

11.3

Module Overview

Researching Multiple Perspectives to Develop a Position

Texts	<p>Unit 1:</p> <p>Wiesel, Elie. "Hope, Despair and Memory." The Nobel Peace Prize Lecture, December 11, 1986.</p> <p>Unit 2:</p> <p>Student research sources will vary. Students choose texts for research based on their individual research question/problem.</p> <p>Model Research Sources:</p> <ul style="list-style-type: none"> • "When the U.N. Fails, We All Do" by Fareed Zakaria (Source #1) • "Why Genocide?" by Fred Edwords (Source #2) • "After Rwanda's Genocide" by The New York Times Editorial Board (Source #3) • "Bodies Count; A definition of genocide that makes sense of history." by Aaron Rothstein (Source #4) • "The Only Way to Prevent Genocide" by Tod Lindberg (Source #5) • "Convention for the Prevention and Punishment of Genocide" by William A. Schabas (Source #6) • "Convention on the Prevention and Punishment of the Crime of Genocide" by The U.N. (Source #7) • "The Ten Stages of Genocide." By Gregory Stanton (Source #8) • "Why Do We Look the Other Way?" By Gregory Stanton (Source #9) • "Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?" by the University of Nebraska Lincoln (Source #10) <p>Unit 3:</p> <p>Student research sources will vary. By Unit 3, students have chosen texts for research based on their individual research question/problem.</p>
Number of Days in Module	42 (including Module Performance Assessment)

Introduction

In Module 11.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 11.1 and 11.2, students explore topics that lend themselves to multiple positions and perspectives. Students gather and analyze research based on vetted sources to establish a position of their own. Students first generate a written evidence-based perspective, which serves as the early foundation of what will ultimately become a written research-based argument paper. The research-based argument paper synthesizes and articulates several claims using valid reasoning and relevant and sufficient evidence to support the claims. Students read and analyze sources to surface potential problem-based questions for research, and develop and strengthen their writing by revising and editing.

In Unit 11.3.1, students closely read Elie Wiesel’s Nobel Lecture, “Hope, Despair and Memory,” focusing on the central ideas of memory, hope, solidarity, and suffering and how they build and interact over the course of the lecture. As students analyze the text, they examine Wiesel’s use of rhetoric and delineate his argument in the lecture. Additionally, the text serves as springboard to research, as students surface and track potential research topics that emerge from the text.

In Unit 11.3.2, students continue the research process begun in Unit 1. Students begin to learn and engage in this iterative process by pursuing problem-based research questions. They also begin to deepen their understanding of their areas of investigation by using guiding inquiry questions and evaluating textual arguments. Students use this inquiry-based process to gather, assess, read, and analyze sources. In the latter half of the unit, students begin to organize and synthesize research findings to establish a position about a specific problem-based question.

In Unit 11.3.3, students engage in the writing process with the goal of synthesizing and articulating their evidence-based research position. The end product of this unit is a final draft of a research-based argument paper that articulates a perspective gleaned from research throughout Module 11.3. The writing cycle, in which students self-edit, peer review, and continually revise their work, serves as the primary framework for this unit.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based conversations about text
- Conduct independent searches and assess sources for credibility, relevance, and accessibility
- Develop, refine, and select inquiry questions for independent research
- Collect and organize evidence from research to support analysis in writing
- Identify and evaluate arguments and claims in a text

- Generate an evidence-based perspective from research
- Revise writing
- Utilize rubrics for self-assessment and peer review of writing
- Craft a research-based argument paper

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and are a strong focus in every English Language Arts module and unit in grades 9–12.

CCS Standards: Reading—Literature	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading—Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS Standards: Writing	
W.11-12.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
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.
CCS Standards: Language	
L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Standards

Assessed Standards

These standards are the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

College and Career Readiness Anchor Standards for Reading	
CCRA.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(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.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCS Standards: Writing	
W.11-12.1.a-e	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

	<p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.11-12.2.a, b, d, e, f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.7	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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 .b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
CCS Standards: Speaking & Listening	
SL.11-12.1.d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
None.	
CCS Standards: Writing	
None.	
CCS Standards: Speaking & Listening	
SL.11-12.1.c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
CCS Standards: Language	
L.11-12.1.a, b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>
L.11-12.2.a, b	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
L.11-12.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex</p>

	texts when reading.
L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Module Performance Assessment

In this four-lesson Module Performance Assessment, students use technology to present their existing research in the format of a video presentation. Students reconceptualize their argument-based research papers for a specific audience, considering the most impactful and relevant evidence to present in a three- to five-minute video presentation. Additionally, students evaluate each other's presentations via accountable peer review.

Prompt

Build on the analysis you did for your research-based argument paper by producing a three- to five-minute video presentation. Distill and reorganize your research for a specific audience and offer essential points of the research in an engaging video presentation that demonstrates command of content and uses formal spoken English. Your presentation should make strategic use of the video format to enhance and add interest to your research findings. The presentation should also state your

central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations. Further, your video should also present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

After publishing your video, you will review a minimum of three video presentations using the Speaking and Listening Rubric and Checklist as a guide to offer feedback and questions via online comments.

Process

The Module Performance Assessment requires students to reorganize essential information from their research-based argument papers according to time specifications, content requirements, and audience knowledge considerations. Additionally, students take into account any teacher feedback they may have received during the preparation of their research-based argument papers, such that the organization, development, substance, and style of the end product is appropriate for the purpose and task. Students prepare the content for the presentations, familiarize themselves with the video recording technology to be used, and record and upload their presentations to a website. The video presentations should not be simply an oral version of students' research papers, but should instead enhance analysis and add interest, leveraging the flexibility of digital media to create a dynamic lens through which the audience sees the research. Students' reconceptualization also gives them a chance to deepen their understanding of their topic by applying considerations for a new audience, and modifying the content to maximize engagement. Finally, students engage in feedback-based peer review through the use of online comments.

Lesson 1

Students begin to prepare their presentations based on the Module Performance Assessment prompt. Instruct students to review and annotate their research-based argument papers to determine which information to include in their presentations. Display and distribute the 11.3 Video Presentation Outline Tool. Instruct students to use this tool as a resource to organize their reconceptualization of their research paper for their new audience by recording information from their annotated research-based argument papers.

Instruct students to produce a three- to five-minute video presentation (a maximum of 500 words) that clearly articulates the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals). Remind students that this assessment requires them to reconceptualize their research-based argument paper from a written document to an oral presentation. Explain to students these presentations cannot simply be a reading of their papers, but should use the video format to strategically present the most compelling and relevant aspects of their

evidence, claims, and reasoning for a new audience. Explain that the video medium allows students to build upon, refine and distill their research-based arguments while using their oral presentation skills to present their arguments in dynamic and convincing ways.

Lesson 2

Students complete the 11.3 Video Outline Tool and prepare for their presentations. Students spend any remaining time familiarizing themselves with video recording software.

Lesson 3

Students come to class prepared to record their video presentations. Students record and upload their video presentations on an appropriate video hosting website, using the Speaking and Listening Rubric and Checklist to guide their work.

Lesson 4

Students view and peer review a minimum of three peer video presentations. Students use the SL.11-12.3 portion of the Speaking and Listening Rubric and Checklist to guide their feedback via online comments on the video hosting website.

Texts

Unit 1:

Wiesel, Elie. "Hope, Despair and Memory." The Nobel Peace Prize Lecture, December 11, 1986.

Unit 2:

Students choose texts for research based on their individual research question/problem.

Model research sources:

- "When the U.N. Fails, We All Do" by Fareed Zakaria (Source #1) (<http://www.newsweek.com/>)
- "Why Genocide?" by Fred Edwords (Source #2) (<http://thehumanist.com/>)
- "After Rwanda's Genocide" by The New York Times Editorial Board (Source #3) (<http://www.nytimes.com/2014/04/09/opinion/after-rwandas-genocide.html>)
- "Bodies Count; A definition of genocide that makes sense of history" by Aaron Rothstein (Source #4) (<http://www.weeklystandard.com/>)
- "The Only Way to Prevent Genocide" by Tod Lindberg (Source #5) (<http://www.commentarymagazine.com/>)

- “Convention for the Prevention and Punishment of Genocide” by William A. Schabas (Source #6) (<http://legal.un.org/avl/ha/cppcg/cppcg.html>)
- “Convention on the Prevention and Punishment of the Crime of Genocide” by The U.N. (Source #7) (<https://treaties.un.org/doc/Publication/UNTS/Volume%2078/volume-78-I-1021-English.pdf>)
- “The Ten Stages of Genocide” By Gregory Stanton (Source #8) (<http://genocidewatch.org/>)
- “Why Do We Look the Other Way?” By Gregory Stanton (Source #9) (<http://genocidewatch.org/>)
- “Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?” by the University of Nebraska Lincoln (Source #10) (<http://unhumanrights.org/>)

Unit 3:

Student research sources will vary. By Unit 3, students will have chosen texts for research based on their individual research question/problem.

11.3 Module-at-a-Glance Calendar

Text	Days in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1:				
Wiesel, Elie. “Hope, Despair and Memory.” The Nobel Peace Prize Lecture, December 11, 1986.	11	<ul style="list-style-type: none"> • Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about text. • Collect and organize evidence from texts to support analysis in writing. • Collect and organize evidence from texts to support claims made in writing. • Use vocabulary 	CCRA.8 RI.11-12.1.a RI.11-12.2 RI.11-12.6 W.11-12.2.a, b, d, e, f, W.11-12.7 W.11-12.9.b L.11-12.1 L.11-12.2 W.11-12.4 SL.11-12.1. c L.11-12.1.a L.11-12.3.a L.11-12.4.a-d L.11-12.5.a	End-of-Unit: Students complete a two-part writing assessment in response to the following prompts: Part 1: How do two or more central ideas interact and build on one another over the course of the text? Part 2: Articulate two to three distinct areas of investigation and where they emerge from the text.

		<p>strategies to define unknown words.</p> <ul style="list-style-type: none"> Identify potential topics for research within a text. Use questioning to guide research. Conduct pre-searches to validate sufficiency of information for exploring potential topics. Delineate arguments and explain relevant and sufficient evidence. Analyze perspectives in potential research texts. 		
Unit 2:				
<p>Student research sources will vary.</p> <p>Students choose texts for research based on their individual research question or problem.</p> <p>Model research sources:</p> <ol style="list-style-type: none"> “When the U.N. Fails, We All Do” by Fareed Zakaria “Why Genocide?” by 	15	<ul style="list-style-type: none"> Assess sources for credibility, relevance, and accessibility. Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument. Develop, refine, and select inquiry questions for research. Develop and continually assess a research frame to guide independent searches. Collect and organize 	<p>CCRA.8</p> <p>RI.11-12.1.a</p> <p>W.11-12.1.b</p> <p>W.11-12.7</p> <p>W.11-12.8.</p> <p>W.11-12.9</p> <p>SL.11-12.1.d</p> <p>SL.11-12.4</p> <p>W.11-12.1.a</p> <p>W.11-12.4</p> <p>SL.11-12.3</p> <p>L.11-12.4.a-d</p>	<p>End-of-Unit:</p> <p>Students turn in a completed Research Portfolio, including their Research Journals. In addition, students write a one-page synthesis of their developing perspectives derived from their research. Students draw on the research evidence collected to express an Evidence-Based Perspective on their problem-based question.</p>

<p>3. "After Rwanda's Genocide" by The New York Times Editorial Board</p> <p>4. "Bodies Count; A definition of genocide that makes sense of history" by Aaron Rothstein</p> <p>5. "The Only Way to Prevent Genocide" by Tod Lindberg</p> <p>6. "Convention for the Prevention and Punishment of Genocide" by William A. Schabas</p> <p>7. "Convention on the Prevention and Punishment of the Crime of Genocide" by the U.N.</p> <p>8. "The Ten Stages of Genocide." By Gregory Stanton</p> <p>9. "Why Do We Look the Other Way?" By Gregory Stanton</p> <p>10. "Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?" by the University of Nebraska at Lincoln</p>		<p>evidence from research to support analysis in writing.</p> <ul style="list-style-type: none"> • Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research. • Develop counterclaims in opposition to claims. • Create oral presentations, keeping in mind audience's concerns, values, and potential biases. 		
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Unit 3:				
Student texts (research sources) will vary. By Unit 3, students have chosen texts for research based on their individual problem-based question.	12	<ul style="list-style-type: none"> Collect and organize evidence from research to support analysis in writing. Analyze, synthesize, and organize evidence-based claims. Write effective introduction, body, and conclusion paragraphs for a research-based argument paper. Use proper MLA citation methods in writing. Edit for a variety of purposes, including using hyphens, capitalization, punctuation, and correct spelling. Use formal style and objective tone in writing. Adhere to conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals, etc.). Write coherently and cohesively. Vary syntax for effect, while consulting references when needed. 	W.11-12.1.a-e W.11-12.4 W.11-12.5 W.11-12.9 L.11-12.1 L.11-12.2 L.11-12.3 W.11-12.7 W.11-12.8 SL.11-12.1 SL.11-12.4 SL.11-12.6 L.11-12.1.b L.11-12.2.a, b L.11-12.3.a L.11-12.6	End-of-Unit: Students are assessed on the alignment of the final draft to the criteria of a research-based argument paper (W.11-12.1). The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning.

11.3

Performance Assessment

Introduction

In this four-lesson Module Performance Assessment, students use technology to present their research in the format of a video presentation. This assessment requires students to present their research succinctly and choose a specific audience such as a panel of experts or a professional organization related to their topic. Students reconsider their argument for this new context and, if necessary, adapt their evidence and claims concisely and knowledgeably to their new audience. Each student considers the most impactful and relevant evidence to present in a three- to five-minute video presentation. Each video will be recorded and posted on the Internet to enable peer and teacher review. Following the recording of their presentations, each student will review three other student presentations. Students are held accountable for their reviews through the feedback they provide on their peers' presentations. For homework, students read "On the Rainy River" from *The Things They Carried* by Tim O'Brien and write down their initial reactions and questions.

Each of the four lessons in this Performance Assessment is likely to last one class period. However, timing may vary depending on individual class schedules and student needs.

This Performance Assessment is evaluated using the Speaking and Listening Rubric for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6.

Standards

Assessed Standard(s)	
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Addressed Standard(s)	
L.11-12.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Prompt

Over the course of this module, you have analyzed an issue in response to your problem-based question. You have developed your understanding of the issue through research and arrived at your own perspective. You have presented your central claim, supporting claims, counterclaims, reasoning, and evidence in a formal research-based argument paper.

Build on the analysis you did for your research-based argument paper by producing a three- to five-minute video presentation. Distill and reorganize your research for a specific audience and offer essential points of the research in an engaging video presentation that demonstrates command of content and uses formal spoken English. Your presentation should make strategic use of the video format to enhance and add interest to your research findings. The presentation should also include your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations. Further, your video should present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

After publishing your video, you will review a minimum of three video presentations using the

Speaking and Listening Rubric and Checklist as a guide to offer feedback and questions via online comments.

- ① This Performance Assessment uses video presentation technology, such as iMovie, Windows Movie Maker, or CamStudio, to create a video presentation.
- ① The areas of focus for this Performance Assessment are the distillation and prioritization of information for a digital format, and formal oral presentation techniques. If students use a specific presentation format such as Ignite presentation format or a TED talk, students will also create a series of slides or images to enhance their product. The format of Ignite presentations is as follows: 20 slides that auto-advance every 15 seconds for a total of 5 minutes. Additional time or homework assignments may be required to support the use of the Ignite presentation format or other formats that require visual or additional media.
- ① This Performance Assessment requires students to complete homework in order to provide adequate time for presentation recording and viewing.
- ① Though this Performance Assessment assumes video recording technology, other forms of self-publication may be equally effective. Depending on the resources available, consider having students create a multimedia document using Microsoft Word or PowerPoint, a multimedia PDF, or a multimedia document in Google Drive.

High Performance Response

High Performance Response(s)

A High Performance Response should:

- Clearly articulate the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals).
- Reconceptualize the research-based argument paper to modify the written document into an oral presentation.
- Consider new audience knowledge level and demands based on the specific audience chosen for the presentation.
- Make strategic use of the video format to articulate their evidence, claims, and reasoning in a succinct and engaging manner.

Standard-Specific Demands of the Performance Assessment

This Module Performance Assessment requires students to meet numerous demands required by the ELA/Literacy Standards for grades 11–12.

Through deep engagement with texts and the research process, students have practiced delineating, evaluating, and making specific claims and arguments. Additionally, students have edited, revised, and refined their writing through the preparation and completion of a research-based argument paper. The learning throughout this module provided a solid foundation, enabling students to work independently and efficiently to craft a response to the Performance Assessment prompt.

