Introduction

In this lesson, students read and analyze paragraph 4 of “Of Our Spiritual Strivings” from The Souls of Black Folk by W.E.B. Du Bois (from “The history of the American Negro is the history of this strife” to “the doors of Opportunity closed roughly in his face”), 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. Student learning is assessed via a Quick Write at the end of the lesson: Determine two central ideas from the paragraphs 1–4 and explain how the ideas interact and develop over the course of the text so far. For homework, students preview the first part of paragraph 5, box any unfamiliar words, and look up their definitions. Additionally, students conduct a brief search on the historical term “Emancipation” (par. 5) and prepare for a discussion of its historical meaning.

Standards

| Assessed Standard(s) | 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) | W.11-12.2.b | 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.  

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.
W.11-12.9.b  Draw evidence from literary or informational texts to support analysis, reflection, and research.
   b. Apply grades 11–12 Reading standards 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., The Federalist, presidential addresses]”).

L.11-12.4.a  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, par., or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Assessment

Assessment(s)

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.

- Determine two central ideas from paragraphs 1–4 and explain how the ideas interact and develop over the course of the text so far.

High Performance Response(s)

A High Performance Response should:

- Determine two central ideas from paragraphs 1–4 (e.g., “double-consciousness” (par. 3) and “the veil” (par. 2, 3)).

- Describe how the ideas interact and develop (e.g., In paragraph 2, Du Bois introduces the metaphor of “a vast veil” that separates African Americans from the white world to describe the exclusion of African Americans by white people who deny them equal opportunities. In paragraph 3, Du Bois introduces the idea of “double-consciousness” and describes it as the conflicting feeling of “twoness” that comes from the “sense of always looking at one’s self through the eyes of a white world that does not respect or value African Americans. Therefore, Du Bois establishes that African Americans experience “double-consciousness” (par. 3) because they are excluded from the white world by the “vast veil” (par. 2). Du Bois further develops these ideas in paragraph 4 by describing African Americans’ “longing to attain self-conscious manhood” by “merging” (par. 4) their two selves in order to overcome “double-consciousness” (par. 3). This “merging” (par. 4) can also be understood as a way to tear down the “veil” (par. 2, 3) of separation between the two races.).
Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.

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

- merge (v.) – to cause (two or more things, such as two companies) to come together and become one thing

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

- bleach (v.) – to make whiter or lighter in color, as by exposure to sunlight or a chemical agent; remove the color from

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards &amp; Text:</td>
<td></td>
</tr>
<tr>
<td>- Standards: RI.11-12.2, W.11-12.2.b, W.11-12.9.b, L.11-12.4.a</td>
<td>1. 10%</td>
</tr>
</tbody>
</table>

Learning Sequence:

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Reading and Discussion
4. Writing Instruction
5. Quick Write
6. Closing

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 11.2.1 Lesson 1)
- Student copies of the Ideas Tracking Tools (refer to 11.2.1 Lesson 2)—students may need additional blank copies
- Copies of the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist for each student
Learning Sequence

How to Use the Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
</tr>
<tr>
<td></td>
<td>Bold text indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td></td>
<td>Italicized text indicates a vocabulary word.</td>
</tr>
<tr>
<td>▶</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>🔖</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>🎩</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.2. In this lesson, students read and discuss paragraph 4 of “Of Our Spiritual Strivings” by W.E.B. Du Bois, focusing on how Du Bois introduces and develops central ideas. Additionally, students learn how to develop a topic thoroughly by using extended definitions, concrete details, quotations, and examples from the text (W.11-12.2.b).

▶ Students look at the agenda.

🎓 Students were introduced to W.11-12.2.b in 11.1.1 Lesson 4.

Activity 2: Homework Accountability

Instruct students to talk in pairs about how they applied the focus standard RI.11-12.3 to their AIR texts. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR texts.

▶ Students (or student pairs) discuss and share how they applied the focus standard to their AIR texts from the previous lesson’s homework.

Instruct students to take out their responses to Lesson 4’s homework assignment. (Add at least one idea to your Ideas Tracking Tool and identify at least one central idea.) Instruct students to Turn-and-Talk in pairs about the additions they made to their Ideas Tracking Tools.

