

DuBois and the Seventh Ward: A Study of *The Philadelphia Negro* and Its Counternarrative of Black People's Evolution in Urban America

Ryann Rouse

Carver High School for Engineering and Science

Abstract

William Edward Burghardt DuBois' case study of the Black population in the city of Philadelphia's Seventh Ward in the late 1890s was a landmark social science experiment that explored the living circumstances of Black Philadelphians in that time period in its historical context. Never before had any social scientist studied race in America. From his empirical data, DuBois unequivocally countered the narrative that White privilege and White supremacy had authored about the circumstances of the Black Philadelphians as well as other urban centers in the United States. DuBois' conclusions in this seminal work plainly state that White racism is, in fact, the source of Black people's problems and dispelled the myth that Black people are inherently deficient and the source of their own problems. This curriculum unit is designed to allow high school students the opportunity to study race in Philadelphia's history through an exploration of DuBois' life and his landmark case study titled *The Philadelphia Negro*.

Keywords: The Philadelphia Negro, W.E.B. DuBois, Philadelphia, Seventh Ward, primary sources, cite evidence, social science, historical fiction, author's purpose, summarization, compare and contrast, high school ELA, informational text analysis

Unit Content

The traditional approach to the historical narrative of the United States is one embedded in the erasure of Black people and their history. In the city of Philadelphia, "the birthplace" of this nation, there are gaping holes in the local and national history that holistically reflect the parts of America's story that was created and influenced by Black Americans. In a city like Philadelphia where the narrative about African Americans which is often described with respect to what they are lacking and not concerned with the manner in which their "lacking" came about, this history of "lacking" is meticulously captured in William Edward Burghardt DuBois' seminal, sociological study of "the Negro problem" in the city of Philadelphia. DuBois' study was the first study of race and the first sociological study to trace the origin of Black America's troubles to the institution of racism. It is the first time that a Black social scientist dared to research the lives of Black people, assess their concerns and point to the actions of their White oppressors as the source of their malaise, despite the fact that this study was commissioned at the behest of White scholars and philanthropists. It is fitting that DuBois' first major professional study was conceived, cultivated and published in this city and about its citizens, the birthplace of the very nation that spawned the problems of the American Negro. These problems include living in disproportionate levels of poverty, inadequate housing, healthcare and employment opportunities as well as the belief that Negroes and their way of being was the source of their calamity.

The Social Survey Movement that swept the United States and England in from 1880 to 1920 had a strong influence on DuBois' study, and as Deegan suggests, DuBois' work on *The*

Philadelphia Negro lends its structure for collecting empirical data from the work of Charles Booth who in turn influences Jane Addams' work in Chicago which prompted the establishment of the settlement house movement. It is in the College Settlement House where DuBois and his wife lived while he conducted his study of the "Negro problem" using the social survey method. Aside from the inherent prejudice in the notion that affluent white women should assume responsibility for saving poor Black people, *The Philadelphia Negro* came to fruition at their request.

Although DuBois' study took place in the late 1890's, not much has changed in the last one hundred twenty-five years in the ways that White Americans view Black people. Black Americans and other communities of color continue to lambast the legacies of enslavement and colonialism and demand that White America take a good, hard look at what she has done and take responsibility for her actions. The recent and ongoing controversy over teaching or, in many cases, even mentioning the topic of racism in educational and political settings is evidence of the tenacity of White privilege. The refusal to acknowledge and address the residual manifestations of chattel slavery, peonage and segregation is a demonstration of America's impenetrable and pervasive pursuit to uphold White supremacy as the controversy over Critical Race Theory and its place in American pedagogy rages on. Across many parts of our nation, laws and policies have been implemented and are in the process of being considered at various levels of government that intend to censor conversations in classrooms about the ways that racism has harmed Black Americans and other communities of color, with the state of Florida and the legislation created there to obliterate racial consciousness amongst the citizenry being a prominent example of the persistence of White supremacy. Scholars who helped develop the term Critical Race Theory drew on the scholarship of civil rights leaders like DuBois to flesh out the CRT framework. What is most striking about DuBois' study of *The Philadelphia Negro* is the extent to which what he describes happening in Philadelphia's Seventh Ward in the late 1890s mirrors what can be found in certain section of Philadelphia in 2023.