This Performance Assessment requires students to reconceptualize their research-based argument papers and modify their written documents into oral presentations. The Performance Assessment demands that students present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; they must also address alternate or opposing perspectives, and ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task of a video presentation (SL.11-12.4). The Performance Assessment further asks students to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest (SL.11-12.5). Additionally, this assessment requires students to adapt speech to align with the task and the context of a video presentation, while demonstrating command of formal English (SL.11-12.6). Finally, this assessment requires that students evaluate their peers' presentations for use of evidence, reasoning, word choice, and tone (SL.11-12.3).

Process

The Module Performance Assessment requires students to reorganize essential information from their research-based argument papers according to time specifications, content requirements, and audience knowledge considerations. Additionally, students take into account any teacher feedback they may have received during the preparation of their research-based argument papers, such that the organization, development, substance, and style of the end product is appropriate for the purpose and task. Students prepare the content for the presentations, familiarize themselves with the video recording technology to be used, and record and upload their presentations to a website. The video presentations should not be simply an oral version of students' research papers, but should instead enhance analysis and add interest, leveraging the flexibility of digital media to create a dynamic lens through which the audience sees the research. Students' reconceptualization also gives them a chance to deepen their understanding of their topic by applying considerations for a new audience, and modifying the content to maximize engagement. Finally, students engage in feedback-based peer review through the use of online comments.

① See the 11.3 Introduction to Research Module for ELA/Literacy for suggestions on how to prepare students for this assessment over the course of the module.

Lesson 1

Students begin to prepare their presentations based on the Module Performance Assessment prompt. Instruct students to review and annotate their research-based argument papers to determine which information to include in their presentations. Display and distribute the 11.3 Video Presentation Outline Tool. Instruct students to use this tool as a resource to organize their reconceptualization of their research paper for their new audience by recording information from their annotated research-based argument papers.

Instruct students to produce a three- to five-minute video presentation (a maximum of 500 words) that clearly articulates the central claim, two supporting claims with evidence, and one counterclaim with corresponding limitations (rebuttals). Remind students that this assessment requires them to reconceptualize their research-based argument paper from a written document to an oral presentation. Explain to students these presentations cannot simply be a reading of their papers, but should use the video format to strategically present the most compelling and relevant aspects of their evidence, claims, and reasoning for a new audience. Explain that the video medium allows students to build upon, refine, and distill their research-based arguments while using their oral presentation skills to present their arguments in dynamic and convincing ways.

- ① Remind students of the 11.3.3 Lesson 12 homework: Identify two or three possible audiences based on your research issue and come to class prepared to share your findings. Additionally, watch the following videos to prepare for the Module Performance Assessment: “Instruction for Preparing an Ignite Presentation” (<http://youtu.be/Arqm7lvzCKs>) and “Teach statistics before calculus!” (<http://youtu.be/BhMKmovNjvc>). Use the Speaking and Listening Rubric to guide your viewing of the TED Talk for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6. The first video provides suggestions about delivering a short and engaging presentation and the TED Talk serves as an exemplar for the Module Performance Assessment. The homework also introduces a Speaking and Listening Rubric that will be used to evaluate students’ video presentations.
- ① As a means of support, suggest that students use a highlighter or appropriate word processing software to review their papers and identify elements of their research papers they want to present (their central claim and top two supporting claims, as well as two or three sentences from their conclusion). Additionally, students may be able to use elements of their introductions and conclusions from their writing, as well as their engaging introductory statements and concluding statements from their earlier presentations in 11.3.2 Lesson 13 and Lesson 14. Refer to the Model 11.3 Video Presentation Outline Tool and Annotated Model Research-Based Argument Paper to support student work during this activity.

- ① Remind students of their work with rhetoric in Modules 11.1 and 11.2 and Unit 11.3.1, and instruct students to refer to their Rhetorical Impact Tracking Tools to identify possible rhetorical devices to use in their presentations. Additionally, remind students to refer to their work around formal style, objective tone and norms and conventions of argument writing as they craft their oral presentations.

Display and distribute the homework assignment. For homework, instruct students to develop an engaging introductory statement as well as identify two supporting claims from their paper to use in their presentations.

Lesson 2

Students complete the 11.3 Video Outline Tool and prepare for their presentations. Students spend any remaining time familiarizing themselves with video recording software.

- ① Consider reminding students that they can prepare for their presentations by using a variety of methods (e.g., writing a script or recording key talking points on notecards).

Display and distribute the homework assignment. For homework, instruct students to practice and finalize their presentations in preparation for recording in the following lesson.

Lesson 3

Students come to class prepared to record their video presentations. Students record and upload their video presentations on an appropriate video hosting website, using the Speaking and Listening Rubric and Checklist to guide their work.

- ① Student video presentations can be uploaded using video hosting websites such as YouTube or Vimeo. Students will need to set up accounts with these video hosting websites in order to post their videos. These sites offer options for privacy and password protection so the presentations can only be viewed by select audiences. If posting student videos online is against regulations, consider allowing students to record their videos via smart phone or digital camera and share them via cloud storage such as Dropbox or Google Drive.

Lesson 4

Students view and peer review (via online comments) a minimum of three peer video presentations. Students use the SL.11-12.3 portion of the Speaking and Listening Rubric and Checklist to guide their feedback on the video hosting website.

Homework

Read “On the Rainy River” from *The Things They Carried* by Tim O’Brien and write down your initial reactions and questions.

11.3 Module Performance Assessment

Text-Based Response

Your Task: Build on the analysis you did for your research-based argument paper by producing a three- to five-minute video presentation. Distill and reorganize your research for a specific audience and offer essential points of the research in an engaging video presentation that demonstrates command of formal spoken English. Your video presentation should state your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations. Your video should also present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.

Once published, you will view a minimum of three video presentations using the Speaking and Listening Rubric and Checklist as a guide to offer feedback and questions via online comments.

Your response will be assessed using the Speaking and Listening Rubric for standards SL.11-12.4, SL.11-12.5, and SL.11-12.6. Your peer feedback will be assessed using the Speaking and Listening Rubric for standard SL.11-12.3.

Guidelines

Be sure to:

- Closely read the prompt.
- Organize your claims, evidence, and counterclaim.
- Demonstrate consideration of a new audience's knowledge level and demands.
- Prepare a presentation outline that responds to all parts of the prompt.
- Demonstrate command of formal English when recording your video presentation.

CCSS: SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6

Commentary on the Task:

This task measures SL.11-12.3, because it demands that students:

- Evaluate peer video presentations for point of view, use of evidence, rhetoric, clarity, and links among ideas and tone or word choice.

This task measures SL.11-12.4 because it demands that students:

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Present their own perspective and alternative or opposing perspective and ensure the organization, development, substance, and style are appropriate to purpose, specific audience, and task.

This task measures SL.11-12.5 because it demands that students:

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

This task measures SL.11-12.6 because it demands that students:

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

11.3 Video Presentation Outline Tool

Name:		Class:		Date:	
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Directions: Use this tool to collect your thoughts and information from your research-based argument paper to prepare for your video presentation. Then organize the information in a way that maximizes the effectiveness of your presentation.

Audience:

Knowledge level:

Concerns and values:

Potential Biases:

Engaging Introductory Statement:

Supporting Claim:

What is significant about this claim for my audience?

Supporting Claim:

What is significant about this claim for my audience?

Counterclaim:

What is significant about this counterclaim for my audience?

Rebuttal:

Closing Statement:

11.3 Model Video Presentation Outline Tool

Name:		Class:		Date:	
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Directions: Use this tool to collect your thoughts and information from your research-based argument paper to prepare for your video presentation. Then organize the information in a way that maximizes the effectiveness of your presentation.

Audience: United States Senate Committee on Foreign Relations

Knowledge level: High—they will know the main considerations, history and language regarding genocide prevention as well as key individuals and organizations in the international community.

Concerns and values: They dedicate their time to allocating government resources in responsible and meaningful ways so this information is in line with their concerns and values.

Potential Biases: They may be biased toward the solutions already in place or protective of US resources, so I will have to construct my argument in such a way so they see a reason to change course.

Engaging Introductory Statement:

If our methods for preventing genocide are sufficient, how do we explain the recent mass killings in Syria? How do we explain the exterminations of people in Sudan, the Democratic Republic of Congo, and Afghanistan—all countries placed on a Genocide Watch list for 2012?

The United States needs to contribute more resources to the U.N. in order to ensure that they have the power and resources to prevent future genocides.

Supporting Claim:

“In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide.”

What is significant about this claim for my audience?

This claim is the perfect place to start for my audience because they already know what genocide is so they don’t need background knowledge regarding the history of genocide and the current state of the U.N. and the ICC. Using this claim immediately strikes at the heart of the issue of preventing genocide: providing the appropriate resources for an independent task force. This audience is well positioned to potentially provide those resources.

Supporting Claim:

“R2P should outweigh individual countries’ interests; the document is founded on the belief that the international community is responsible for the well-being and safety of mankind: ‘the principle of noninterference gives way in circumstances of mass atrocities’”(Lindberg).

What is significant about this claim for my audience?

My audience has probably heard of R2P so I don’t need to introduce the term here. This claim demonstrates to my audience that I am knowledgeable about this topic through the use of specific subject-area terminology like

“R2P” and “noninterference.” This claim also addresses a concern that this audience may have which will also be addressed in the rebuttal to the counterclaim. My goal in using this claim is to show my audience how R2P is the ideal framework to guide an independent task force based out of the U.N.

Counterclaim:

“The argument is that if a framework like R2P were adopted and backed with military resources to prevent genocide, the United States would be subject to the desires of the international community about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on our right to act as a sovereign nation.”

What is significant about this counterclaim for my audience?

This counterclaim may reflect the concerns of this particular audience. There may be some members of this committee who want to protect U.S. sovereignty at all costs and may reject change or allocation of resources to the U.N.

Rebuttal:

“However, this hypothesis and its implications should not outweigh our (and the world’s) responsibility to ensure the global safety of mankind. As a global leader, it is the responsibility of the U.S. to set the example for prevention and early intervention of genocide, whether or not genocide is occurring in countries where we do not have economic or political interests.”

Closing Statement:

There is no time like now to stop future genocides.

“The international community must take immediate action by empowering the U.N. and intervening in places such as Syria and the Sudan to prevent mass atrocities” (“After Rwanda’s Genocide”).

It is up to us to provide the U.N. the resources it needs to establish an independent task force guided by the Responsibility to Protect to put an end to genocide.

Annotated Model Research-Based Argument Paper

How Can Genocide Be Prevented?

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop. The international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.

The term *genocide* was coined by Raphael Lemkin and was approved by the United Nations on the 9th of December 1948 in the Convention on the Prevention and Punishment of the Crime of Genocide” (Schabas). Article II of the Convention defines genocide as the following:

...Genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Commented [S1]: I could use this idea, especially recent instances of genocide as a way to engage my audience in my presentation.

Commented [S2]: I am going to focus my central claim in my presentation on resources, e.g., a task force and the responsibility to protect. A task force is really the only way to prevent genocide and I need to show the positive aspects of empowering the international community.

Commented [S3]: This is background information that my audience will probably know so I won't include it in my presentation.

Despite this broad definition, many critics consider it inadequate. In order to effectively prevent genocide, the scope of the definition needs to be comprehensive and adopted by all countries. Schabas notes, “The definition of genocide set out in article II is a much-reduced version” of the definition proposed in earlier drafts. For example, the terms “ethnic cleansing” and “cultural genocide” were both excluded from the final wording of the Convention. Some believe the exclusion of the latter term, which includes political and social groups, was made in an effort to satisfy Joseph Stalin, then the leader of the Soviet Union. As Rothstein explains, the authors of the Convention “did not want to upset Stalin who, despite brutally exterminating political groups in the Soviet Union, was vital to the Allied war effort against Hitler.” The Soviets continued to be opposed to a broader definition of genocide after the war, and they continue to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, The United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from civil rights lawmakers (specifically in relation to lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide. Even though the Convention makes clear that prosecution of genocide cannot be retroactively enforced, American lawmakers continued to fear adoption for decades after its drafting (unhumanrights.org).

As troubled as the Convention was, the role of the international tribunals has been just as problematic. International tribunals are a type of international court of law created through treaties between nations; the primary responsibility of the international tribunals is to prosecute perpetrators of genocide, war crimes and crimes against humanity. In recent years, tribunals have played an increasingly important role in prosecuting genocide. However, prosecution is not enough. Not only does the

Commented [S4]: It makes more sense to get right to the task force and not discuss the tribunals, since the tribunals can't really prevent genocide as effectively as a task force.

international community need to come to a broad consensus of what it means to commit genocide, it also needs to reinforce the power of institutions like the U.N.-founded International Criminal Court (ICC) and other international tribunals. To be fully unified in the fight against genocide means giving these tribunals the resources to administer justice appropriately independent of the U.N. and the international community.

International tribunals must be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide. The ICC and the World Court are two important international tribunals dedicated to pursuing global justice. The ICC, the most well known, has had some success prosecuting leaders of genocide. In addition to sentencing Jean Kambanda to life in prison “for genocide and related crimes committed while he was prime minister of Rwanda in 1994,” the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government (Edwards; “After Rwanda’s Genocide”). However, the ICC is in desperate need of additional support. Because its job is to legally prosecute genocide, the ICC is not capable of preventing genocide—the very thing the world needs it to do most. Some critics of the ICC believe the idea of stopping genocide by putting perpetrators on trial is problematic. As Lindberg explains, “If ... there is a legal finding of genocide, then it is too late for prevention.... If ‘genocide’ is the trigger for action, then the bar is rather high.” In other words, once crimes reach the ICC, irreversible damage and killing has already been done. Stanton explains that in the Darfur region of Sudan, President Omar al-Bashir’s reaction to being referred to the ICC for crimes against humanity and genocide has been to “just laugh[.]” (Stanton, “Why Do We Look the Other Way?”). Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died

before his four-year ICC trial was completed because of drawn-out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders—how can bringing several men to justice make up for the thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of “persecution and extermination,” it is necessary to use military force (Stanton, “The Ten Stages of Genocide”). If citizens are being segregated, starved or forced to live in ghettos, then it is only a matter of time before the killing begins (Stanton, “The Ten Stages...”). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days (“After Rwanda’s Genocide”). U.N. Peacekeepers stood by unable to help because countries would not approve a force robust enough to engage in combat: “Belgian peacekeepers ... watched as the carnage unfolded” (Zakaria). However, if the U.N. had an active military force on the ground, those lives could have been saved, as was the case in Kosovo: “In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory” (Lindberg). Given the regularity of recent genocides, it is clear that the international community “need(s)

Commented [S5]: This is the most important factor for preventing genocide. I’m going to start with this supporting claim because it is most pertinent to my audience. The US needs to help provide resources for a genocide prevention task force.

to set up international contingency plans to deal with mass atrocities" ("After Rwanda's Genocide"). This means giving an international body like the U.N. more resources to fight genocide. Access to weapons and troops will require the participation of major global players like the United States: "If we [the USA] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources" (Lindberg). However, there are still some who believe that if the U.N. has troops, they may be used improperly and ignore a country's right to govern their own affairs. In order to address these concerns, a principle called the Responsibility to Protect was developed in 2001 by the International Commission on Intervention and State Sovereignty, a Canadian government initiative (Edwards). The purpose of this framework is to clarify the international community's responsibility to intervene in possible cases of genocide.

The Responsibility to Protect (R2P) is a principle that helps to make clear when to intervene in the affairs of sovereign nations. The UN and the international community must make sure this principle is embraced and supported. R2P is a way for the international community to identify negligence, outright aggression, or failure of government to protect one's population. R2P defines the circumstances that give the international community cause to assume responsibility for the safety of a population:

- A. Large-scale loss of life, actual or apprehended, with genocidal intent or not, which is the product either of deliberate state action, or state neglect or inability to act, or a failed state situation; or
- B. Large-scale "ethnic cleansing," actual or apprehended, whether carried out by killing, forced expulsion, acts of terror or rape. (Edwards)

R2P provides a framework, but in order for the framework to successfully prevent genocide, an international force is necessary. Dr. Gregory Stanton states that military intervention must occur during "persecution," a critical late stage of genocide immediately before the "extermination" stage. "Dr.

Commented [S6]: This would be another good piece of evidence to use in my presentation because it relates directly to the United States.

