

11.2.1

Lesson 24

Introduction

In this lesson, students begin preparing for the End-of-Unit Assessment in Lesson 26 by engaging in evidence-based discussions about W.E.B. Du Bois's "Of Our Spiritual Strivings" from *The Souls of Black Folk* and Booker T. Washington's "Atlanta Compromise Speech." This lesson presents students with their first structured opportunity to discuss both texts in relation to each other, specifically focusing on how the respective authors develop related central ideas. Students use their completed Ideas Tracking Tools, Rhetorical Impact Tracking Tools, and notes and annotations to inform their discussions and further their analysis of the texts. Additionally, students are introduced to argument terminology to prepare for further analysis of both texts in the following lesson. Students demonstrate their learning at the end of the lesson with a peer-assessed discussion of the following prompt: Identify one example of each author's use of rhetoric and explain how it advances his point of view.

For homework, students identify examples of claims, evidence, and reasoning from Washington's "Atlanta Compromise Speech."

Standards

Assessed Standard(s)	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
SL.11-12.1.a, c	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Addressed Standard(s)	
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>

Assessment

Assessment(s)
<p>Student learning is assessed via a small-group discussion at the end of the lesson. Students discuss the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Identify one example of each author’s use of rhetoric and explain how it advances his point of view. <p>① Student discussions are assessed using the relevant portions of the Speaking and Listening Rubric and Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify each author’s point of view (e.g., Washington’s point of view is that African Americans should “better[] their condition” (Washington, par. 3) by focusing on achieving economic stability and self-reliance through participation in business and industry. In “Of Our Spiritual Strivings,” Du Bois’s point of view is that African Americans can only “gain[] and perfect[] ... liberty” (Du Bois, par. 8) by securing freedom, political power, and education). Identify one example of rhetoric from “Of Our Spiritual Strivings” and “Atlanta Compromise Speech” (e.g., Washington uses the allegory of the lost ship to advise both African Americans and white Southerners to “[c]ast down [their] bucket where [they] are” (Washington, pars. 3, 5), encouraging both races to look to each other and work together to achieve material prosperity. Du Bois uses repeated allusions to the Bible, specifically to the Israelite’s journey to the “promised

land” (Du Bois, par. 6). Du Bois further develops the allusion using “the mountain path to Canaan” (Du Bois, par. 8) as a metaphor for African Americans’ pursuit of education).

- Explain how each author’s use of rhetoric advances his point of view. For example:
 - Washington uses the allegory of a ship captain who is “lost at sea” (Washington, par. 3). The captain listens to the surprising advice of another ship captain, throws his bucket down into the sea, and finds fresh river water. This allegory advances his point of view that African Americans should “better[] their condition” (Washington, par. 3) by staying in the South and developing the skills they already have. Washington uses this allegory to encourage African Americans to focus on “common labour” (Washington, par. 4) a type of work they are already familiar with, in order to achieve economic stability for themselves and contribute to “the prosperity of the South” (Washington, par. 5), rather than focusing on politics and social pursuits.
 - Du Bois compares the story of the Israelites’ quest for the promised land of Canaan to African Americans’ search for complete liberty. This comparison advances his point of view that African Americans need the “ideals” of freedom, political power, and education “melted and welded into one” (Du Bois, par. 12) in order to truly be free. Just as the enslaved Israelites journeyed long and far in search of the promised land, African Americans had to continue to search for freedom even after Emancipation (Du Bois, par. 7). Du Bois expands this metaphor to describe how African Americans began to see education as “a mountain path to Canaan” that would guide them towards the promised land, since “the dream of political power” (Du Bois, par. 8) had not yielded the liberty they sought. Despite the “inches of progress” (Du Bois, par. 9) that brought African Americans closer to achieving liberty, Du Bois writes that “Canaan” remained “always dim and far away” (Du Bois, par. 9), indicating that African Americans were unable to find the liberty they sought by pursuing education alone. Rather, Du Bois believes that it is the combination of the ideals of freedom, education and political power, “not successively but together,” that will enable African Americans to finally find the freedom they seek (Du Bois, par. 12).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

