

## 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	<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>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

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 Du Bois's style and content contribute to the power, persuasiveness, or beauty of paragraph 11.</li> </ul>
High Performance Response(s)
<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,” “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.).</li> <li>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).).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>inevitable (adj.) – sure to occur, happen, or come</li> <li>self-disparagement (n.) – the act of describing the self as unimportant, weak, bad, etc.</li> <li>repression (n.) – the act of keeping something or someone under control; the act of reducing someone to subjection</li> <li>portents (n.) – signs or warnings that something usually bad or unpleasant is going to happen</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>breed (v.) – be produced or caused; grow; develop</li> <li>sobering (adj.) – making one feel serious and thoughtful</li> </ul>
Additional Vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>vast (adj.) – very great in size, amount, or extent</li> <li>accompany (v.) – to go together with (something); to be included with (something)</li> <li>lo (interjection) – used to call attention to something or to show wonder or surprise</li> <li>force (n.) – power or violence used on a person or thing</li> <li>fraud (n.) – the crime of using dishonest methods to take something valuable from another person</li> <li>behold (v.) – look at (something), see (something)</li> <li>perception (n.) – the way you think about or understand someone or something</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.11-12.6, 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> <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> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>10%</li> <li>5%</li> <li>40%</li> </ol>

5. Writing Instruction	5. 20%
6. Quick Write	6. 10%
7. Closing	7. 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.
- ① 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.

- ① 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.
- ① **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.
- ① **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.

- ① **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.
- 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 “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.
- ① **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."

① 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.

① **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.”

① **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.

- ① **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?

- 💬 In this sentence, Du Bois personifies “the Nation,” or gives the nation human qualities or characteristics. This personification contributes to the power of the text because it implies that all of America is against African Americans. This emphasizes the desperation that African-American men feel because of prejudice.
- ① Consider reminding students that personification is a type of figurative language that describes giving human qualities or characteristics to a nonliving object or idea. Students were introduced to personification in 11.1.2 Lesson 9. Instruct students to write down this definition and example of personification on their Rhetorical Impact Tracking Tools.
  - ▶ Students write the definition and example of personification on their Rhetorical Impact Tracking Tools.

### What tone does Du Bois create through his word choice and use of rhetoric in paragraph 11?

- 💬 Student responses may include:
  - Du Bois chooses words like “whispering and portents” and “diseased and dying” that set an ominous tone and convey a sense of fear about what lies ahead. Du Bois also uses words and phrases like “self-questioning, self-disparagement,” “what need of education,” and “what need of higher culture” that convey a sense of hopelessness.

- Du Bois's use of alliteration in the phrases "diseased and dying," "voting is vain," "echoed and enforced," and "by force or fraud" emphasizes these phrases, and contributes to the ominous tone developed through these words. This tone of foreboding stresses the terrible outcome of giving into prejudice, and so frames Du Bois's exclamation as a warning or an encouragement, to African Americans to save their race from the effects of prejudice and the "lowering of ideals."
- Du Bois uses an exclamation ("behold the suicide of a race!") to express his fear that if African Americans give in to prejudice, they will destroy themselves. This exclamation is an appeal to pathos or emotion, which creates an urgent and despairing tone.

Instruct students to add the examples of alliteration and pathos to their Rhetorical Impact Tracking Tools.

- ▶ Students add the examples of alliteration and pathos to their Rhetorical Impact Tracking Tools.

① Students were introduced to alliteration in 11.1.2 Lesson 9 as "the repetition of the initial consonant sound in words appearing close together in a text."

Lead a brief whole-class discussion of student responses.

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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.

① **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.

① **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.

① Students were introduced to W.11-12.2.c in 11.1.2 Lesson 12.

① 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.

- ① **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.

① 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.

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 students’ effective use of transitions to create cohesion (W.11-12.2.c) in their Quick Writes.

① 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

<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>	"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 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)
Personification: a type of figurative language that describes giving human qualities or characteristics to a nonliving object or idea	"And the Nation echoed and enforced this self-criticism, saying" (par. 11)	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-American men feel because of prejudice, because it implies that all of America is against African-American men and the rest of America.

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 questions: questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly	<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>
Allusion: an implied or indirect reference	“the four winds” (par. 11)	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.
Alliteration: the repetition of sounds at the beginning of words or in stressed syllables	<p>“diseased and dying”</p> <p>“voting is vain”</p> <p>“echoed and enforced”</p> <p>“by force or fraud”</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.

# 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>