📖 See Model Ideas Tracking Tool at the end of this lesson.

Ask for student volunteers to share which ideas they identified as central ideas.
Student responses may include:

- “[T]rue self-consciousness” (par. 3)
- “[D]ouble-consciousness” (par. 3)
- The “veil” (par. 2)

Lead a brief whole-class discussion of student responses.

**Activity 3: Reading and Discussion**

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to annotate the text as they read and discuss.

1. **If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.**

2. **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

   How does Du Bois further explain “self-consciousness” and “double-consciousness” (par. 3) in paragraph 4?

Instruct student groups to read the first sentence of paragraph 4 (from “The history of the American Negro is the history of this strife” to “a better and truer self”) and answer the following questions before sharing out with the class. Instruct students to revise or add to their annotations as they analyze the text.

3. **This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.**

What word does Du Bois use to describe “the history of the American Negro”? What is the effect of this word choice?

- Du Bois uses the word *strife* to describe African-American history. The effect of this word choice is that it suggests that the history of African Americans has been one of conflict, difficulty, and struggle.

How does this “strife” (par. 4) relate to the ideas of “twoness” in paragraph 3?

- This “strife” (par. 4) is a result of the feeling of “twoness” or “double-consciousness” that Du Bois describes in paragraph 3. African Americans have two conflicting identities and “two souls” (par. 3) within one body, and this feeling causes inner conflict or “strife” (par. 4). African Americans need to be able to reconcile these “warring ideals” (par. 3) so that they can “merge
[the] double self into a better and truer self” (par. 4), one without two conflicting identities or “warring ideals” (par. 3).

Differentiation Consideration: If students struggle, consider posing the following scaffolding question:

What is the “strife” (par. 4) to which Du Bois refers in this sentence?

The “strife” Du Bois refers to is “this longing to attain self-conscious manhood, to merge his double self into a better and truer self” (par. 4). He refers to the conflict between African Americans’ “American” and “Negro” (par. 3) identities and the struggle to unify these identities into one self.

What does merge mean in this context?

Du Bois writes that African Americans want to “merge [the] double self into a better and truer self,” so merge means uniting or bringing two separate parts together into one.

Consider drawing students’ attention to their work with L.11-12.4.a as they use context clues to determine the meaning of a word.

What makes the merged self “better and truer” (par. 4)?

Du Bois implies that it is “better” (par. 4) to have a merged self because African Americans will no longer have to experience “two warring ideals” (par. 3) or two conflicting identities. A merged self is “truer” (par. 4) because African Americans will then possess “true self-consciousness” (par. 3); they will be able to know themselves without the feelings of “pity and contempt” (par. 3) that come from the perspective of “the other world” (par. 3).

Lead a brief whole-class discussion of student responses.

Instruct student groups to read sentences 2–4 in paragraph 4 (from “In this merging he wishes neither of” to “that Negro blood has a message for the world”) and answer the following questions before sharing out with the class.

Differentiation Consideration: Provide students with the following definition: bleach means “to make whiter or lighter in color, as by exposure to sunlight or a chemical agent; remove the color from.”

Students write the definition of bleach on their copies of the text or in a vocabulary journal.

How does Du Bois’s sentence structure contribute to the development of his ideas about the “American Negro[’s]” identity?
Student responses may include:

- Du Bois begins each sentence about the “American Negro[’s]” identity in a similar way. Du Bois writes “[h]e would not Africanize America” and then “[h]e would not bleach his Negro soul in a flood of white Americanism” to explain that African Americans do not want to change white America’s identity or culture, but they also do not want to give up their own cultural identity.

- In the second half of each sentence, Du Bois provides similar reasons for why each of these cultures should be preserved. He writes that “America has too much to teach the world” and that African American culture “has a message for the world.” By using the same pattern of words to describe both African American and white American identity, Du Bois demonstrates that they are of equal importance and value.

Explain to students that this repetitive structure is a rhetorical device called **parallel structure**. Define **parallel structure** as “using the same pattern of words to show that two or more ideas are equally important.” Inform students that they will be doing more work with rhetorical devices and their impact in the next lesson.