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

- None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: CCRA.R.9, RI.11-12.6, SL.11-12.1.a, c, W.11-12.9.b • Text: <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: “Of Our Spiritual Strivings,” “Atlanta Compromise Speech” by Booker T. Washington Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Related Ideas Discussion 4. Lesson Assessment: Small-Group Discussion 5. Introduction to Argument Terms 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 5% 3. 25% 4. 40% 5. 20% 6. 5%

Materials

- Student copies of Ideas Tracking Tools for W.E.B. Du Bois’s “Of Our Spiritual Strivings” and Booker T. Washington’s “Atlanta Compromise Speech” (refer to 11.2.1 Lesson 2)
- Student copies of Rhetorical Impact Tracking Tools for W.E.B. Du Bois’s “Of Our Spiritual Strivings” and Booker T. Washington’s “Atlanta Compromise Speech” (refer to 11.2.1 Lesson 6)
- Student copies of the annotated texts, “Of Our Spiritual Strivings” by W.E.B. Du Bois and “Atlanta Compromise Speech” by Booker T. Washington
- Copies of the Speaking and Listening Rubric and Checklist for SL.11-12.1a and SL.11-12.1.c for each student

- Copies of the Argument Visual Handout for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: CCRA.R.9, RI.11-12.6, and SL.11-12.1.a, c. In this lesson, students prepare for the End-of-Unit Assessment in Lesson 26 by analyzing similar or related central ideas present in Washington’s “Atlanta Compromise Speech,” and Du Bois’s “Of Our Spiritual Strivings.” Students analyze the texts in whole-class and small-group discussions, guided by their completed Ideas Tracking Tools and Rhetorical Impact Tracking Tools. Additionally, students are introduced to argument terminology to prepare for further analysis of both texts in the following lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

5%

Instruct students to form pairs and discuss the annotations they made for the previous lesson’s homework. (Review your Ideas Tracking Tools from Washington’s “Atlanta Compromise Speech” and W.E.B. Du Bois “Of Our Spiritual Strivings” and annotate each text with the exclamation point annotation code to indicate words, phrases, or ideas that are related or similar in the two texts. Write a brief note next to the annotation code, explaining how the ideas or events developed in the text connect with the other text. Come to the next lesson prepared to share your findings during a whole-class discussion.)

- ▶ Students form pairs and discuss the connections between the two texts.
- 💬 Student responses may include:

- Exclamation points by Du Bois's reference to the "Negro problem" (Du Bois, pars. 9, 13) and Washington's reference to "the great and intricate problem" (Washington, par. 10). Although each author uses the term "problem" (Du Bois, pars. 1–2, 6, 9, 13; Washington, par. 10) differently, both use it to refer to the condition of African Americans in the post-Emancipation South in relation to white Americans.
- Exclamation points by Du Bois's discussion of "the ideal of fostering and developing the traits and talents of the Negro, not in opposition to or contempt for other races, but rather in large conformity to the greater ideas of the American Republic" (Du Bois, par. 12), and Washington's statement that "[i]f anywhere there are efforts tending to curtail the fullest growth of the Negro, let these efforts be turned into stimulating, encouraging, and making him the most useful and intelligent citizen" (Washington, par. 6). Both authors express the need for the nation to rally around and support African Americans.

Activity 3: Related Ideas Discussion

25%

Explain to students that this part of the lesson is a whole-class discussion that draws upon their completed Ideas Tracking Tools, notes, and annotations from both texts.

- ① The purpose of this discussion is to position Washington's and Du Bois's texts in relation to one another in order to draw out the nuances of each author's ideas, rather than to position the texts as opposite sides of an issue.

Display and distribute copies of the Speaking and Listening Rubric and Checklist. Explain to students that they will use the Speaking and Listening Rubric and Checklist for SL.11-12.1a and SL.11-12.1.c, to frame their participation in this whole-class discussion and, in the next activity, to assess their peers' participation and contributions to a small-group discussion. Instruct students to review the sections of the Speaking and Listening Rubric and Checklist that pertain to SL.11-12.1.a and SL.11-12.1.c, and recall the focus of each of these substandards.

