

11.2.1

Unit Overview

“He began to have a dim feeling that, to attain his place in the world, he must be himself, and not another.”

Texts	<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
Number of Lessons in Unit	26

Introduction

In the first unit of Module 11.2, students analyze two seminal texts about African Americans in post-Emancipation America. Students begin this unit by reading “Of Our Spiritual Strivings,” the first chapter of W.E.B. Du Bois’s *The Souls of Black Folk*. Student analysis focuses on how Du Bois develops his point of view that African Americans must obtain the full civil rights of “culture, work, and liberty” in order to achieve social equality. Next, students analyze Booker T. Washington’s “Atlanta Compromise Speech,” considering how Washington develops his point of view that economic security is more important than social integration in improving the conditions of African Americans and their relations with white Southerners. Read together, these texts form a compelling conversation, in which each author presents a nuanced argument for the crucial role of African Americans in post-Emancipation America.

Throughout this unit, students continue to build skills for reading closely as they analyze how central ideas emerge and develop, and determine how each author uses rhetoric to advance his point of view and purpose. Students practice and build upon their informative/explanatory writing skills through written assessments. Additionally, students develop their ability to analyze an author’s argument, and articulate and support their ideas using textual evidence. This work prepares students to evaluate these two texts in relation to each other at the end of this unit, as they consider the approaches both authors take in using rhetoric to advance their points of view.

There are two formal assessments in this unit. In the Mid-Unit-Assessment, students write a multi-paragraph response analyzing how Du Bois uses rhetoric or figurative language to develop a central idea in “Of Our Spiritual Strivings.” For the End-of-Unit Assessment, students write a multi-paragraph

response analyzing how each author uses rhetoric to advance his point of view, and how this rhetoric contributes to the power or persuasiveness of the text.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Track rhetoric and analyze its impact on the text
- Compare authors' arguments
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Independently preview text in preparation for supported analysis
- Paraphrase and quote relevant evidence from a text
- Practice key skills from targeted writing standards

Standards for This Unit

CCS Standards: Reading	
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
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.
CCS Standards: Writing	
W.11-12.2.a, b, c, d, f	<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> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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]”).

CCS Standards: Speaking & Listening	
SL.11-12.1.a, c	<p>Initiate and participate effectively in a range of collaborative discussions (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.</p> <p>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.</p> <p>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.</p>
CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3.a	<p>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.</p> <p>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.</p>
L.11-12.4.a, b	<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> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>

L.11-12.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>
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Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	CCRA.R.9, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.6, W.11-12.2.a, b, c, d, f, W.11-12.5, SL.11-12.1.a, c, L.11-12.1, L.11-12.2, L.11-12.5.a
Description of Assessment	Respond to text-dependent questions. Write informally in response to text-based prompts. Present information in an organized and logical manner.

Mid-Unit Assessment	
Standards Assessed	RI.11-12.2, RI.11-12.6, W.11-12.2.a, b, c, f, L.11-12.1, L.11-12.2
Description of Assessment	Students write a multi-paragraph response to the following prompt: Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea.

End-of-Unit Assessment	
Standards Assessed	CCRA.R.9, RI.11-12.6, W.11-12.2.a, b, c, d, f, L.11-12.1, L.11-12.2
Description of Assessment	Students write a multi-paragraph essay in response to the following prompt: Consider Du Bois’s “Of Our Spiritual Strivings” and Washington’s “Atlanta Compromise Speech.” Analyze how each author uses rhetoric to advance his point of view, and consider how each author’s use of rhetoric contributes to the power or persuasiveness of the text.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 1	In this lesson, students are introduced to chapter 1 of W.E.B. Du Bois’s seminal compilation of essays, <i>The Souls of Black Folk</i> . Students begin their exploration of the chapter entitled “Of Our Spiritual Strivings” by considering the effect created by the author’s choice of epigraph. Through discussion, students begin to develop an understanding of the meaning of the key word <i>problem</i> as Du Bois uses it in the text (par. 1).
2	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 1–2	In this lesson, students read and analyze paragraphs 1 and 2 of “Of Our Spiritual Strivings” in which Du Bois writes of the “strange experience” of “being a problem” in America (par. 2). Students analyze how Du Bois introduces key ideas, and consider how these ideas interact and develop over the course of this excerpt. Additionally, students are introduced to the Ideas Tracking Tool, which they will use throughout the unit to record how Du Bois unfolds a complex series of ideas throughout his essay.
3	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 2	In this lesson, students read and analyze the second half of paragraph 2 of “Of Our Spiritual Strivings” in which Du Bois develops his metaphor of the “veil” as he describes the experience of being an “outcast and a stranger” in the “pale world” (par. 2). Students analyze Du Bois’s use of figurative language, determining meaning from context, and analyzing the role this language plays in the text.
4	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 3	In this lesson, students read and analyze paragraph 3 of “Of Our Spiritual Strivings” in which Du Bois introduces the idea of “double-consciousness.” Students examine the passage for the ideas that Du Bois develops, including “double-consciousness” and “true self-consciousness” (par. 3) while continuing to track these key ideas using the Ideas Tracking Tool.