Gregory Stanton states, “If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared” (“The Ten Stages...”). R2P should outweigh individual countries’ interests; the document is founded on the belief that the international community is responsible for the well-being and safety of mankind: “the principle of noninterference gives way in circumstances of mass atrocities” (Lindberg). Adhering to R2P and enforcing it with an international military force would also help avoid potential U.N. Security Council deadlocks. If R2P were the guiding mandate of the U.N., response to potential genocide would be automatic and not subject to potential vetoes (Stanton, “The Ten Stages...”). In the case of Kosovo, where ethnic cleansing had begun, Russia decided to veto involvement (due to political reasons) but NATO still went ahead with the operation because they recognized the threat of genocide to hundreds of thousands of Kosovars (Lindberg). The UN needs a force like NATO along with guiding humanitarian goals, like R2P, in order to prevent genocide.

In contrast, some critics believe boosting the power and resources of the international community, including bolstering R2P, would endanger the sovereignty of the United States and its allies. The argument is that if a framework like R2P were adopted and backed with military resources to prevent genocide, the United States would be subject to the desires of the international community about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on its right to act as a sovereign nation. However, this hypothesis and its implications should not outweigh the responsibility of the United States (and the world) to ensure the global safety of mankind. Unfortunately, politics often gets in the way of moral responsibility: “halting or failing to halt a genocide

Commented [S7]: This is a strong and refined subclaim that will connect with my audience because of their background knowledge about the topic of genocide prevention.

Commented [S8]: This counterclaim could be a potential audience concern.

has come down to whether the political will exists within the United States to act” (Lindberg). As a global leader, it is the responsibility of the U.S. to set the example for early genocide intervention and prevention, whether or not genocide is occurring in countries where the United States does not have economic or political interest.

Critics of R2P also believe the framework could create conflict for the U.S. and its allies or be used as an excuse for military action by its enemies. Libya and Iran have also brought charges of genocide against Israel for their actions in the Gaza Strip (Rothstein) and an international mandate of R2P could, “simply be used against Israel” (Lindberg). Because the U.S. and Israel are such close allies, this presents a potentially challenging situation for both countries. Adopting R2P might force the U.S. to act against an ally like Israel because of potential Israeli human rights violations like the annexation of Palestinian land. However, these concerns are not sufficient to abandon R2P. The U.S. and its allies must be held to the same standards as the rest of the international community. Increasing international scrutiny on countries like the U.S. and Israel may even be a good thing; it may help to enforce a more rigorous standard for all countries of the world to follow.

Commented [S9]: I will use this portion of the rebuttal in my presentation in order to show the limitations of the counterclaim.

What the global community needs is an international body that has the resources and strength necessary to effectively intervene in countries that are at risk, before power is abused or lives are lost (Stanton, “Why Do We...”). As a global leader, the U.S. must start this charge and set an example for the world by making genocide prevention a global priority (Lindberg). It is also important that all nations are subject to review by an international organization to ensure atrocities large and small are avoided wherever possible and prosecuted when necessary.

The U.N. definition of genocide, born out of the atrocities of the Holocaust, was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas). While prosecution has improved in recent years, prevention has not. It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide. Certainly the task of providing an international body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.

Commented [S10]: This is a good piece of evidence to use in my presentation’s concluding statement.

11.3 Speaking and Listening Rubric

Assessed Standards: SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6

Presentation of Knowledge and Ideas

	2-Point Participation	1-Point Participation	0-Point Participation
Listening SL.11-12.3	Identifies and accurately and respectfully critiques the speaker's point of view, reasoning, and use of evidence and rhetoric, including assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Identifies and comments on the speaker's point of view, reasoning, and use of evidence and rhetoric, including describing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Inaccurately or disrespectfully critiques the speaker's main premise, reasoning, and use of evidence and rhetoric, including naming some links among ideas, word choice, points of emphasis, and tone used.
Clarity SL.11-12.4	Presents information with a clear and distinct perspective, such that listeners can follow the line of reasoning and alternative or opposing perspectives are addressed. The organization, development, substance, and style of the presentation are effective and appropriate to the purpose, audience, and task.	Presents information clearly and logically such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are appropriate to the purpose, audience, and task.	Presents information unclearly or illogically, making it difficult for listeners to follow the line of reasoning. The organization, development, substance, and style of the presentation are inappropriate for the purpose, audience, and task.
Media Utilization SL.11-12.5	Skillfully and strategically uses digital media in presentations to add interest and to enhance understanding of findings, reasoning, and evidence.	Makes effective use of digital media in presentations to add some interest and to enhance some understanding of findings, reasoning, and evidence.	Makes little or ineffective use of digital media in presentations to add interest or to enhance understanding of findings, reasoning, and evidence.
Speech SL.11-12.6	Effectively demonstrates a strong command of formal English and the ability to adapt speech to the task and context of the presentation. Includes subject-area terminology, and specific word choice to add interest.	Demonstrates a command of formal English and the ability to adapt speech to the task and context of the presentation. Includes some subject-area terminology, rhetoric, and specific word choice to add interest.	Demonstrates some command of formal English and some ability to adapt speech to the task and context of the presentation. Includes little to no subject-area terminology, rhetoric, and specific word choice to add interest.

11.3 Speaking and Listening Checklist

Assessed Standards: SL.11-12.4, SL.11-12.5, SL.11-12.6

Presentation of Knowledge and Ideas

	Did I...	✓
Clarity (SL.11-12.4)	Prepare my video in a manner that ensures it conveys a clear and distinct perspective such that my audience will be able to follow my line of reasoning?	<input type="checkbox"/>
	Ensure that my video presentation's organization, development, substance, and style are appropriate for my purpose, audience, and task?	<input type="checkbox"/>
Media Utilization (SL.11-12.5)	Make strategic use of digital media, including images or animations, to add interest to my video?	<input type="checkbox"/>
	Use the technology to enhance my findings, reasoning, and evidence?	<input type="checkbox"/>
Speech (SL.11-12.6)	Demonstrate a command of formal English?	<input type="checkbox"/>
	Adapt my speech accordingly to the task and the context of using video technology?	<input type="checkbox"/>
	Include specific and powerful word choice, language, rhetoric, and specific subject-area terminology to convey information clearly and keep the audience engaged?	<input type="checkbox"/>

11.3 Peer Feedback Speaking and Listening Checklist

Assessed Standards: SL.11-12.3

Comprehension and Collaboration

Feedback	Did I...	✓
	Provide feedback related to my peer's point of view or stance?	<input type="checkbox"/>
	Provide feedback related to my peer's use of evidence and points of emphasis?	<input type="checkbox"/>
	Provide feedback related to my peer's use of rhetoric?	<input type="checkbox"/>
	Provide feedback related to my peer's clarity and links among ideas?	<input type="checkbox"/>
	Provide feedback related to my peer's tone or word choice?	<input type="checkbox"/>

11.3.1**Unit Overview****Using a Seed Text as a Springboard to Research**

Text	"Hope, Despair and Memory" by Elie Wiesel
Number of Lessons in Unit	11

Introduction

In the first unit of Module 11.3, students continue to develop the skills, practices, and routines introduced in Module 11.1 and Module 11.2, including reading closely, annotating text, and evidence-based discussion and writing. Students engage in focused annotation to support independent analysis of text and begin the inquiry-based research process.

In this unit, 11.3.1, students read "Hope, Despair and Memory," a lecture by Elie Wiesel. Students analyze the text to determine how Wiesel develops central ideas, including how these ideas build on each other and interact over the course of the text. Students also use the content of the text to surface and explore potential research topics. Students identify and track these topics, which become springboards to the inquiry-based research process that continues in the following unit, 11.3.2. Additionally, students begin to pose and refine inquiry questions about their topic in order to guide their initial research. In preparation for writing a research-based argument paper in 11.3.3, students delineate Wiesel's argument to better understand how authors construct compelling arguments. Additionally, students begin to analyze the different perspectives and arguments that arise in the texts they encounter in their early research, while beginning to work on developing their own initial claims.

At the end of the unit, students engage in a two-part formal assessment. First, students synthesize and compose a multi-paragraph response examining how Wiesel develops two or more central ideas throughout "Hope, Despair and Memory," and how these ideas interact and build on one another over the course of the lecture (RI.11-12.2, W.11-12.2, L.11-12.1, L.11-12.2). In part two, students reflect on the research process begun in this unit by writing about two or three areas of investigation that emerged from "Hope, Despair and Memory," explaining how and from where the areas emerged (W.11-12.9). These areas of investigation are the foundation for the research process that fully develops in 11.3.2.

Note: This unit suspends Accountable Independent Reading. Students are held accountable for building a volume of independent reading as they are expected to read outside sources in their exploration of potential areas of investigation for research.

Literacy Skills and Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive, evidence-based discussions about text.
- Collect and organize evidence from texts to support analysis in writing.
- Collect and organize evidence from texts to support claims made in writing.
- Use vocabulary strategies to define unknown words.
- Identify potential topics for research within a text.
- Use questioning to guide research.
- Conduct pre-searches to validate that there is sufficient information to explore potential topics.
- Delineate arguments and explain relevant and sufficient evidence.
- Analyze perspectives in potential research texts.

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
CCRA.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCS Standards: Reading — Literature	
None.	
CCS Standards: Reading — Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of topic(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.

RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCS Standards: Writing	
W.11-12.2.a, b, d, e, f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.7	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.
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).

CCS Standards: Speaking & Listening	
SL.11-12.1.c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
CCS Standards: Language	
L.11-12.1.a	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>
L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
L.11-12.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	CCRA.8; RI.11-12.1.a; RI.11-12.2; RI.11-12.6; W.11-12.7
Description of Assessment	Varies by lesson but may include short written responses to questions focused on how the author unfolds events or ideas, develops and refines a central idea, or advances his purpose. This may also include the development of factual, interpretive, and evaluative questions for further exploration of research topics and pre-searches to narrow down selected areas of investigation.

End-of-Unit Assessment	
Standards Assessed	RI.11-12.2; W.11-12.2.a, b, d, e, f; W.11-12.9.b; L.11-12.1; L.11-12.2
Description of Assessment	Part One: How do two or more central ideas interact and build on one another over the course of the text? Part Two: Articulate two to three distinct areas of investigation and where they emerge from the text.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	"Hope, Despair and Memory", paragraphs 1–4	In this first lesson of the unit and module, students are introduced to the module's focus: building evidence-based arguments through inquiry-based research. Students begin reading and analyzing the introduction to Elie Wiesel's Nobel Peace Prize lecture, "Hope, Despair and Memory." In this portion of text, Wiesel introduces a Hasidic legend that introduces the central ideas of memory, hope, and suffering. Students begin to track these central ideas as they emerge and build upon one another.
2	"Hope, Despair and Memory," paragraphs 5–7	In this lesson, students continue to read and analyze "Hope, Despair and Memory," focusing on Wiesel's particularly effective use of rhetoric and how this rhetoric contributes to the power of the text. Using the Rhetorical Impact Tracking Tool, students record their insights about how Wiesel uses specific language, imagery, paradox, and varied syntax to advance a purpose. Additionally, students begin the research process using the Surfacing Issues Tool to identify potential areas of investigation in the text.
3	"Hope, Despair and Memory," paragraphs 8–11	In this lesson, students continue to read and analyze "Hope, Despair and Memory," building their understanding of Wiesel's use of language and rhetoric, and considering how he continues to develop the idea of memory in the lecture. Students continue to identify potential research topics and record them on their Surfacing Issues Tools.
4	"Hope, Despair and Memory," paragraphs 12–17	In this lesson, students continue to read, "Hope, Despair and Memory," in which Wiesel presents the paradox of the importance of remembering events and the human capacity to forget. Students continue to build their understanding of central ideas present in this text as well as how these ideas build on one another in the text so far. Students continue to surface issues in the text for the purposes of research and learn how to generate inquiry questions from these issues.

Lesson	Text	Learning Outcomes/Goals
5	"Hope, Despair and Memory," paragraphs 18–23	In this lesson, students read and analyze a portion of "Hope, Despair and Memory," in which Wiesel emphasizes the importance of documenting and communicating the experiences of Holocaust victims to prevent future atrocities. Students examine and record how Wiesel uses rhetoric in this portion of text to advance his purpose. Students also continue to surface issues and generate inquiry questions, and are introduced to the process of refining these inquiry questions to hone the richest paths for inquiry.
6	"Hope, Despair and Memory," paragraphs 24–26	In this lesson, students continue to read, "Hope, Despair and Memory," noting how Wiesel continues to develop the central ideas of memory, suffering, and solidarity by referencing present-day examples of injustice and offering steps to correct them. Students continue to track potential issues for research and continue to generate and refine inquiry questions for the purpose of conducting rich, inquiry-based research.
7	"Hope, Despair and Memory," paragraphs 27–29	In this lesson, students complete their reading of, "Hope, Despair and Memory" and consider how Wiesel crafts a persuasive and compelling lecture through the use of claims, counterclaims, evidence, and reasoning.
8	None	In this lesson, students continue their research and develop areas of investigation from a surfaced topic from "Hope, Despair and Memory." Students observe modeled instruction about using the Exploring a Topic Tool and participate in a collaborative discussion to further develop perspectives on and understandings of the variety of issues surfaced. Students discuss and independently record potential areas of investigation on their Exploring a Topic Tools.

Lesson	Text	Learning Outcomes/Goals
9	None	In this lesson, students focus on developing proficiency with two research tools: the vocabulary journal and Pre-Search Tool. Students are introduced to the vocabulary journal and template as a way of organizing and exploring domain-specific language. Then students engage in a pre-search activity in order to begin gathering sources for further research in future lessons using the Pre-Search Tool to record relevant information about the sources they find. This activity helps students confirm whether there is enough information available about their topics to warrant further research.
10	None	In this lesson, students continue with their pre-searches, using the Pre-Search Tool to collect relevant information about the sources they find. Students also use their vocabulary journals to record unfamiliar words they encounter as they search. Students then engage in discussion around authors' perspectives and consider authors' perspectives as they search for sources.
11	"Hope, Despair and Memory" (full text)	In this final lesson of the unit, the End-of-Unit Assessment, students complete a two-part assessment. First, students synthesize and compose a multi-paragraph response examining how Wiesel develops two or more central ideas through the lecture and how these ideas build on one another and interact over the course of the text. In part two, students reflect on the research process begun in this unit by writing about two to three areas of investigation that emerged from "Hope, Despair and Memory," explaining how and from where these areas emerged.

Preparation, Materials, and Resources

Preparation

- Read and annotate "Hope, Despair and Memory."
- Review the Short Response Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

Materials and Resources

- Chart paper
- Copies of the text “Hope, Despair and Memory”
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Copies of the 11.3.1 End-of-Unit Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist
- Self-stick notes for students (optional)

11.3.1**Lesson 1****Introduction**

In this first lesson of the unit and module, students are introduced to the module’s focus: building evidence-based arguments through inquiry-based research. Students listen to a masterful reading of the Nobel Lecture “Hope, Despair and Memory” by Elie Wiesel. In this lecture, Wiesel explores the role of memory in mitigating despair and bolstering hope, within the context of his own experience of the Holocaust and the years that follow. Additionally, Wiesel considers how contemporary tragedies can persist despite a collective memory of them and resolve not to repeat the past. Students focus on the language Wiesel uses to convey his point, identifying the way his words evoke images and emotions in the listener.

In 11.3.1, students begin learning about a specific approach to research that continues throughout 11.3.2 and 11.3.3. This module addresses research as an iterative, non-linear process, designed to develop students’ skills in crafting evidence-based arguments about issues of interest. In this unit, the lecture “Hope, Despair and Memory” functions as a seed text to spark inquiry into related social, political, and ethical issues and provide entry points into the research process in which students engage throughout the module. The intent of this unit is to model how to initiate a process of inquiry-based research using a rich text that provides claims and counterclaims, and to introduce characteristics of argumentation. In this research module, students are expected to read and analyze sources during in-class work and for homework.

In this lesson, students read and analyze the introduction to the lecture, paragraphs 1–4, from “A Hasidic legend tells us that the great Rabbi Baal-Shem-Tov” to “The loss of one is equivalent to the sacrifice of the other.” in which Wiesel introduces a Hasidic legend that provides an entry point to the central ideas of memory, hope, and suffering. Students practice tracking central ideas as they emerge and build upon one another. Student learning is assessed via a Quick Write at the end of the lesson: “Determine one or more central ideas in the text and explain how they develop in paragraphs 1–4.”

For homework, students preview paragraphs 5–7 in the text, from “A recollection. The time: after the war” to “Walking among the dead, one wondered if one was still alive.” and annotate for central ideas.