💬 Student responses should include:

- Standard SL.11-12.1.a has to do with preparation. Students should come to the discussion informed and able to refer to relevant evidence and information about the topic.
- Standard SL.11-12.1.c has to do with participation. Students should be involved in the discussion by asking and responding to questions, and make sure that the discussion takes into account all perspectives.

- ① Students were introduced to SL.11-12.1.a and c in Module 11.1.2 Lesson 3.

Post or project the following guiding questions to structure the whole-class discussion:

How do central ideas in Washington's "Atlanta Compromise Speech" relate to central ideas in Du Bois's "Of Our Spiritual Strivings"?

Prosperity and Progress.

- Both Washington and Du Bois discuss the idea of the prosperity and progress of African Americans after Emancipation. Although each author discusses African American progress in their respective text, they approach it in very different ways.
 - Washington develops the idea that African American progress will come through cooperating with (and working for) white Southerners "in agriculture, mechanics, in commerce, in domestic service, and in the professions" (Washington, par. 4). He speaks of progress as a slow and steady "path" (Washington, par. 8) that involves starting "at the bottom of life" and "dignify[ing] and glorify[ing] common labour" as opposed to engaging in "the superficial ... the ornamental gewgaws of life" (Washington, par. 4) like politics or the arts.
 - Du Bois develops the idea that African Americans will progress through freedom, political power, and education together, because these ideals will help them to achieve "the ideal of human brotherhood" (Du Bois, par. 12). He states that in order for the African American "to attain his place in the world, he must be himself, and not another" (Du Bois, par. 9), or respect and value his own racial identity rather than determining or defining his own worth through "the other world" (Du Bois, pars. 1, 12). Du Bois asserts that in order to achieve this, the ideals of education, freedom, and political power need to be "melted and welded into one" (Du Bois, par. 12). Du Bois does not advocate for "work, culture, liberty" incrementally or "successively" (Du Bois, par. 12) but rather pursued all together at the same time.

"Problem"

- Both authors refer to the "problem" (Du Bois, pars. 1–2, 6, 9, 13; Washington, par. 10) when discussing the status or condition of African Americans after Emancipation.
 - The "Negro problem" (Du Bois, pars. 9, 13) is a recurrent idea in Du Bois's text, and describes the awareness African Americans have that white Americans perceive them as "a problem" (Du Bois, pars. 1–2). Du Bois writes that the "American world" is "a world that yields [African Americans] no true self-consciousness, but only lets [them] see [themselves] through the revelation of the other world" (Du Bois, par. 3). Du Bois further develops this idea by explaining that the "problem" (Du Bois, pars. 1–2) is actually a "social problem" (Du Bois, par. 6), one that affects all Americans.
 - In contrast, Washington's reference to "the great and intricate problem" (Washington, par. 10) pertains only to the South, as he specifies that "God has laid" this problem "at the doors of the South" (Washington, par. 10). Because the "problem" is apparent in

“sectional differences and racial animosities and suspicions” (Washington, par. 10), Washington suggests that the “problem” may prevent not only Southern economic success but also the attainment of the “higher good” that is “far above and beyond” (Washington, par. 10) the “product[s] of field, of forest, of mine, of factory, letters, and art” (par. 10) on display at the Exposition.