Consider allowing time for students to identify the rhetorical device in this example before providing a definition. Students were introduced to parallel structure in 11.1.3 Lesson 4.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read the last sentence of paragraph 4 (from “He simply wishes to make it possible” to “closed roughly in his face”) and answer the following questions before sharing out with the class.

**How does the strife of African Americans relate to the “wish[]” in this sentence?**

- The “wish[]” suggests that African Americans want to realize both parts of their culture or identity without the feeling of a division or “strife.”

**How does this “wish[]” (par. 4) to “make it possible for a man to be both a Negro and an American” connect to the metaphor of the “veil” (par. 2, 3)?**

- If African Americans were accepted on equal terms in America and allowed “to be both a Negro and an American” (par. 4), then there would be no “veil” (par. 2, 3) or feeling of separation and exclusion from the white world.

Instruct students to examine their Ideas Tracking Tools and annotations from previous lessons to answer the following question.
Students examine their Ideas Tracking Tools and annotations.

How does the last sentence of paragraph 4 further develop ideas analyzed in previous text excerpts?

◆ Student responses may include:

  o The imagery of “the doors of Opportunity” being “closed” to African Americans in the final sentence of paragraph 4 further develops the idea of the “veil” introduced in paragraph 2. In paragraph 2, Du Bois uses the metaphor of the “veil” to describe the separation between the races and the fact that he and “other black boys” (par. 2) are excluded from the “dazzling opportunities” (par. 2) of the white world. The image of doors closing in the faces of African Americans reinforces the idea that African Americans do not have the same opportunities as white Americans.

  o This imagery of “the doors of Opportunity” being “closed” to African Americans develops the idea that African Americans are viewed by white Americans as “a problem” (par. 1) and are therefore “roughly” (par. 4) denied entrance into the white world.

  o The idea that African Americans’ “wish[] to make it possible for a man to be both a Negro and an American without being cursed and spit upon by his fellows” (par. 4) is related to the idea of “true self-consciousness” in paragraph 3. Du Bois explains that African Americans need “true self-consciousness” (par. 3), or the ability to view themselves through their own eyes rather than the eyes of the white world, in order to reconcile the “warring ideals” (par. 3) within themselves, and be at peace with their “Negro” and “American” identities (par. 4).

  o This sentence further develops the idea of “double-consciousness” (par. 3) because Du Bois implies that African Americans will cease to assess themselves through the “contempt” of the “American world” (par. 3) when they “merge” (par. 4) both parts of their identity. This is only possible if African Americans can maintain and respect both of their identities, or be both a “Negro” and an “American” (par. 4), without being excluded and looked down upon.

Lead a brief whole-class discussion of student responses.

Instruct students to review their notes and annotations in order to determine at least one new idea from this lesson’s excerpt, and add it to their Ideas Tracking Tools.

◆ Students add to their Ideas Tracking Tools.

◆ See the Model Ideas Tracking Tool at the end of this lesson.
Activity 4: Writing Instruction

Inform students that throughout this module they continue to refine the skills necessary to write informative/explanatory texts that examine and convey complex ideas, concepts, and information (W.11-12.2). Inform students that they are going to discuss specifically substandard W.11-12.2.b and look at a writing sample to consider how to apply the standard to their own writing.

- Students follow along.

Students were first introduced to W.11-12.2.b in Module 11.1.1 Lesson 4.

Distribute the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist and instruct students to examine the W.11-12.2.b portion. Inform students that in the writing instruction that follows they learn how to develop a topic thoroughly through the use of well-chosen, relevant, and sufficient evidence including extended definitions, concrete details, quotations, and examples from the text. Students also discuss why it is important to select significant and relevant facts and information appropriate to the audience’s knowledge of the topic.

- Students examine substandard W.11-12.2.b on the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist.