The Seventh Ward in Philadelphia at the time of DuBois' study fell between Spruce and South Street to the north and south and from Sixth to Twenty-Third Streets from east to west. At that time, the Seventh Ward was home to the largest Black population in Philadelphia. Ever in flux, the Seventh Ward ebbed and flowed with the tide of African Americans born in the North and the ever flowing migration of southern blacks who were trying to escape the overt discrimination that overran the region after the United States government's short-lived Reconstruction period. However, the promise of better opportunities for employment, education and housing and less severe racial discrimination were a fleeting illusion for many of the Seventh Ward residents. Many of the Seventh Ward residents experienced staunch racism in the years leading up to the commencement of DuBois' social experiment in part because of the large Black population in Philadelphia up until the early twentieth century.

The social and political climate in Philadelphia in the 1800s was rife with racial tension. As both the Black and White populations increased and jobs became more scarce, domestic terrorism in Philadelphia flared dramatically. There were several instances of racial attacks instigated by White Philadelphians who resorted to using mob violence against Black residents in South Philadelphia. These took the form of physical attacks on both people and their property. Black homes and churches were vandalized and destroyed, and people were assaulted and killed. The most notorious of these calamities being the Lombard Street Riots that lasted for three days

in August 1842. Many of these attacks were precipitated by Black Philadelphians simply enjoying neighborhood amusements and others were precipitated by Black residents celebrating the abolition of slavery in Jamaica. The post-Civil War era was also ripe for devastation as Black voters were terrorized as they tried to exercise this right. Civil rights leader Octavius Catto was shot and killed in the street on Election Day in 1871 for his efforts to encourage Black Philadelphians to vote. These and other racially motivated events served as the backdrop for the community that DuBois would immerse himself and his young family in as he embarked on this innovative exploration of intersectionality in this city.

Much like the Seventh Ward, DuBois was also subject to the ebbs and flow of philosophical evolution over the course of his life. Born into a small predominantly White community in southwestern Massachusetts, DuBois grew up with minimal exposure to racism until he left for college in Tennessee. In the post-Reconstruction South, DuBois learned all too well what many other Black Americans dealt with all of their lives, the staunch, unrelenting racial prejudice that is characteristic of America. From Fisk University, DuBois enrolled at Harvard in the late 1880's where he also experienced racism, but managed to earn a Bachelor's degree with honors and continued with his studies to become the first Black man to earn a Doctor of Philosophy degree from that institution. DuBois then studies in Europe and accepted a teaching position at Wilberforce University before accepting the invitation from the University of Pennsylvania to study Philadelphia's Negro population. Despite the controversy around DuBois' belief in elitism, communism and chauvinism, DuBois served as an unrelenting civil rights leader who utilized his intellect and voice to champion for basic human rights for Black people. He helped found the National Association for the Advancement of Colored People, wrote and promoted literature about the lives and experiences of Black Americans, promoted the concept of Pan-Africanism and Black self-sufficiency. In his study titled *The Philadelphia Negro*, DuBois used his training in research to chronicle the laws and policies implemented in the city of Philadelphia as well as the colony then state of Pennsylvania to provide a clear and rational case for why Black Philadelphians faced the challenges they did and arguably still do as well as direct the responsibility for Black Americans' plight at their White oppressors.

The community at George Washington Carver High School for Engineering and Science is unique in that it defies the statistical trends with respect to its demographic composition. Carver students predominantly represent minority groups, and Carver remains one of the highest performing schools in the city of Philadelphia. Beyond the Carver community, the School District of Philadelphia's schools serve more Black and minority students than white students, making the need to understand the historical context for the cultivation and evolution of the Black Philadelphia. An understanding of the ways that race, class and gender impact the lives and experiences of Black people, both in the present and historically, ideally will lead to more equitable policy and decision making by elected officials that is of course if White America will ever truly come to terms with her sordid past and uproot the racism embedded in her institutions and that which is at her very core.

The need for this curriculum unit is to examine the historical context for the conditions in which Black Philadelphians have tried to exist. Given the current social and economic status of African Americans in the city of Philadelphia this unit seeks to have students understand the context in which the Black Philadelphian has evolved and to allow students to analyze the forces that have and continue to dictate the trajectory of their progression or lack thereof. While this

unit is developed around specific events/phenomena that are particular to Philadelphia, much of what students will examine in this unit can be assumed about Black populations in other urban settings. The culminating project can be adapted to a relevant community for students in most locations within and outside of Philadelphia.

This curriculum unit is developed based on the bell schedule at George Washington Carver high School for Engineering and Science. References to a “day” is equal to one class period, which on average is approximately 45 minutes in length. This unit is appropriate for students in high school grades 9-12, but could be adapted for upper middle school students.