Role of African Americans in American Culture

- Both authors discuss the role of African Americans in American culture.
 - Washington assures his white Southern audience that African Americans will remain separate from the social life of white Americans using the metaphor of a hand, to express that “[i]n all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress” (Washington, par. 5). In this way, Washington explains that African American and white Southerners can work together without completely integrating all aspects of their lives. After stating that “questions of social equality” would cause “agitation” and be “the extremest folly” (Washington, par. 9), he goes on to discuss his vision of social equality as a “higher good” that occurs when there is “a blotting out of sectional differences and racial animosities and suspicions” (Washington, par. 10). According to Washington, this “higher good” (Washington, par. 10) is only gained through mutual work towards economic prosperity, in which African Americans must start “at the bottom of life” (Washington, par. 4) by focusing on labor and commerce.
 - Du Bois advocates for “the ideal of fostering and developing the traits and talents of the Negro ... in order that some day on American soil two world-races may give each to each those characteristics both so sadly lack” (Du Bois, par. 12). He assures white society that African Americans “would not Africanize America, for America has too much to teach the world and Africa,” but he also asserts that African Americans “would not bleach [their] Negro soul in a flood of white Americanism,” because “Negro blood has a message for the world” (Du Bois, par. 4). Du Bois does not advocate that African Americans conform to the expectations and standards of the white world, but rather construct their own identity that respects and preserve the African part of themselves alongside the American.

Positive Contributions of African Americans

- Washington and Du Bois both develop the idea of the positive contributions African Americans have made to America.
 - Washington’s ideas about the past and future contributions of the African American people are limited to his focus on African Americans as laborers who support Southern economic prosperity. Washington speaks of the “people who have, without strikes and

labour wars, tilled your fields, cleared your forests, builded your railroads and cities, and brought forth treasures ... and helped make possible this magnificent representation of the progress of the South” (Washington, par. 5). He states further that white Southerners “will find that [African Americans] will buy [their] surplus land, make blossom the waste places in [their] fields, and run [their] factories” (Washington, par. 5). These descriptions only describe the ways in which African Americans have contributed to America in to white Southerners.

- Du Bois implies that the contributions of African Americans have been based in culture rather than labor and are so significant that they represent the very essence of what it means to be an American. He states that “there is no true American music but the wild sweet melodies of the Negro slave; the American fairy tales and folklore are Indian and African; and, all in all, we black men seem the sole oasis of simple faith and reverence” (Du Bois, par. 12). Du Bois develops the idea that African American cultural contributions are unique and independent, and not in service to white America. They are proof that African Americans are not outsiders, but the “true[st] exponents” of the “spirit” (Du Bois, par. 12) and ideals upon which America was founded.

What is the relationship between each author’s central ideas and his point of view?

🗨 Student responses may include:

- Washington’s central idea that cooperation between African Americans and white Americans towards mutual economic prosperity will usher in the “higher good” (Washington, par. 10) advances his point of view that African Americans should improve their condition by focusing on achieving economic stability and self-reliance through participation in business and industry, because it establishes economic prosperity as a crucial step towards achieving a world in which African Americans and white Americans can live in harmony together.
- Du Bois’s central ideas of “self-consciousness” (Du Bois, par. 3) and the “Negro problem” (Du Bois, pars. 9, 13) advance his point of view that African Americans can only attain complete liberty by securing freedom, political power, and education. These ideals will allow African Americans to achieve true self-consciousness, or a unified identity that respects and values what African Americans have to offer America.

Now that students have read and analyzed both “Of Our Spiritual Strivings” and “Atlanta Compromise Speech” in their entirety, instruct students to complete the “purpose” and “point of view” sections on their Rhetorical Impact Tracking Tools to reflect the overall purpose and point of view of each author.

- ▶ Students complete the purpose and point of view sections of their Rhetorical Impact Tracking Tools for each text.

- See Model Rhetorical Impact Tracking Tools at the end of this lesson for “Of Our Spiritual Strivings” and “Atlanta Compromise Speech” for sample student responses.

Activity 4: Lesson Assessment: Small-Group Discussion

40%

Instruct students to form small groups of 3–4. Explain that they will expand on their previous discussion by identifying one example of each author’s use of rhetoric and explain how it contributes to his point of view. Explain to students that these small-group discussions serve as the lesson assessment. Instruct students use the Speaking and Listening Rubric and Checklist for SL.11-12.1.a and SL.11-12.1.c to assess their group members’ participation and contributions to the discussion.

