

11.2.2

Lesson 13

Introduction

In this lesson, students prepare for the following lesson’s End-of-Unit Assessment. Students engage in an evidence-based discussion to determine similar or related central ideas present in Audre Lorde’s “From The House of Yemanjá” or “An Address by Elizabeth Cady Stanton” and either Booker T. Washington’s “Atlanta Compromise Speech” or W.E.B. Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk*. After selecting a pair of texts and the similar or related central ideas on which to focus their writing for the End-of-Unit Assessment, students work with the Cross-Text Evidence Collection Tool to collect evidence about how the two authors they selected approach related central ideas.

Student learning is assessed via the textual evidence and analysis reflected on the Cross-Text Evidence Collection Tool. For homework, students review their module texts and expand related notes and annotations in preparation for the End-of-Unit Assessment.

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.
RL.11-12.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
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.
Addressed Standard(s)	
SL.11-12.1	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.

Assessment

Assessment(s)

Student learning is assessed via a Cross-Text Evidence Collection Tool that prepares students to respond to the following prompt in the End-of-Unit Assessment (11.2.2 Lesson 14):

- Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.

High Performance Response(s)

A High Performance Response should:

- Identify a similar or related central idea between the Lorde or Cady Stanton texts and the Du Bois or Washington texts (e.g., The speaker’s dual identity in Lorde and the idea of double-consciousness in Du Bois are related central ideas.).
- Identify evidence from both texts that supports this related central idea (e.g., In “From the House of Yemanjá,” the speaker expresses the idea that she has a dual identity when she says “I am / the sun and moon and forever hungry / the sharpened edge / where day and night shall meet / and not be / one” (Lorde, lines 31–36). In “Of Our Spiritual Strivings” from *The Souls of Black Folk*, Du Bois describes the feeling of double-consciousness as “twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder” (Du Bois, par. 3).).
- Compare the approaches the authors take in developing this similar or related central idea (e.g., Lorde uses the opposite images of “day and night” and “sun and moon” and the violent image of the “sharpened edge” when describing the speaker’s identity to communicate that the speaker’s dual identity is painful for her because it is composed of two conflicting forces (Lorde, lines 31–36). Du Bois repeats the word “two” in his description of double-consciousness and “twoness” to develop the idea that double-consciousness is the feeling of being two people at once. Du Bois’s choice of the words “warring,” “unreconciled,” and “torn asunder” develop the idea that this conflicted feeling of “twoness” is damaging (Du Bois, par. 3).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, 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
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: CCRA.R.9, RL.11-12.2, RI.11-12.2, SL.11-12.1 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, “An Address by Elizabeth Cady Stanton,” “From the House of Yemanjá” by Audre Lorde <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Identifying Related Central Ideas Activity Cross-Text Evidence Collection Tool and Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 25% 55% 5%

Materials

- Student copies of the Ideas Tracking Tools (refer to 11.2.1 Lesson 2)
- Student copies of the Rhetorical Impact Tracking Tools (refer to 11.2.1 Lesson 6)
- Copies of the Cross-Text Evidence Collection Tool 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, RL.11-12.2, and RI.11-12.2. In this lesson, students prepare for the End-of-Unit Assessment by determining similar or related central ideas present in Audre Lorde’s “From The House of Yemanjá” or “An Address by Elizabeth Cady Stanton” and either Booker T. Washington’s “Atlanta Compromise Speech” or W.E.B. Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk*. After selecting a pair of texts and similar or related central ideas on which to focus their writing for the End-of-Unit Assessment, students work with the Cross-Text Evidence Collection Tool to collect evidence on how their two chosen authors approach related central ideas. Students demonstrate their learning at the end of the lesson through the evidence and analysis on their Cross-Text Evidence Collection Tools.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Prepare for the End-of-Unit Assessment by reviewing the texts you read in 11.2 as well as related notes and annotations. Identify at least one related or similar central idea in at least two of the module texts and be prepared to share during the next lesson.) Instruct students to Turn-and-Talk in pairs about their homework responses.

- ☞ Student responses may include:
 - Lorde’s central idea of the speaker’s dual identity is similar to Du Bois’s central idea of double-consciousness.
 - Lorde’s central idea that the two parts of the speaker’s identity cannot be “one” (Lorde, line 36) shares similarities with Du Bois’s central idea of self-consciousness.

- The central idea in “From the House of Yemanjá” that the speaker believes the two parts of her identity cannot be united contrasts with Washington’s idea that the African Americans and white Southerners need to look to each other and cooperate to ensure “the prosperity of the South” (Washington, par. 5).

Activity 3: Identifying Related Central Ideas Activity

25%

Explain to students that the activities in this lesson prepare them for the End-of-Unit-Assessment by determining similar or related central ideas in Lorde or Cady Stanton and either Du Bois or Washington. After choosing a focus text from 11.2.2, students collect evidence on how the two authors they selected approach related central ideas.

