women’s rights.

<b>Rhetorical device and definition</b>	<b>Examples of the rhetorical device in the text (with paragraph or page reference)</b>	<b>Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)</b>
Imagery: the use of figurative language or vivid descriptions to make pictures in the reader’s mind	Cady Stanton creates images of women as soldiers in a battle. “defend the right, to buckle on the armor” (par. 13) “the keenest weapons of the enemy” (par. 13)	Describing women as soldiers is powerful. This image illustrates the difficulty and danger of women’s struggle for voting rights.

File: 11.2.2 Lesson 7 Date: 9/12/14 Classroom Use: Starting 9/2014  
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<p>Religious reference: a reference to religious text, history, or custom</p>	<p>Cady Stanton compares women’s work for rights to the “religious enthusiasm” of Joan of Arc (par. 13). She also states that women’s work is “fulfilling ... what has ... been foretold by the Prophet.” Then she quotes Joel 2:28 which includes, “your sons and your daughters shall prophesy” (par. 13).</p>	<p>Referring to the Bible, especially to a verse that mentions “daughters,” is powerful (par. 13). This reference gives authority to Cady Stanton’s words by claiming that the Bible supports women’s fight for the right to vote.</p>
<p>Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast</p>	<p>The contrast between “flowers” and “thorns” is an example of juxtaposition (par. 14). Cady Stanton states, “We do not expect our path will be strewn with the flowers ... but over the thorns of bigotry” (par. 14).</p>	<p>This juxtaposition contributes to the power and beauty of the text. The word choice of “thorns” is more meaningful when it is paired with the word “flowers.” This emphasis on “thorns” develops the understanding that bigotry and prejudice are hurtful forces against women as they try and fight for their rights.</p>
<p>Figurative language: language that differs from the literal meaning of words and phrases</p>	<p>Paragraph 14 develops metaphors about women carrying a banner of “Equality of Rights” through a storm and past “entrenched” enemies.</p>	<p>These metaphors contribute to the address’s beauty and power. They also advance Cady Stanton’s purpose of advocating for women’s rights, especially the right to vote. The metaphors of the storm and carrying the banner support the belief that women will remain committed to their work until they secure their rights.</p>

# 11.2.2 Lesson 8

## Introduction

In this lesson, students use the previous lessons’ text analysis work to analyze “An Address by Elizabeth Cady Stanton” in its entirety to explore how Cady Stanton structures her argument, specifically noting the relationship between reasoning and evidence. Students discuss Cady Stanton’s central claim and supporting claims and then analyze how reasoning and evidence support these claims.

For the lesson assessment, students complete a written response to the following prompt: Identify one of Stanton’s supporting claims and analyze how she uses evidence and reasoning to support the claim. For homework, students continue to read their Accountable Independent Reading (AIR) through the lens of a focus standard of their choice.

## Standards

Assessed Standard(s)	
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.
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>
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.

## Assessment

<b>Assessment(s)</b>
<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>● Identify one of Cady Stanton’s supporting claims and analyze how she uses evidence and reasoning to support the claim.</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>● Identify one of Cady Stanton’s supporting claims (e.g., Government in the United States exists “without the consent of the governed” (par. 4); women do not necessarily need to be equal to men in order to secure the right to vote; men need women in order to fulfill their “destiny” (par. 9)).</li> <li>● Analyze one or more examples of evidence that supports the identified supporting claim (e.g., Even “drunkards, idiots, horse-racing, rum-selling rowdies, ignorant foreigners, and silly boys” (par. 6) are able to vote.).</li> <li>● Analyze one or more examples of reasoning that supports the identified supporting claim (e.g., Cady Stanton reasons that laws that harm women are immoral (“a disgrace to a Christian republic in the nineteenth century”) and that women already have the right to vote based on the Declaration of Independence (“we now demand our right to vote according to the declaration of the government under which we live”) (par. 4).).</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>● None.*</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>● None.*</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>● None.*</li> </ul>

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
Standards: NJSLSA.R.8, SL.11-12.1, W.11-12.9.b	
Text: "An Address by Elizabeth Cady Stanton"	
<b>Learning Sequence:</b>	
Introduction of Lesson Agenda	1. 5%
Homework Accountability	2. 10%
Argument Terminology Review	3. 10%
Central and Supporting Claims Discussion	4. 25%
Reasoning and Evidence Activity	5. 30%
Quick Write	6. 15%
Closing	7. 5%

## Materials

Student copies of the Argument Visual Handout (refer to 11.2.1 Lesson 24)

Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)

**(Note: Student Handbook has no resources for this Lesson as students will refer to the lessons as stated above).**

## Learning Sequence

How to Use the Learning Sequence	
Symbols	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 standard for this lesson: CCRA.R.8. In this lesson, students revisit “An Address by Elizabeth Cady Stanton” in its entirety to analyze how reasoning and evidence are related and how they support Cady Stanton’s claims.

- ▶ 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 Accountable Independent Reading (AIR) text. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

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

Instruct student pairs to discuss their homework assignment from the previous lesson. (Add at least two new ideas to your copy of the Ideas Tracking Tool and identify one idea from your tool as a central idea.)

- ▶ Student pairs discuss the ideas they added to their Ideas Tracking Tools.
- 🗨 See the Model Ideas Tracking Tool for sample student responses.

Instruct student pairs to discuss the central idea they identified during their homework.

- 🗨 In paragraphs 13 and 14, Cady Stanton uses war and storm metaphors to develop and refine the central idea that rights for women will be gained through political and civil action.

## Activity 3: Argument Terminology Review

10%

Ask students to take out their copies of the Argument Visual Handout from 11.2.1 Lesson 24. Remind students that they should use specific argument-related terms to analyze Cady Stanton’s argument.

- ▶ Students listen.

Draw students’ attention to the following terms from the handout:

- **Argument:** the composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning
- **Central Claim:** an author or speaker’s main point about an issue in an argument
- ① In order to support students’ work with Cady Stanton’s central claim, explain that an *issue* in argument means “an important aspect of human society for which there are many different opinions about what to think or do.”
- **Supporting Claim:** smaller, related points that reinforce or advance the central claim
- **Reasoning:** the logical relationships among ideas, including relationships among claims and relationships across evidence
- **Evidence:** the topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims
- ① Consider posting the Argument Visual Handout and terms in the classroom so that students can use these domain-specific terms in their discussions of the text.

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Remind students that relevant evidence is evidence that directly supports one or more of the author’s claims. Explain that evaluating reasoning includes determining how an author uses specific pieces of evidence to support claims and how an author relates supporting claims to the central claim.

- ▶ Students listen.

Explain that students explore the relationship between reasoning and evidence in a subsequent activity.

- ▶ Students listen.

## Activity 4: Central and Supporting Claims Discussion

25%

Instruct students to form small groups and discuss the following questions. Post or project the questions for students to see.

### What are the “issues” Cady Stanton discusses in her address?

- Student responses should include:
  - Cady Stanton discusses issues such as women’s “right to be free as man is free” and to be “represented in the government” (par. 4) the same way men are represented in government: with the right to vote.
  - Cady Stanton discusses the role of women in improving the human race.

### What is Cady Stanton’s central claim?

- 🗨️ Cady Stanton’s central claim is that women deserve the same rights as men. Specifically, she argues that women should be able to vote, or “to be represented in the government which [they] are taxed to support” (par. 4).

① Consider reminding students of their work with central claims in 11.2.1 Lesson 25.

Lead a whole-class discussion of student responses.

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Remind students that supporting claims are “smaller, related points that reinforce or advance the central claim.”

- ▶ Students listen.

Instruct small groups to consider Cady Stanton’s central claim and then identify and discuss smaller, related points from her address that support the central claim.

- 🗨️ Small groups may identify the following supporting claims:
  - Government in the United States exists “without the consent of the governed” (par. 4). This means that the government has power over women, but women are unable to participate in the government.
  - Women do not have to be equal to men in order to be able to vote, because men are not equal to each other: “all white men in this country have the same rights, however they may differ in mind, body, or estate” (par. 5).
  - “The right is ours” (pp. 6–7). Cady Stanton claims that the right to vote already belongs to women, but that they must now figure out how to “get possession of what rightfully belongs to [them]” (par. 6).
  - America is in the “midst” of a “moral stagnation” (par. 8). Cady Stanton claims that the nation cannot protect itself against “sins” (par. 8).
  - “Man cannot fulfill his destiny alone” (par. 9); men need women to “redeem” (par. 9) the human race.

Lead a whole-class discussion of student responses.

## Activity 5: Reasoning and Evidence Activity

30%

Explain that reasoning and evidence are two closely related concepts; an important element of reasoning is effectively connecting pieces of evidence, and connecting evidence to claims.

- ▶ Students listen.

Using Cady Stanton’s claim from paragraph 4 that government in the United States exists “without the consent of the governed,” ask students to annotate paragraph 4 for examples of supporting evidence and reasoning.

🗨️ Student responses should include:

- **Evidence:** To support her claim that government in the United States exists “without the consent of the governed,” Cady Stanton cites facts about the “unjust laws” that harm women, who are governed without consent. For example, men have the right to “chastise and imprison [their wives]” and to take their wives’ “wages” and “property” away from them.
- **Reasoning:** Cady Stanton reasons that laws that harm women are immoral (“a disgrace to a Christian republic in the nineteenth century”) and that women already have the right to vote based on the Declaration of Independence (“we now demand our right to vote according to the declaration of the government under which we live”).

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

📍 **Differentiation Consideration:** To support student comprehension, consider modeling the work of identifying and annotating evidence and reasoning in paragraph 4, prior to asking students to do so in pairs.

Lead a whole-class discussion of the reasoning and evidence from paragraph 4.

- 📍 Consider reminding students that as they build on others’ ideas and express their own ideas clearly and persuasively they are practicing the skills from SL.11-12.1.
- 📍 **Differentiation Consideration:** To support students’ understanding of the relationship among a claim, evidence, and reasoning, consider asking the following questions:

**How does the evidence you identified support Cady Stanton’s claim?**

🗨️ The evidence includes specific examples of “unjust laws” to which women did not “consent.”

**How does the reasoning you identified connect the evidence to the claim?**

🗨️ Student responses should include:

- The reasoning explains how the laws to which women did not “consent” are “unjust” (“a shame and a disgrace to a Christian republic”).



- The reasoning explains why the laws to which women did not “consent” are “unjust” (“our right to vote according to the declaration of the government under which we live”).

Instruct students to work in pairs to identify and discuss one additional example of the relationship among a claim, evidence, and reasoning in Cady Stanton’s address.

- ▶ Student pairs analyze reasoning and evidence in the address.

Lead a whole-class discussion of student responses.

🗨 Student responses may include:

- **Paragraphs 5 and 6:**

**Claim:** Women do not have to be equal to men in order to be able to vote, because men are not equal to each other: “all white men in this country have the same rights, however they may differ in mind, body, or estate” (par. 5).

**Evidence:** Cady Stanton cites facts about the kinds of men who are able to vote. She uses the examples of “drunkards, idiots ... and silly boys” (par. 6) to illustrate that even men who are weak, flawed, and unintelligent are able to vote and have the same say as great, intelligent men.

**Reasoning:** Cady Stanton connects the evidence to her claim by noting that men do not have to prove their equality in order to vote: “we wish the question of equality kept distinct from the question of rights, for the proof of the one does not determine the truth of the other” (par. 5). She also connects the evidence to her claim by stating that being treated differently than men in this case is “grossly insulting” (par. 6).

- **Paragraph 7:**

**Claim:** “The right is ours.”

**Evidence:** The evidence Cady Stanton uses includes the fact that many women are “already pledged” to secure the right through writing (“the pens”), speaking (“the tongues”), money (“the fortunes”), and persistence (“the indomitable wills”).

**Reasoning:** Cady Stanton connects the evidence to her claim by asserting that women will continue to fight for their rights until “the unjust judge” becomes “weary.”

- **Paragraph 8:**

**Claim:** America is in the midst of a “moral stagnation.”

**Evidence:** Cady Stanton supports her claim with specific facts about the institutions that are trying, but failing, to correct the problem. She states, “Churches ... missionary societies,

Sunday schools, and prayer meetings” exist, but the “battlements of righteousness are weak” against the “moral stagnation.”

**Reasoning:** Cady Stanton connects the evidence to her claim by explaining that society refuses to take action against “its sins”: “with idiotic laugh we hug those monsters to our breast and rush on to destruction.”

○ **Paragraphs 9 and 10:**

**Claim:** “Man cannot fulfill his destiny alone.” (par. 9)

**Evidence:** To support her claim, Cady Stanton cites the idea that “there are deep and tender chords of sympathy ... that woman can touch more skillfully than man” (par. 9).

**Reasoning:** Cady Stanton explains that the world needs “some spirit of mercy and love” (par. 9) to purify itself, but the world has not yet been purified because “the voice of woman has been silenced” (par. 9), without the right to vote. She also reasons that women, as mothers, are “the very fountains of life” (par. 10); this idea illustrates women’s importance in man’s destiny.

## Activity 6: Quick Write

15%

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

**Identify one of Cady Stanton’s supporting claims and analyze how she uses evidence and reasoning to support the claim.**

- ① Instruct students to select a supporting claim for the Quick Write, other than the one they analyzed in Activity 5.

Instruct students to look at their annotations to find evidence. 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 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to 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 text based on that standard.

- ▶ Students follow along.