Explain to students that they will pause once during their discussions to reflect and begin to fill out the rubric for each of their group members. They will complete their peer assessments at the end of the small-group discussions.

Instruct students to take out their Rhetorical Impact Tracking Tools and to use them together with their Ideas Tracking Tools and other notes and annotations to inform their small-group discussions of the following prompt:

Identify one example of each author’s use of rhetoric and explain how it advances his point of view.

- Students participate in small-group discussions in response to the prompt.

- See High Performance Response at the beginning of the lesson.

Circulate and support students in their discussions as needed. Remind students to pause during discussion to reflect and begin to fill out the rubrics for peer assessment. Provide additional time at the end of the discussion for students to complete the peer assessments.

- This Speaking and Listening assessment scaffolds directly to the Module Performance Assessment, in which students discuss related ideas across the module texts and a new text.

Activity 5: Introduction to Argument Terms

20%

Explain to students that in the following lesson, they will discuss both texts as arguments. Display and distribute the Argument Visual Handout. Explain to students that this handout shows the relationship among the components of an argument, and includes the terms and definitions used to describe the components of an argument.

Define the following terms for students and demonstrate how they relate to each other using the handout. Provide model examples of each argument term using examples from Du Bois’s “Of Our Spiritual Strivings.”

- Students follow along.

- **Argument:** The composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning.
- **Central Claim:** An author or speaker's main point about an issue in an argument.

An example of a central claim from "Of Our Spiritual Strivings" is the following: *Self-consciousness will enable African Americans to develop a racial identity, and give them complete liberty.*

- **Supporting Claim:** Smaller, related points that reinforce or advance the central claim.

An example of a supporting claim from "Of Our Spiritual Strivings" is the following: *"Work, culture, [and] liberty" are all needed together for "fostering and developing the traits and talents" (par. 12) of African Americans.*

- **Evidence:** The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.

An example of evidence from "Of Our Spiritual Strivings" is the following: *Du Bois describes the contributions African Americans have already made to American culture. He states "there is no true American music but the wild sweet melodies of the Negro slave; the American fairy tales and folklore are Indian and African; and, all in all, we black men seem the sole oasis of simple faith and reverence" (par. 12).*

- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence.

An example of reasoning from "Of Our Spiritual Strivings" is the following: *Du Bois asserts that African Americans must continue to prosper "in order that some day on American soil two world-races may give each to each those characteristics both so sadly lack" (par. 12).*

① The texts in this module do not support instruction around *false statements* or *fallacious reasoning*.

Explain to students that they begin to work with these terms and definitions in this lesson's homework and engage in discussion about each author's argument in the following lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to find and record one example of each argument term (one central claim, one supporting claim, one piece of evidence, and one piece of reasoning) from Washington's "Atlanta Compromise Speech." Students should come to the next lesson prepared for a brief discussion about the argument terms as applied to Washington's speech.

- ▶ Students follow along.

Homework

Find and record one example of each argument term (one central claim, one supporting claim, one piece of evidence and one piece of reasoning) from Washington’s “Atlanta Compromise Speech.” Come to the next lesson prepared to discuss the argument terms as applied to Washington’s speech.

Model Rhetorical Impact Tracking Tool

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:	"Atlanta Compromise Speech" by Booker T. Washington
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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): Washington's point of view is that African Americans should improve their condition by focusing on achieving economic stability and self-reliance through participation in business and industry.
- **Purpose** (an author's reason for writing): Washington's purpose is to convince African American and white Southerners to work together to bring material prosperity to the South.

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)
Appeal to pathos: efforts to sway a reader's or listener's opinion by depicting issues in a way that sways their feelings about an issue.	"the path ... has not been trodden without contact with thorns and thistles" (par. 8)	Washington uses the imagery of a "path" and "thorns and thistles" to show that economic prosperity of African Americans in the post-Emancipation South is a long and difficult journey, rather than an immediate success. This imagery is an appeal to pathos because it sways the emotions of the audience by evoking the pain that those trying to improve their economic circumstances experienced.