Students use the 11.2.1 End-of-Unit Text Analysis Rubric and Checklist throughout the unit to inform their work with W.11-12.2. Students’ End-of-Unit Assessments will be evaluated using this Rubric and Checklist. Explain to students that they are going to review writing samples that address the different components of W.11-12.2.b. The writing samples are in response to the following question: “What is Du Bois’s concept of double-consciousness?

Ask students the following questions:

What types of evidence might develop the topic in an informative/explanatory text?

- Student responses may include:
  - Facts
  - Extended definitions
  - Concrete details
  - Quotations

What is an extended definition and why might a writer use an extended definition?

- An extended definition is a more in-depth explanation of meaning than a regular definition and might be used to explain complex topics.

Explain to students that when explaining double-consciousness, a writer might choose to start with an extended definition because double-consciousness is a complex topic. Post or project the following model writing sample:
“Double-consciousness” (par. 3) is the idea that African Americans are forced to live in two worlds, the “American” and “Negro” (par. 4) worlds, and are forced to see themselves through the eyes of “the other world” (par. 3), which views them in a negative light. African Americans therefore are denied a unified identity.

The writer can then provide quotations from Du Bois to support this definition, while continuing to develop the topic.

Ask students the following question:

Which quotations from paragraphs 2 and 3 are “relevant” to the topic of double-consciousness?

- Student responses may include:
  - “Then it dawned upon me with a certain suddenness that I was different from the others; or like, mayhap, in heart and life and longing, but shut out from their world by a vast veil” (par. 2).
  - “With other black boys the strife was not so fiercely sunny: their youth ... wasted itself in a bitter cry, Why did God make me an outcast and a stranger in mine own house?” (par. 2).
  - “Double-consciousness” is “a peculiar sensation” (par. 3).
  - “Double-consciousness” is “this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of the world that looks on in amused contempt and pity” (par. 3).
  - “One ever feels his twoness,—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body” (par. 3).

Post or project the following model writing sample:

- Du Bois writes about “double-consciousness” (par. 3) in different ways to introduce and develop this idea. Du Bois explains the cause of double-consciousness through the metaphor of the “veil” (par. 2), or the idea that he and “other black boys” are perceived as “different from” (par. 2) white Americans, and are therefore excluded, or feel like “outcast[s]” and “stranger[s]” in America (par. 2). Du Bois further develops the idea of double-consciousness by describing how this exclusion results in “this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of the world that looks on in amused contempt and pity” (par. 3). This metaphor suggests that African Americans experience “double-consciousness” (par. 3) because they are forced to analyze their worth as human beings based upon standards set by people who feel that they have little worth. Du Bois explains the feeling that results from double-consciousness as “twoness” the sense of being “an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body” (par. 3). This description suggests that double-consciousness is
extremely damaging and negative for African Americans, because it results in an internal conflict that almost tears them apart.

Ask students the following questions:

What are “concrete details” (W.11-12.2.b) and how do they help to develop a topic?

Concrete details are specific details that relate to the topic. They help to develop the topic by providing clear examples that directly support the topic.

What are some examples of concrete details that Du Bois uses to develop topics in “Of Our Spiritual Strivings”?

Student responses may include:

- Du Bois discusses how people approach him, but are unwilling to ask the “unasked question” (par. 1) of how it feels to be “a problem” (par. 1).
- Du Bois tells the story of when he was a boy and “one girl, a tall newcomer” (par. 2) refused his card to show how he came to realize there was a “veil” (par. 2) separating him from “the other world” (par. 1) or white world.

Post or project the following model writing sample:

Du Bois talks about the first time he realizes that he is excluded from “the other world” (par. 1) by sharing an anecdote from his childhood. He describes that when he was a boy in school, students were passing out visiting-cards to each other. Du Bois offered his card to a girl in his class who refused because he was African American (par. 2). In that moment, he realized he was different from everyone else and separated from “the other world” (par. 1) by a “veil” (par. 2). He later explains that the veil, and the separation it stands for, forces African Americans to always see themselves in two ways. Du Bois calls this “peculiar sensation” “double-consciousness” (par. 3).

Ask students the following question:

Why is it important to consider what evidence is “appropriate to the audience’s knowledge of the topic”?