## Homework

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 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>	“An Address by Elizabeth Cady Stanton”
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Paragraph #	Ideas	Notes and Connections
13	Women’s struggle for equal rights is a battle.	Cady Stanton develops the idea with images and descriptions such as: <ul style="list-style-type: none"> <li>• “buckle on the armor”</li> <li>• “keenest weapons of the enemy”</li> <li>• references to Joan of Arc</li> <li>• “heroic action”</li> </ul> These images and descriptions work together to develop the idea that securing rights is like a battle.
14	Women will face opposition when they struggle to obtain equal rights.	Cady Stanton begins paragraph 14 with the realization, “we do not expect our path will be strewn with the flowers of popular applause,” to acknowledge the opposition women will face.
14	Even though it will be difficult, women will remain committed to their struggle for equal rights.	Cady Stanton develops images of women carrying a banner through storm clouds and opposition to illustrate women’s determination. She states, “we will steadfastly abide the result. Unmoved, we will bear it aloft.”
13–14	Women deserve equal rights whether or not they prove their equality to men.	Cady Stanton develops and refines the idea that women deserve rights whether or not they prove their equality to men. She describes women’s work as “heroic” work similar to Joan of Arc’s military leadership. She also describes women’s determination and persistence to challenge “custom and authority,” through images of women carrying a banner with the words “Equality of Rights” through a storm and past enemies.

## 11.2.2

## Lesson 9

## Introduction

In this lesson, students are introduced to Audre Lorde’s contemporary poem “From the House of Yemanjá,” and read and analyze the first stanza (from “My mother had two faces and a frying pot” through “sun and moon and forever hungry / for her eyes”). In this stanza, the speaker describes her complex relationship with her mother and how this relationship influences her identity. Students determine the connotative and figurative meanings of words and phrases as they are used in the text, and analyze how these specific word choices shape the meaning of the first stanza.

Students demonstrate their learning at the end of this lesson in a Quick Write response to the following prompt: Determine the meaning of a word or phrase as it is used in stanza 1, and analyze how this specific word choice impacts the meaning of the first stanza. For homework, students record at least one idea introduced and developed in stanza 1 on their Ideas Tracking Tools, and continue their Accountable Independent Reading (AIR) through the lens of the focus standard of their choice.

## Standards

Assessed Standard(s)	
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.)
Addressed Standard(s)	
W.11-12.9.a	<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>

## 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.

- Determine the meaning of a word or phrase as it is used in stanza 1, and analyze how this specific word choice impacts the meaning of the first stanza.

### High Performance Response(s)

A High Performance Response should:

- Determine the meaning of a word or phrase as it is used in stanza 1 (e.g., In stanza 1, the phrase “forever hungry / for her eyes” describes the speaker’s complex relationship with her mother (lines 9–10).).
- Analyze how this specific word or phrase impacts the meaning of the first stanza (e.g., The phrase “forever hungry / for her eyes” (lines 9–10) develops the idea that the speaker’s mother does not give her daughter the attention that she desires. Although the mother cares for her daughter and feeds her dinner, the speaker is still “hungry” for something that her mother does not give her. The speaker’s need for her mother’s “eyes” suggests that she feels ignored by her mother and wants her attention.).

## Vocabulary

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

- None.

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

- None.

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

- fixed (v.) – prepared

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>Standards: RL.11-12.4, W.11-12.9.a</li> <li>Text: "From the House of Yemanjá" by Audre Lorde, stanza 1 (<a href="http://www.poetryfoundation.org/">http://www.poetryfoundation.org/</a>) (Masterful Reading: poem in its entirety)</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 65%
5. Quick Write	5. 10%
6. Closing	6. 5%

## Materials

- Copies of "From the House of Yemanjá" for each student
  - Copies of the Ideas Tracking Tool for each student
  - Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- ⓘ Consider numbering the lines of "From the House of Yemanjá" before this lesson.

## 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 standard for this lesson: RL.11-12.4. In this lesson, students engage in an evidence-based discussion to determine the connotative and figurative meanings of words and phrases as they are used in the text and analyze how these specific word choices impact the meaning of the first stanza of Audre Lorde’s poem “From the House of Yemanjá.” Students demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ 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 text. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

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

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of “From the House of Yemanjá” in its entirety.

- ▶ Students follow along, reading silently.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students throughout this lesson:

**What words and phrases does Lorde use to describe how the speaker’s mother makes her feel?**

### Activity 4: Reading and Discussion

65%

Instruct students to form pairs. Post or project each set of questions below.

Instruct student pairs to reread and annotate lines 1–4 of stanza 1 (from “My mother had two faces and a frying pot” through “into girls / before she fixed our dinner”) and discuss the following questions in their pairs before participating in a whole-class discussion.

- ① This focused annotation supports students’ engagement with W.11-12.9.a, which focuses on the use of textual evidence in writing.



① **Differentiation Consideration:** Consider providing students with the following definition: *fixed* means “prepared.”

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

### What words and phrases establish the point of view of the speaker?

🗨️ Student responses may include:

- The speaker refers to “[m]y mother” (line 1), which establishes that the speaker has the point of view of a daughter.
- The word “our” in line 4, “before she fixed our dinner” indicates that the speaker is one of the “daughters” the mother “cooked up ... into girls” (lines 2–3).
- The phrases “frying pot” (line 1), “cooked up” (line 2), and “fixed our dinner” (line 4) indicate that the speaker is in her mother’s kitchen.

### How does the speaker describe her mother?

🗨️ The speaker describes her mother as having “two faces” (line 1) and a “frying pot” (line 1).

① **Differentiation Consideration:** If students respond to this question with a description of the mother’s actions in lines 2–3, consider focusing their response with the following question:

#### How does the speaker describe her mother’s features?

🗨️ The speaker describes her mother as “ha[ving] two faces” (line 1).

### What is the effect of the image of a mother with “two faces” on the tone of the poem?

🗨️ The image of a mother with “two faces” (line 1) creates a tone of uncertainty or confusion, because it seems like the mother is two people at once.

① **Differentiation Consideration:** If students struggle with this image, consider explaining the idiom “two-faced” to students. “Two-faced” is an adjectival phrase that means saying different comments to different people in order to get their approval instead of speaking and behaving honestly.

### How does the mother use her “frying pot”?

🗨️ The mother uses the “frying pot” (line 1) to “cook[] up her daughters / into girls” (lines 2–3) and to “fix[] ... dinner” for her daughters (line 4).

① **Differentiation Consideration:** Consider asking the following optional extension question to deepen students’ understanding of lines 2–3:

#### What is the connotative meaning of the phrase “daughters / into girls”?

- 🗨️ The change from “daughters” into “girls” signifies their transition from members of a family or household to members of a larger society (lines 2–3). The word “daughter” is a description of the speaker’s role in her family because it situates her in relation to her mother, whereas the word “girls” describes the speaker’s role in larger society, because it situates her in relation to the rest of the world.

- ① Consider reminding students that *connotative* means “a suggested or associated meaning in addition to a word’s primary meaning.”

### How does the imagery in lines 2–3 develop the relationship between the “mother” and “her daughters”?

- 🗨️ Student responses may include:

- The image of the mother “cook[ing] up her daughters / into girls” develops the idea that she plays an important role in shaping who her daughters are (lines 2–3).
- The image of the mother “fix[ing] our dinner” reveals that she takes care of her daughters, and provides them with nourishment (line 4).

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Instruct student pairs to reread lines 5–10 of stanza 1 (from “My mother had two faces / and a broken pot” through “moon and forever hungry / for her eyes”) and discuss the following questions in their pairs before participating in a whole-class discussion.

### How does Lorde refine the image of the “pot” in lines 6–7?

- 🗨️ Student responses may include:

- In lines 1–4, Lorde constructs the image of the mother’s pot as a familiar and functional household object, a “frying pot” that she uses to cook “dinner.” In lines 6–7, the image of the mother’s pot is repeated or refined as a “broken pot,” something that does not work or is damaged, which the mother uses to “hid[e] out a perfect daughter,” rather than to cook.
- In lines 1–3, Lorde crafts the image of a pot as a tool that the mother uses in her kitchen to transform or change both of her daughters, she uses her pot to cook “up her daughters / into girls.” In lines 6–8 Lorde refines the image of a pot by describing it as an object that the mother uses to hide or conceal only one of her daughters, a “perfect daughter” who is not the speaker.

### How does this imagery further develop the relationship between the “mother” and “her daughters”?

- 🗨️ The refinement of the image of the “pot” from a “frying pot” into a “broken pot” develops the idea that the mother is creating a distinction between her daughters. Even though the mother is

making her “daughters / into girls” (lines 2–3), she is only protecting the “perfect daughter,” who is not the speaker (lines 7–8).

### How do lines 7–8 relate to lines 9–10? What is the impact of this structural choice?

🗨️ Student responses may include:

- In line 8, the speaker says what she is not: the “perfect daughter” (line 7). In line 9, she explains what she is: she says, “I am the sun and moon.” The order of the lines emphasizes that the speaker considers herself to be inferior or imperfect, because she is both “the sun and moon” (line 9).
- In lines 7–8, the speaker makes it clear that by “hid[ing] out” the “perfect daughter” in the pot, her mother favors a daughter who is not the speaker. Because the mother does not give the same attention to the speaker as she does to her other daughter, the speaker feels that she is “forever hungry / for her eyes” (lines 9–10). The order of the lines emphasizes that the speaker’s feeling of imperfection leads to a desire for her mother’s attention.

### What is the impact of the imagery that the speaker uses to describe herself in line 9?

🗨️ Student responses may include:

- The speaker describes herself as the “sun and moon” (line 9). This imagery develops the idea of a division or contrast in the speaker’s sense of self, because the sun occurs during the day and the moon occurs at night. Therefore, the speaker says that she is two entities that occur at different times, or two opposite entities, at the same time.
- In the beginning of stanza 1, the speaker describes herself in relation to family and home. In line 9, the speaker describes herself through images of “the sun and moon” that are in relation to the universe and the world. The shift in imagery in line 9 emphasizes the power the speaker sees in herself – she is not just a “daughter,” but two major universal forces.
- In line 9, the author describes herself as both the “sun and moon” and “forever hungry.” This imagery emphasizes that even though the speaker compares herself to the power and greatness of two celestial bodies, she simultaneously feels that she is lacking something that she desires. The speaker is simultaneously universal and powerful, and incomplete and in need, or “forever hungry.”

### How are the words “hungry” and “eyes” used in the phrase “forever hungry / for her eyes”? How does this phrase further develop the relationship between the speaker and her mother?

🗨️ Student responses should include:

- The word “hungry” (line 9) is used figuratively to represent the speaker’s desire or need for her mother’s “eyes” (line 10).

- “Eyes” in this context represent the mother’s attention or recognition.
- This phrase develops the idea that the speaker is constantly (“forever”) seeking recognition from her mother, which she never receives.

### How does this imagery further develop an idea introduced earlier in the poem?

🗨️ Student responses may include:

- The imagery of the speaker as both “the sun and the moon” (line 9) develops the idea that the speaker is two people at once, or has a double identity. A similar idea was introduced in line 1 through the image of the mother with “two faces” (line 1). The speaker appears to see the same duality, or two identities, in herself as she does in her mother. Perhaps the speaker has inherited her dual identity from her mother.
- The imagery of the speaker as “forever hungry / for her eyes” (lines 9–10) develops the speaker’s relationship with her mother established in lines 1–4. Although the mother raises her daughters by “cook[ing]” them into girls, and cares for them and nourishes them by cooking their dinner, the speaker is still hungry or feels a lack of connection with her mother.

① **Differentiation Consideration:** If students require additional support determining an idea introduced in this poem, consider rephrasing the question:

How does this imagery further develop an idea introduced in line 1?

## Activity 5: Quick Write

10%

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

**Determine the meaning of a word or phrase as it is used in stanza 1, and analyze how this specific word choice impacts the meaning of the first stanza.**

Instruct students to look at their annotations to find evidence. Instruct 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread the first stanza of “From the House of Yemanjá” (from “My mother had two faces and a frying pot” through “moon and forever hungry / for her eyes”) and record at least one idea introduced and developed in stanza 1 on their Ideas Tracking Tools.

Also for homework, students should continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

For homework, reread the first stanza of “From the House of Yemanjá” and record at least one idea introduced and developed in stanza 1 on your Ideas Tracking Tool.

Also, continue reading your AIR 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.

## 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>	
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Stanza #	Ideas	Notes and Connections

## “From the House of Yemanjá” by Audre Lorde

My mother had two faces and a frying pot  
where she cooked up her daughters  
into girls  
before she fixed our dinner.  
My mother had two faces  
and a broken pot  
where she hid out a perfect daughter  
who was not me  
I am the sun and moon and forever hungry  
for her eyes.

I bear two women upon my back  
one dark and rich and hidden  
in the ivory hungers of the other  
mother  
pale as a witch  
yet steady and familiar  
brings me bread and terror  
in my sleep  
her breasts are huge exciting anchors  
in the midnight storm.

All this has been  
before  
in my mother's bed  
time has no sense  
I have no brothers  
and my sisters are cruel.

Mother I need  
mother I need  
mother I need your blackness now  
as the august earth needs rain.  
I am

the sun and moon and forever hungry  
the sharpened edge  
where day and night shall meet  
and not be  
one.