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)
Juxtaposition: an act or instance of placing close together or side by side, especially for comparison or contrast.	“The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house.” (par. 9)	<p>Washington juxtaposes “the opportunity to earn a dollar in a factory” with “the opportunity to spend a dollar in an opera-house” as a way to remind his audience that African Americans know they need to work hard before they are able to attain social equality or earn the “privileges” that white Southerners possess.</p> <p>This reminder is persuasive because it reassures Washington’s predominately white Southern audience that progress does not require a drastic or immediate change. This idea of a slow and steady progression that does not require social integration might be less frightening to those who are afraid of the changes Washington describes.</p>

Model 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): African Americans can only attain complete liberty by securing freedom, political power, and education. These ideals will allow African Americans to achieve true self-consciousness, or a unified identity that respects and values what African Americans have to offer the Nation
- **Purpose** (an author's reason for writing): Du Bois's purpose is to encourage all Americans to start working towards "the ideal of human brotherhood", which is "gained through the unifying ideal of Race" and "fostering and developing the traits and talents" (par. 12) of African Americans.

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: the attribution of human nature or character to animals, inanimate objects, or abstract notions, especially as a	"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 personification contributes to the power of the text because it emphasizes the desperation that African American men feel because of prejudice,

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 figure.		because it implies that all of America is against African American men.
Rhetorical questions: questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly.	“what need of education, since we must always cook and serve”? (par. 11)	These rhetorical questions signals that the “dark hosts” are almost ready to give up a desire for education as a result of the prejudice and repression they have endured. If they do give up, they will be resigned to “cook and serve” and therefore not in “need of education.” This contributes to Du Bois’s point of view because it illustrates how African American progress has been limited because of prejudice.
Rhetorical questions: questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly.	“what need of higher culture for half-men”? (par. 11)	The rhetorical question “what need of education” advances Du Bois’s point of view that African American progress has been limited because of prejudice. This question demonstrates that African Americans are almost ready to give up on pursuing education as a result of prejudice and “repression” (par. 11), and are resigned to “cook and serve” (par. 11). Du Bois uses the question “what need of higher culture for half-men”? (par. 11) to further develop his point of view. If African Americans choose not to move beyond prejudice, “the Nation” (par. 11) in turn is happy to let them stay down.
Allusion: an implied or indirect reference.	“the four winds” from the Bible (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.

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)
Alliteration: the repetition of sounds at the beginning of words or in stressed syllables.	"diseased and dying" (par. 11) "voting is vain" (par. 11) "echoed and enforced" (par. 11) "by force or fraud" (par. 11)	Du Bois's alliteration contributes to the power of the text because it functions as rhythmic reminders that support the ominous tone developed throughout. The alliteration also helps to punctuate or give emphasis to longer sentences in the paragraph.

Speaking and Listening Rubric

Assessed Standard: SL.11-12.1 (*Preparation and Responsiveness to Others*)

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	2-Point Participation	1-Point Participation	0-Point Participation
Preparation SL.11-12.1.a	Student demonstrates strong evidence of preparation; student draws on preparation by referring to strong and thorough evidence from text(s).	Student demonstrates some evidence of preparation; student refers to some evidence from text(s).	Student demonstrates no evidence of preparation; student does not refer to evidence from text(s).
Responsiveness to Others SL.11-12.1.c	Responds well to others by often engaging in the following: propels conversation by probing reasoning; considering a full range of positions; clarifying, verifying, or challenging ideas; and promoting divergent and creative perspectives.	Student responds to others, occasionally engaging in the following: probing reasoning; considering a full range of positions; clarifying, verifying, or challenging ideas; and promoting divergent and creative perspectives.	Student does not respond to others, rarely engaging in the following: probing reasoning; considering a full range of positions; clarifying, verifying, or challenging ideas; and promoting divergent and creative perspectives.

