

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. <ol style="list-style-type: none"> 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"> How does Du Bois use rhetoric in paragraphs 6–7 to further develop his point of view on freedom?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> 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.). 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.).

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
Standards & Text:	
<ul style="list-style-type: none"> Standards: RI.11-12.6, W.11-12.9.b, L.11-12.3.a, L.11-12.4.a Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 6–7 	
Learning Sequence:	
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.
	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

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 15th 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 15th 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

Name:		Class:		Date:	
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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 <i>The Souls of Black Folk</i> by W.E.B. Du Bois
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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)
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 reinforce 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>