# 11.2.2

# Lesson 10

## Introduction

In this lesson, students read and analyze the second stanza of Audre Lorde’s poem “From the House of Yemanjá” (from “I bear two women upon my back” through “huge exciting anchors / in the midnight storm”). In this stanza, the speaker describes the “two women” that she carries on her “back” (line 11). Students interpret the meaning of the figurative language in this stanza, and analyze the role it plays in the text.

Students demonstrate their learning at the end of this lesson in a Quick Write response to the following prompt: Identify an example of figurative language in the second stanza. Interpret the meaning of this language in context and analyze the role it plays in the text. For homework, students conduct a brief search into Yemanjá, mentioned in the title of the poem, and record at least one new idea introduced and developed in stanza 2 on their Ideas Tracking Tools.

## Standards

Assessed Standard(s)	
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
Addressed Standard(s)	
W.11-12.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").
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. 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.



## 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>Identify an example of figurative language in the second stanza. Interpret the meaning of this language in context and analyze the role it plays in the text.</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Interpret the meaning of figurative language in context (e.g., Lorde identifies the “two women” the speaker carries upon her back as her “mother[s],” (lines 11–14) and uses contrasting figurative language like “dark” and “ivory,” and “rich” and “hungers” to illustrate that the two mothers are the opposite of each other (lines 12–14). The image of the “dark” mother “hidden” within the “pale” mother indicates that the speaker understands the two women on her back as two women in one body (lines 11–15). The phrase “I bear two women upon my back” is a metaphor that represents the speaker carrying or supporting the weight of her mother’s dual identity (line 11).).</li> <li>Analyze the role the figurative language plays in the text (e.g., This image further develops the complex relationship between mother and daughter introduced in stanza 1 because it demonstrates how the speaker feels about her mother’s dual identity. The speaker finds her mother’s dual identity difficult to shoulder. She feels it is a burden, or a weight that she must carry (line 11).).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>None.</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>bear (v.) – to support the weight of</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>ivory (adj.) – a slightly yellowish white color</li> <li>anchors (n.) – heavy devices that are attached to a boat or ship by a rope or chain that is thrown into the water to hold the boat or ship in place.</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>Standards: L.11-12.5.a, W.11-12.9.a, L.11-12.4.a</li> <li>Text: “From the House of Yemanjá” by Audre Lorde, stanza 2 (Masterful Reading: poem in its entirety)</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 65%
5. Quick Write	5. 10%
6. Closing	6. 5%

## Materials

- Student copies of the Ideas Tracking Tool (refer to 11.2.2 Lesson 9)—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.
	<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 standard for this lesson: L.11-12.5.a. In this lesson, students interpret the meaning of figurative language in the second stanza of Audre Lorde’s poem “From the House of Yemanjá,” and analyze the role it plays in the text. Students demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (For homework, reread stanza 1 and record at least one idea introduced and developed in stanza 1 on your Ideas Tracking Tool. Additionally, 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).

- ▶ Students take out their homework.

Instruct students to form pairs and share an idea introduced and developed in stanza 1, as well as the notes and connections they recorded on their Ideas Tracking Tools.

- ▶ Students discuss the additions they made to their Ideas Tracking Tools.

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

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

- ▶ Students (or student pairs) discuss and share how they applied their focus standard to their AIR text.

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of “From the House of Yemanjá” in its entirety. Instruct students to follow along and listen for imagery.

- ▶ Students follow along, reading silently.

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

How does Lorde use figurative language to describe the two women in stanza 2?

## Activity 4: Reading and Discussion

65%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to reread and annotate lines 11–15 of stanza 2 (from “I bear two women upon my back” through “the ivory hungers of the other / mother / pale as a witch”) and answer the following questions before sharing out with the class.

- ① This annotation practice supports students’ engagement with W.11-12.9.a, which addresses the use of textual evidence in writing
- ① **Differentiation Consideration:** Consider providing students with the following definition: *ivory* means “a slightly yellowish white color.”
- ▶ Students write the definition of *ivory* on their copies of the text or in a vocabulary journal.

**What word from the first line of stanza 1 repeats in the first line of stanza 2? What is the effect of this repetition?**

- 🗨️ The word “two” from the first line of stanza 1 repeats in the first line of stanza 2. The repetition of “two” creates a connection between the mother’s “two faces” in the first line of stanza 1 and the “two women upon [the speaker’s] back” in the first line of stanza 2 (line 11).

**What does the speaker “bear ... upon [her] back”? What words or phrases clarify the meaning of *bear* in this context?**

- 🗨️ The speaker “bear[s] two women upon [her] back” (line 11). The phrase “upon my back” clarifies that *bear* in this context means to hold up or support something.
- ① **Differentiation Consideration:** Consider providing students with the multiple definitions of the word *bear*. *Bear* can mean the animal, can mean “give birth,” and in this case, means “carry the weight of.” Ensure that students are able to apply the correct meaning to unpack the figurative implications of this statement.
- ① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of defining multiple-meaning words from context.

**How does Lorde’s specific word choice in line 11 demonstrate the speaker’s point of view?**

- The word *bear* develops the idea that the speaker is carrying something heavy. She is speaking from underneath the weight of “two women” on her “back” that she must support.

**How does Lorde describe the “two women upon [her] back?” What effect does she create through this description?**

- Student responses may include:
  - Lorde describes one of the women as “dark and rich” (line 12), and the other as “pale as a witch” (line 15) with “ivory hungers” (line 13). The juxtaposition of the opposite colors “dark” and “pale” creates a contrast between the “two women upon [the speaker’s] back” (line 11).
  - Lorde describes one of the women as an “other / mother” (lines 13–14). This description suggests that the speaker feels like she has a close relationship with both of the women on her back, they are her “mother[s]” (line 14). The word “other” sets up a distinction between the two mothers on the speaker’s back.
  - The words “rich” and “hungers” have opposite connotations (lines 12–13). The word “rich” suggests that one of the mothers has a large amount of something desirable, while “hungers” suggests that the other mother does not have something that she wants. The juxtaposition of these two words develops the contrast between the “two women upon [the speaker’s] back” (line 11).
  - The description “pale as a witch” (line 15) suggests that the mother with “ivory hungers” is frightening or evil (line 13).

① Consider reminding students of their work with *juxtaposition* in 11.2.1.

① **Differentiation Consideration:** If students struggle to make the connection between the image of the two women on the speaker’s back and the speaker’s mother in stanza 1, consider posing the following question:

**What words or phrases reveal the speaker’s relationship to the women “upon [her] back”?**

- The phrase “the other / mother” (lines 13–14) reveals that the women to whom the speaker refers are her mothers.

**What part of speech is the word “hungers” in line 13? What is the impact of using “hungers” in this way?**

- The preposition “in” indicates that the word “hungers” in line 13 is a noun. By using “hungers” as a noun, Lorde describes “hungers” or desires that are so strong that they are tangible, or physical, rather than an immaterial feeling.

- ① **Differentiation Consideration:** If students struggle to identify the part of speech, consider rephrasing lines 12–14 to read “hidden in the other mother’s hungers” to clarify that “hungers” is used as a noun.
- ① Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of defining multiple-meaning words from context.

**What is “hidden / in the ivory hungers of the other / mother”? How does this description refine the image of what the speaker “bears ... upon [her] back”?**

- ☛ The “dark and rich” mother is “hidden / in the ivory hungers of the other / mother” (lines 12–14). Student responses may include:
  - This description refines the image of the “two women” upon the speaker’s back, because the “dark” mother is hidden within the body of the “other / mother,” which suggests that the speaker is carrying two different women inside one “pale” body (lines 11–15). This image develops the idea that the speaker is carrying something with her that is precious or “rich” and “hidden.”
  - This description refines the image of the “two women” upon the speaker’s “back,” because the “dark and rich” mother is concealed within the “other / mother[’s]” desires (lines 12–14). This suggests that the “other / mother” tries to satisfy her desires by consuming the “rich[ness]” of the “dark” mother (lines 12–14). This image develops the idea that one of the women on the speaker’s back is more dominant or aggressive than the other.

- ① **Differentiation Consideration:** Consider asking students to produce a visual of lines 11–14 in order to clarify the spatial relationship between the speaker and the “two women” she describes.

**How does the imagery in lines 11–15 further develop an idea introduced in the first stanza?**

- ☛ Student responses may include:
  - The contrasting figurative language in lines 11–15 creates the image of “two” “mother[s]” who are opposite from each other, yet in the same body, as the “dark and rich” mother is “hidden” within the “other / mother.” This imagery further develops the idea that the mother mentioned in the first stanza has a dual identity, as suggested in the phrase “my mother had two faces” (lines 1 and 5).
  - The image of the daughter carrying the mother’s dual identity “upon [her] back” suggests that the daughter feels that her mother’s dual identity is a burden that she must “bear” (line 11).
  - The image of the daughter carrying the mother’s dual identity “upon [her] back” (line 11) suggests that the daughter has inherited her mother’s dual identity because she carries it with her always.

- In the first stanza, Lorde develops the idea of the speaker’s dual identity through the description “I am the sun and moon” (line 9). The speaker describes herself as two contrasting entities, one associated with light and one associated with dark. In lines 11–15, the speaker mirrors this imagery when she describes the two mothers that she “bear[s] upon [her] back” (line 11), one “dark” (line 12) and one “pale” (line 15). This mirror imagery suggests that the speaker’s sense of duality comes from her mother, or is inherited from her mother.

- ① **Differentiation Consideration:** If students struggle to make the connection between the speaker’s dual identity and her mother’s dual identity, consider posing the following question:

**What might the imagery of the “dark” (line 12) and “pale” (line 15) mothers on the speaker’s “back” (line 11) suggest about why the speaker feels she is the “sun and moon” (line 10)?**

- 🗨️ The imagery of the “dark” (line 12) and “pale” (line 15) mothers that the speaker carries with her in stanza 2 mirrors the imagery that the speaker uses to describe her own dual identity in stanza 1, when the speaker describes herself as “the sun and moon” (line 9). In both cases, the imagery Lorde uses depicts mother and daughter as two contrasting entities at once, one associated with light and one associated with dark. This mirror imagery suggests that the speaker’s sense of duality comes from her mother, or is inherited from her mother.

Lead a brief, whole-class discussion of student responses.

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Instruct student pairs to reread and annotate lines 15–20 of stanza 2 (from “pale as a witch / yet steady and familiar” through “exciting anchors / in the midnight storm”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *anchors* means “heavy devices that are attached to a boat or ship by a rope or chain that is thrown into the water to hold the boat or ship in place.”
- ▶ Students write the definition of *anchors* on their copies of the text or in a vocabulary journal.

**What is the impact of the word “yet” in the speaker’s description of the “mother”?**

🗨️ Student responses may include:

- The word “yet” could apply to the speaker’s description of the “dark and rich” (line 12) mother. This would suggest that despite being “hidden / in the ivory hungers of the other / mother” (lines 12–14), the “dark and rich” (line 12) mother is still “steady and familiar” (line 16). Therefore, although she is hidden within the “pale” (line 15) mother, the “dark” (line

- 12) mother is still present because she is “steady” (line 16), and still recognizable because she is “familiar” (line 16).
- The word “yet” could apply to the “other / mother / pale as a witch” (lines 13–15). This would suggest that the “other / mother” is both “a witch” who is frightening and wicked, and “steady and familiar” (line 16), or comforting, at the same time. The “other / mother” (line 13–14) develops the idea that the “mother” has two opposite or contrasting identities at once.
- ① Students may note the racial connotations of the descriptive language in this stanza. This is a crucial connection that students develop through further analysis of this poem in 11.2.2 Lessons 11 and 12.

### What effect does Lorde create on the tone of this stanza by pairing the words “bread and terror”?

- 🗨️ “Bread” has positive connotations because it is comforting and nourishing, while “terror” has negative connotations. By pairing the words “bread and terror” (line 17), Lorde creates the effects of confusion, conflict, or tension because she unites two words that evoke very different feelings.
- ① Consider drawing students’ attention to their application of standard L.11-12.5 through the process of analyzing word relationships.

### How does line 18 relate to line 17? How does this structural choice impact the meaning of this stanza?

- 🗨️ Student responses may include:
  - Line 18 “in my sleep” indicates that the mother “brings [the speaker] bread and terror” in her sleep or dreams, rather than in real life (lines 17–18).
  - Line 18 “in my sleep” suggests that the conflicting emotions that the speaker feels towards her mother are so intense that she feels them in both her waking and sleeping life.

### To what description does the image of “her breasts are huge exciting anchors” connect?

- 🗨️ Student responses may include:
  - The image of the mother’s breasts as “anchors / in the midnight storm” (lines 19–20) connects to the description of the “mother” (line 14) as “steady and familiar” (line 16), because anchors hold boats or other items steady by keeping them in place. Therefore, the speaker sees her mother’s body as stabilizing and safe.
  - The description of the mother’s breasts as “anchors” (line 19) connects to the description of the mother cooking dinner for her daughters in stanza 1. Both of these images suggest a mother that is capable of nurturing and nourishing her daughters.



- The description of the mother’s breasts as “anchors” (line 19) connects to the speaker’s description of herself as “forever hungry” (line 9) for her mother’s recognition because her mother’s breasts represent the potential for a return to infancy that would provide a nourishing connection and recognition for the speaker.

### How do the adjectives “huge” and “exciting” refine the image of the “anchors” in lines 19–20?

- Lorde uses the image of “anchors / in the midnight storm” to describe the body of the “mother” (lines 19–20). The words “huge” and “exciting” (line 19) refine this image because they contradict or complicate the description of a “steady” and “familiar” (line 16) “anchor” (line 19). The speaker sees her mother as simultaneously comforting and unsettling.