Post or display the End-of-Unit Assessment prompt for students to read and record:

Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.

- ▶ Students look at the prompt.

Instruct students first to choose either Lorde or Cady Stanton as a focus text.

- ▶ Students choose a focus text.

Instruct students to take out their Ideas Tracking Tools for the text they chose and their Ideas Tracking Tools for the other two module texts (“Of Our Spiritual Strivings” from *The Souls of Black Folk* by W.E.B. Du Bois and “Atlanta Compromise Speech” by Booker T. Washington).

- ▶ Students take out their Ideas Tracking Tools for either Lorde or Cady Stanton and the Ideas Tracking Tools for both Du Bois and Washington.

Post or display the following questions for students to reflect upon independently. Students should use evidence from their Ideas Tracking Tools to support their responses and be prepared to share their observations with a peer.

For students who choose Lorde as a focusing text: What central ideas in Washington and Du Bois’s texts are similar or related to central ideas in Lorde’s poem?

Student responses may include:

- Du Bois’s central idea of double-consciousness is similar to Lorde’s central idea of the speaker’s dual identity.
- Du Bois’s central idea of self-consciousness shares similarities with Lorde’s central idea that the two parts of the speaker’s identity cannot be united.
- Washington’s central idea that African Americans and white Southerners need to work together in order for the South to prosper contrasts with Lorde’s central idea that the dark and light half of her identity cannot be unified.

For students who choose Cady Stanton as a focusing text: What central ideas in Washington and Du Bois’s texts are similar or related to central ideas in Cady Stanton’s address?

Student responses may include:

- Du Bois’s central idea of the “Negro Problem” is related to Cady Stanton’s central idea of women being oppressed by the laws passed by men because both authors are writing about the result of the systematic legal “degradation” (Du Bois, par. 9 and Cady Stanton, par. 10) of a group of people.
- Washington’s central idea that the mutual prosperity of the South requires that both races work together for their shared political, religious, and commercial interests but remain separate socially is related to Cady Stanton’s central idea that women’s right to vote is distinct from social equality.

Which text, Du Bois or Washington, provides a stronger link to your chosen focus text (Lorde or Cady Stanton) based on a similar or related central idea? Why?

Student responses may include:

- Du Bois provides a stronger link to Lorde because Lorde’s exploration of the speaker’s dual identity in “From The House of Yemanjá” can be understood as an expression of Du Bois’s idea of double-consciousness in “Of Our Spiritual Strivings” from *The Souls of Black Folk*.
- Washington provides a stronger link to Cady Stanton because both authors share the central idea that the condition of an oppressed group and society as a whole are improved through means other than social integration.

Identify one piece of evidence from your chosen focus text (Lorde or Cady Stanton) and one piece of evidence from Washington or Du Bois that provides the strongest link in support of a similar or related central idea.

🗨️ Student responses may include:

- Lorde’s figurative description of the speaker’s identity, “I am / the sun and moon and forever hungry / the sharpened edge / where day and night shall meet / and not be / one” (lines 31–36) is similar to Du Bois’s explanation of double-consciousness, “One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder” (par. 3).
- Cady Stanton’s explanation of the purpose of her speech, “We have met here today to discuss our rights and wrongs, civil and political, and not, as some have supposed, to go into the detail of social life alone” (par. 1) connects to Washington’s statement of the purpose of his speech, “In 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” (par. 5).

Instruct students to Turn-and-Talk in pairs about their observations.

- ▶ Students discuss their observations in pairs.

Lead a brief, whole-class discussion of student observations.

- ① This discussion supports students’ engagement with SL.11-12.1, which addresses initiating and participating in a range of collaborative discussions on grades 11-12 topics, texts, and issues.

Activity 4: Cross-Text Evidence Collection Tool and Assessment

55%

Distribute copies of the Cross-Text Evidence Collection Tool. Explain that this tool will support students’ End-of-Unit Assessment responses. Inform students that they will use the Cross-Text Evidence Collection Tool to identify evidence that develops similar or related central ideas present in two texts, and analyze this evidence in order to compare the approach each author takes in developing these related ideas.

Instruct students to determine whether they will compare Lorde or Cady Stanton to Du Bois or Washington based on similar or related central ideas for the End-of-Unit Assessment.

- ▶ Students select a text pairing and similar or related central ideas as a focus for their End-of-Unit Assessment.

- ① **Differentiation Consideration:** Consider modeling an example of how Lorde and Du Bois develop a similar or related central idea (see the Model Cross-Text Evidence Collection Tool).

Instruct students to review their Ideas Tracking Tools, Rhetorical Impact Tracking Tools, Quick Writes, discussion notes, and annotations from this module to identify textual evidence in support of the similar or related central ideas they have selected to write about for their End-of-Unit Assessment.