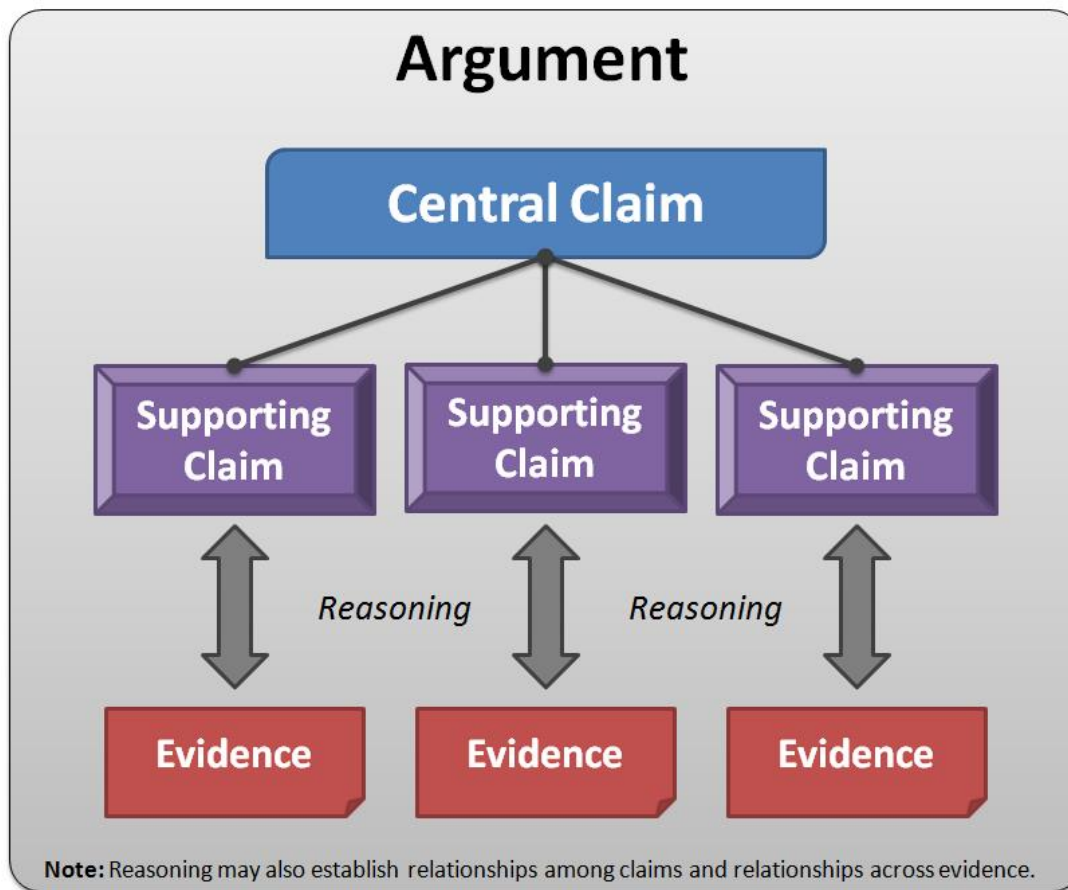
Speaking and Listening Checklist

Assessed Standard: SL.11-12.1 (*Preparation and Responsiveness to Others*)

Name:		Class:		Date:	
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	Did I...	
Preparation	Prepare for the discussion by reading all the necessary material, annotating my text(s), and organizing my notes?	<input type="checkbox"/>
	Refer to strong evidence from my text(s) and notes during the discussion?	<input type="checkbox"/>
Responsiveness to Others	Probe others' reasoning?	<input type="checkbox"/>
	Consider the full range of positions in the discussion?	<input type="checkbox"/>
	Clarify and/or respectfully challenge others' ideas?	<input type="checkbox"/>

Argument Visual Handout



- **Argument:** The composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning.
- **Central Claim:** An author or speaker's main point about an issue in an argument.
- **Supporting Claim:** Smaller, related points that reinforce or advance the central claim.
- **Evidence:** The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.
- **Reasoning:** The logical relationships among ideas, including relationships among claims and relationships across evidence.