### How does Lorde’s description of the body of the “mother” further develop an idea introduced in the first stanza?

- Student responses may include:
  - The metaphor Lorde crafts to describe the mother’s body creates an image of two opposing forces in one person—she is both “exciting” (line 19) and a “steady and familiar” “anchor[]” (lines 16 and 19) at the same time. This image further develops the idea of a dual identity introduced in the first stanza in the description of the mother’s “two faces,” (lines 1 and 5) because it describes the opposing traits or characteristics that the speaker sees existing simultaneously in her mother.
  - The speaker finds her mother’s body novel and exhilarating, as is evidenced in her description of her mother’s breasts as “huge” and “exciting,” (line 19) while she simultaneously finds comfort and familiarity in these same “breasts” that act as steady “anchors” (line 19) to keep her safe. The metaphor Lorde crafts to describe the mother’s body emphasizes the contrasting feelings the mother’s body evokes in the speaker, and therefore highlights her complex relationship with her mother’s dual identity.

Lead a brief, whole-class discussion of student responses.

## Activity 5: Quick Write

10%

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

**Identify an example of figurative language in the second stanza. Interpret the meaning of this language in context and analyze the role it plays in the text.**

Instruct students to look at their annotations 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to conduct a brief search into Yemanjá, mentioned in the title of the poem. Students should record their research in a few sentences and be prepared to share with the class.

Additionally, instruct students to reread the second stanza of “From the House of Yemanjá” (from “I bear two women upon my back” through “huge exciting anchors / in the midnight storm” (lines 11–20)) and add to their Ideas Tracking Tools. Instruct students to identify one central idea on their tools and be prepared to share with the class.

- ▶ Students follow along.

① Consider instructing students to conduct a brief search into the life of Audre Lorde. Instruct students to choose three facts about Lorde and explain how these facts might contribute to her perspective as a writer. Encourage students to utilize media and print resources at school, home, and/or public libraries to facilitate their searches.

## Homework

For homework, conduct a brief search into Yemanjá, mentioned in the title of the poem. Record your research in a few sentences and be prepared to share with the class. Additionally, reread the second stanza of “From the House of Yemanjá” (from “I bear two women upon my back” through “huge exciting anchors / in the midnight storm”) and add to your Ideas Tracking Tool. Identify one central idea on your tool and be prepared to share with the class.

## 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>	“From the House of Yemanjá” by Audre Lorde
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Stanza #	Ideas	Notes and Connections
1	The speaker feels her mother is two different people at the same time.	Lorde introduces this idea through the metaphor “my mother had two faces” (lines 1 and 5)
1	The speaker has a dual identity.	Lorde develops this ideas through the speaker’s metaphorical statement “I am the sun and the moon” (line 9). These are two opposite entities, and the speaker is both of them at once. The speaker’s own sense of duality connects to the duality she sees in her mother.
1	The speaker has a complex relationship with her mother.	Lorde develops this idea through the speaker’s statement “I am the sun and moon and forever hungry / for her eyes” (lines 9-10). Although the mother provides the speaker with nourishment in her kitchen, the speaker still desires a connection with her mother, or recognition that she has not received.

## 11.2.2

## Lesson 11

## Introduction

In this lesson, students read and analyze the final stanzas (3–5) of Audre Lorde’s poem “From the House of Yemanjá” (from “All this has been / before / in my” through “night shall meet / and not be / one”). In these stanzas, the speaker calls out to her “mother” for “blackness,” and reflects upon the painful duality of her own identity (line 29). Students analyze how Lorde shapes and refines central ideas in her poem, and consider how these ideas interact and build on one another over the course of the text.

Students demonstrate their learning at the end of this lesson in a Quick Write response to the following prompt: Determine two central ideas and analyze their development over the course of the poem, including how they interact and build on one another. For homework, students add to their Ideas Tracking Tools, as well as continue with their Accountable Independent Reading (AIR) through the lens of the focus standard of their choice.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W.11-12.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>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").</li> </ol>
SL.11-12.1.a	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. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study;</li> </ol>

File: 11.2.2 Lesson 11 Date: 9/12/14 Classroom Use: Starting 9/2014

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	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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Assessment

<b>Assessment(s)</b>
<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>Determine two central ideas and analyze their development over the course of the poem, including how they interact and build on one another.</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Determine two central ideas in the text (e.g., the mother has a dual identity and the daughter inherits a dual identity from her mother).</li> <li>Analyze how these two ideas interact and build upon one another over the course of the poem (e.g., In stanza 1, the speaker’s description of her mother’s “two faces” (lines 1 and 5) introduces the central idea that the speaker’s mother has a dual identity, because the daughter sees her as being two people at once. In stanza 2, the speaker says that she carries two mothers, one “dark” and one “pale” (lines 11–15). The contrasting imagery of “dark” and “ivory” (lines 12–13)—in the speaker’s description of the “two women upon [her] back” (line 11)—mirrors the contrasting imagery in the metaphor “I am the sun and moon” (lines 9 and 32) that the speaker uses to describe herself. Through this parallel imagery, Lorde develops the central idea that the speaker has inherited her mother’s dual identity. Lorde further develops the central idea that the speaker has inherited her mother’s dual identity through the imagery that the speaker uses to describe herself in the final stanza. The speaker describes herself as a “sharpened edge” (line 33), which suggests a blade or knife, and indicates that an important part of the speaker’s sense of self is a feeling of pain. The image of this “sharpened edge / where day and night shall meet” (lines 33–34) and never come together indicates that this feeling of pain results from the fact that the two identities the speaker has inherited from her mother cannot be united or melded together.).</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>• sense (n.) – a particular feeling, or an emotion; reason or purpose</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>• meet (v.) – to come together for a common purpose; to come together as contestants, opponents, or enemies</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RL.11-12.2, W.11-12.9.a, SL.11-12.1.a, L.11-12.5</li> <li>• Text: “From the House of Yemanjá” by Audre Lorde, stanzas 3–5 (Masterful Reading: poem in its entirety)</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. Masterful Reading</li> <li>4. Reading and Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 5%</li> <li>4. 60%</li> <li>5. 15%</li> <li>6. 5%</li> </ol>

## Materials

- Student copies of the Ideas Tracking Tool (refer to 11.2.2 Lesson 9)—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.
	<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 standard for this lesson: RL.11-12.2. In this lesson, students analyze how Lorde shapes and refines central ideas in her poem and consider how these ideas interact and build on one another over the course of the text. Students demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Conduct a brief search into Yemanjá, mentioned in the title of the poem. Record your research in a few sentences, and be prepared to share with the class. Additionally, reread the second stanza of “From the House of Yemanjá” and add to your Ideas Tracking Tool. Identify one central idea on your tool and be prepared to share with the class.)

- ▶ Students take out their homework.

Instruct students to form pairs and share the additions they made to their Ideas Tracking Tools and the central ideas they identified.

- ▶ Students discuss the additions they made to their Ideas Tracking Tools.

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

☞ Students may identify the following central ideas:

- The speaker’s mother has a dual identity.
- The speaker has a dual identity.

- The speaker has a complex relationship with her mother.
- The speaker has inherited her dual identity from her mother.

Lead a whole-class discussion on the central ideas students identified.

Instruct students to take out the notes they compiled during their research on Yemanjá. Instruct students to form pairs and discuss their findings.

- ▶ Students take out their homework and discuss their research.
- 🗨 Student responses may include:
  - Yemanjá is a mother goddess; she is the patron deity of women.
  - Yemanjá is an orisha, or a spirit that is a representation of God.
  - Yemanjá is from the Yoruba religion that began in Africa, but she is also an important figure in African-American religious communities in several North American, Caribbean, and Latin American countries.
  - Yemanjá is associated with the ocean.
  - Yemanjá protects children.
  - Yemanjá is the essence of motherhood.

📄 This research and discussion activity supports students' engagement with SL.11-12.1.a, which addresses preparing for discussions and drawing on that preparation by referring to evidence from research on the topic. Students were introduced to SL.11-12.1.a in 11.1.2 Lesson 3.

Lead a brief, whole-class discussion of student responses. Explain to students that they will use their research on Yemanjá in the following reading and discussion activity.

📄 **Differentiation Consideration:** If students completed the alternate homework assignment provided in 11.2.2 Lesson 10, instruct students to share and compare the facts they found out about Audre Lorde, and their ideas about how these facts might contribute to her perspective as a writer.

- 🗨 Student responses may include:
  - Audre Lorde is a civil rights activist, so she may have the perspective of someone who has experienced prejudice or bigotry.
  - Audre Lorde is a radical feminist, so she may have the perspective of someone who criticizes or would like to see reform of power structures.
  - Audre Lorde is a Caribbean-American writer, so she may have a trans-national perspective.



### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of “From the House of Yemanjá” in its entirety. Instruct students to listen for repeating words and phrases.

- ▶ Students follow along, reading silently.

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

Reread lines 21–36. Annotate for the introduction of a new idea.

### Activity 4: Reading and Discussion

60%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to reread lines 21–26 of stanza 3 (from “All this has been / before / in my” through “no brothers / and my sisters are cruel”) and answer the following questions before sharing out with the class. Remind students to annotate as they read and discuss the text.

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

#### To what does “All this” refer?

- 🗨 Student responses may include:
  - “All this” (line 21) refers to the speaker’s description of her conflicting feelings about the “two” mothers “upon [her] back” in stanza 2 (line 11).
  - “All this” (line 21) refers to the mother bringing the speaker “bread and terror” in her “sleep” (lines 17–18).

#### When are the actions of stanza 2 and 3 taking place? What is the impact of Lorde’s use of time in stanzas 2 and 3?

- 🗨 Student responses should include:
  - In stanza 2 the speaker says, “I bear two women” (line 11). This action is in the present tense, which indicates that the action in stanza 2 is happening now. In stanza 3 “has been” is past tense, which indicates that the phrase “[a]ll this has been” refers to something that has happened in the past (line 21).

- This shift between past and present suggests that the speaker’s experience is more than an individual incident or event at a specific point in time. It is a reoccurring feeling or experience.

### What does the phrase “time has no sense” reveal about how the speaker currently feels?

🗨 Student responses may include:

- The speaker feels that “time” (line 24) has no reason or purpose for her.
- The speaker feels that she has no “sense” (line 24) or feeling of time.
- The speaker feels that time does not anchor her or keep her in one place. Instead, she feels that she goes back and forth between the past and the present.

📌 **Differentiation Consideration:** If students struggle with the multiple meanings of *sense*, consider posing the following question:

#### How is the word *sense* being used in the phrase “time has no sense”?

🗨 Student responses may include:

- *Sense* in this context means a particular feeling, or an emotion. Lorde uses this definition of *sense* to indicate that the speaker has no sense, or feeling, of time.
- *Sense* in this context means reason or purpose. Lorde uses this definition of *sense* to indicate that time has no reason or purpose for the speaker. Time does not ground the speaker in any one moment.
- *Sense* in this context means being reasonable or understandable. Lorde uses this definition of *sense* to suggest that time is not understandable to the speaker, it does not “make sense” to her.

📌 Consider drawing students’ attention to their application of standard L.11-12.5 through the process of analyzing the nuances in word meanings.

### How does the phrase “time has no sense” further develop the idea that “All this has been / before”?

🗨 The phrase “time has no sense” (line 24) suggests that the speaker feels like time has no meaning because nothing has changed between the past and present. “All this has been / before” (lines 21–22) because the speaker still experiences the feeling of “two women upon” her “back” (line 11).

📌 **Differentiation Consideration:** If students struggle to make these connections, instruct them to review their analysis of the central ideas introduced in stanza 2 recorded on their Ideas Tracking Tools.

Lead a brief whole-class discussion of student responses. Instruct students to take out their Ideas Tracking Tools and add any new ideas discussed to their tools.

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Instruct student pairs to reread stanza 4, lines 27–31 (from “Mother I need / mother I need” through “as the august earth needs rain. / I am”) and answer the following questions before sharing out with the class.

**What effect does the repetition of “Mother I need” have on the tone of this stanza?**

🗨️ Student responses may include:

- The repetition of the speaker’s request “Mother I need” (lines 27–29) creates a desperate and urgent tone, because it sounds like the request of someone who needs something so badly that they must repeat their request over and over to get a response.
- The repetition of the speaker’s request “Mother I need” (lines 27–29) creates a longing and aching tone, because it sounds like a child crying for its mother or someone grieving and crying over a loss.

**How does the phrase “as the august earth needs rain” develop what “blackness” means to the speaker?**

🗨️ The speaker “need[s] ... blackness” (line 29) like “the august earth needs rain” (line 30); therefore, “blackness” represents something that the speaker is deprived of and thirsty for, like dry ground is for rain, or something that is necessary for her life and survival, just as rain is necessary for the survival of the earth.

① **Differentiation Consideration:** Consider providing a description of the weather typically associated with the month of August in the United States. For example, August is a month with high temperatures and little rain, so the ground is dry.

① **Differentiation Consideration:** If students require additional support, consider posing the following question:

**What does the speaker “need”? From whom does she need it?**

🗨️ The speaker needs “blackness” from her “mother” (line 29).