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)	
L.11-12.4.a, b	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Determine one or more central ideas in the text and explain how they develop in paragraphs 1–4. <p>① Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify one or more central ideas (e.g., memory, hope, suffering, solidarity). Use evidence from the text to explain how these ideas develop in paragraphs 1–4 (e.g., The importance of memory is developed through the story of the Besht. The Besht was punished for trying to meddle with history. His powers were taken away and he lost his memory entirely. The Besht's servant, however, remembers the alphabet, which enables the Besht to remember and recover "his powers" (par. 2). Wiesel believes that a life without memory would be terrible and isolating: "without memory, our existence would be barren and opaque like a prison cell into which no light penetrates" (par. 3). Wiesel goes on to describe memory as an ultimate source of salvation for everyone: "memory saved the Besht, and if anything can, it is memory that will save humanity" (par. 3).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- Messiah (n.) – an exceptional or hoped for liberator of a country or people; in Judaism, the Messiah is the promised and expected deliverer of the Jewish people; in Christianity, it is Jesus Christ
- litany (n.) – in many religions, a ritual repetition of prayers; usually a clergyman or singer chants a prayer, and the congregation makes a response, such as “Lord, have mercy”

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

- transcend (v.) – to rise above or go beyond; overpass; exceed
- summons (n.) – calls into action; rouses; calls forth

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

- despair (n.) – loss of hope; hopelessness
- meddle (v.) – to involve oneself in a matter without right or invitation; interfere officiously and unwantedly
- exercise (v.) – to make use of (one’s privileges, powers, etc.)
- regained (v.) – took or got back; recovered
- condition (n.) – a state of being
- sacrifice (n.) – a surrender of something of value as a means of gaining something more desirable or of preventing some evil

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.2, L.11-12.4.a, b • Text: “Hope, Despair and Memory” by Elie Wiesel, paragraphs 1–4 (http://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-lecture.html) Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 	<ol style="list-style-type: none"> 1. 10% 2. 5% 3. 25% 4. 35%

5. Quick Write	5. 20%
6. Closing	6. 5%

Materials

- Copies of the Short Response Rubric and Checklist for each student

① **Differentiation Consideration:** Copies of the Central Ideas Tracking 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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Inform students that the focus of this module is to engage in an inquiry-based, iterative process for research to build evidence-based arguments. Inform students that they will explore topics that have multiple claims and perspectives. Students will gather and analyze research to establish a central claim of their own and generate an evidence-based perspective. This work serves as the foundation of a written research-based argument paper that synthesizes and articulates several claims with valid reasoning and relevant and sufficient evidence. Students' writing will be strengthened through a strategic process of editing and revision.

Display the End-of-Unit Assessments and the Module Performance Assessment prompts for students. Inform students that their work over the next several weeks should prepare them for these assessments. Briefly introduce the unit and the text: "Hope, Despair and Memory" by Nobel Peace Prize Laureate Elie Wiesel, given December 11, 1986. Inform students that this unit focuses on the author's purpose and structural choices, as well as the development of central ideas through specific textual details. Additionally, students begin the research process by surfacing and tracking issues, generating inquiry questions, examining central and supporting claims, and identifying areas of investigation.

- Students listen.

Review the agenda and the assessed standard for this lesson: RI.11-12.2. In this lesson students are introduced to a new text called “Hope, Despair and Memory” through a masterful reading. Students then read and discuss paragraphs 1–4 (from “A Hasidic legend tells us that the great Rabbi Baal-Shem-Tov” to “The loss of one is equivalent to the sacrifice of the other.”) to determine how a central idea emerges and develops in this portion of text.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

5%

Explain to students that the Accountable Independent Reading (AIR) requirement is suspended during this module. Instead, for 11.3.1 reading homework, students periodically preview “Hope, Despair and Memory,” while also beginning their research by independently reading possible sources for a variety of topics surfaced in Wiesel’s lecture. Explain to students that in 11.3.2, most independent reading will come from students’ searches related to their research topic/problem-based question. Students will read a variety of academic sources to deepen their understanding of their research topic/problem-based question.

- ▶ Students listen.

Activity 3: Masterful Reading

25%

Instruct students to listen to a masterful reading of “Hope, Despair and Memory.” Instruct students to read along in their text.

- ▶ Students follow along, reading silently.
- ① **Differentiation Consideration:** Consider providing students with the following information about the Nobel Peace Prize to support English Language Learners: the Nobel Peace Prize is awarded every year to a person who has done the most or best work to promote peace in the world. Elie Wiesel won this award in 1986.
- ① Consider using a resource to confirm the following pronunciations before beginning a masterful reading: Rabbi Baal-Shem-Tov, Auschwitz, Rosh Hashana, Yom Hazikaron, Judas Maccabeus, Bar-Kochba, “*Talmidei hukhamim shemarbin shalom baalam*,” “*Yidden, shreibt un fershreibt*,” Sonderkommandos, Lech Walesa, *Desparecidos*, Job.

Ask students to independently write down words, terms, or ideas that struck them in the reading.

- ▶ Students independently write down words or ideas from the masterful reading.

Ask students to share out their initial impressions, including words, phrases, and terms that impacted them. Record these on the board or on chart paper.

- 🗣 Student responses may include:

- The story of the Besht
- All humanity was suffering too much
- Memory
- Inverted Tower of Babel
- Children looked like old men, and old men whimpered like children
- The little girl who hugged her grandmother, whispering, “Don’t be afraid, don’t be sorry to die ... I’m not”
- Senselessness of murder
- Terrorism must be outlawed by all civilized nations
- The long list of names and events towards the end of the lecture
- The story of Job
- Mankind needs peace more than ever
- Peace is not God’s gift to his creatures, it is our gift to each other

① Assure students that not all students will share the same reaction. If students struggle to identify specific words or phrases or to articulate why these are particularly striking, encourage them to think about words that repeat and ideas or phrases that evoke strong images.

As students read more of the lecture, they may find that their impressions of these phrases change, and better understand how they fit into the larger scheme of the lecture.

Continue to return to these initial impressions as 11.3.1 progresses, evaluating the purpose of the different words and phrases and how they impact Wiesel’s message.

Activity 4: Reading and Discussion

35%

Inform students that they will now reread the first four paragraphs of “Hope, Despair and Memory” and analyze how Wiesel develops one or more central ideas.

Instruct students to reread paragraphs 1–4, from “A Hasidic legend tells us that the great Rabbi Baal-Shem-Tov” to “The loss of one is equivalent to the sacrifice of the other.” and annotate for central ideas using the annotation code CI.

- ▶ Students reread paragraphs 1–4, annotating for central ideas.

- ① This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.
- ① Consider providing students with the Central Ideas Tracking Tool for additional support in identifying where central ideas emerge in the text and how they develop over the course of the text. Remind students to cite evidence to support their work with the Central Ideas Tracking Tool.

Provide students with the following definitions: *Messiah* means “in Judaism and Christianity, the promised ‘anointed one’ or savior of humanity” and *litany* means “in many religions, a ritual repetition of prayers.”

- ▶ Students write the definitions of *Messiah* and *litany* on their copy of the text or in a vocabulary journal.

- ① Students begin using a vocabulary journal to record research terms in Unit 1, Lesson 9.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *despair* means “loss of hope; hopelessness;” *meddle* means “to involve oneself in a matter without right or invitation; interfere officiously and unwantedly;” and *exercise* means “to make use of (one’s privileges, powers, etc.).”

- ▶ Students write the definitions of *despair*, *meddle*, and *exercise* on their copy of the text or in a vocabulary journal.

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct student pairs to reread paragraphs 1 and 2, from “A Hasidic legend tells us that the great Rabbi Baal-Shem-Tov” to “the Besht regained his powers, having regained his memory.” and answer the following questions before sharing out with the class.

- ① Remind students to continue to take notes and annotate the text as they engage in the following evidence-based discussion. This annotation supports students’ engagement with W.11-12.9.b, which focuses on the use of textual evidence in writing.

- ① Consider reviewing the annotation codes previously taught in Module 11.1, including:
- Put a question mark next to a section you are questioning (?)
 - Write in the margin at the top or bottom of the page to record questions (and perhaps answers) that a passage raises in your mind.
 - Use an exclamation point for areas that remind you of another text, strike you in some way, or surprise you (!).
 - Star ideas that seem important, or may support your thesis writing later (*).
 - Box words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.
 - Put the letters CI next to central ideas that emerge through reading or discussion.
- ① Consider explaining to students that in this lecture the punctuation is placed on the outside of quotation marks. This is a stylistic convention used in British English. In American English, the punctuation is placed on the inside of the quotation marks.

In paragraph 1, why was the Besht “punished”?

- 💬 Student responses may include:
- The Besht saw that “all humanity was suffering too much” so to save them, he tried to change or “meddle with” history.
 - The Besht attempted to “hasten the coming of the Messiah,” so he was banished.

How does the Besht “regain[] his powers” and “his memory”?

- 💬 The Besht repeated the alphabet with his faithful servant (par. 2).

What is the relationship between language and memory in this legend?

- 💬 The Besht’s memory was jogged by repeating the alphabet. Language is the means by which the Besht accesses his forgotten memory, and ultimately his powers: “the two exiled men began to recite ... until, ultimately, the Besht regained his powers, having regained his memory” (par. 2).

- ① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

Why do the men recite “[a]leph, beth, gimel, dalet ...” (par. 2)?

- 💬 The men have “forgotten everything” (par. 1). These Hebrew letters are the only pieces knowledge the men recall.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraphs 3 and 4 (from “I love this story, for it illustrates the messianic expectation” to “The loss of one is equivalent to the sacrifice of the other.”) and answer the following questions before sharing out with the class. Instruct students to annotate the text and record their answers to the questions in writing.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *condition* means “a state of being” and *sacrifice* means “a surrender of something of value as a means of gaining something more desirable or of preventing some evil.”

▶ Students write the definitions of *condition* and *sacrifice* on their copy of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** If students struggle to determine word meanings from context, provide the following definitions: *barren* means “unproductive; unfruitful; bare” and *opaque* means “not transparent or translucent; impenetrable to light; not allowing light to pass through.”
- ① Consider sharing the following definition of *messianic expectation*: the *messianic expectation* is the belief held in the Jewish and Christian religions that a messiah, or savior, is destined to liberate its people from suffering.

What word appears similar to *messianic* that can help you identify its meaning?

💬 The word “messianic” is the adjective form of “messiah.”

- ① Consider drawing students’ attention to their application of standard L.11-12.4.b. Students should identify and correctly use patterns of word changes that indicate different meanings or parts of speech. Remind students that they were introduced to this standard in Modules 11.1 and 11.2.

How do the Besht and his faithful servant *transcend* their condition?

💬 Student responses may include:

- Through memory. The Besht and his servant were able to escape or move beyond their suffering by remembering the alphabet (par. 2).
- Through language. The two men remembered only the most basic elements of language, the alphabet, but were able to use their common understanding to regain memory (par. 2).
- Through friendship. The Besht and his servant were able to transcend their condition of despair by working together to recite the alphabet. This illustrates the “importance of friendship to man’s ability to transcend his condition” (par. 3).

- ① Consider drawing students' attention to their application of standard L.11-12.4.a through the process of using context and word parts to make meaning of a word.
- ① Consider giving students the term *solidarity* as a way to discuss how the Besht and his servant were able to work together to *transcend* their condition, as solidarity develops as a central idea later in the text. If necessary, define *solidarity* as "a feeling of unity between people who have the same interests, goals, etc."
- ① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

What is the Besht's *condition* in the legend?

💬 He is suffering because he has been exiled and lost his memory.

- ① If necessary, consider providing students with the following definition: *transcend* means "to rise above or go beyond; overpass; exceed."

Why does Wiesel "love this story" (par. 3)?

💬 This story refers to the "messianic expectation" (par. 3) or the idea of a savior for "humanity" (par. 1), and demonstrates that people are capable of overcoming despair, which Wiesel calls the "ability to *transcend*" (par. 3). The story also shows the "power of memory" (par. 3).

How does Wiesel describe existence without memory in paragraph 3?

💬 Student responses may include:

- Life without memory would be "barren" like an empty tomb and "opaque" like a dark prison cell.
- Wiesel describes existence without memory "like a tomb which rejects the living" (par. 3). This description is negative and foreboding.

What is the impact of Wiesel's statements that "it is memory that will save humanity" and "hope without memory is like memory without hope" (par. 3)?

💬 Wiesel emphasizes the importance of memory by stating that it is futile to hope without the ability to remember, just as it is meaningless to remember without a sense of hope for the future.

How does hope "summon" the future?

💬 If "hope summons the future" (par. 4), it means that hope is a call to the future or a desire for the future. In the story of the Besht, hope was a guide out of despair. Even the slight hope in the

remembered alphabet helped the Besht and his servant escape: “At that, the Besht cried out joyfully: ‘Then what are you waiting for?’” (par. 1).

- ① **Differentiation Consideration:** The word *dreams* has several meanings. Explore with students what meaning they think Wiesel is implying in this passage. Encourage them to defend their responses.

💬 Student responses may include the following:

- Dreams are images seen during sleep which “reflect the past” (par. 3).
- By dreams, Wiesel may mean fantasies that are too outrageous or unrealistic to come true. They could reflect desires from the past.
- These could be daydreams that reflect upon the past or goals for the future.

- ① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

What prevents “the absence of future”?

💬 Hope.

What prevents “the absence of past”?

💬 Memory.

How is the loss of either the past or the future “equivalent to the sacrifice of the other” (par. 4)?

💬 “A rejection of the past” (par. 4) does not build the future because “hope without memory is like memory without hope” (par. 3) Rejecting the past is a rejection of memory, and “hope summons the future” (par. 4). By rejecting memory, hope and the future are sacrificed.

- ① **Differentiation Consideration:** If students struggle with these abstract ideas, work with students to create a graphic representation to show how hope, dreams, the past, and the future are connected.

How does the legend of the Besht (par. 1–2) support Wiesel’s ideas about memory and hope (par. 3–4)?

💬 Through the legend of the Besht, Wiesel shows that memory and hope are intertwined. In losing his memory, the Besht had “forgotten everything” (par. 2), including his past. His tears and “despair” (par. 1) reflect his loss of hope. The servant’s memory of the alphabet gives the Besht hope, with which the Besht succeeds at regaining his memory—the only way to “transcend his condition” (par. 3).

What is the impact of Wiesel’s use of a “legend” (par. 1) to begin his lecture?

- Wiesel’s use of the legend to begin the lecture draws in the reader by creating curiosity and a sense of mystery.

- Consider explaining to students that Wiesel’s use of the legend to begin his lecture is an example of an engaging introductory statement. Students will discuss and develop engaging introductory statements in 11.3.2 Lesson 13 and 11.3.3 Lesson 4, in support of their argument-based research papers and Module Performance Assessment.

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write

20%

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

Determine one or more central ideas in the text and explain how they develop in paragraphs 1–4.

Instruct students to look at their excerpt to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

- 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.

- Differentiation Consideration:** If students used the Central Ideas Tracking Tool during the Reading and Discussion, instruct them to refer to these tools for evidence.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview paragraphs 5–7 in the text, (from “A recollection. The time: after the war. The place: Paris” to “Walking among the dead, one wondered if one was still alive.”) and annotate for central ideas.

- Students follow along.

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

Homework

Preview paragraphs 5–7 from “Hope, Despair and Memory” (from “A recollection. The time: after the war. The place: Paris” to “Walking among the dead, one wondered if one was still alive.”), and annotate for central ideas.

Central Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

Text:	
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Paragraph #	Central Ideas	Notes and Connections

Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

Text:	"Hope, Despair and Memory" by Elie Wiesel
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Paragraph #	Central Ideas	Notes and Connections
Title	hope, despair, and memory	These three ideas must be important to the text because they are in the title.
1	suffering	The Besht tries to save the Jewish people from their suffering; in return, he suffers (through banishment) "[f]or having tried to meddle with history."
1, 2, 4	hope, despair	In the first two paragraphs, hope and despair are important ideas because the Besht story shows how even a tiny hope (remembering the alphabet) can lead man out of "despair" (par. 1). In paragraph 4, Wiesel states that "[man] cannot live without hope."
3	friendship or solidarity	The story of the Besht shows "the importance of friendship to man's ability to transcend his condition." The Besht and his servant were able to transcend despair by working together to recite the alphabet.
1, 2, 3, 4	memory	Wiesel explains that the story of the Besht "emphasizes the mystical power of memory." In paragraph 3, Wiesel describes an existence without memory as "barren and opaque, like a prison cell."