Lesson	Text	Learning Outcomes/Goals
5	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 4	In this lesson, students read and analyze paragraph 4 of “Of Our Spiritual Strivings,” in which Du Bois discusses the desire of African Americans to unify their two identities “into a better and truer self” (par. 4). Students focus their analysis on how Du Bois introduces and develops central ideas. Additionally, students discuss how to develop a topic in their writing through the selection of significant and relevant evidence.
6	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 5	In this lesson, students read and analyze the first half of paragraph 5 of “Of Our Spiritual Strivings,” in which Du Bois explains African Americans’ aspirations to work alongside white Americans in artistic and social pursuits. Students are introduced to the Rhetorical Impact Tracking Tool, which they use to record their analysis of Du Bois’s use of rhetoric and the impact it has on the text.
7	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 5	In this lesson, students read the remainder of paragraph 5, in which Du Bois discusses how “double aims” (par. 5) negatively impact the African American community. Students analyze how Du Bois continues to refine his central idea of double-consciousness and track the development of ideas on their Ideas Tracking Tools.
8	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 6–7	In this lesson, students read and analyze paragraphs 6 and 7 of “Of Our Spiritual Strivings,” in which Du Bois explores the hope, impact, and aftermath of Emancipation. Students analyze Du Bois’s emotional and religious appeals and allusions, and consider how his use of rhetoric furthers develops his point of view.
9	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 8	In this lesson, students read and analyze an excerpt of paragraph 8, in which Du Bois describes the renewed optimism African Americans felt after the passing of the 15 th Amendment. Student analysis focuses on how Du Bois further shapes and refines previously established ideas.

Lesson	Text	Learning Outcomes/Goals
10	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 8–9	In this lesson, students read and analyze the remainder of paragraph 8 and the first half of paragraph 9, in which Du Bois introduces the key metaphor of “the mountain path to Canaan” (par. 8) to explain African Americans’ progress through education. Students consider how Du Bois uses and refines this metaphor.
11	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 9	In this lesson, students read and analyze the remainder of paragraph 9 of “Of Our Spiritual Strivings,” in which Du Bois explores African Americans’ “dawning” sense of “self-consciousness” (par. 9). Students analyze how Du Bois weaves together and develops ideas introduced earlier in the text.
12	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 10	In this lesson, students read and analyze paragraph 10 of “Of Our Spiritual Strivings,” in which Du Bois explores how African Americans experience prejudice. Students analyze how Du Bois develops and refines the meaning of <i>prejudice</i> throughout this paragraph.
13	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 11	In this lesson, students read and analyze paragraph 11 of “Of Our Spiritual Strivings,” in which Du Bois further develops the meaning of the word <i>prejudice</i> 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.
14	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraph 12	In this lesson, students read and analyze paragraph 12 of “Of Our Spiritual Strivings,” in which Du Bois further develops the central idea of attaining liberty. Students explore the development of central ideas over the course of the text.

Lesson	Text	Learning Outcomes/Goals
15	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” paragraphs 13–14	In this lesson, students analyze how the final two paragraphs of the text relate to each other and how they serve as an effective conclusion of the chapter. Students analyze Du Bois’s purpose for writing the chapter and how he refines a central idea in the final two paragraphs. Additionally, students revise a Quick Write assessment by adding evidence and transitions to improve cohesion and clarity.
16	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings,” epigraph	In this lesson, students reread and briefly analyze “The Crying of Water,” a poem by Arthur Symons and the epigraph to “Of Our Spiritual Strivings.” Students identify and explore related or similar ideas and images in Symons’s poem and “Of Our Spiritual Strivings” in their analysis of how the poem contributes to the overall meaning and tone of the text. After analyzing the poem, students revisit the text as a whole and work in groups to analyze how Du Bois uses figurative language or rhetoric to develop a central idea in the text. This work directly prepares students for the Mid-Unit Assessment in the following lesson.
17	<i>The Souls of Black Folk</i> by W.E.B Du Bois, Chapter 1: “Of Our Spiritual Strivings”	In this lesson, the Mid-Unit Assessment, students use textual evidence from “Of Our Spiritual Strivings” by W.E.B. Du Bois to craft a formal, multi-paragraph essay in response to the following prompt: Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea.
18	“Atlanta Compromise Speech” by Booker T. Washington, paragraphs 1–2	In this lesson, students are introduced to Booker T. Washington’s “Atlanta Compromise Speech” and read and analyze paragraphs 1 and 2, in which Washington begins to explore the important role he believes African Americans play in the future success of the South. Students analyze how Washington establishes his point of view in the opening paragraphs of his speech.