**What might the imagery in stanza 2 suggest about why the speaker is in “need”?**

🗨️ The imagery in stanza 2 suggests that the speaker needs “blackness” because her “dark and rich” (line 12) mother is “hidden / in the ivory hungers of the other / mother / pale as a witch”

(lines 12–15). Although the speaker carries the blackness “upon [her] back” (line 11) she cannot access it because it is “hidden” (line 12) within the “pale” mother (line 15).

### How might the imagery in stanza 2 further refine what “blackness” represents to the speaker?

- 🗨️ The image of the two women, one “dark” (line 12) and one “pale” (line 15) on the speaker’s back, suggests that the “blackness” (line 29) the speaker needs represents the “dark” part of a dual identity that the speaker has inherited from her mother.
- ❗ Students may infer that the speaker’s need for “blackness” represents her desire for a particular racial identity. Students have the opportunity to explore this connection further in their analysis of the African goddess Yemanjá later in this lesson.
- ❗ **Differentiation Consideration:** Consider encouraging students to extend their analysis by providing the following question:

#### How does the phrase “in my mother’s bed” relate to the phrase “[a]ll this has been / before”?

- 🗨️ Student responses may include:
  - The phrase “in my mother’s bed” (line 23) suggests that “[a]ll this has been / before” (lines 21–22) because just as the speaker has inherited her mother’s dual identity, her mother may have also inherited her own dual identity from her own mother.
  - “All this has been / before” (lines 21–22) could refer to earlier generations of mothers and daughters.

### Who is the “mother” who the speaker is addressing?

- 🗨️ Student responses may include:
  - The title “From the House of Yemanjá” references an important goddess in the Yoruba religion who is the mother of all gods and people as well as the protector of all children. Therefore, the speaker may be addressing the mother goddess Yemanjá when she says “Mother I need” (lines 27, 28, and 29).
  - The speaker may be addressing her biological mother who she describes as “cook[ing] up her daughters / into girls” (lines 2–3) in stanza 1.
  - The speaker may be addressing the “dark and rich” (line 12) mother that she “bear[s] ... upon her back,” who is “hidden” within the body of the “pale” mother (lines 12–15), because she calls out for her mother’s “blackness” (line 29).
- ❗ **Differentiation Consideration:** Remind students of the research they conducted on Yemanjá and the discussion they had in the homework accountability for this lesson.

- ① **Differentiation Consideration:** Consider asking the following optional extension question to deepen students' understanding:

**How does the repetition of “Mother I need” support the idea that the “mother” in lines 27–29 is Yemanjá?**

- ▶ The repetition of “Mother I need” (lines 27–29) creates the sense that the speaker is praying, as one would to a goddess like Yemanjá.

**What might “brothers” and “sisters” represent to the speaker?**

▶ Student responses may include:

- If the speaker is addressing her biological mother, then her “brothers” and “sisters” (lines 25–26) may represent her biological siblings, or her family.
- If the speaker is addressing Yemanjá, who is the “mother” of all people, then the speaker’s “brothers” and “sisters” (lines 25–26) may represent all of humankind.

**How does the speaker’s “need” introduce a new idea of the poem?**

▶ Student responses may include:

- The speaker’s “need” for her “mother[s] blackness” (line 29) introduces the new idea that the speaker chooses to value one aspect of the dual identity that she has inherited over the other; she values the “dark and rich” mother (lines 11–12) more than the “pale” (line 15) mother.
- The speaker’s “need” (lines 27–29) is a plea to the goddess Yemanjá for “blackness” (line 29). A plea to the goddess Yemanjá might suggest that the speaker’s hunger or longing for “blackness” is a desire for a racial or national identity that this African goddess represents.

Lead a brief, whole-class discussion of student responses. Instruct students to add to their Ideas Tracking Tools.

Instruct student pairs to reread stanza 5 (from “the sun and moon and forever hungry” through “night shall meet / and not be / one”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *meet* means “to come together for a common purpose; to come together as contestants, opponents, or enemies.”

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

### How does line 32 relate to line 31? What is the impact of this structural choice?

- Line 32 continues the sentence begun in line 31 with the phrase “I am.” This structural choice cuts the fourth stanza off at “I am,” leaving the reader unsure about how the speaker identifies herself.

- Differentiation Consideration:** If students struggle to analyze the impact of this structural choice, consider posing the following question:

#### How does the punctuation at the end of stanza 4 compare to the punctuation at the end of the previous stanzas?

- There is no punctuation at the end of stanza 4 because it ends in the middle of a sentence, whereas the previous stanzas all end with a period.

### How does the speaker describe herself in line 32? What does this description suggest about the speaker?

- The speaker says “I am / the sun and moon and forever hungry” (lines 31–32). This contrast suggests that the speaker feels like she has two opposite or contrasting identities at the same time.

### Why is the speaker “forever hungry”?

- The speaker is “forever hungry” (line 32) because she “need[s]” her mother’s “blackness” (line 29), but cannot access it because it is “hidden” in the body of the “pale” mother (lines 12–15). The speaker’s hunger is a result of one part of her identity being buried or concealed by a more dominant, aggressive part.

### How does Lorde use contrast throughout the poem?

- Student responses may include:
  - Lorde uses contrasting imagery to describe the mothers on the speaker’s back. One mother is “dark and rich” and the other mother is “pale” and has “ivory hungers” (lines 12–15). This contrasting imagery mirrors the contrasting imagery in the metaphor “I am / the sun and moon” (lines 31–32). This develops a connection between the “sun and moon” (lines 9 and 32) and the “two women” upon the speaker’s “back” (line 11). Therefore, the speaker feels like she is two conflicting entities at once, the “sun and moon” (lines 9 and 32) because she carries the weight of her mother’s dual identity, or has inherited this dual identity from her mother.
  - Lorde uses contrasting imagery in her description of the speaker’s “mother” bringing her “bread and terror” in her “sleep” (lines 17–18). The contrast of a comforting gift—bread,

and an unpleasant feeling—terror, develops the idea that the mother brings her daughter conflicting thoughts or emotions. These conflicting thoughts and emotions are reflected in the speaker’s sense that she is two contrasting things, the “sun and moon” (lines 9 and 32), at the same time.

- Lorde’s description of the mother’s breasts as “exciting anchors” (line 19) develops the contrast between the mother’s identity as “steady and familiar” (line 16) (she is an “anchor” in the “midnight storm” (lines 19-20)), and her identity as someone who is exhilarating or “exciting” (line 19). This conflicting identity is reflected in the daughter’s own conflicted sense of self as the “sun and moon” (lines 9 and 32), once again suggesting that the speaker’s dual identity is related to, or a result of, her mother’s dual identity.

### How does the image of the “sharpened edge” develop the metaphor in line 32?

- 🗨️ The image of the “sharpened edge / where day and night shall meet” (lines 33–34) develops the metaphor of the “sun and moon” (lines 9 and 32), suggesting that these two contrasting components are separated by a painful division.

- ① **Differentiation Consideration:** If students struggle with this analysis, consider posting or projecting the following scaffolding question:

**What imagery does the speaker use to describe herself in lines 33–36? What does this imagery suggest about how the speaker feels?**

- 🗨️ The speaker describes herself as the “the sharpened edge / where day and night shall meet / and not be / one” (lines 33–36). This image suggests that the speaker feels pain or like she is dangerous because the description “sharpened edge” (line 33) sounds dangerous like a knife or a sword that can inflict pain.

### How does the phrase “not be / one” refine a central idea in the poem?

- 🗨️ The phrase “not be / one” (lines 35–36) refines a central idea of the speaker’s inherited dual identity because it emphasizes that the two pieces that make up the speaker’s identity (“day and night” (line 34)) will always be separate and will never merge into “one” unified identity (line 36).

Lead a brief, whole-class discussion of student responses. Instruct students to add to their Ideas Tracking Tools.

## Activity 5: Quick Write

15%

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


**Determine two central ideas and analyze their development over the course of the poem, including how they interact and build on one another.**

Instruct students to look at their annotations 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.

 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread stanzas 3–5 (from “All this has been / before / in my” through “night shall meet / and not be / one”), and add to their Ideas Tracking Tools. Students should determine which ideas are central ideas on their Ideas Tracking Tools.

Also for homework, students should continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

For homework, reread stanzas 3–5 (from “All this has been / before / in my” through “night shall meet / and not be / one”) and add to your Ideas Tracking Tool. Determine which ideas added to your Ideas Tracking Tool are central ideas.

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 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>	“From the House of Yemanjá” by Audre Lorde
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Stanza #	Ideas	Notes and Connections
1	The speaker’s mother has a dual identity.	Lorde introduces this idea through the metaphor “my mother had two faces” (lines 1 and 5).
1	The speaker has a dual identity.	Lorde develops this idea through the speaker’s metaphorical statement “I am the sun and moon” (line 9). These are two opposite entities, and the speaker is both of them at once. The speaker’s own sense of duality connects to the duality she sees in her mother.
1	The speaker has a complex relationship with her mother.	Lorde develops this idea through the speaker’s statement “I am the sun and moon and forever hungry / for her eyes” (lines 9–10). Although the mother provides the speaker with nourishment in her kitchen, the speaker still desires a connection with her mother, or recognition that she has not received.
2	The speaker feels that her mother’s dual identity is a burden.	Lorde introduces this idea through the image of the speaker “bear[ing] two” mothers “upon [her] back,” one “dark” and one “pale” (lines 11–15). This image suggests that the speaker feels that her mother’s dual identity, as illustrated through the contrasting images of the two mothers, is a burden that she carries with her.
2, 5	The speaker inherits her dual identity from her mother.	This idea is developed through the mirroring of dark and light imagery in stanza 2 when the speaker describes her mother’s dual identity as “two women,” “one dark and rich” and the other “pale” (lines 11–15), and in stanzas 1 and 5 when the speaker describes her own dual identity as the “sun and moon” (lines 9 and 32) and “day and night” (line 34).
3	The experiences the speaker describes have been felt before.	Lorde introduces this idea with the line “All this has been / before” (lines 21–22).

4	The speaker needs or longs for one of her mother’s identities—the “dark and rich” identity more than the other.	In the fourth stanza, the speaker is begging for only one aspect of her mother’s identity, the “blackness” (line 29) of the “dark and rich” (line 12) mother. Therefore, the speaker’s relationship to her mother’s dual identity is conflicted, because she values one of the “two women upon [her] back” more than the other (line 11). This further develops the speaker’s conflicted relationship to her mother’s dual identity.
4	The speaker desires or longs for only one aspect of her identity.	Lorde introduces this idea with the speaker’s plea, “mother I need your blackness now” (line 29). The speaker desires the “dark” mother “upon [her] back” (lines 11–12).
5	The speaker’s dual identity cannot be united.	Lorde introduces this idea in stanza 5 with the line “I am ... / the sharpened edge / where day and night shall meet and not be / one” (lines 31–36). This painful image suggests that the dual identity that the speaker inherited from her mother is painful for her, and that she believes the “dark” (line 12) piece of herself and the “pale” (line 15) piece of herself cannot be united.

## 11.2.2

## Lesson 12

## Introduction

In this lesson, students place Audre Lorde’s poem “From the House of Yemanjá” in conversation with the other three texts in this module: “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington, and “An Address by Elizabeth Cady Stanton.” Students make connections across these three texts and “From the House of Yemanjá,” analyzing how the development of ideas and events in the nonfiction texts refines their understanding of the central ideas in Lorde’s poem.

Students demonstrate their learning at the end of this lesson in a Quick Write response to the following prompt: Analyze how the development of ideas or events in one or more of the nonfiction texts in this module refines your understanding of a central idea in “From the House of Yemanjá.” Cite evidence from “From the House of Yemanjá” and at least one other module text in your response. For homework, students begin preparing for the End-of-Unit Assessment in 11.2.2 Lesson 14 by reviewing the texts they read in Module 11.2 (“Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington, “An Address by Elizabeth Cady Stanton,” and “From the House of Yemanjá” by Audre Lorde) as well as related notes and annotations. Students should identify at least one related or similar central idea in at least two of the module texts and be prepared to share during the next lesson.

## Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
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.

## Assessment

<b>Assessment(s)</b>
<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>• Analyze how the development of ideas or events in one or more of the nonfiction texts in this module refines your understanding of a central idea in “From the House of Yemanjá.” Cite evidence from “From the House of Yemanjá” and at least one other module text in your response.</li> </ul>
<b>High Performance Response(s)</b>
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Identify an idea or event in a nonfiction text in this module that connects to a central idea in “From the House of Yemanjá” (e.g., Washington’s idea that African American and white Southerners must unite to ensure the “prosperity of the South” (Washington, par. 5) contrasts with the central idea in “From the House of Yemanjá” that the two parts of the speaker’s racial identity cannot be united.).</li> <li>• Analyze how this idea or event refines the understanding of a central idea in “From the House of Yemanjá” (e.g., In his “Atlanta Compromise Speech,” Washington develops the idea that African American and white Southerners must unite behind the common goal of Southern prosperity when he advocates for “interlacing our industrial, commercial, civil, and religious life with yours in a way that shall make the interests of both races one” (Washington, par. 5). In “From the House of Yemanjá,” Lorde develops the idea that the interests or needs of the African American part of the speaker’s identity and the white part of her identity cannot be united in the way that Washington describes. When the speaker pleads, “mother I need your blackness now” (Lorde, line 29), she prioritizes her African American identity over her white identity. The speaker indicates that the two parts of her identity, “day and night,” or African American and white, cannot be reconciled when she states that she is the place “where day and night shall meet / and not be / one” (lines 34–36).).</li> </ul>

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>• None.*</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>• None.*</li> </ul>

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

- None.\*

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Texts:</b></p> <ul style="list-style-type: none"> <li>• Standards: CCRA.R.9, SL.11-12.1</li> <li>• Texts: <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, “An Address by Elizabeth Cady Stanton,” and “From the House of Yemanjá” by Audre Lorde</li> </ul> <p><b>Learning Sequence:</b></p>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Making Connections Activity	3. 60%
4. Quick Write	4. 20%
5. Closing	5. 5%

## Materials

- Student copies of the Ideas Tracking Tool (refer to 11.2.2 Lesson 9)
- 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	Plain text indicates teacher action.

symbol	<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.
①	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: CCRA.R.9. In this lesson, students make connections between the previous three module texts and “From the House of Yemanjá” in order to analyze how the development of ideas and events in these nonfiction texts refines their understanding of the central ideas in Lorde’s poem. Students demonstrate their learning at the end of the lesson by completing a Quick Write.