- ▶ Students review their discussion notes, annotations, tools, and Quick Writes from previous lessons and complete their Cross-Text Evidence Collection Tools.

🗨️ See the Model Cross-Text Evidence Collection Tool.

① Circulate and support students as needed.

Collect students' Cross-Text Evidence Collection Tools for this lesson's assessment.

① Be prepared to redistribute the Cross-Text Evidence Collection Tools in the following lesson for students to reference during the End-of-Unit Assessment.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review their module texts and expand their related notes and annotations in preparation for the End-of-Unit Assessment.

- ▶ Students follow along.

Homework

Review your module texts and expand your related notes and annotations in preparation for the End-of-Unit Assessment.

Cross-Text Evidence Collection Tool

Name:		Class:		Date:	
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Directions: Identify related central ideas in two texts in this module. Select evidence from each text that develops these ideas, then analyze how the author develops this idea in each piece of evidence you identify. (Consider word choice, rhetoric, point of view, or purpose.)

Prompt: Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.

Similar or Related Central Ideas:

Text Evidence in Cady Stanton or Lorde	How does the author develop this idea?	Text Evidence in Du Bois or Washington	How does the author develop this idea?

Model Cross-Text Evidence Collection Tool

Name:		Class:		Date:	
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Directions: Identify related central ideas in two texts in this module. Select evidence from each text that develops these ideas, then analyze how the author develops this idea in each piece of evidence you identify. (Consider word choice, rhetoric, point of view, or purpose.)

Prompt: Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from *The Souls of Black Folk* or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.

Similar or Related Central Ideas:
The speaker’s dual identity in Lorde and the idea of double-consciousness in Du Bois are related central ideas.

Text Evidence in Cady Stanton or Lorde	How does the author develop this idea?	Text Evidence in Du Bois or Washington	How does the author develop this idea?
“she hid out a perfect daughter / who was not me / I am the sun and moon and forever hungry / for her eyes” (Lorde, lines 7–10).	Lorde uses the opposing imagery of the sun and moon to describe the speaker’s feeling that her identity contains two conflicting forces. When the speaker says, “she hid out a perfect daughter / who was not me” she describes herself through the eyes of her mother.	“It is a peculiar sensation, this double-consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity” (Du Bois, par. 3).	Du Bois describes double-consciousness as a “sense” or a “sensation.” Du Bois uses this word to develop the idea that double-consciousness is a feeling of separation and difference that people experience when they see themselves as other people see them.

<p>“I bear two women upon my back / one dark and rich and hidden / in the ivory hungers of the other / mother” (Lorde, lines 11–14).</p>	<p>Lorde uses figurative language to describe how the speaker’s dual identity makes the speaker feel. Lorde crafts the image of two mothers on the speaker’s back, one dark and one light. The “dark” mother is hidden within the “ivory hungers” of the other mother. This image suggests that the speaker carries two contradictory “mothers,” but both are in one body—that of the “pale” mother (Lorde, line 15). Lorde uses figurative language to demonstrate that the speaker’s dual identity makes her feel like she is carrying the burden of two conflicting forces, the “dark” hidden within the light.</p>	<p>“The innate love of harmony and beauty that set the ruder souls of his people a-dancing and a-singing raised but confusion and doubt in the soul of the black artist; for the beauty revealed to him was the soul-beauty of a race which his larger audience despised, and he could not articulate the message of another people. This waste of double aims, this seeking to satisfy two unreconciled ideals, has wrought sad havoc with the courage and faith and deeds of ten thousand thousand people” (Du Bois, par. 5).</p>	<p>Du Bois describes the negative effect of double-consciousness on the “black artist[’s]” feelings about his work. Du Bois’s choice to describe the feeling of “seeking to satisfy two unreconciled ideals” from the point of view of the African American artist develops the idea that double-consciousness makes it hard for African Americans to fully realize their talents. The African American artist sees his work through the eyes of a world that does not respect or appreciate his art because it does not value or understand the “soul-beauty” of the race that he is trying to communicate.</p>
<p>“I am / the sun and moon and forever hungry / the sharpened edge / where day and night shall meet / and not be / one” (Lorde, lines 31–36).</p>	<p>Lorde uses the opposing imagery of “day and night” and “sun and moon” and the painful image of the “sharpened edge” in her description of the speaker’s identity to communicate that the speaker’s dual identity is painful because it is composed of two opposing forces.</p>	<p>“One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder” (Du Bois, par. 3).</p>	<p>Du Bois’s repetition of the word “two” in his description of double-consciousness as “twoness” emphasizes the idea that double-consciousness is the feeling of being two entities at once. Du Bois’s choice of the words “warring,” “unreconciled,” and “torn asunder” develop the idea that this feeling of “twoness” is violent and damaging.</p>