Teaching Strategies and Classroom Activities

Lesson One: Biographical Lesson-Who is W.E.B. DuBois?
Lesson Duration: 1-2 class periods
Standards Assessed: CC.1.2.9–10.A: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.11–12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
Learning Objective: Students will be able to summarize an informational text/resource
Essential Questions: <ul style="list-style-type: none">● Who is W.E.B. DuBois?● Where was he born?● Where did DuBois live and work?● How did he help shape academia and the Black nationalism/race consciousness movement?
Materials: Handouts, laptops, Post-It Notes, KWL chart, Chart Paper, article
Instructional Directions: <ul style="list-style-type: none">● Students will work in pairs or small groups to engage in a close read of this article (Teachers may want to assign the article for homework in order to focus the lecture or conduct a shared reading of the article) from Harvard University.● Before you read, preview the questions. As you read, look for the answers to the essential questions.● Essential questions can be completed individually on a worksheet or the teacher could transfer the worksheet/organizer to a large sheet of chart paper and have students write responses to the questions on Post-It notes that they will later place in the appropriate section of the large organizer for a more hands-on, kinesthetic learning experience.● Schools that have one-to-one laptop models could also turn this activity into a Jamboard or Padlet when electronic submission of work/participation is necessary for instruction.

After reading the article, students will work in small groups to watch the Crash Course [video](#) and the University Quick Course [video](#).

An additional option would be the use of a KWLQ chart to have students complete before, during and after reading/viewing.

- Teachers could elect to complete the reading as a shared reading
- Extension Activities: Students could research DuBois' work over the course of his life and create a timeline for his research/work.

Name _____

Directions: Before reading, be sure to review the essential questions. While reading, make note of details that you hear that answer the questions.

Who is W.E.B. DuBois?	
Where was he born?	
Where did DuBois live and work?	
How did he help shape academia and the Black nationalism/race consciousness movement?	




Name _____

Directions: Complete the KWLQ chart below before, during and after reading this [article](#) on the life of W.E.B. DuBois.

What I Know About DuBois	What I Want to Know About DuBois	What I Learned About DuBois	What Questions I Have About DuBois

Name _____

Directions: As you read, complete this graphic organizer to record what you learned, found interesting and still want to know more about.

	Three things I discovered:
	Two things I found interesting:
	One question I still have:

Lesson Two: Wayward Lives, Beautiful Experiments Reading

Lesson Duration: 3-4 days

Standards Assessed: CC.1.2.9–10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

Learning Objective: Students will be able to read and respond to a work of historical fiction and cite evidence from the text.

Essential Questions:

- Describe Hartman’s purpose for writing about DuBois in this work of historical fiction?
- In what ways is Hartman’s bias evident? Describe Hartman’s bias. Does this bias depict DuBois in a positive or negative light? Provide evidence of this bias in the text to support your claim.

Materials: Copies of “An Atlas for the Wayward, copies of the graphic organizer (see below).

Instructional Directions:

- Students will read “An Atlas for the Wayward” as a whole group or in reading pairs to analyze the author's purpose.
- As you read, take notes/collect evidence from the text that responds to the writing prompts.
- Teachers should have students annotate the text as they read to identify evidence of author’s purpose

Teaching Strategies:

- Chapter readings could be completed as a whole group, in small groups or independently depending on students’ academic needs.

- Teacher may want to conduct a mini lesson on summarization.

Extension Activities:

- Students could research and write a short creative piece written from the perspective of one of the women described in Hartman’s narrative that explores their own perception/response to how they are perceived.

Name _____

Directions: As you read “An Atlas For the Wayward,” find and record evidence of the author's purpose. After reading the chapter, you will write an argumentative essay that analyzes Hartman’s purpose for writing this depiction of DuBois and his time in Philadelphia. Use the spaces provided to record your evidence in planning to write your essay. You may choose to record evidence for one or more purposes if you choose. However you must cite solid evidence that supports the claim you make.