- ▶ Students look at the agenda.

① The standard CCRA.R.9 was introduced in 11.1.3 Lesson 7.

## Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Reread stanzas 3–5, from “All this has been / before / in my” through “night shall meet / and not be / one,” and add to your Ideas Tracking Tool. Determine which of the new ideas on your Ideas Tracking Tool are central ideas. 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.)

- ▶ Students take out their homework.

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 their focus standard to their AIR text.

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

Instruct students to share with their partners the additions they made to their Ideas Tracking Tools.

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

Lead a brief, whole-class discussion of the central ideas students identified on their Ideas Tracking Tools.

- 🗨 Student responses may include:
  - The speaker inherits her dual identity from her mother.
  - The speaker longs for or desires only one aspect of her identity.
  - The speaker’s dual identity cannot be united.

### Activity 3: Making Connections Activity

60%

Instruct students to form small groups. Instruct students to reread “From the House of Yemanjá” in its entirety in their small groups.

- ▶ Student groups reread “From the House of Yemanjá.”

- ① Consider posting or projecting the full text of “From The House of Yemanjá” for the duration of this lesson.

Explain to students that they are going to engage in a group discussion of all four module texts in order to refine their understanding of the central ideas in “From the House of Yemanjá.” Instruct students to take out their annotated copies of Du Bois’s “Of Our Spiritual Strivings,” Washington’s “Atlanta Compromise Speech,” and “An Address by Elizabeth Cady Stanton,” as well as their Ideas Tracking Tools for all four module texts.

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

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

Explain to students that during their group discussions they should review their Ideas Tracking Tools from all four module texts and annotate “From the House of Yemanjá” with this code to indicate words, phrases, or ideas in Lorde’s poem that connect to ideas or events developed in the other three module texts. Students should write a brief note next to the annotation code, explaining how the ideas or events developed in the other three module texts refine their understanding of central ideas in Lorde’s poem, and be prepared to share their findings in a whole-class discussion. Remind students to use evidence from the module texts and the poem to support their text connections.

- ▶ Students work in groups to analyze how the ideas or events developed in the other three module texts refine their understanding of the central ideas in Lorde’s “From the House of Yemanjá.”

- ① Consider reminding students that this discussion provides an opportunity for them to build on their previous work with SL.11-12.1 in 11.2.1 Lesson 24.
- ① Remind students to continue to take notes during their discussions.

- ① **Differentiation Consideration:** Consider posting or projecting the following guiding questions to support students with this activity:

**What ideas or events from this module’s nonfiction texts are related or connected to words or phrases in “From the House of Yemanjá”?**

**How are the ideas and events from this module’s nonfiction texts related or connected to words or phrases in “From the House of Yemanjá”?**

**How do these relationships or connections develop your understanding of the poem’s central ideas?**

🗨️ See the model student responses below for examples of connections and analysis.

Circulate and support students in their discussions as needed.

🗨️ Student discussions may include:

- Du Bois’s idea of double-consciousness connects to the central ideas of “From the House of Yemanjá” in that both the speaker and her mother have a dual identity. Du Bois describes double-consciousness as causing a feeling of “twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body” (Du Bois, par. 3). Lorde describes the speaker’s dual identity through the contrasting imagery, “I am the sun and moon” (Lorde, lines 9, 31–32), and the mother’s dual identity through the line, “my mother had two faces” (Lorde, lines 1 and 5), as well as the two contrasting mothers, one “dark” and one “pale,” that the speaker carries upon her “back” (Lorde, lines 11–15). The dual identity that Lorde describes through this contrasting imagery can be understood as a description of how one woman experiences double-consciousness.
- Du Bois’s idea that the “history of the American Negro is the history of this strife” (Du Bois, par. 4), or double-consciousness, connects to Lorde’s idea that the burden the speaker bears because of her mother’s dual identity has “been before,” (Lorde, lines 21–22) or has been experienced in the past. The past or inherited burden that Lorde describes could be related to African Americans’ history of “strife” that Du Bois describes.
- Du Bois uses light and dark imagery in his metaphor of the “prison-house” with “walls strait and stubborn to the whitest” that “close[] round” the “sons of night” (Du Bois, par. 2). This metaphor is related to Du Bois’s idea of the veil because it is a representation of how African Americans experience being “shut out from [the white] world” (Du Bois, par. 2). Lorde uses similar light and dark imagery to describe how the speaker experiences her own dual identity, she “bear[s] two women upon [her] back,” a “dark and rich” mother “hidden in the ivory hungers of the other / mother” (Lorde, lines 11–14). Perhaps Lorde’s image of a “dark” mother “hidden” within a “pale” mother represents the same African American experience



- of exclusion and oppression that Du Bois represents with his metaphors of the prison-house and the veil.
- Du Bois’s idea that double-consciousness feels like the “burning of body and rending of soul” (Du Bois, par. 12), connects to the speaker’s description of her own dual identity as the “sharpened edge / where day and night shall meet / and not be / one” in “From the House of Yemanjá” (Lorde, lines 33–36). The violent imagery of the “sharpened edge” could represent the sort of painful “rending” that Du Bois expresses.
  - The speaker’s plea for her mother’s “blackness” (Lorde, line 29) in “From the House of Yemanjá” could be interpreted as an expression of the idea of “true self-consciousness” (Du Bois, par. 3) as Du Bois describes it in “Of Our Spiritual Strivings.” By voicing her need for her mother’s “blackness,” the speaker is valuing the “message” African Americans have “for the world,” as well as expressing her desire to “not bleach” her “soul in a flood of white Americanism” (Du Bois, par. 4). The speaker’s concluding statement, “I am ... / the sharpened edge / where day and night shall meet / and not be / one” (Lorde, lines 31–36) could be interpreted as similar to Du Bois’s idea that “true self-consciousness” requires that “older selves” not be “lost” (Du Bois, par. 4).
  - Cady Stanton develops the idea of the struggle involved in women’s fight for rights through images of the burden placed upon women by oppression; she describes women as being “ground to powder” beneath the weight of the oppressive “millstone[s] of tyranny and lust” (Cady Stanton, par. 11). Cady Stanton’s use of imagery connects to the imagery Lorde uses to develop the idea of the oppressive weight of the speaker’s mother’s dual identity, when she describes “two women” as a burden that the speaker must “bear ... upon [her] back” (Lorde, line 11).
  - Cady Stanton explains that women must be given equal rights if their sons are to be “scholars and saints” because “the wise mother” has the “wise son” (Cady Stanton, par. 11), but she says nothing about how oppression affects daughters. Lorde’s poem “From the House of Yemanjá” can be understood as filling the gap left by this exclusion, because one of the poem’s central ideas is how the daughter believes her own painful sense of duality comes from her mother’s dual identity, since the mother is responsible for “cook[ing] up her daughters / into girls” (Lorde, lines 2–3). Therefore, Lorde’s poem could be interpreted as developing the idea that daughters as well as sons are influenced by their mother’s struggles.
  - Washington’s idea that the African American and white Southerners need to look to each other and cooperate to ensure “the prosperity of the South” (Washington, par. 5) contrasts with the central idea in “From the House of Yemanjá” that the speaker believes the two parts of her identity cannot be united. Washington advocates “interlacing our industrial, commercial, civil, and religious life with yours in a way that shall make the interests of both races one” (Washington, par. 5); whereas the speaker in the poem says, “mother I need

your blackness now” (Lorde, line 29). The speaker in the poem might be referring to her white and African American identity and indicating that these two identities cannot be “one” (Lorde, line 36) by choosing only her “blackness” (Lorde, line 29).

- Washington suggests both races “can be as separate as the fingers, yet one as the hand” (Washington, par. 5), which contrasts with the central idea in “From the House of Yemanjá” that the speaker believes the two parts of her identity, “day and night,” or African American and white, cannot be “one” (lines 34 and 36).
- By praying to the Christian God for “a blotting out of sectional differences and racial animosities and suspicions” (Washington, par. 10), Washington emphasizes his idea that the “Negro race” (Washington, par. 1) and the “white race” (Washington, par. 5) need to work together towards common interests if the South is to prosper. This contrasts with the idea in “From the House of Yemanjá” that the speaker feels an intense pull or desire for the “blackness” (Lorde, line 29) of her mother’s dual identity, rather than trying to “blot[] out” the “differences” (Washington, par. 10) between the “dark” part of herself and the “pale” part (Lorde, lines 12 and 15).

Lead a whole-class discussion of student observations.

- ① Consider recording and displaying the textual connections students make during this discussion.

#### Activity 4: Quick Write

20%

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

**Analyze how the development of ideas or events in one or more of the nonfiction texts in this module refines your understanding of a central idea in “From the House of Yemanjá.” Cite evidence from “From the House of Yemanjá” and at least one other module text in your response.**

Instruct students to look at their module texts, annotations, and Ideas Tracking Tools from all four module texts to find evidence. 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

5%

Display and distribute the homework assignment. For homework, instruct students to prepare for the End-of-Unit Assessment by reviewing the texts they read in Module 11.2 (“Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington, “An Address by Elizabeth Cady Stanton,” and “From the House of Yemanjá” by Audre Lorde), as well as related notes and annotations. Students should identify at least one related or similar central idea in at least two of the module texts and be prepared to share during the next lesson.

- ▶ Students follow along.

## Homework

Prepare for the End-of-Unit Assessment by reviewing the texts you read in Module 11.2 (“Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington, “An Address by Elizabeth Cady Stanton”, and “From the House of Yemanjá” by Audre Lorde), as well as related notes and annotations. Identify at least one related or similar central idea in at least two of the module texts and be prepared to share during the next lesson.

## 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>	“From the House of Yemanjá” by Audre Lorde
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Stanza #	Ideas	Notes and Connections
1	The speaker’s mother has a dual identity.	Lorde introduces this idea through the metaphor, “my mother had two faces” (lines 1 and 5).
1	The speaker has a dual identity.	Lorde develops this idea through the speaker’s metaphorical statement, “I am the sun and moon” (line 9). These are two opposite entities, and the speaker is both of them at once. The speaker’s own sense of duality connects to the duality she sees in her mother.
1	The speaker has a complex relationship with her mother.	Lorde develops this idea through the speaker’s statement, “I am the sun and moon and forever hungry / for her eyes” (lines 9–10). Although the mother provides the speaker with nourishment in her kitchen, the speaker still desires a connection with her mother, or recognition that she has not received.
2	The speaker feels that her mother’s dual identity is a burden.	Lorde introduces this idea through the image of the speaker “bear[ing] two” mothers “upon [her] back,” one “dark” and one “pale” (lines 11–15). This image suggests that the speaker feels that her mother’s dual identity, as illustrated through the contrasting images of the two mothers, is a burden that she carries with her.
2, 5	The speaker inherits her dual identity from her mother.	This idea is developed through the mirroring of dark and light imagery in stanza 2 when the speaker describes her mother’s dual identity as “two women,” “one dark and rich” and the other “pale” (lines 11–15), and in stanzas 1 and 5 when the speaker describes her own dual identity as the “sun and moon” (lines 9 and 32) and “day and night” (line 34).
3	The experiences the speaker describes have been felt before.	Lorde introduces this idea with the line: “All this has been / before” (lines 21–22).

4	The speaker needs or longs for one of her mother’s identities—the “dark and rich” identity more than the other.	In the fourth stanza, the speaker is begging for only one aspect of her mother’s identity, the “blackness” (line 29) of the “dark and rich” (line 12) mother. Therefore, the speaker’s relationship to her mother’s dual identity is conflicted, because she values one of the “two women upon [her] back” more than the other (line 11). This further develops the speaker’s conflicted relationship to her mother’s dual identity.
4	The speaker desires or longs for only one aspect of her identity.	Lorde introduces this idea with the speaker’s plea, “mother I need your blackness now” (line 29). The speaker desires the “dark” mother “upon [her] back” (lines 11–12).
5	The speaker’s dual identity cannot be united.	Lorde introduces this idea in stanza 5, with the line, “I am ... / the sharpened edge / where day and night shall meet and not be / one” (lines 31-36). This painful image suggests that the dual identity that the speaker inherited from her mother is painful for her, and that she believes the “dark” (line 12) piece of herself and the “pale” (line 15) piece of herself cannot be united.

