

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.).

① 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 thither (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
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.6, 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,” paragraph 5 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Rhetorical Impact Tracking Tool 4. Masterful Reading 5. Reading and Discussion 6. Quick Write 7. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 10% 4. 5% 5. 55% 6. 10% 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.
	Bold text indicates questions for the teacher to ask students.
	<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 13th 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.

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.

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.
- ① **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.

- ① Display the prompt for students to see, or provide the prompt in hard copy.
- ① 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.

- ① 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

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

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

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

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 <i>The Souls of Black Folk</i> 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).

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.