Short Response Rubric

Assessed Standard: _____

Name:		Class:		Date:	
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	2-Point Response	1-Point Response	0-Point Response
Inferences/Claims	Includes valid inferences or claims from the text Fully and directly responds to the prompt	Includes inferences or claims that are loosely based on the text Responds partially to the prompt or does not address all elements of the prompt	Does not address any of the requirements of the prompt or is totally inaccurate
Analysis	Includes evidence of reflection and analysis of the text	A mostly literal recounting of events or details from the text(s)	The response is blank
Evidence	Includes relevant and sufficient textual evidence to develop response according to the requirements of the Quick Write	Includes some relevant facts, definitions, concrete details, and/or other information from the text(s) to develop an analysis of the text according to the requirements of the Quick Write	The response includes no evidence from the text
Conventions	Uses complete sentences where errors do not impact readability	Includes incomplete sentences or bullets	The response is unintelligible or indecipherable

Short Response Checklist

Assessed Standard: _____

Name:		Class:		Date:	
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Does my writing...	Did I...	✓
Include valid inferences and/or claims from the text(s)?	Closely read the prompt and address the whole prompt in my response?	<input type="checkbox"/>
	Clearly state a text-based claim I want the reader to consider?	<input type="checkbox"/>
	Confirm that my claim is directly supported by what I read in the text?	<input type="checkbox"/>
Develop an analysis of the text(s)?	Did I consider the author's choices, impact of word choices, the text's central ideas, etc.?	<input type="checkbox"/>
Include evidence from the text(s)?	Directly quote or paraphrase evidence from the text?	<input type="checkbox"/>
	Arrange my evidence in an order that makes sense and supports my claim.	<input type="checkbox"/>
	Reflect on the text to ensure the evidence I used is the best evidence to support my claim?	<input type="checkbox"/>
Use complete sentences, correct punctuation, and spelling?	Reread my writing to ensure it means exactly what I want it to mean?	<input type="checkbox"/>
	Review my writing for correct grammar, spelling, and punctuation?	<input type="checkbox"/>

11.3.1

Lesson 2

Introduction

In this lesson, students continue to read and analyze paragraphs 5–7 of Elie Wiesel’s Nobel Peace Prize lecture, “Hope, Despair and Memory,” from “A recollection. The time: After the war. The place: Paris” to “Waking among the dead, one wondered if one was still alive.” In this portion of the text, Wiesel applies his previously introduced central ideas of memory, hope, solidarity, and suffering to his own personal experiences during and after World War II as he tries to make sense of a world that had ceased to follow logical order.

In small groups, students analyze how Wiesel uses specific language, imagery, paradox, and varied syntax to advance a purpose. Student learning is assessed via a Quick Write at the end of the lesson: Identify particularly effective uses of rhetoric in paragraphs 5–7 and explain how they contribute to the power of the text. Additionally, students begin the research process using the Surfacing Issues Tool to identify potential areas of investigation in the text.

For homework, students use Internet and print resources to gain additional historical context about the Holocaust and prepare to discuss how this information assists their understanding of the text excerpt in the next lesson.

Standards

Assessed Standard(s)	
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Addressed Standard(s)	
L.11-12.1.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Identify particularly effective uses of rhetoric in paragraphs 5–7 and explain how they contribute to the power of the text.

High Performance Response(s)

A High Performance Response should:

- Identify several examples of effective rhetoric (e.g., varied syntax in “He is alone. On the verge of despair” (par. 5); figurative language in the comparison of memory is to a shield (par. 5); parallel structure in “His mother, his father, his small sister” (par. 5) and “he does not give up,” “he strives,” “he acquires,” “he makes” and “the memory of ... will serve as a shield against”); imagery, to describe how “children looked like old men, old men whimpered like children” (par. 7) and the “nameless and faceless creatures” (par. 7); and paradox in “Even their silence was the same for it resounded with the memory of those who were gone” (par. 7).).
- Provide a complete explanation of how each of the examples contributes to the power of the text (e.g., the varied syntax reflects the young man’s condition, illustrating that the young man is moving slowly, disjointedly, readjusting to life after the war. Once he protects himself with memory, the sentences elongate and he moves with more confidence. The figurative language “memory ... would serve as a shield” par. 5) suggests that memory affords protection from difficult or painful circumstances. Like the varied syntax and the figurative language, the parallel structure in paragraph 5 suggests that as the young man “readjust[s] to life,” he is going slowly and methodically, with the shield of memory to protect him. These examples support the claim that memory will save humanity.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- inverted (adj.) – turned upside down
- Tower of Babel (n.) – [Biblical] a tower presumptuously intended to reach from earth to heaven; according to the story, God became angry and caused the builders to speak in different languages, which made the construction more difficult

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

- recollection (n.) – something remembered; a memory
- void (n.) – an empty space; emptiness
- resounded (v.) – made an echoing sound, or sounded loudly

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

- on the contrary – quite the reverse; in opposition to what has been stated
- principles (n.) – the requirements and obligations of right conduct
- processions (n.) – groups of people or things moving forward in an orderly, regular, or ceremonial manner
- dreading (v.) – greatly fearing
- distorted (adj.) – twisted away from the true, natural, or normal; perverted

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.6, L.11-12.1.a, L.11-12.3.a, L.11-12.5.a • Text: “Hope, Despair and Memory,” by Elie Wiesel, paragraphs 5–7 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Rhetorical Impact Tracking Tool 4. Reading and Discussion 5. Quick Write 6. Surfacing Issues 7. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 10% 4. 30% 5. 15% 6. 20% 7. 5%

Materials

- Copies of the 11.3 Common Core Learning Standards Tool for each student
- Copies of the Rhetorical Impact Tracking Tool for each student
- Copies of the Surfacing Issues Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer 11.3.1 Lesson 1)

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.6. In this lesson, students read paragraphs 5–7 of “Hope, Despair and Memory” and analyze effective rhetoric and how it contributes to the power of the text. Students also begin to surface potential research issues during their reading and discussion of the text.

- Students look at the agenda.

Pass out copies of the 11.3 Common Core Learning Standards Tool to each student. Instruct students to continue to work on mastering the skills described in the Common Core State Standards (CCSS) throughout this new module and the rest of the year.

- Students listen and examine the 11.3 Common Core Learning Standards Tool.

Inform students that in this lesson they begin to work with a new substandard: L.11-12.1.a. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with substandard L.11-12.1.a.

Instruct students to talk in pairs about what they think this standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Usage (how words and phrases are used in language) is a matter of convention and can change over time.
- Usage can sometimes be contested

① In this lesson students will explore examples of usage surfaced in the text.

Activity 2: Homework Accountability

15%

Instruct students to take out their homework from the previous lesson. (Preview paragraphs 57 from “Hope, Despair and Memory” (from “A recollection. The time: after the war. The place: Paris” to “Waking among the dead, one wondered if one was still alive.”), and annotate for central ideas.)

- ▶ Students take out their homework.

Instruct students to examine their annotations from paragraphs 5–7 and choose two annotations that best suggest central ideas that were present in Lesson 1 and are further developed in this section of text.

- ▶ Students examine their annotations from paragraphs 5–7 and identify central ideas.

Instruct students to talk in pairs about their two annotations from paragraphs 5–7, specifically discussing central ideas that emerged in Lesson 1 and continued in this section of the text.

💬 Annotation discussed for paragraph 5 may include:

- Star next to “On the verge of despair.” This continues the central idea of suffering.
- Star next to “And yet he does not give up.” While the young man feels desperate and sad, he strives to go on, possibly because of hope.
- Star beside the words “language” and “friends.” This supports the idea that people find solidarity in friendship and shared culture, and reinforces the ideas that emerged in the story of the Besht.

💬 Annotation discussed for paragraph 6 may include:

- Star next to “A world where the past no longer counted—no longer meant anything.” This may continue the central idea of memory because, without memory, one feels lost, alone and in despair, like the Besht did in the story.

Annotation discussed for paragraph 7 may include:

- Star near the sentence that begins “Men and women from every corner of Europe.” This connects to the ideas of hope and suffering because these people were stripped of all their hope and plunged into despair.
- ① Circulate around the room to monitor the pair discussion. Listen for students to discuss examples of their annotation in support of central ideas that emerged in Lesson 1 and continue in this section of the text, including hope, memory, solidarity, or suffering.

Activity 3: Rhetorical Impact Tracking Tool

10%

Distribute copies of the Rhetorical Impact Tracking Tool.

Remind students that they began analyzing rhetoric in Module 11.1, and that they will continue to conduct deeper, more complex analysis throughout this module. Students were introduced to the Rhetorical Impact Tracking Tool in 11.2.1 Lesson 6. Explain to students that this tool will help them record and analyze the author’s use of rhetoric and its impact on the text.

- ▶ Students examine the Rhetorical Impact Tracking Tool.

Remind students that rhetoric refers to the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners. Point out to students that they use rhetoric in everyday speech to persuade others to agree with a particular point of view.

- ① Consider reminding students of the work they did with rhetoric in 11.1.3 and throughout Module 11.2.

Instruct students to record the definition of *rhetoric* on the Rhetorical Impact Tracking Tool.

- ▶ Students write the definition of *rhetoric* on their Rhetorical Impact Tracking Tool.

Explain to students that in this lesson they will use the Rhetorical Impact Tracking Tool to track particularly effective uses of rhetoric throughout the text. On this tool, students list the rhetorical device the author uses, and note the impact it has on the power, persuasiveness, beauty, purpose, or point of view of the text. Remind students that because this lesson’s assessment asks students to explain how the rhetoric contributes to the power of the text, students should track only rhetoric that makes the language more powerful.

- ▶ Students follow along.

- ① Students should be familiar with the Rhetorical Impact Tracking Tool from their work in Module 11.2.

- ① Encourage students to keep in mind the Module Performance Assessment as they identify and discuss Wiesel’s use of rhetorical devices. Remind students that they will present their research orally at the end of the module and rhetoric is an effective tool when delivering an engaging oral presentation.

Activity 4: Reading and Discussion

30%

Instruct students to small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text during the reading and discussion.

Instruct student groups to reread “Hope, Despair and Memory” from “A recollection. The time: after the war. The place: Paris” to “that the memory of death will serve as a shield against death.” (par. 5), and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Provide the following question to guide students’ reading:

Who is this young man? What may have happened to him?

What is the impact of Wiesel’s stylistic choices to begin paragraph 5? How does the phrase “a recollection” contribute to this impact?

- 💬 Wiesel uses short phrases to set a scene, almost like the beginning of a play. He includes a time, “after the war,” and a place, “Paris.” The phrase “a recollection” suggests that the scene is a memory, either Wiesel’s or someone else’s, and creates a dream-like image of the scene.

- ① Consider providing students with the following definition: *recollection* means “the act or power of recalling to mind; remembrance.”

What is the young man’s *condition*?

- 💬 Student responses may include:
- The young man “struggles to readjust to life” (par. 5).
 - He is by himself, having lost his mother, father, and younger sister.
 - He is extremely sad, “on the verge of despair” (par. 5).
 - He shows that he has hope because “he does not give up” (par. 5).

What does the sentence structure in this paragraph suggest about the young man’s “struggles to readjust to life”?

- 💬 Student responses may include:

- Short, choppy sentences like “He is alone. On the verge of despair” (par. 5), reflect the young man’s suffering, suggesting that the young man is piecing together his broken life.
- The long, complete sentences show that the young man is determined and strong as he “strives to find a place among the living” (par. 5). Specifically, the last sentence in the paragraph demonstrates the importance of friendship and memory in the young man’s life: “the memory of evil ... the memory of death” (par. 5).
- The author uses parallel structure in paragraph 5 to emphasize the young man’s determination: “he strives,” “He acquires,” “He makes.” Parallel structure is also used to emphasize the importance of memory: “that the memory of evil will serve as a shield against evil; that the memory of death will serve as a shield against death.”

Explain to students that syntax refers to the way in which the words are put together to form phrases, clauses, or sentences. Sentences with simple syntax are short with few clauses and phrases. Sentences with complex syntax have many clauses and phrases and may be longer. Changes in sentence length, style, or complexity for stylistic effect are called *variations in syntax*.

Instruct students to take out their Rhetorical Impact Tracking Tools. Model the tool by writing the new rhetorical term in column 1 with the definition: *variations in syntax* means “a change in sentence length, style, or complexity used for stylistic effect.”

► Students follow along, copying the term and definition to their own tools.

- ① **Differentiation Consideration:** If students struggle to identify the impact of sentence structure, read the paragraph aloud and discuss the number of pauses and how the pauses impact the reading.
- ① Consider explaining to students that some of these “sentences” are sentence *fragments*: “a phrase or clause punctuated as a sentence but missing a key component of a sentence, such as a subject or verb.” These partial sentences are not errors but deliberate choices on the part of the author or speaker. Explain that authors may break some rules of grammar and usage deliberately to achieve a specific effect. Draw students’ attention to their application of standard L.11-12.3.a, that writers may vary syntax for effect.
- ① Consider drawing students’ attention to their application of standard L.11-12.1.a by examining Wiesel’s usage choices in relation to language and syntax.
- ① If necessary, remind students to review their Rhetorical Impact Tracking Tools from 11.2.1 and 11.2.2 for examples and definitions of rhetorical devices.

Instruct students to continue to fill in their Rhetorical Impact Tracking Tools as they read and discuss the text.

How does Wiesel use figurative language at the end of paragraph 5?

Wiesel describes the young man's memories of evil and death as a "shield" that can protect him from future encounters with evil and death.

- ① Consider drawing students' attention to their application of standard L.11-12.5 through the process of interpreting figurative language. If necessary, remind students that *figurative language* is "language that differs from the literal meaning of words and phrases."
- ① Students analyzed figurative language in Modules 11.1 and 11.2.

What is the effect of Wiesel's use of repetition and parallel structure in paragraph 5?

Student responses should include:

- The word "his" repeats in the sentence "His mother, his father, his small sister." It is as if the young man is counting his family members, noting each individual loss.
- The parallel structure of "he strives," "He acquires," and "he makes" implies that each action is a step toward "readjust[ing] to life."
- The repetition and parallel structure of the phrases "that the memory of ... will serve as a shield against" emphasizes that memory can protect against danger or threats.

- ① Parallel structure was introduced in Module 11.1.3 and reviewed in Module 11.2.1.

Lead a brief whole-class discussion of student responses. Instruct students to record the rhetorical devices that were discussed on their Rhetorical Impact Tracking Tools.

Instruct students groups to reread paragraph 6 (from "This he must believe in order to go on" to "A world where the past no longer counted—no longer meant anything."), and answer the following questions before sharing out with the class.

Provide students with the following definitions: *inverted* means "turned upside down" and *Tower of Babel* means "a tower presumptuously intended to reach from earth to heaven; according to the story, God became angry and caused the builders to speak in different languages, which made the construction more difficult."

- ▶ Students write the definitions of *inverted* and *Tower of Babel* on their copy of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing students the following definitions to support English Language Learners: *on the contrary* means "quite the reverse; in opposition to what has been stated" and *principles* means "the requirements and obligations of right conduct."

- ▶ Students write the definitions of *on the contrary* and *principles* on their copy of the text or in a vocabulary journal.

What does Wiesel mean by “God ... covered His face in order not to see” (par. 6)?

- 💬 Wiesel suggests that God was so horrified by His own creation that He could not look; His people “betrayed” (par. 6) Him and created something unnatural and wrong.

What is the impact of Wiesel’s use of imagery to describe the “universe”?

- 💬 The imagery of “an inverted Tower of Babel” (par. 6) that reaches “toward an anti-heaven,” (par. 6) is frightening and ominous.
- ① Imagery was introduced in Module 11.2.1 and analyzed in 11.2.2.
- ① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

In paragraph 6, how does Wiesel describe the people and the place from where the young man came? What impact do these descriptions have on the power of the text?

- 💬 Wiesel describes the people as “creatures” who “betrayed” God. Wiesel also describes the people as “Mankind, jewel of his creation,” which emphasizes God’s disappointment in his people’s betrayal. He describes the place as a “universe,” “a parallel society, a new ‘creation’” and “a world where the past no longer counted—no longer meant anything.”

Lead a brief whole-class discussion of student responses. Instruct students to use their Rhetorical Impact Tracking Tools to record the examples of rhetoric discussed.

Instruct student groups to reread paragraph 7 (from “Stripped of possessions, all human ties severed, the prisoners” to “Waking among the dead, one wondered if one was still alive.”), and answer the following questions before sharing out with the class.

Provide students with the following definition: *resounded* means “made an echoing sound, or sounded loudly.”