Thinking about the audience’s knowledge helps a writer to select the information that will best help the audience understand the topic that they are developing. For example, it might not be appropriate to explain a topic to young children in the same way that a writer would explain this topic to adults because certain details might need to be explained more thoroughly. Or, if a writer is explaining a topic to a person who already has knowledge of this topic, the writer might be able to talk about this topic in greater detail, or with greater complexity.
Activity 5: Quick Write  15%

Instruct students to respond briefly in writing to the following prompt:

Determine two central ideas from paragraphs 1–4 and explain how the ideas interact and develop over the course of the text so far.

Instruct students to look at their annotations and their Ideas Tracking Tools to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice developing the topic through the use of well-chosen, relevant, and sufficient evidence that is appropriate to the audience’s knowledge of the topic. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

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 the application of standard W.11-12.2.b in students’ Quick Writes.

Activity 6: Closing  5%

Display and distribute the homework assignment. For homework, instruct students to preview the first part of paragraph 5 (from “This, then, is the end of his striving” to “it is the contradiction of double aims”). Direct students to box 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, instruct students to conduct a search into the historical term “Emancipation” (par. 5) and come to class prepared for a brief discussion of its historical meaning. Instruct students to refer to the following website for information about Emancipation on http://www.pbs.org/ (Google search terms: The Civil War and Emancipation, WBGH).

- Students follow along.

① Differentiation Consideration: Additionally, consider instructing students to conduct a brief search into the life of W.E.B. Du Bois. Instruct students to choose three facts about Du Bois and explain how these facts might contribute to his perspective as a writer. Encourage students to utilize media and print resources at school, home, and/or public libraries to facilitate their searches.
**Homework**

Preview the first part of paragraph 5 (from “This, then, is the end of his striving” to “it is the contradiction of double aims”). Box any 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.

Also, conduct a brief search on the historical term “Emancipation” (par. 5) for homework and come to class prepared for a brief discussion of its historical meaning. Refer to this website for information about Emancipation: [http://www.pbs.org/](http://www.pbs.org/) (Google search terms: The Civil War and Emancipation, WBGH).
### Model Ideas Tracking Tool

<table>
<thead>
<tr>
<th>Paragraph #</th>
<th>Ideas</th>
<th>Notes and Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>true self-consciousness</td>
<td>Du Bois defines “true self-consciousness” (par. 3) as understanding one’s self through one’s own eyes, rather than “through the revelation of the other world” (par. 3). African Americans are prevented from “true self-consciousness” because they are forced into a state of “double-consciousness” (par. 3).</td>
</tr>
<tr>
<td>3</td>
<td>double-consciousness</td>
<td>Du Bois introduces double-consciousness as the idea that African Americans are forced into a world of duality and opposition because they see themselves through their own eyes as well as the eyes of the white world that holds them in “contempt.”</td>
</tr>
<tr>
<td>3</td>
<td>twoness</td>
<td>This term refers to the idea that African Americans have two identities: “American” and “Negro” (par. 3) which causes them to feel like they have “two souls, two thoughts, two unreconciled strivings” (par. 3). This feeling is caused by “double-consciousness” (par. 3).</td>
</tr>
<tr>
<td>3</td>
<td>The veil</td>
<td>Du Bois develops the idea of the veil when he writes that all African Americans are “born with a veil” (par. 3). This idea suggests that African Americans are automatically separated from white America at their birth because of the color of their skin.</td>
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<tr>
<td>4</td>
<td>African Americans do not want to “Africanize America” or “bleach” their own “soul[s]”</td>
<td>Du Bois conveys that both cultures can maintain their identities because they both have value for the world.</td>
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<tr>
<td>4</td>
<td>“self-consciousness”</td>
<td>Du Bois develops this idea by writing that it is necessary for African Americans to unify their “American” self with their “Negro” self in order to attain “self-conscious manhood” (par. 4). Du Bois also writes that African Americans wish “to make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows” (par. 4). This relates to “true self-consciousness” (par. 3) because it describes Du Bois’s wish to accept both parts of his identity without the “contempt and pity” (par. 3) of the white world.</td>
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### 11.2.1 End-of-Unit Text Analysis Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Responses at this level:</th>
<th>3 – Responses at this level:</th>
<th>2 – Responses at this level:</th>
<th>1 – Responses at this level:</th>
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<tbody>
<tr>
<td><strong>Content and Analysis</strong></td>
<td></td>
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<tr>
<td>The extent to which the response analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
<td>Skillfully analyze how two or more texts address similar themes or topics.</td>
<td>Accurately analyze how two or more texts address similar themes or topics.</td>
<td>Inadequately or ineffectively analyze how two or more texts address similar themes or topics.</td>
<td>Inaccurately analyze how two or more texts address similar themes or topics.</td>
</tr>
<tr>
<td><strong>Content and Analysis</strong></td>
<td></td>
<td></td>
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<tr>
<td>The extent to which the response determines an author’s point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
<td>Precisely determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
<td>Accurately determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
<td>Partially determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective; ineffectively analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
<td>Inaccurately determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective. Inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
</tr>
</tbody>
</table>
# Command of Evidence and Reasoning

