

## 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	<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</p>

	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

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 refine a central idea in paragraph 5?</li> </ul>
High Performance Response(s)
<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

Vocabulary to provide directly (will not include extended instruction)
<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
- demagoguery (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> <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>5%</li> <li>65%</li> <li>10%</li> <li>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 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, demagoguery, savant, innate, articulate, havoc, and invoking.*

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 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.

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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.

- ① **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 demagogy,” 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.

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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."