- ▶ Students write the definition of *resounded* on their copy of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** If students struggle, consider providing the following definitions: *processions* means “groups of people or things moving forward in an orderly, regular, or ceremonial manner;” *dreading* means “greatly fearing;” *distorted* means “twisted away from the true, natural, or normal; perverted.”

- ▶ Students write the definitions of *processions*, *dreading*, and *distorted* on their copy of the text or in a vocabulary journal.

What does Wiesel mean by “the prisoners found themselves in a social and cultural void”? What is the meaning of *void* in this context?

💬 Student responses may include:

- The prisoners were “stripped of possessions, all human ties severed” (par. 7), so they lost both their social connections and material possessions.
- Prisoners lost their social and cultural identities when they were told to “Forget where you came from; forget who you were” (par. 7).
- *Void* may mean empty space or nothingness.

① **Differentiation Consideration:** If students struggle consider providing the following definition: *void* means “an empty space or emptiness.”

- ▶ Students write the definition of *void* on their copy of the text or in a vocabulary journal.

Why did “fear dominat[e] the universe” (par. 7)?

💬 Student responses may include:

- People were tortured and killed, “night after night” as “seemingly endless processions vanished into the flames” (par. 7).
- The “laws of nature” (par. 7) did not apply in this other universe.

① **Differentiation Consideration:** If students struggle to identify specific images, lead them through the language in this complex paragraph by posing the following question:

What “laws of nature” had been “transformed” in this universe (par. 7)?

- 💬 Children were forced to grow up too quickly and old men were reduced to crying children. Men and women alike became “nameless and faceless creatures” (par. 7) who all had to eat the same portions of food as they waited for the “same end” (par. 7) or same death, as opposed to living, eating, and dying naturally.
- 💬 Rather than a God who protects his people, Wiesel calls God “a slaughterer” (par. 7) who “decided who would live and who would die; who would be tortured, and who would be rewarded” (par. 7).

What is the connection between silence and memory in the sentence “Even their silence was the same for it resounded with the memory of those who were gone” (par. 7)?

- ☞ The memory of those who were killed lives on in the silence of those who were still alive, “dreading the same end” or death (par. 7).

Explain to students that Wiesel’s description of “silence” that “resounded” is an example of a paradox. Define *paradox* as “a statement that seems contradictory but in reality expresses a possible truth.”

- ① Consider facilitating a brief whole-class discussion about how “silence ... resounded” is a *paradox*.
- ① Paradox was introduced in Module 11.2.1 Lesson 8. Instruct students to add *paradox* and its definition to their Rhetorical Impact Tracking Tools.
- ① Consider drawing students’ attention to their application of standard L.11-12.5.a through the process of interpreting a *paradox*.

Who are the “new species” (par. 7) Wiesel describes? Why had they “evolved” (par. 7)?

- ☞ The new species refers to prisoners in the universe who were so accustomed to being surrounded by death, they began to wonder whether they were living: “Walking among the dead, one wondered if one was still alive” (par. 7).
- ☞ The new species evolved because in the “accursed universe,” life was so “distorted” and “unnatural” that they had to learn to survive in new ways (par. 7).

Lead a brief whole-class discussion of student responses. Instruct students to use their Rhetorical Impact Tracking Tool to record the examples of rhetoric discussed.

Activity 5: Quick Write

15%

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

Identify particularly effective uses of rhetoric in paragraphs 5–7 and explain how they contribute to the power of the text.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and domain specific vocabulary. 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.

Activity 6: Surfacing Issues

20%

Inform students that they have been reading and analyzing texts (in this and previous modules) for several purposes, including developing skills for discussion and writing. Explain that this type of reading and writing also fosters skills necessary to build evidence-based arguments around a problem-based question for research.

Inform students that “Hope, Despair and Memory” will be used to generate sample issues for research in this module. Explain to students the term *issue* can be defined as an important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question. (“Odell Education Building Evidence-Based Arguments Unit Plan,” p. 9) Explain that Wiesel briefly mentions many issues within this lecture but does not go into great detail with most issues, so it may be up to students to investigate the viability of a surfaced issue through research. Explain that identifying these initial issues is the beginning of the inquiry process. During the inquiry process, students will develop their understanding of different aspects of the issues, and pose and refine questions as they do their pre-search work.

- ▶ Students listen.

Display and distribute the Surfacing Issues Tool. Instruct students to brainstorm and discuss three to four issues in their small group that have surfaced in paragraphs 1–7 of “Hope, Despair and Memory.”

🗨 Student responses may include the following:

- Exile
- The challenge of immigration
- Reconstruction after war

① Explain to students that a topic is any subject that can be researched, while an *issue* is a topic that can be debated. The term *issue* is used in the context of argumentation.

Lead a brief whole-class discussion about the issues students surfaced. Instruct students to record the page number location of the *issue* in the text and a description of key information related to the *issue*.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, students use online or print resources to briefly define or explain the following terms or ideas: “Auschwitz,” “the Holocaust,” and “concentration camps of World War II.” Instruct students to come to class prepared to discuss these

concepts and how they might relate to the events described in Wiesel’s lecture. The resources students identify may include common but reputable print and online reference materials and other online resources such as audio and video.

► Students follow along.

- ① Inform students that some of the images or descriptions they find during their searches may be disturbing, and instruct students to exercise good sense in following only reliable, mainstream links.

Homework

Use the Internet or other print and electronic resources to identify a brief definition or explanation for each of the following terms or ideas: “Auschwitz,” “Concentration Camps” and “Holocaust.” Come to class prepared to discuss how these explanations inform your understanding of the “young man” (par. 5) and the “universe” (par. 6–7).

11.3 Common Core Learning Standards Tool

Name:		Class:		Date:	
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CCS Standards: Reading—Informational		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
RI.11-12.1.a	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.			
W.11-12.1.a	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.11-12.1.b	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.</p>			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.11-12.1.c	<p>Write arguments to support claims in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.11-12.1.d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
W.11-12.1.e	Write arguments to support claims in the analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. e. Provide a concluding statement or section that follows from and supports the argument presented.			

CCS Standards: Writing		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
W.11-12.7	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.			
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			

CCS Standards: Speaking and Listening		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
L.11-12.1.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.			
L.11-12.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.			

CCS Standards: Language		I know what this is asking and I can do this.	This standard has familiar language, but I haven't mastered it.	I am not familiar with this standard.
L.11-12.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.			
L.11-12.2.b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly.			
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to track the rhetorical devices you encounter in the text, as well as examples of these devices and their definitions. Be sure to note the rhetorical effect of each device in the text.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Text:

Rhetoric: the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a lecture, and in particular, persuade readers or listeners.

Point of View (an author's opinion, attitude, or judgment): _____

Purpose(an author's reason for writing): _____

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical effect (power, persuasiveness, beauty, point of view, purpose)

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical effect (power, persuasiveness, beauty, point of view, purpose)

Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to track the rhetorical devices you encounter in the text, as well as examples of these devices and their definitions. Be sure to note the rhetorical effect of each device in the text.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Text: Elie Wiesel, "Hope, Despair and Memory"

Rhetoric: the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a lecture, and in particular, persuade readers or listeners.

Point of View (an author's opinion, attitude, or judgment): Wiesel believes that something horrible happened to the young man and that remembering it will make sure it will not happen again.

Purpose (an author's reason for writing): to support the claim that "it is memory that will save humanity."

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical effect (power, persuasiveness, beauty, point of view, purpose)
Variation in syntax: a sudden change in sentence length, style, or complexity used for stylistic effect	“A recollection. The time: After the war. The place: Paris.” (par. 5) “He is alone. On the verge of despair. And yet he does not give up.” (par. 5) These sentences are unusually short.	By using short, fragmented sentences, Wiesel conveys how upset and disconnected the young man feels after his time in the prison. This contributes to the power of the memory because it draws the reader’s attention to the destruction caused by war.
Figurative language: language that differs from the literal meaning of words and phrases	“the memory of evil will serve as a shield against evil; that the memory of death will serve as a shield against death.” (par. 5)	The figurative language in this sentence helps the audience see memory as something that can actually protect another person: a shield. This increases memory’s power in the eyes of the audience.
Imagery: the use of figurative language or vivid descriptions to make pictures in the reader’s mind	“children looked like old men, old men whimpered like children,” and “nameless and faceless creatures” (par.7) “Waking among the dead, one wondered if one was still alive.” (par. 7)	The imagery strengthens Wiesel’s claim that the events in the “parallel universe” are unnatural and contrary to nature.
Paradox: a statement that seems contradictory but in reality expresses a possible truth.	“Even their silence was the same for it resounded with the memory of those who were gone.” (par. 7)	The paradox adds power to the idea of memory by suggesting that even in silence, it “resounds” loudly.

Surfacing Issues Tool

Name:		Class:		Date:	
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Directions: As you read, look for issues that are suggested in the text. Remember that an issue is an important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question. Summarize the issue succinctly, and note the paragraph number and what the text says about the issue in the correct columns.

Issue	Paragraph(s)	Key Information about the Issue from the Text

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Model Surfacing Issues Tool

Name:		Class:		Date:	
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Directions: As you read, look for issues that are suggested in the text. Remember that an issue is an important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question. Summarize the issue succinctly, and note the page number and what the text says about the issue in the correct columns.

Issue	Paragraph(s)	Key Information about the Issue from the Text
Exile	1, 7	The Besht was banished or exiled because he “meddle[d] with history” (par. 1); People throughout Europe were exiled from their countries and sent to a prison (par. 7).
Reconstruction after war	5	A young man in Paris “struggles to readjust to life” and “he makes a few friends” who have also gone through the war.
The challenge of immigration	5	The young man in Paris has lost everything and “struggles to readjust to life.” He “acquires a new language.”

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11.3.1

Lesson 3

Introduction

In this lesson, students read and analyze paragraphs 8–11 of “Hope, Despair and Memory” from “Stripped of possessions, all human ties severed, the prisoners” to “For us, forgetting was never an option.” In this portion of the lecture Wiesel expresses incredulity regarding the behaviors of those who participated in the Holocaust as well as those who passively stood by. Wiesel disavows the option of forgetting even in the face of despair. Students continue to analyze Wiesel’s use of language and rhetoric while focusing on how he continues to develop the idea of memory in paragraphs 8–11. Student learning is assessed via a Quick Write at the end of the lesson: How does Wiesel further develop the idea of memory in paragraphs 8–11?

Additionally, students continue to identify potential research topics and record them on the Surfacing Issues Tool. For homework, students preview paragraphs 12–17 of “Hope, Despair and Memory” (from “Remembering is a noble and necessary act” to “then let it be inhabited by their deaths”), and annotate for the development of central ideas.

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.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How does Wiesel further develop the idea of memory in paragraphs 8–11?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Explain how Wiesel develops the idea of memory in paragraphs 8–11 (e.g., In this section, Wiesel contradicts his earlier idea of memory as a shield (par. 5). In this section, memory elicits “real despair” after the war when the prisoners were released and as they began to “search for meaning” (par. 8). For the survivors memory became impossible to escape: “for the first time in history, we could not bury our dead” (par. 10). Although relief should have followed the suffering, it did not, and that is what caused the “real despair” (par. 8). However, at the very end of this section, Wiesel reiterates his faith in “memory that will save humanity” (par. 3), when he states, “forgetting was never an option” (par. 11).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> theology (n.) – the study of religious faith, practice, and experience passivity (n.) – the state or condition of not participating readily or being inactive aberration (n.) – the act of deviating from the ordinary, usual, or normal type contention (n.) – a struggling together in opposition; strife xenophobia (n.) – an unreasonable fear or hatred of foreigners or strangers or that which is foreign or strange fanaticism (n.) – outlook or behavior marked by excessive enthusiasm and often intense uncritical devotion
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> Allies (n.) – the 26 countries, including the United States, who fought against Nazi Germany, Italy, and Japan in World War II repress (v.) – to not allow yourself to remember (something, such as an unpleasant event)
Additional vocabulary to support English Language Learners (to provide directly)

- conceive (v.) – to form a notion or idea of; imagine
- reassessed (v.) – assessed (something) again; re-evaluated
- called into question – caused someone or something to be evaluated; examined or reexamine the qualifications or value of someone or something
- betrayed (v.) – broke (a promise) or was disloyal to (a person's trust)
- withdraw (v.) – to go or move back, away, or aside; retire; retreat

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.2, W.11-12.9.b, L.11-12.3 Text: “Hope, Despair and Memory” by Elie Wiesel, paragraphs 8–11 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 45% 4. 25% 5. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 11.3.1 Lesson 1)
 - Student copies of the Surfacing Issues Tool (refer to 11.3.1 Lesson 2)
 - Student copies of the Rhetorical Impact Tracking Tool (refer to 11.3.1 Lesson 2)
- ① **Differentiation Consideration:** Student copies of the Central Ideas Tracking Tool (refer to 11.3.1 Lesson 1)

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 standard for this lesson: RI.11-12.2. In this lesson, students continue to read “Hope, Despair and Memory” from “Stripped of possessions, all human ties severed, the prisoners” to “For us, forgetting was never an option” (par. 8-11), focusing on how Wiesel continues to develop the idea of memory in these paragraphs. Additionally, students continue to surface issues from the text. Students engage in evidence-based discussion and complete a Quick Write about the development of the central idea of memory in this portion of text.

- Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to talk in pairs about the homework from the previous lesson. (Use the Internet or other print and electronic resources to identify a brief definition or explanation for each of the following terms or ideas: "Auschwitz," "Concentration Camps," and "Holocaust." Come to class prepared to discuss how these explanations inform your understanding of the young man (par. 5) and the “universe” (par. 6 and 7).).

- Students discuss their homework in pairs.
- 💬 Student responses should include:
 - Auschwitz: Auschwitz or Auschwitz-Birkenau was a concentration and death camp in Silesia, Poland. “Established in 1940 originally as a concentration camp, it became an extermination camp in early 1942. Later, it consisted of three sections: Auschwitz I, the main camp; Auschwitz II (Birkenau), an extermination camp; Auschwitz III (Monowitz), the I.G. Farben labor camp, also known as Buna. In addition, Auschwitz had numerous sub-camps.” (<http://www.jewishvirtuallibrary.org/>)

- “Holocaust” derives from Greek words meaning “whole” and “burned,” and is also called the “Shoah,” which means “catastrophe” or “calamity” in Hebrew. It refers to the “systematic, bureaucratic, state-sponsored persecution and murder” of millions of European Jewish people during the years of 1933 to 1945 (www.ushmm.org). At first, the term only referred to burnings in general, but later it became common to describe all the persecution targeted at Jews during World War II as part of the Holocaust. (“History And Meaning Of The Word ‘Holocaust’: Are We Still Comfortable With This Term?”; <http://www.huffingtonpost.com/>)
- Concentration camps were places where ethnic or cultural groups and political prisoners (in this case, Jewish people, among others) were imprisoned without trial in inadequate facilities and with inadequate provisions. Some were forced-labor camps, in which the prisoners had to work all day for no pay. Punishment at the camps was extreme and often resulted in death. Some, like Birkenau, were death camps, where people were routinely killed. Auschwitz was one of the most infamous concentration camps in World War II. (<http://www.yadvashem.org/>)

① **Differentiation Consideration:** Consider asking students to work in pairs or small groups to summarize the results of their searches into one line or less. Place three pieces of chart paper up around the room, each labeled with one term, and invite partners or small groups to write their succinct explanations on the paper. Allow students to refer to and clarify the definitions of these words as they emerge in the reading.

Instruct student pairs to briefly discuss the following question before sharing out with the class:

How does the information you found for homework inform your understanding of the young man (par. 5) and the “universe” (par. 6 and 7)?

💬 Student responses may include:

- The young man was probably in World War II. The text says that it is “After the war” (par. 5) and that he is in Paris. He “struggles to readjust to life,” so he must have been in the war, either as a soldier or a survivor. He has lost his “mother, his father, his small sister” (par. 5).
- The young man was probably in a concentration camp, probably one of the “Men ... from every corner of Europe” who were suddenly reduced to “nameless and faceless creatures” (par. 7).
- In paragraph 5, the young man is described as “On the verge of despair” and that he “strives to find a place among the living.” This connects to the last line of paragraph 7, which states, “Waking among the dead, one wondered if one was still alive,” suggesting that the young man was one of the people who had been displaced into a “social and cultural void.”
- The concentration camps were terrible places where people were burned, tortured, and killed. The “Tower of Babel” (par. 6) was supposed to stretch to heaven, but instead was

stretching toward an “anti-heaven” (par. 6) or hell, an accurate description of what was happening at the camps.