<i>Evidence That Describes</i>	Quotation & Page Number: Quotation & Page Number: Quotation & Page Number:
<i>Evidence That Informs</i>	Quotation & Page Number: Quotation & Page Number: Quotation & Page Number:
<i>Evidence That</i>	Quotation & Page Number:

<i>Persuades</i>	<p>Quotation & Page Number:</p> <p>Quotation & Page Number:</p>
<i>Evidence That Entertains</i>	<p>Quotation & Page Number:</p> <p>Quotation & Page Number:</p> <p>Quotation & Page Number:</p>
<i>Evidence That Explains</i>	<p>Quotation & Page Number:</p> <p>Quotation & Page Number:</p> <p>Quotation & Page Number:</p>

Lesson Three: The Philadelphia Negro Jigsaw Reading
Lesson Duration: 2-3 class periods
Standards Assessed: CC.1.2.9–10.I: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.11–12.I:

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.9–10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

Learning Objective: Students will be able to read an informational text and cite textual evidence

Essential Questions:

- What issue or topic is DuBois focusing this particular writing on?
- Why does DuBois choose to include this information in his study?
- How does the information you read connect to events of the present day?
- What assumptions might his work attempt to dispel?
- How does DuBois’ use of social class help or hurt White Philadelphians’ opinions of Black Philadelphians?

Materials: Copies of selected chapters from *The Philadelphia Negro*, Copies of the Philadelphia Negro Jigsaw Graphic Organizer, chart paper, markers

Instructional Directions:

- Teacher will lead student in a read aloud and discussion of the “*Introduction*” of *The Philadelphia Negro*.
- Students will be placed in reading pairs to read, annotate and summarize their assigned chapter(s) of *The Philadelphia Negro* and complete the graphic organizer. Please note that reading pairs that are assigned more than one chapter may need to complete more than one organizer and poster. Please note the reading assignments as outlined below are based on length but can be adjusted according to each classroom’s needs:
 1. **Group One: Chapters 1, 2, and 3**
 2. **Group Two: Chapter 4**
 3. **Group Three: Chapter 5**
 4. **Group Four: Chapter 6, 7, and 8**
 5. **Group Five: Chapter 9**
 6. **Group Six: Chapter 10**
 7. **Group Seven: Chapter 11**
 8. **Group Eight: Chapter 12**

9. Group Nine: Chapter 13

10. Group Ten: Chapter 14

11. Group Eleven: Chapter 15

12. Group Twelve: Chapter 16

13. Group Thirteen: Chapter 17

- After students work to complete their individual organizer, the information recorded should be transferred to chart paper to be posted in the classroom for other groups to review.
- The final chapter of *The Philadelphia Negro* will be read as a whole group.
- After all of the chapters have been completed, students will complete a gallery walk, visiting the posters created by their classmates. Students should be provided with Post-It notes and writing utensils to make comments/ask clarifying questions as they rotate around the room. After students have completed one circulation, the students who prepared the posters should read the comments and questions and prepare any needed responses. Teachers could opt to have students complete a second lap to read responses or have the students who created the posters address questions and comments in a “round robin” fashion.
- After students’ have completed the comment and feedback portion described above, each student will write a five-paragraph essay on *The Philadelphia Negro* by selecting three chapter summaries from the posters

Teaching Strategies:

- Jigsaw reading of the assigned chapter(s) of *The Philadelphia Negro*

Name _____

Directions: In order to expedite our classes reading of W.E.B. DuBois' sociological study *The Philadelphia Negro*, you will work in pairs or small groups in a jigsaw reading of an assigned chapter from DuBois' text. As you and your partner(s) read, please complete the graphic organizer below. Please note that your work will help your classmates write their analyses of DuBois' work. Please be sure that your responses are thorough.

Graphic Organizer for Philadelphia Negro Jigsaw

Chapter's Title and Page Numbers:
Readers' Names:

Noticings	Wonderings:
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Summary of the chapter's key points:	Interesting Quotes:

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Lesson Four: The Philadelphia Negro Schedules and Surveys Analysis

Lesson Duration: 1-2 days

Standards Assessed: CC.1.2.9–10.I: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.1.2.11–12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

Learning Objective: Students will be able to analyze primary sources

Essential Question:

- What topics/issues did DuBois capture in his study of the Philadelphia Negro?
- What is significant about the data you observed and your understanding how

Materials: Copies of Appendix A from *The Philadelphia Negro*

Instructional Directions:

- Students will read and review the surveys created by DuBois, taking note of the kinds of data that DuBois gathered.
- As they review the schedules and surveys in Appendix A, students will record at least three interesting details from each one of them on the graphic organizer.
- After recording their observations, students will prepare a mini Slideshow/Powerpoint presentation on their findings. Teachers could also allow students to use other recording/presentation technology to put together their presentations such as Flipgrid, Google Sites, etc.

***Note:** Teachers should explain the use of the word schedule in the context of DuBois' use of the word so that students understand the meaning of the word in the context of this activity.