## 11.2.2

## Lesson 13

## Introduction

In this lesson, students prepare for the following lesson’s End-of-Unit Assessment. Students engage in an evidence-based discussion to determine similar or related central ideas present in Audre Lorde’s “From The House of Yemanjá” or “An Address by Elizabeth Cady Stanton” and either Booker T. Washington’s “Atlanta Compromise Speech” or W.E.B. Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk*. After selecting a pair of texts and the similar or related central ideas on which to focus their writing for the End-of-Unit Assessment, students work with the Cross-Text Evidence Collection Tool to collect evidence about how the two authors they selected approach related central ideas.

Student learning is assessed via the textual evidence and analysis reflected on the Cross-Text Evidence Collection Tool. For homework, students review their module texts and expand related notes and annotations in preparation for the End-of-Unit Assessment.

## Standards

Assessed Standard(s)	
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.
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.
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.
Addressed Standard(s)	
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.

## Assessment

### Assessment(s)

Student learning is assessed via a Cross-Text Evidence Collection Tool that prepares students to respond to the following prompt in the End-of-Unit Assessment (11.2.2 Lesson 14):

- 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 *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in 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.

### High Performance Response(s)

A High Performance Response should:

- Identify a similar or related central idea between the Lorde or Cady Stanton texts and the Du Bois or Washington texts (e.g., The speaker’s dual identity in Lorde and the idea of double-consciousness in Du Bois are related central ideas.).
- Identify evidence from both texts that supports this related central idea (e.g., In “From the House of Yemanjá,” the speaker expresses the idea that she has a dual identity when she says “I am / the sun and moon and forever hungry / the sharpened edge / where day and night shall meet / and not be / one” (Lorde, lines 31–36). In “Of Our Spiritual Strivings” from *The Souls of Black Folk*, Du Bois describes the feeling of double-consciousness as “twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder” (Du Bois, par. 3).).
- Compare the approaches the authors take in developing this similar or related central idea (e.g., Lorde uses the opposite images of “day and night” and “sun and moon” and the violent image of the “sharpened edge” when describing the speaker’s identity to communicate that the speaker’s dual identity is painful for her because it is composed of two conflicting forces (Lorde, lines 31–36). Du Bois repeats the word “two” in his description of double-consciousness and “twoness” to develop the idea that double-consciousness is the feeling of being two people at once. Du Bois’s choice of the words “warring,” “unreconciled,” and “torn asunder” develop the idea that this conflicted feeling of “twoness” is damaging (Du Bois, par. 3).).

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: CCRA.R.9, RL.11-12.2, RI.11-12.2, SL.11-12.1</li> <li>Texts: <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, “An Address by Elizabeth Cady Stanton,” “From the House of Yemanjá” by Audre Lorde</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Identifying Related Central Ideas Activity</li> <li>Cross-Text Evidence Collection Tool and Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>25%</li> <li>55%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Ideas Tracking Tools (refer to 11.2.1 Lesson 2)
- Student copies of the Rhetorical Impact Tracking Tools (refer to 11.2.1 Lesson 6)
- Copies of the Cross-Text Evidence Collection Tool for each student



## 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: CCRA.R.9, RL.11-12.2, and RI.11-12.2. In this lesson, students prepare for the End-of-Unit Assessment by determining similar or related central ideas present in Audre Lorde’s “From The House of Yemanjá” or “An Address by Elizabeth Cady Stanton” and either Booker T. Washington’s “Atlanta Compromise Speech” or W.E.B. Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk*. After selecting a pair of texts and similar or related central ideas on which to focus their writing for the End-of-Unit Assessment, students work with the Cross-Text Evidence Collection Tool to collect evidence on how their two chosen authors approach related central ideas. Students demonstrate their learning at the end of the lesson through the evidence and analysis on their Cross-Text Evidence Collection Tools.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Prepare for the End-of-Unit Assessment by reviewing the texts you read in 11.2 as well as related notes and annotations. Identify at least one related or similar central idea in at least two of the module texts and be prepared to share during the next lesson.) Instruct students to Turn-and-Talk in pairs about their homework responses.

- ☞ Student responses may include:
  - Lorde’s central idea of the speaker’s dual identity is similar to Du Bois’s central idea of double-consciousness.
  - Lorde’s central idea that the two parts of the speaker’s identity cannot be “one” (Lorde, line 36) shares similarities with Du Bois’s central idea of self-consciousness.

- The central idea in “From the House of Yemanjá” that the speaker believes the two parts of her identity cannot be united contrasts with Washington’s idea that the African Americans and white Southerners need to look to each other and cooperate to ensure “the prosperity of the South” (Washington, par. 5).

### Activity 3: Identifying Related Central Ideas Activity

25%

Explain to students that the activities in this lesson prepare them for the End-of-Unit-Assessment by determining similar or related central ideas in Lorde or Cady Stanton and either Du Bois or Washington. After choosing a focus text from 11.2.2, students collect evidence on how the two authors they selected approach related central ideas.

Post or display the End-of-Unit Assessment prompt for students to read and record:

**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 *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in 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.**

- ▶ Students look at the prompt.

Instruct students first to choose either Lorde or Cady Stanton as a focus text.

- ▶ Students choose a focus text.

Instruct students to take out their Ideas Tracking Tools for the text they chose and their Ideas Tracking Tools for the other two module texts (“Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois and “Atlanta Compromise Speech” by Booker T. Washington).

- ▶ Students take out their Ideas Tracking Tools for either Lorde or Cady Stanton and the Ideas Tracking Tools for both Du Bois and Washington.

Post or display the following questions for students to reflect upon independently. Students should use evidence from their Ideas Tracking Tools to support their responses and be prepared to share their observations with a peer.

**For students who choose Lorde as a focusing text: What central ideas in Washington and Du Bois’s texts are similar or related to central ideas in Lorde’s poem?**

🗨️ Student responses may include:

- Du Bois’s central idea of double-consciousness is similar to Lorde’s central idea of the speaker’s dual identity.
- Du Bois’s central idea of self-consciousness shares similarities with Lorde’s central idea that the two parts of the speaker’s identity cannot be united.
- Washington’s central idea that African Americans and white Southerners need to work together in order for the South to prosper contrasts with Lorde’s central idea that the dark and light half of her identity cannot be unified.

**For students who choose Cady Stanton as a focusing text: What central ideas in Washington and Du Bois’s texts are similar or related to central ideas in Cady Stanton’s address?**

🗨️ Student responses may include:

- Du Bois’s central idea of the “Negro Problem” is related to Cady Stanton’s central idea of women being oppressed by the laws passed by men because both authors are writing about the result of the systematic legal “degradation” (Du Bois, par. 9 and Cady Stanton, par. 10) of a group of people.
- Washington’s central idea that the mutual prosperity of the South requires that both races work together for their shared political, religious, and commercial interests but remain separate socially is related to Cady Stanton’s central idea that women’s right to vote is distinct from social equality.

**Which text, Du Bois or Washington, provides a stronger link to your chosen focus text (Lorde or Cady Stanton) based on a similar or related central idea? Why?**

🗨️ Student responses may include:

- Du Bois provides a stronger link to Lorde because Lorde’s exploration of the speaker’s dual identity in “From The House of Yemanjá” can be understood as an expression of Du Bois’s idea of double-consciousness in “Of Our Spiritual Strivings” from *The Souls of Black Folk*.
- Washington provides a stronger link to Cady Stanton because both authors share the central idea that the condition of an oppressed group and society as a whole are improved through means other than social integration.

**Identify one piece of evidence from your chosen focus text (Lorde or Cady Stanton) and one piece of evidence from Washington or Du Bois that provides the strongest link in support of a similar or related central idea.**

🗨️ Student responses may include:

- Lorde’s figurative description of the speaker’s identity, “I am / the sun and moon and forever hungry / the sharpened edge / where day and night shall meet / and not be / one” (lines 31–36) is similar to Du Bois’s explanation of double-consciousness, “One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder” (par. 3).
- Cady Stanton’s explanation of the purpose of her speech, “We have met here today to discuss our rights and wrongs, civil and political, and not, as some have supposed, to go into the detail of social life alone” (par. 1) connects to Washington’s statement of the purpose of his speech, “In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress” (par. 5).

Instruct students to Turn-and-Talk in pairs about their observations.

- ▶ Students discuss their observations in pairs.

Lead a brief, whole-class discussion of student observations.

- ① This discussion supports students’ engagement with SL.11-12.1, which addresses initiating and participating in a range of collaborative discussions on grades 11-12 topics, texts, and issues.

## Activity 4: Cross-Text Evidence Collection Tool and Assessment

55%

Distribute copies of the Cross-Text Evidence Collection Tool. Explain that this tool will support students’ End-of-Unit Assessment responses. Inform students that they will use the Cross-Text Evidence Collection Tool to identify evidence that develops similar or related central ideas present in two texts, and analyze this evidence in order to compare the approach each author takes in developing these related ideas.

Instruct students to determine whether they will compare Lorde or Cady Stanton to Du Bois or Washington based on similar or related central ideas for the End-of-Unit Assessment.

- ▶ Students select a text pairing and similar or related central ideas as a focus for their End-of-Unit Assessment.

- ① **Differentiation Consideration:** Consider modeling an example of how Lorde and Du Bois develop a similar or related central idea (see the Model Cross-Text Evidence Collection Tool).

Instruct students to review their Ideas Tracking Tools, Rhetorical Impact Tracking Tools, Quick Writes, discussion notes, and annotations from this module to identify textual evidence in support of the similar or related central ideas they have selected to write about for their End-of-Unit Assessment.

- ▶ Students review their discussion notes, annotations, tools, and Quick Writes from previous lessons and complete their Cross-Text Evidence Collection Tools.

🗨️ See the Model Cross-Text Evidence Collection Tool.

① Circulate and support students as needed.

Collect students' Cross-Text Evidence Collection Tools for this lesson's assessment.

① Be prepared to redistribute the Cross-Text Evidence Collection Tools in the following lesson for students to reference during the End-of-Unit Assessment.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review their module texts and expand their related notes and annotations in preparation for the End-of-Unit Assessment.

- ▶ Students follow along.

## Homework

Review your module texts and expand your related notes and annotations in preparation for the End-of-Unit Assessment.

## Cross-Text Evidence Collection Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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**Directions:** Identify related central ideas in two texts in this module. Select evidence from each text that develops these ideas, then analyze how the author develops this idea in each piece of evidence you identify. (Consider word choice, rhetoric, point of view, or purpose.)

**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 *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in 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.

**Similar or Related Central Ideas:**

Text Evidence in Cady Stanton or Lorde	How does the author develop this idea?	Text Evidence in Du Bois or Washington	How does the author develop this idea?


## Model Cross-Text Evidence Collection Tool

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
<p><b>Directions:</b> Identify related central ideas in two texts in this module. Select evidence from each text that develops these ideas, then analyze how the author develops this idea in each piece of evidence you identify. (Consider word choice, rhetoric, point of view, or purpose.)</p>		
<p><b>Prompt:</b> 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 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>		
<p><b>Similar or Related Central Ideas:</b> The speaker’s dual identity in Lorde and the idea of double-consciousness in Du Bois are related central ideas.</p>		
<p><b>Text Evidence in Cady Stanton or Lorde</b> “she hid out a perfect daughter / who was not me / I am the sun and moon and forever hungry / for her eyes” (Lorde, lines 7–10).</p>	<p><b>How does the author develop this idea?</b> Lorde uses the opposing imagery of the sun and moon to describe the speaker’s feeling that her identity contains two conflicting forces. When the speaker says, “she hid out a perfect daughter / who was not me” she describes herself through the eyes of her mother.</p>	<p><b>Text Evidence in Du Bois or Washington</b> “It is a peculiar sensation, this double-consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity” (Du Bois, par. 3).</p>
		<p><b>How does the author develop this idea?</b> Du Bois describes double-consciousness as a “sense” or a “sensation.” Du Bois uses this word to develop the idea that double-consciousness is a feeling of separation and difference that people experience when they see themselves as other people see them.</p>



<p>“I bear two women upon my back / one dark and rich and hidden / in the ivory hungers of the other / mother” (Lorde, lines 11–14).</p>	<p>Lorde uses figurative language to describe how the speaker’s dual identity makes the speaker feel. Lorde crafts the image of two mothers on the speaker’s back, one dark and one light. The “dark” mother is hidden within the “ivory hungers” of the other mother. This image suggests that the speaker carries two contradictory “mothers,” but both are in one body—that of the “pale” mother (Lorde, line 15). Lorde uses figurative language to demonstrate that the speaker’s dual identity makes her feel like she is carrying the burden of two conflicting forces, the “dark” hidden within the light.</p>	<p>“The innate love of harmony and beauty that set the ruder souls of his people a-dancing and a-singing raised but confusion and doubt in the soul of the black artist; for the beauty revealed to him was the soul-beauty of a race which his larger audience despised, and he could not articulate the message of another people. This waste of double aims, this seeking to satisfy two unreconciled ideals, has wrought sad havoc with the courage and faith and deeds of ten thousand thousand people” (Du Bois, par. 5).</p>	<p>Du Bois describes the negative effect of double-consciousness on the “black artist[s]” feelings about his work. Du Bois’s choice to describe the feeling of “seeking to satisfy two unreconciled ideals” from the point of view of the African American artist develops the idea that double-consciousness makes it hard for African Americans to fully realize their talents. The African American artist sees his work through the eyes of a world that does not respect or appreciate his art because it does not value or understand the “soul-beauty” of the race that he is trying to communicate.</p>
<p>“I am / the sun and moon and forever hungry / the sharpened edge / where day and night shall meet / and not be / one” (Lorde, lines 31–36).</p>	<p>Lorde uses the opposing imagery of “day and night” and “sun and moon” and the painful image of the “sharpened edge” in her description of the speaker’s identity to communicate that the speaker’s dual identity is painful because it is composed of two opposing forces.</p>	<p>“One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder” (Du Bois, par. 3).</p>	<p>Du Bois’s repetition of the word “two” in his description of double-consciousness as “twoness” emphasizes the idea that double-consciousness is the feeling of being two entities at once. Du Bois’s choice of the words “warring,” “unreconciled,” and “torn asunder” develop the idea that this feeling of “twoness” is violent and damaging.</p>

## 11.2.2

## Lesson 14

## Introduction

In this lesson, students complete the End-of-Unit Assessment. Students apply the writing skills they learned throughout this module and draw upon their analysis of either Lorde’s poem “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton” along with one text from each unit to craft a formal, multi-paragraph response 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 *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in 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.