- The Holocaust was a systematic persecution and murder of many people. The idea of “a parallel society, a new “creation” with its own princes and gods, laws and principles, jailers and prisoners” (par. 6) describes the Holocaust very well because it does not seem that civilized people would be able to commit such acts as in the Holocaust.
- Paragraph 6 states that “God, betrayed by His creatures, covered His face in order not to see.” A just and merciful God would not want to see torture and persecution of his people, the construction and use of death camps, and the extermination of millions. In order for these atrocities to have happened, Wiesel reasons, God must have chosen to look away.
- The prisoners at Auschwitz arrived with few personal “possessions” (par. 7) because they had been forced to leave them behind when they were moved from ghetto to camp. When they arrived, they were “stripped” (par. 7) of their remaining possessions.
- Families and friends were separated into different camps and “all human ties severed” (par. 7). They had to sleep with strangers in their bunks and do forced labor.
- All the people were starved, even the children, so they began to “look like old men” (par. 7). They were given the same “ration of bread or soup,” no matter what they needed to live.
- The text states that “Men and women from every corner of Europe” (par. 7) were in the prison, and it was mostly European Jews who were imprisoned in concentration camps.

① Students may further connect this textual evidence to what they learned about concentration camps or Auschwitz.

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion

45%

Instruct students to read paragraphs 8–11 of “Hope, Despair and Memory” from “Stripped of possessions, all human ties severed, the prisoners” to “For us, forgetting was never an option” and annotate for central ideas using the annotation code CI.

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

- ▶ Students read paragraphs 8–11 and annotate for central ideas.

① This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Instruct students to form pairs and take out their Surfacing Issues Tools. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate throughout the reading and discussion.

- ① **Differentiation Consideration:** Consider having students track central ideas in paragraphs 8–11 using the Central Ideas Tracking Tool.

Instruct student pairs to reread paragraph 8, from “And yet real despair only seized us later” to “All found their ultimate expression in Auschwitz,” and answer the following questions before sharing out with the class. Remind students to annotate the text and record topics/issues for research on their Surfacing Issues Tools.

- ① For potential student issues surfaced in this reading see the Model Surfacing Issues Tool at the end of this lesson.

Provide students with the following definitions: *theology* means “the study of religious faith, practice, and experience,” *passivity* means “the state or condition of not participating readily or being inactive,” and *aberration* means “the act of deviating from the ordinary, usual, or normal type.”

- ▶ Students write the definitions of *theology*, *passivity*, and *aberration* on their copy of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *conceive* means “to form a notion or idea of; imagine,” *reassessed* means “assessed (something) again; re-evaluated,” and *called into question* means “caused someone or something to be evaluated; to examined or reexamined the qualifications or value of someone or something.”

- ▶ Students write the definitions of *conceive*, *reassessed*, and *called into question* on their copy of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Provide the following question to guide students’ reading:

Why were the survivors in more despair after the war ended?

When did “real despair” begin?

- ☞ Real despair began “later. Afterwards” (par. 8). Real despair began after the “nightmare” (par. 8) of the Holocaust had ended.

How does Wiesel’s explanation of when “real despair” began connect to the last sentence of paragraph 7?

- ☞ In the last sentence of paragraph 7, the people Wiesel talks about seem numb from seeing so much death and wonder whether they are “still alive.” People started to feel again when they started to “search for meaning.”

Who “coldly, deliberately ordered the massacres and participated in them” (par. 8)?

- ☞ The “doctors of law or medicine or theology” and “lovers of art and poetry, of Bach and Goethe” (par. 8).

- ① Explain to students that Bach was a famous German music composer and Goethe was a famous German writer.

What is the effect of Wiesel’s juxtaposition of these descriptions?

- Wiesel describes the same people in two different ways. He calls them “lovers of art and poetry,” (par. 8) which suggests that they were romantic and refined. Wiesel also describes them as murderers or coconspirators in “massacres” (par. 8), indicating that they were heartless. Wiesel creates a sense that the people who committed and planned the murders were not always “cold[]” (par. 8), but became that way.
- ① Students should be familiar with *juxtaposition* as a rhetorical device from their work in Module 11.2. If necessary, provide the following definition: *juxtaposition* means “an act or instance of placing close together or side by side, especially for comparison or contrast.”

Instruct students to add this example to their Rhetorical Impact Tracking Tools.

How does Wiesel describe the “metamorphosis” (par. 8) of those who ordered and participated in the massacres?

- Those who killed and conspired to kill others during the Holocaust forgot ethical principles and their cultural and religious beliefs. Their metamorphosis was a “loss of ethical, cultural, and religious memory” (par. 8).

How does the question “How could we ever understand the passivity of the onlookers” help you to make meaning of “the silence of the Allies” (par. 8)? What might “Allies” mean in this context?

- Student responses may include:
 - Wiesel seeks to understand why the “onlookers” did not try to stop the torture of the prisoners. In this way, *passivity* is similar to silence.
 - The Allies must be like onlookers because the passivity is similar to the silence. Wiesel says, “and—yes—the silence of the Allies?” (par. 8). This phrasing suggests that some people may disagree with whether the Allies were actually silent. The Allies may have been trying to help the Jews, but Wiesel is suggesting they did not do enough.
- ① Consider providing students with the following definition: in this context, *Allies* means “the 26 countries, including the United States, who fought against Nazi Germany, Italy, and Japan in World War II.”

How does Wiesel explain the place of God in Auschwitz?

- Wiesel asks where God was in Auschwitz and states that it “seemed...impossible” (par. 8) to consider.

What is the effect of putting “civilization” in quotation marks in Wiesel’s question at the end of paragraph 8: “Was Auschwitz a consequence or an aberration of ‘civilization’?”

- 💬 Wiesel suggests that “civilization” may not mean what he thought it meant before the war and his experiences in Auschwitz. Wiesel states, “everything had changed” and “Auschwitz called that civilization into question.”

Provide students with the following definitions: *contention* means “a struggling together in opposition; strife,” *xenophobia* means “an unreasonable fear or hatred of foreigners or strangers or that which is foreign or strange,” and *fanaticism* means “outlook or behavior marked by excessive enthusiasm and often intense uncritical devotion.”

- ▶ Students write the definitions of *contention*, *xenophobia* and *fanaticism* on their copy of the text or in a vocabulary journal.

What is the impact of the list of ideas that “found their ultimate expression in Auschwitz” (par. 8)?

- 💬 These things are bad for society and may lead to war. “Nationalism” keeps countries from collaborating toward a shared goal, and “social and economic contention,” “xenophobia,” “religious fanaticism,” and “racism” are about excluding others or dividing society.
- ① **Differentiation Consideration:** The terms Wiesel uses at the bottom of this paragraph may be new to some students. Consider facilitating a brief whole-class discussion around how each of these terms relates to Auschwitz in Wiesel’s lecture.
- ① The list of social ills can provide a strong springboard for surfacing issues. Consider drawing students’ attention to this paragraph and encourage them to track possible research topics/issues on their Surfacing Issues Tools.

About whom is Wiesel speaking in paragraphs 5–8?

- 💬 Student responses may include:
 - Wiesel is speaking about people who experienced the Holocaust, including the “young man” (par. 5), the “prisoners” (par. 6–7), and people who “deliberately ordered the massacres and participated in them.”
 - Wiesel is speaking about himself. He is the “young man” in paragraph 5 and one of the “prisoners” in paragraphs 7 and 8. In paragraph 8, Wiesel uses the pronouns “us” and “we,” which show that he is remembering and describing his own experiences as part of a group of people who experienced the Holocaust.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read paragraph 9 (from “The next question had to be, why go on?” to “God and man betrayed their trust in one another?”), and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *betrayed* means “broke (a promise) or was disloyal to (a person's trust).”

- ▶ Students write the definitions of *betrayed* on their copy of the text or in a vocabulary journal.

Post or project the following questions for students to answer in pairs.

- ▶ Student pairs reread, discuss, annotate, and record their answers to the following questions.

What is the relationship between memory and despair in paragraph 9?

- ☞ Wiesel shows their hopelessness by offering examples of questions survivors may have asked themselves in despair: “Why build a home?” and “Why bring children into a world in which God and man betrayed their trust in one another?”

Lead a brief whole-class discussion of student responses.

- ▶ Students discuss their responses.
-

Instruct student pairs to read paragraphs 10 and 11 (from “Of course we could try to forget the past” to “For us, forgetting was never an option”), and answer the following questions before sharing out with the class.

- ① If students struggle to determine word meanings from context, provide the following definition: *repress* means “to not allow yourself to remember (something, such as an unpleasant event).”
- ① **Differentiation Consideration:** Consider providing students with the following definition: *withdraw* means “to go or move back, away, or aside; retire; retreat.”

- ▶ Students write the definition of *withdraw* on their copy of the text or in a vocabulary journal.

What is “natural” for a human being to do with “what causes him pain, what causes him shame” (par. 10)?

- ☞ It is natural to forget.

What is the purpose of Wiesel’s reference to the “ghosts” and the “dead” (par. 10)?

- ☞ The ghosts and the dead refer to bad dreams or nightmares that vanish in the daylight. Wiesel uses the reference to the ghosts and the dead to show how “memory protects its wounds” (par. 10) by sometimes allowing people to forget what scares or haunts them.

- ① **Differentiation Consideration:** Consider telling students that this is an example of an *allegory*, a type of figurative language. Offer students the following definition: *allegory* means “figurative treatment of one subject under the guise of another.”

How does the claim “forgetting was never an option” (par. 11) inform your understanding of Wiesel’s statement that “We bear their graves within ourselves” (par. 10)?

💬 Student responses may include:

- Wiesel suggests that survivors carry the memory of those who died.
- Wiesel says that “we could not bury our dead” (par. 10) so there is no place to escape the memories. The “ghosts” (par. 10) are ever-present.

- ① **Differentiation Consideration:** If students struggle with the idea that the survivors “could not bury [their] dead,” remind students about the information they researched for homework, and have them connect the mass graves to this line.

What is the cumulative effect of Wiesel’s use of questions in paragraphs 8–10?

💬 Student responses may include:

- The questions emphasize Wiesel’s and other survivors’ “search for meaning” (par. 8).
- The questions show the “real despair” (par. 8) of those who survived the Holocaust.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

25%

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

How does Wiesel further develop the idea of memory in paragraphs 8–11?

Instruct students to look at their annotations to find evidence. 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 **Differentiation Consideration:** Instruct students to refer to their Central Ideas Tracking Tools for evidence.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview paragraphs 12–17 in the text (from “Remembering is a noble and necessary act” to “then let it be inhabited by their deaths”), and annotate for central ideas.

- ▶ Students follow along.

- ① This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Homework

Preview “Hope, Despair and Memory,” paragraphs 12–17 (from “Remembering is a noble and necessary act” to “then let it be inhabited by their deaths”) and annotate for central ideas.

Model Surfacing Issues Tool

Name:		Class:		Date:	
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Directions: As you read, look for issues that are suggested in the text. Remember that an issue is an important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question. Summarize the issue succinctly, and note the paragraph number and what the text says about the issue in the correct columns.

Issue	Paragraph(s)	Key Information about the Issue from the Text
Passivity in wartime	8	Some nations stayed out of World War II for a long time, including some nations that eventually joined the Allies, but Wiesel states that he does not “understand the passivity of the onlookers.”
Scientific abstraction without regard for human, social, or environmental impact	8	“Scientific abstraction” had its “ultimate expression in Auschwitz” where prisoners were experimented on.
Nationalism	8	Wiesel mentions that nationalism had its “ultimate expression in Auschwitz.”
Xenophobia	8	Wiesel mentions that xenophobia had its “ultimate expression in Auschwitz.”
Religious fanaticism	8	Wiesel mentions that religious fanaticism had its “ultimate expression in Auschwitz.”
Anti-Semitism	8	Wiesel mentions that racism and religious fanaticism had their “ultimate expression in Auschwitz.”
Repressing memories	10	The text mentions that people repress painful or shameful memories.

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Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

Text:	"Hope, Despair and Memory" by Elie Wiesel
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Paragraph #	Central Ideas	Notes and Connections
8	Memory	Memory elicits "real despair" after the war when the prisoners were released and as they began to "search for meaning" (par. 8). "With one stroke, mankind's achievements seem to have been erased." (par. 8)
9	Memory	At that point, memory, instead of being a salve, became impossible to escape: "why go on? If memory continually brought us back to this, why build a home?" (par. 9).
10	Memory	"For the first time in history, we could not bury our dead" (par. 10). This shows that memory can act like a scab: "memory protects its wounds," but when it cannot "withdraw," it causes great suffering.
11	Memory	However, at the very end, Wiesel reiterates his faith in "memory that will save humanity" (par. 3), when he states, "forgetting was never an option" (par. 11).

11.3.1

Lesson 4

Introduction

In this lesson, students continue to read, “Hope, Despair and Memory” by Elie Wiesel from “Remembering is a noble and necessary act” to “then let it be inhabited by their deaths” (par. 12–17). In this portion of the Nobel Lecture, Wiesel continues to develop the central idea of memory, first through an illustration of the Jewish tradition’s historical perspective on war and the outcome of peace through wisdom and remembering. He continues to develop the central idea of memory by presenting the paradox of the importance of remembering events with the human capacity to forget.

Students continue to build their understanding of central ideas in this text, and how these ideas build on one another in the text. Students read and discuss the text in pairs and continue to surface issues in the text for the purposes of research. Student learning is assessed via a Quick Write at the end of the lesson: How do two or more central ideas build on one another and interact over the course of the text? Finally, students learn how to generate inquiry questions from research issues, a fundamental starting point in the research process in this module.

For homework, students begin informally researching to explore, build background knowledge, and generate interest around potential topics. Students will use the inquiry questions generated in class to guide them as they explore research topics.

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)	
RI.11-12.1.a	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>

W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
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Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How do two or more central ideas build on one another and interact over the course of the text?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify two or more central ideas developed in the text (e.g., memory, hope, solidarity, suffering). Demonstrate how these ideas build on each other and interact using evidence from paragraphs 1–17 (e.g., Wiesel states that “it is memory that will save humanity” (par. 3) and develops this idea of memory by providing examples from the Jewish tradition such as Yom Hazikaron, when “man appeals to God to remember” (par. 12) so that man will not “repeat past disasters, past wars” (par. 12); the ideas of memory and solidarity build on each other as Wiesel recounts the stories of friendship and hope during the Holocaust, such as the “sick beggar” who “began to sing as an offering to his companions” (par. 16) as well as the girl who comforted her grandmother even during extreme suffering; Wiesel builds upon the ideas of solidarity and memory when he states that “Each one of us felt compelled to bear witness” (par. 17); the act of sharing the stories in paragraph 16 is a way of showing and maintaining solidarity through remembrance.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> incumbent (adj.) – morally binding or necessary; required to be done abhorrence (n.) – feeling of extreme objection or dislike paucity (n.) – smallness of quantity

- iniquity (n.) – well-known and extreme injustice or wickedness
- debases (v.) – lowers in rank, dignity, or significance
- reconcile (v.) – make (two apparently conflicting things) capable of existing together or consistent with each other
- bear witness (v.) – provide evidence for
- testament (n.) – proof or evidence that something exists or is true; a promise or agreement between God and the human race; an act by which a person determines the disposition of his or her property after death

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

- None.

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

- provokes (v.) – causes (a person or animal) to become angry, violent, etc.
- contradiction (n.) – a difference or disagreement between two things, which means that both cannot be true
- diminishes (v.) – makes or causes to seem smaller, less, less important, etc.
- compelled (v.) – forced or driven, especially to a course of action
- civilized (adj.) – marked by well-organized laws and rules about how people behave with each other

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.2, RI.11-12.1.a, W.11-12.9.b • Text: “Hope, Despair and Memory” by Elie Wiesel, paragraphs 12–17 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Posing Inquiry Questions 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 35% 4. 20% 5. 25% 6. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Surfacing Issues Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Short Response Rubric and Checklist (refer to 11.3.1 Lesson 1)
- Copies of the Posing Inquiry Questions Handout for each student

① **Differentiation Consideration:** Student copies of the Central Ideas Tracking Tool (refer to 11.3.1 Lesson 1)

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.2. In this lesson, students explore how central ideas continue to develop and interact in paragraphs 12–17. Through evidence-based discussion, students explore central ideas and continue to surface issues in the text that have potential for research. Students complete a Quick Write examining how two or more central ideas build on one another and interact over the course of the text so far. Finally, students learn how to pose inquiry questions from the surfaced issues for the purpose of research.

- Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new substandard: RI.11-12.1.a. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with substandard: RI.11-12.1.a.

Instruct students to talk in pairs about what they think this standard means. Lead a brief discussion about the standard.