Name _____

Directions: After examining the surveys and schedules (1-6) in Appendix A, complete the organizer below. Please consider your observations from this activity when you brainstorm for your own social science research project at the end of this unit. Be sure that you give attention to the directions for how each schedule/survey was completed.

Schedule 1 Observations	Schedule 4 Observations
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
Schedule 2 Observations	Schedule 5 Observations
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
Schedule 3 Observations	Schedule 6 Observations
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Summary of Schedules:

Culminating Task-Be a Social Scientist

Standards Assessed: CC.1.4.9–10.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.11–12.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Learning Objective:

- **Students will be able to develop a survey/schedule to conduct primary research.**
- **Students will be able to interpret data from their research to form conclusions about their findings.**

Task Duration: 4-5 class periods

Essential Questions:

- What social phenomenon are you interested in researching in modern day Philadelphia?
- Who are the people that you would like to learn more about in conducting your research?
- What conclusions can you draw from the data collected?
- Who might be interested in reading your research?
- How do you intend for your data and its analysis to impact the community you study

Materials: Notes from Lesson Four,

Please note that this assignment should be modified in relation to the geographic location of the students population using this unit. This modification could focus on a marginalized group relevant to the students' local community.

Instructional Directions:

- For this task, students investigate their own social phenomenon in modern day Philadelphia.
- To complete this assignment, students will create their own survey/study schedule after examining the schedules DuBois utilized in completing his study of the Philadelphia's Negro population.
- Students should identify issues of concern that they have observed in their immediate neighborhood or in some other part of the city and decide whether or not DuBois schedules/surveys would apply to studying the present lives/living conditions of Black Philadelphians.
- After identifying the phenomena to be studied, students will select and give DuBois' same schedules to modern day Philadelphians who share a similar geographic space i.e. a particular block or section of the city. Students may also create a schedule(s)/survey(s) that explores these phenomena with teacher approval. Surveys can be modeled after DuBois' surveys. Teachers may want to explore various ways for students to create surveys electronically and via hard copy. Teachers can determine the number of schedules that students should complete for this project. The suggested number of schedules given should be between 3-6.
- After creating this schedule/these schedules, students will find a sample size of at least 10 participants who will complete the schedules/surveys.
- Using the data collected students will create a photo essay or write a traditional five-paragraph essay that highlights the phenomenon studied.

Extension Activities:

- For more advanced students, teachers could have students read and research the laws listed in "Appendix B: Legislation, Etc., of Pennsylvania In Regard to the Negro." Students should summarize and explain how the laws that resonate with them impacted the lives of Black people in Philadelphia.
- Teachers could have students select certain publications listed in DuBois' bibliography for additional research (Appendix C). Students could then create a Slideshow that summarizes and identifies the most significant parts of the resource researched.
- Teachers could have students read Isabel Eaton's "Special Report on Negro Domestic Service in the Seventh Ward Philadelphia" and write a summery report or text analysis of this text that decribes/analyzes the nature of domestic work in Philadelphia in the

late 1800s, particularly because domestic service was the main employment opportunity for Black Americans in that era.

- Students could analyze employment opportunities for Black Philadelphians then and now. Students could research what industry most Black Philadelphians work in in 2023 compared to the late 1890s.

Resources

- Crash Course (n.d.). *Booker T. Washington and W.E.B. DuBois: Crash course Black American history #22*. [Video] YouTube. <https://www.youtube.com/watch?v=zHn-vSTMOWE>
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- Mandell, M. (n.d.) *Lombard Street Riots Site*. Historical Society of Pennsylvania. <http://www.philaplace.org/story/62/>
- University Quick Course. (n.d.) *W.E.B. DuBois' The Souls of Black Folk: Two Worlds Thesis* [Video]. YouTube. <https://www.youtube.com/watch?v=de8MTsguFgU>

Appendix

Common Core Standards Assessed

CC.1.2.9–10.A, CC.1.2.11–12.A: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.9–10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.11–12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.9–10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.2.11–12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.9–10.C: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CC.1.2.11–12.C: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.9–10.E: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. CC.1.2.11–12.E: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.9–10.H: Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.11–12.H: Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.9–10.I: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.2.11–12.I: Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.3.9–10.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. CC.1.3.11–12.B: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.9–10.D: Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. CC.1.3.11–12.E: Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.4.9–10.B, CC.1.4.11–12.B:: Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.9–10.D: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

C.1.4.11–12.D: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.9–10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9–10.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.1.4.11–12.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.9–10.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.11–12.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.9–10.M: Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.M: Write narratives to develop real or imagined experiences or events.