Students use their completed Cross-Text Evidence Collection Tools to organize their ideas and return to their annotated texts, lesson Quick Writes, discussion notes, and homework notes to develop responses that convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Student responses are assessed using the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

For homework, students begin preparing for the module’s Performance Assessment by reading Sherman Alexie’s poem, “How to Write the Great American Indian Novel” and annotating the text for central ideas.

## Standards

Assessed Standard(s)	
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.
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.
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.
W.11-12.2.a-f	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ul>
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.
<b>Addressed Standard(s)</b>	
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>
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## Assessment

### Assessment(s)

Student learning is assessed via a formal, multi-paragraph response to the End-of-Unit Assessment. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- 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 *The Souls of Black Folk* or Washington's "Atlanta Compromise Speech" and compare the approaches the authors take in 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.

 Student responses will be evaluated using the 11.2.2 End-of-Unit Text Analysis Rubric.

### High Performance Response(s)

A High Performance Response should:

- Identify a similar or related central idea between the Lorde or Cady Stanton texts and the Du Bois or Washington texts (e.g., The central idea of the speaker's dual identity in Lorde's "From the House of Yemanjá" and the central idea of double-consciousness in Du Bois's "Of Our Spiritual Strivings" from *The Souls of Black Folk* are related central ideas.).
- Identify evidence from both texts that supports this related central idea.
- Compare the approach each author takes in developing a related central idea by analyzing how each author uses word choice, rhetoric, point of view, or purpose to develop a central idea.

A High Performance Response may include the following evidence in support of a multi-paragraph

## analysis:

- In “From the House of Yemanjá,” Lorde develops the central idea of the speaker’s dual identity through the contrasting images of the sun and moon: “I am the sun and moon and forever hungry / for her eyes” (lines 9–10). These two opposing images develop the idea that the speaker feels conflicted about her contrasting identities. In “Of Our Spiritual Strivings” from *The Souls of Black Folk*, Du Bois explains the feeling of double-consciousness as “a peculiar sensation, this double-consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity” (par. 3). Du Bois’s choice to describe double-consciousness as a “sense” or a “sensation” develops the idea that double-consciousness is a feeling of difference or separation that African Americans experience when they see themselves as the white world sees them. Du Bois repeats the word “two” in his description of double-consciousness as “two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder” (par. 3) to emphasize that double-consciousness is a feeling of duality and opposition.
- Lorde uses the image of two mothers on the speaker’s “back,” one “dark” and one “pale,” (lines 11–12 and 15) to develop the idea that one part of the speaker’s dual identity dominates the other. Similarly, Lorde’s description of one mother as “dark and rich and hidden / in the ivory hungers of the other / mother” (lines 12–14) develops the idea that the desires of the “pale” (line 15) mother overwhelm the “dark” (line 12) mother. Du Bois develops the idea of double-consciousness by describing its effect on African American artists. Du Bois chooses to describe the feeling of “seeking to satisfy two unreconciled ideals” from the point of view of the African American artist; this choice develops the idea that double-consciousness results in inner conflict and confusion that prevents African Americans from fully realizing their talents. The African American artist’s yearning to communicate the “soul-beauty” of his race through art is conflicted and restricted because he is forced to see his work through the eyes of a “larger audience” that “despise[s]” this beauty (Du Bois, par. 5) and does not respect or appreciate his contributions.
- In “From the House of Yemanjá,” Lorde uses the conflicting imagery of “day and night” and “sun and moon” and the violent image of the “sharpened edge” in her description of the speaker’s sense of self to communicate that the speaker’s dual identity is painful, because it is composed of two opposing forces (Lorde, lines 31–36). In “Of Our Spiritual Strivings” from *The Souls of Black Folk*, Du Bois describes the feeling of double-consciousness as a “twoness” that is painful and destructive (par. 3). Du Bois’s choice of the words “warring,” “unreconciled,” and “torn asunder” develop the idea that this feeling of “twoness” is conflicted and damaging (par. 3).

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
• None.*
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
• None.*
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
• None.*

Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document [http://www.engageny.org/sites/default/files/resource/attachments/9-12\\_ela\\_prefatory\\_material.pdf](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>Standards: CCRA.R.9, RL.11-12.2, RI.11-12.2, L.11-12.1, L.11-12.2, W.11-12.2.a-f, W.11-12.4, W.11-12.9.a-b.</li> <li>Texts: <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, “An Address by Elizabeth Cady Stanton,” and “From the House of Yemanjá” by Audre Lorde</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>11.2.2 End-of-Unit Assessment</li> <li>Closing</li> </ol>	           <ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>80%</li> <li>5%</li> </ol>

## Materials

- Copies of the 11.2.2 End-of-Unit Assessment for each student
- Student copies of the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist (refer to 11.2.2 Lesson 4)
- Copies of “How to Write the Great American Indian Novel” by Sherman Alexie for each student

## 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: CCRA.R.9, RL.11-12.2, RI.11-12.2, L.11-12.1, L.11-12.2 and W.11-12.2.a-f. In this lesson, students complete the End-of-Unit Assessment in which they 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 *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech,” and then compare the approaches the authors take in developing a similar or related central idea. Students must 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.

- ▶ Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to form pairs and discuss their homework from the previous lesson. (Review your module texts and expand your related notes and annotations in preparation for the End-of-Unit Assessment.)

- ▶ Students discuss how they expanded their notes and annotations in preparation for the End-of-Unit Assessment.

### Activity 3: 11.2.2 End-of-Unit Assessment

80%

Redistribute students’ Cross-Text Evidence Collection Tools. Inform students that they should use their Cross-Text Evidence Collection Tools, as well as their annotated texts, lesson Quick Writes, discussion notes, and homework notes for the End-of-Unit Assessment. Instruct students to write a multi-paragraph response to the following prompt:

File: 11.2.2 Lesson 14 Date: 9/12/14 Classroom Use: Starting 9/2014

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**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 *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in 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.**

Instruct students to take out their materials for the End-of-Unit Assessment, including their Cross-Text Evidence Collection Tools, as well as their annotated texts, lesson Quick Writes, discussion notes, and homework notes.

- ▶ Students take out their materials for the End-of-Unit Assessment.

Remind students to refer to the analysis they conducted on their Cross-Text Evidence Collection Tools, as well as the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist to guide their written responses.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Explain to students that because the End-of-Unit Assessment is a formal writing task, their written responses should include an introductory statement, well-organized ideas supported by relevant and sufficient textual evidence, and a concluding statement or section. Remind students to use this unit’s vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

- ▶ Students listen.

Review the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.

Transition students to independent writing. Give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

🗨️ See the High Performance Response at the beginning of this lesson.

- ① This End-of-Unit Assessment supports students’ engagement with W.11-12.4, which addresses the production of clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ① Consider encouraging those who finish early to reread and revise their response using the 11.2.2 End-of-Unit Text Analysis Rubric and Checklist.



## Activity 4: Closing

5%

Distribute copies of Sherman Alexie’s poem “How to Write the Great American Indian Novel.”

Display and distribute the homework assignment and the Performance Assessment prompt for students:

**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 reasoning and evidence.**

For homework, instruct students to read “How to Write the Great American Indian Novel” and annotate the text for central Ideas.

① This use of focused annotation supports students’ engagement with W.11-12.9.a and b, which address the use of textual evidence in writing.

- ▶ Students follow along.

## Homework

To prepare for the Performance Assessment, read “How to Write the Great American Indian Novel” and annotate the text for central ideas.

## 11.2.2 End-of-Unit Assessment

### Text-Based Response

**Your Task:** Rely on your reading and analysis of “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois, “Atlanta Compromise Speech” by Booker T. Washington, “An Address by Elizabeth Cady Stanton,” and “From the House of Yemanjá” by Audre Lorde to write a well-developed response 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 The Souls of Black Folk or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in 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.*

Your response will be assessed using the 11.2.2 End-of-Unit Text Analysis Rubric.

### Guidelines

#### Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

**CCSS:** CCRA.R.9, RL.11-12.2, RI.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2

#### Commentary on the Task:

This task measures CCRA.R.9 because it demands that students:

- Analyze in detail how two or more texts address similar or related central ideas and compare the approaches the authors take.

This task measures RL.11-12.2 because it demands that students:

- Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex account.

This task measures RI.11-12.2 because it demands that students:

- Determine two or more central ideas of a text and analyze in detail their development over the course of the

text, including how they interact and build on one another to provide a complex analysis.

This task measures W.11-12.2.a-f because it demands that students:

- 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.
  - 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.
  - 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.
  - 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.
  - Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - 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).

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## 11.2.2 End-of-Unit Text Analysis Rubric

\_\_\_\_\_ / \_\_\_\_\_ (Total points)

Criteria	4 – Responses at this level:	3 – Responses at this level:	2 – Responses at this level:	1 – Responses at this level:
<p><b>Content and Analysis</b>                      The extent to which the response analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>CCSS.ELA-Literacy.CCRA.R.9</b>                      Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Skillfully analyze how two or more texts address similar themes or topics.</p>	<p>Accurately analyze how two or more texts address similar themes or topics.</p>	<p>Inadequately or ineffectively analyze how two or more texts address similar themes or topics.</p>	<p>Inaccurately analyze how two or more texts address similar themes or topics.</p>
<p><b>Content and Analysis</b>                      The extent to which the response determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another; provides an objective summary of a text.</p> <p><b>CCSS.ELA-Literacy.RL.11-12.2</b>  <b>CCSS.ELA-Literacy.RI.11-12.2</b></p> <p>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 provide a complex analysis; provide an objective summary of the text.</p>	<p>Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.</p>	<p>Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.</p>	<p>Determine two central ideas of a text and ineffectively analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.</p>	<p>Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.</p>

<p><b>Command of Evidence and Reasoning</b>  <b>The extent to which the response thoroughly develops the topic through the effective selection and analysis of 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.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b>          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.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.b</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.</p>	<p>Thoroughly and skillfully develop the analysis with 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. (W.11-12.2.b)</p>	<p>Develop the analysis with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples inappropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>
<p><b>Coherence, Organization, and Style</b>  <b>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b>          Write informative/explanatory texts</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole. (W.11-12.2.a)</p> <p>Skillfully and consistently 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</p>	<p>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. (W.11-12.2.a)</p> <p>Consistently use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole. (W.11-12.2.a)</p> <p>Inconsistently use transitions, or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W.11-12.2.a)</p> <p>Use inappropriate and unvaried transitions and syntax to link the major sections of the text; creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or</p>



<p>to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.a</b></p> <p>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.</p> <p><b>The extent to which the response uses 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.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.c</b></p> <p>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.</p> <p><b>The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></p> <p><b>CCSS.ELA-Literacy.W.11-12.2.d</b></p> <p>Use precise language, domain-specific vocabulary, and techniques such as</p>	<p>concepts. (W.11-12.2.c)</p> <p>Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>ideas and concepts. (W.11-12.2.c)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>concepts. (W.11-12.2.c)</p> <p>Inconsistently or ineffectively use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</p>
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<p>metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>The extent to which the response properly establishes and maintains a formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p>CCSS.ELA-Literacy.W.11-12.2.e</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides 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).</p> <p>CCSS.ELA-Literacy.W.11-12.2.f</p> <p>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).</p>				
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<p><b>Control of Conventions</b>                  The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.                  CCSS.ELA-Literacy.L.11-12.1                  CCSS.ELA-Literacy.L.11-12.2                  Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.</p>	<p>Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.</p>	<p>Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.</p>	<p>Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.</p>	<p>Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.</p>
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- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as 0.



## 11.2.2 End-of-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Content and Analysis</b>	Analyze how two or more texts address similar themes or topics? <b>(CCRA.R.9)</b>	<input type="checkbox"/>
	Identify two or more central ideas from the text and analyze their development? <b>(RI.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
	Provide examples to support analysis of how the central ideas interact and build on one another? <b>(RI.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development of the central ideas? <b>(RI.11-12.2, RI.11-12.2)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response with the most significant and relevant textual evidence? <b>(W.11-12.2.b)</b>	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? <b>(W.11-12.2.a)</b>	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? <b>(W.11-12.2.a)</b>	<input type="checkbox"/>
	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? <b>(W.11-12.2.c)</b>	<input type="checkbox"/>
	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? <b>(W.11-12.2.d)</b>	<input type="checkbox"/>
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? <b>(W.11-12.2.e)</b>	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? <b>(W.11-12.2.f)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and	<input type="checkbox"/>

**ENGLISH LANGUAGE ARTS**

**GRADE 11**  
**Curriculum Guide**  
**Module 2.3**

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