The extent to which the response thoroughly develops the topic through the effective selection and analysis of 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.

**CCSS.ELA-Literacy.W.11-12.2**

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.

**CCSS.ELA-Literacy.W.11-12.2.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.

<table>
<thead>
<tr>
<th>Thoroughly and skillfully develop the analysis with 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. (W.11-12.2.b)</th>
<th>Develop the analysis with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b)</th>
<th>Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.11-12.2.b)</th>
<th>Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples inappropriate to the audience’s knowledge of the topic. (W.11-12.2.b)</th>
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</table>

# Coherence, Organization, and Style

The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

**CCSS.ELA-Literacy.W.11-12.2**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.

<p>| Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole. (W.11-12.2.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. (W.11-12.2.a) | Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole. (W.11-12.2.a) | Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W.11-12.2.a) |
| Skillfully and consistently 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. (W.11-12.2.c) | Consistently 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. (W.11-12.2.c) | Inconsistently use transitions, or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c) | Use inappropriate and unvaried transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c) |
| Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, | | | |
| clearly and accurately through the effective selection, organization, and analysis of content. | Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d) | Inconsistently or ineffectively use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d) |
| CCSS.ELA-Literacy.W.11-12.2.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. Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f) | Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f) | Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f) |
| The extent to which the response uses 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. | The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| CCSS.ELA-Literacy.W.11-12.2.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. | CCSS.ELA-Literacy.W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | CCSS.ELA-Literacy.W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f) | Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f) | Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f) |</p>
<table>
<thead>
<tr>
<th>The extent to which the response provides 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).</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.W.11-12.2.f</td>
<td>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).</td>
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<tr>
<th>Control of Conventions</th>
<th>Demonstrate skilful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.</th>
<th>Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.</th>
<th>Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.</th>
<th>Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</td>
<td>CCSS.ELA-Literacy.L.11-12.1</td>
<td>CCSS.ELA-Literacy.L.11-12.2</td>
<td></td>
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<tr>
<td>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.</td>
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</table>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as 0.
## 11.2.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _________________

<table>
<thead>
<tr>
<th></th>
<th>Does my response...</th>
<th>✓</th>
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<tbody>
<tr>
<td><strong>Content and Analysis</strong></td>
<td>Analyze how two or more texts address similar themes or topics? (CCRA.R.9)</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Determine an author’s point of view or purpose in a text? (RI.11-12.6)</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Analyze how style and content contribute to the power, persuasiveness, or beauty of the text? (RI.11-12.6)</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Command of Evidence and Reasoning</strong></td>
<td>Develop the response with the most significant and relevant textual evidence? (W.11-12.2.b)</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Coherence, Organization, and Style</strong></td>
<td>Introduce a topic? (W.11-12.2.a)</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? (W.11-12.2.a)</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>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? (W.11-12.2.c)</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? (W.11-12.2.d)</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Provide a concluding statement or section that follows from and supports the explanation or analysis? (W.11-12.2.f)</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Control of Conventions</strong></td>
<td>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)</td>
<td>☐</td>
</tr>
</tbody>
</table>