Lesson	Text	Learning Outcomes/Goals
19	“Atlanta Compromise Speech” by Booker T. Washington, paragraphs 3–4	In this lesson, students read and analyze paragraphs 3 and 4 of the “Atlanta Compromise Speech,” in which Washington tells the story of “a ship lost at sea” to further develop his point of view that African Americans should improve their circumstances by participating in the economic development of the South. Students explore Washington’s use of rhetoric in these paragraphs in order to analyze how his style and content contribute to the persuasiveness of his speech, and record their analysis on their Rhetorical Impact Tracking Tools.
20	“Atlanta Compromise Speech” by Booker T. Washington, paragraph 5	In this lesson, students read and analyze paragraph 5 of the “Atlanta Compromise Speech,” in which Washington advises white Americans to work with African Americans to ensure the success of the South. Students explore how Washington refines the phrase “[c]ast down your bucket” in paragraph 5 to further develop his point of view.
21	“Atlanta Compromise Speech” by Booker T. Washington, paragraphs 6–7	In this lesson, students read and analyze paragraphs 6–7 of the “Atlanta Compromise Speech,” in which Washington explores the relationship between the advancement of African Americans and Southern progress. Student analysis focuses on Washington’s word choice and use of rhetoric, and how each contributes to the power or persuasiveness of his text.
22	“Atlanta Compromise Speech” by Booker T. Washington, paragraphs 8–9	In this lesson, students read and analyze paragraphs 8 and 9 of the “Atlanta Compromise Speech,” in which Washington speaks about the difficult path of Southern progress. Students continue to analyze how Washington’s use of rhetoric contributes to the power and persuasiveness of his speech. Students also discuss the importance of using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, or analogy when writing about complex ideas.

Lesson	Text	Learning Outcomes/Goals
23	"Atlanta Compromise Speech" by Booker T. Washington, paragraph 10	In this lesson, students read and analyze paragraph 10 of the "Atlanta Compromise Speech," in which Washington concludes his speech by pledging African Americans' cooperation in Southern progress. Student analysis focuses on Washington's development and refinement of two central ideas and how these ideas build on each other to support his purpose.
24	"Atlanta Compromise Speech" by Booker T. Washington, <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: "Of Our Spiritual Strivings"	In this lesson, students prepare 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" and Booker T. Washington's "Atlanta Compromise Speech" in relation to each other, specifically focusing on how the respective authors develop related central ideas. Additionally, students are introduced to argument terminology to prepare for further analysis of both texts in the following lesson.
25	"Atlanta Compromise Speech" by Booker T. Washington, <i>The Souls of Black Folk</i> by W.E.B. Du Bois, Chapter 1: "Of Our Spiritual Strivings"	In this lesson, students continue to prepare for the End-of-Unit assessment in the following lesson. Students review examples of argument terms using examples from Booker T. Washington's "Atlanta Compromise Speech" and engage in a collaborative activity in which they identify Washington's and Du Bois's central and supporting claims. Students then analyze the relationships between Du Bois's and Washington's claims.
26	"Of Our Spiritual Strivings" and "Atlanta Compromise Speech"	In this lesson, students complete the End-of-Unit Assessment. Students apply the writing skills they have learned throughout this unit and draw upon their analysis of the unit texts to craft a formal, multi-paragraph response to the following prompt: Consider Du Bois's "Of Our Spiritual Strivings" and Washington's "Atlanta Compromise Speech." Analyze how each author uses rhetoric to advance his point of view, and consider how each author's use of rhetoric contributes to the power or persuasiveness of the text.

Preparation, Materials, and Resources

Preparation

- Read and annotate “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois and the “Atlanta Compromise Speech” by Booker T. Washington
- Review the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist
- Review the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist
- Review the Short Response Rubric and Checklist
- Review all unit standards and post in classroom

Materials and Resources

- Copies of the text “Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois and the “Atlanta Compromise Speech” by Booker T. Washington
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 11.2.1 Mid-Unit Text Analysis Rubric and Checklist
- Copies of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist
- Copies of the Rhetorical Impact Tracking Tool
- Copies of the Ideas Tracking Tool
- Copies of 11.2 Common Core Learning Standards Tool