● Student responses should include:

- Develop a range of questions.
- Further explore the topics that are surfaced in the text.

① In this lesson students begin to generate inquiry questions based on topics/issues surfaced in the text.

Activity 2: Homework Accountability

10%

Instruct students to take out their text and talk in pairs about the homework from the previous lesson. (Preview “Hope, Despair and Memory,” paragraphs 12–17, (from “Remembering is a noble and necessary act” to “then let it be inhabited by their deaths”) and annotate for central ideas.) Instruct student pairs to discuss, based on their annotation, where they identified central ideas in the text.

► Students briefly discuss their annotations in pairs.

● Student annotations may include:

- CI beside the phrase “Remembering is a noble and necessary act” (par. 12)
- CI beside the phrase “man appeals to God to remember: our salvation depends on it” (par. 12)
- CI beside the phrase, “War dehumanizes, war diminishes, war debases all those who wage it” (par. 13)
- CI beside “Perhaps, because wise men remember best” (par. 13)
- CI beside the phrase “Indeed if memory helps us survive, forgetting allows us to go on living” (par. 14)
- CI beside “Only God and God alone can and must remember everything” (par. 14)
- CI beside the phrase “How are we to reconcile our supreme duty towards memory with the need to forget that is essential to life?” (par. 15)
- CI beside “The survivors wanted to communicate everything to the living” (par. 15)

Activity 3: Reading and Discussion

35%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

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

Instruct students to revise or add to their annotation as they analyze the text. Remind students to record topics/issues for research on their Surfacing Issues Tool as they read.

- ① This focused annotation supports students' engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.
- ① For potential student issues surfaced see the Model Surfacing Issues Tool at the end of this lesson.
- ① **Differentiation Consideration:** Instruct students to track central ideas in paragraphs 12–17 using the Central Ideas Tracking Tool.

Instruct student pairs to reread paragraphs 12–13 (from “Remembering is a noble and necessary action” to “who will bring about peace. Perhaps, because wise men remember best”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *incumbent* means “morally binding or necessary; required to be done,” *abhorrence* means “feeling of extreme objection or dislike,” *paucity* means “smallness of quantity,” *iniquity* means “well-known and extreme injustice or wickedness,” *debases* means “lowers in rank, dignity, or significance.”

- ▶ Students write the definitions of *incumbent*, *abhorrence*, *paucity*, *iniquity*, and *debases* on their copy of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *provokes* means “causes (a person or animal) to become angry, violent, etc.,” *contradiction* means “a difference or disagreement between two things, which means that both cannot be true,” *diminishes* means “makes or causes to seem smaller, less, less important, etc.”
- ▶ Students write the definitions of *provokes*, *contradiction*, and *diminishes* on their copy of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider posting the following guiding question to support students during this rereading:

How does Wiesel describe memory and forgetting in this portion of text?

- ① **Differentiation Consideration:** Consider providing students some brief background knowledge on the Bible, the Jewish Tradition, and some of the holy texts of the Jewish religion.

How does Wiesel support his claim that “[r]emembering is a necessary and noble act” (par. 12)?

- Wiesel supports this claim by saying that the need for humanity to remember has been around since “the very dawn of history” (par. 12). Wiesel also references writings in the Bible, “[n]o commandment figures so frequently” (par. 12) and Jewish traditions such as “*Yom Hazikaron*” (par. 12), a day dedicated to the act of memory. This tradition calls for everyone to remember the good things as well as the “evil we have suffered” (par. 12).

① Consider reminding students of their work with argument terms such as claims and evidence in Module 11.2.

① **Differentiation Consideration:** Consider asking the following question to scaffold student understanding of the previous question:

Why is the call to memory so important in the Bible and during *Yom Hazikaron*?

- Wiesel writes that “our salvation depends” on memory because if God “refuses” to remember our suffering, we will “repeat past disasters, past wars” (par. 12).

Why might the “rejection of memory” be considered a “divine curse” (par. 12)?

- If God rejects memory, man is doomed to “repeat past disasters, past wars” (par. 12); this becomes a curse because man will continue to kill and destroy and never achieve peace, and “all will be lost” (par. 12).

① **Differentiation Consideration:** Consider asking the following question to scaffold student understanding of the previous question:

What happens if God does not remember our suffering?

- If God forgets our suffering we will “repeat past disasters, past wars” (par. 12).

What is the perspective of the Jewish tradition on war? Explain how Wiesel uses historical figures to support this perspective.

- The Jewish tradition has an “abhorrence of war” (par. 13), which is demonstrated by the lack of warriors or celebration of war in important texts such as the Talmud. Wiesel supports this perspective by referencing some Jewish historical figures who were not celebrated because of their acts of war, such as David who “is not permitted to build the Temple,” which is “God’s dwelling place” (par. 13).

① **Differentiation Consideration:** Consider asking the following questions to scaffold student understanding of the previous question:

Why was David “not permitted to build the Temple” (par. 13)?

- David was not allowed to build the Temple because he was a “great warrior and conqueror” (par. 13).

Why was David’s son Solomon allowed to build the Temple?

- Solomon was “a man of peace” (par. 13) and because the Jewish tradition does not celebrate war, he was allowed to build the Temple.

How will wise men “bring about peace” (par. 13)?

- Wiesel says that the “wise men remember best” (par. 13), and it is the act of remembering that will allow man to avoid repeating the same mistakes, “past disasters, past wars” (par. 12).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraph 14 (from “And yet it is surely human to forget” to “God alone can and must remember everything”) and answer the following questions before sharing out with the class.

How does Wiesel support the claim that “forgetting allows us to go on living” (par. 14)?

- Student responses may include:
 - Wiesel provides evidence from the Talmud, which states that, without our ability to forget information, we would not be able to learn anything new. Our ability to learn depends on “the ability to forget” (par. 14); otherwise our brains would not be able to store new knowledge.
 - Wiesel supports this claim by stating that if people were unable to forget, the “paralyzing fear of death” (par. 14) would prevent us from being able to function.
 - Wiesel supports this claim by stating that our whole lives would be lived out in fear if we could not forget anything, and “man would live in a permanent paralyzing fear of death” (par. 14).
- Consider drawing students’ attention to Wiesel’s use of evidence and reasoning in paragraph 14, in preparation for their work with argument writing later in this module. Consider reminding students of their work in Module 11.2 with argument terms such as *reasoning to support claims*. If necessary, remind students that *reasoning* means “The logical relationships among ideas, including relationships among claims and relationships across evidence.”
- Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

What would mankind want to forget?

- Wiesel writes “forgetting allows us to go on living” (par. 14). If we could not forget we would “live in permanent, paralyzing fear of death” (par. 14).

How does Wiesel’s comparison of God and man develop the idea of memory in paragraphs 12–14?

- Wiesel’s comparison of God and man develops the idea of the importance of memory. Wiesel says, “man appeals to God to remember” (par. 12) because if God wishes to remember, “all will be well” (par. 12). Wiesel goes on to state that it is “human to forget” (par. 14), and contrasts humanity’s “need to forget that is essential to life” (par. 15) with God’s ability to “remember everything” (par. 14), which is not something man is capable of doing.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread paragraphs 15–17 (from “How are we to reconcile our supreme duty towards memory” to “then let it be inhabited by their deaths”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *reconcile* means “to make (two apparently conflicting things) capable of existing together or consistent with each other,” *bear witness* means “provide evidence for,” *testament* means “proof or evidence that something exists or is true; a promise or agreement between God and the human race; an act by which a person determines the disposition of his or her property after death.”

- Students write the definitions of *reconcile*, *bear witness*, and *testament* on their copy of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *compelled* means “forced or driven, especially to a course of action,” and *civilized* means “marked by well-organized laws and rules about how people behave with each other.” To support student understanding, consider providing this definition together with its opposite, *uncivilized*, which means “showing no concern for the well-being of people or for the proper way to behave toward people.”
- Students record the definitions of *compelled* and *civilized* on their copy of the text or in a vocabulary journal.

What is the paradox the survivors had to confront?

- Wiesel presents the challenge to reconcile the “duty towards memory with the need to forget” (par. 15). Wiesel describes the conflict between the need to remember in order to avoid the mistakes of the past, and the need to forget in order to avoid the pain of the past.

How do the stories and encounters Wiesel describes in paragraph 16 develop a central idea in this portion of text?

- The stories and encounters Wiesel shares in these paragraphs are specific and deeply moving, and demonstrate the “supreme duty towards memory” (par. 15) that the survivors are trying to uphold. The stories develop the importance of memory by giving accounts not just of what happened but how the victims and survivors reacted to their circumstances. The child who was able to offer comfort to her grandmother who “went to her death without fear, without regret” (par. 16) is an inspiring story of the hope that was present even in the face of such deplorable circumstances. Even the weak and sick beggar offered friendship when he “began to sing as an offering to his companions” (par. 16).

① **Differentiation Consideration:** If students struggle with this question consider posing the following question to support understanding:

What did the survivors want to communicate to the living?

- Student responses may include:
 - The “victim’s solitude and sorrow” (par. 15)
 - The “tears of the mother driven to madness” (par. 15)
 - The “prayers of the doomed” (par. 15)
 - The story of the child who asked, “can I cry now?” (par. 16)
 - The story of the beggar who sang as “an offering to his companions” (par. 16)
 - They wanted to communicate the story of the girl who “went to her death without fear, without regret” (par. 16)

How do the multiple meanings of the word *testament* impact Wiesel’s phrase “the testament of the dead” (par. 17)?

- The multiple definitions of the word testament provide a nuanced understanding of the necessity and importance of communicating “every story, every encounter” (par. 17). Not only are these stories to fulfill the “wishes of the dying” (par. 17), but these stories also provide evidence of the atrocities that were committed and upholding “our supreme duty towards memory” (par. 15). The meaning of *testament* as an agreement or promise between God and mankind reinforces the importance of man’s appeal “to God to remember” (par. 12); in the case of the Holocaust it is even more important to call upon God to remember the suffering of the dead and the survivors so “past disasters” (par. 12) will not be repeated in the future.

Reread paragraph 5. How does Wiesel develop the idea that “the memory of death will serve as a shield against death” in paragraphs 12–17?

- Student responses may include:

- Wiesel writes that “the rejection memory” means being doomed to repeat “past disasters” (par. 12). Therefore, memory functions to “bring about peace” (par. 13).
- Wiesel writes about the seven-year-old girl who “went to her death without fear” (par. 16) and the need to “record every story” (par. 17) as a means of communicating to the living (par. 15) so the stories could serve as testaments that these disasters happened. Through remembering, retelling and leaving written and verbal records, the atrocities and suffering of the past might be avoided in the future.

① **Differentiation Consideration:** Consider asking the following question to scaffold student understanding of the previous question:

Why did the survivors attempt to “communicate everything” (par. 15)?

- 💬 The survivors wanted to “record every story,” because it followed “the wishes of the dying” and it would be a way for them not to be forgotten by the “civilized world” (par. 17).

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

20%

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

How do two or more central ideas build on one another and interact over the course of the text?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

① **Differentiation Consideration:** Instruct students to refer to their Central Ideas Tracking Tools for evidence.

- ▶ 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.

Activity 5: Posing Inquiry Questions

25%

Instruct students to take out the Surfacing Issues Tools they completed earlier in the lesson. Inform students that in this lesson, they will use these topics to generate inquiry questions as they begin the process of building evidence-based arguments for research. Explain that inquiry questions guide the research and analysis during this research process. Tell students that this inquiry question process is iterative; students will continue to surface new questions as they acquire information about their research issues.

Inform students that they will use the lecture, “Hope, Despair and Memory” to generate sample issues for research in this module. Explain that their research topics should be issues that comprise multiple perspectives and claims, and Wiesel touches on many issues that are good avenues for inquiry-based research.

- ▶ Students listen.

- ① Remind students of the following definition introduced in 11.3.1 Lesson 2: *issue* means an important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question. (“Odell Education Building Evidence-Based Arguments Unit Plan,” p. 9)

Distribute the Posing Inquiry Questions Handout to students. Explain that this handout offers instructions and tips for generating inquiry questions. Students will refine these questions in later lessons, but at this stage students will pose questions to guide an initial exploration of an issue they surfaced from the text. Instruct students to read the Generating Questions portion of the handout.

- ▶ Students read the Generating Questions portion of the handout.

Explain to students that they will come up with a wide variety of inquiry questions by applying the questions on the handout to the issue they surfaced. Encourage students to consider what they find interesting and would like to know more about when they are generating inquiry questions. Explain that at this stage it is best to brainstorm as many questions as possible.

- ▶ Students listen.

Explain that students will now see this process modeled using “the nature of war” as a sample issue. Display for students the topic “nature of war” (taken from the Model Surfacing Issues Tool), and the example inquiry question: What are the causes and implications of war?

Explain to students that this inquiry question is an open-ended question, and therefore satisfies one of the suggestions from the handout (“Questions that can be answered with a simple YES or NO generally do not make effective inquiry questions”). Ask students:

What are some other potential inquiry questions for the issue “the nature of war”?

- 💬 Student responses may include:

- How do we define war?
- When was the first recorded war? Why was it fought?
- Who are important people that do not support war?
- What is war connected to or associated with?
- Why do human beings engage in wars?
- What are the effects (historical/contemporary) of war on society?

① This model uses potential inquiry questions based on a specific issue surfaced in this lesson.

Instruct students to form pairs. Instruct student pairs to choose a topic from their Surfacing Issues Tool and generate five inquiry questions for that issue.

① The process of developing inquiry question supports student engagement with RI.11-12.1.a, which addresses the process of developing factual and interpretive questions for further exploration of topics.

💬 Student responses will vary depending on the potential research issue, but should follow the guidance on the Posing Inquiry Questions Handout. Student responses may include:

- Topic/Issue: The importance of remembering
- Inquiry Questions:
 - What are the physical processes that cause memory?
 - What are the scientific aspects of memory?
 - When did humans first define the importance of memory?
 - Who are important people associated with the importance of remembering?
 - What are the psychological effects of remembering too much?
 - Is there anyone who has been able to remember everything that's happened?

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use their inquiry questions to guide their research and begin exploring an issue. Consult other teachers, media specialists, librarians, books, the Internet, or any other available resources. Instruct students to identify areas of interest within their research topic and write one or two sentences identifying their area of interest. Students should be prepared to discuss one area of interest in the following lesson.

- ▶ Students follow along.

Homework

Use your inquiry questions to guide your research and begin exploring an issue. Consult other teachers, media specialists, librarians, books, the Internet, or any other available resources. Identify areas of interest within your research topic and write one or two sentences identifying your area of interest. Be prepared to discuss one area of interest in the following lesson.

Model Surfacing Issues Tool

Name:		Class:		Date:	
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Directions: As you read, look for issues that are suggested in the text. Remember that an issue is an important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question. Summarize the issue succinctly, and note the paragraph number and what the text says about the issue in the correct columns.

Issue	Paragraph(s)	Key Information about the Issue from the Text
The importance of remembering	12	Wiesel notes that the Bible and Talmud emphasize the importance of remembering, and that the Jewish holiday Rosh Hashana, or “Yom Hazikaron” is devoted to remembering.
The nature of war	13	Wiesel writes, “war dehumanizes” and the in the Talmud “[w]arriors fare poorly.” War is looked down upon in the Jewish culture.
The need to forget	14	In paragraph 14 Wiesel states that “without the ability to forget, man would soon cease to learn.” This reinforces the physical importance of the act of forgetting.
The stories of the Holocaust survivors	17	Wiesel writes that the Jewish people “felt compelled to record every story.” They kept details about their own experience during the Holocaust.

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Posing Inquiry Questions Handout

Name:		Class:		Date:	
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Generating Questions

In this module, “Hope, Despair and Memory” is a starter or “seed text” that helps generate potential topics and issues that drive the research process. Issues and topics that are surfaced in the text will be used to pose inquiry questions. These inquiry questions help illuminate different potential areas of investigation within a research topic. When generating inquiry questions, it is often a good idea to brainstorm as many as possible before selecting and refining the richest ones. Here are several guiding questions to help you get started:

- How is the topic defined?
- What are its major aspects?
- Where did it originate?
- What are its causes and implications?
- What is its history?
- What other topics/issues is it connected to or associated with?
- What are its important places, things, people, and experts?

Selecting and Refining Questions

Once the brainstorming process is completed, it is important to review and select the strongest questions generated. Use these questions to assist with selecting and refining the strongest inquiry questions:

Are you genuinely interested in answering your question?

There is a lot of work involved in research, and genuine interest motivates the research process. The most effective questions are about issues and topics that are interesting to individual researchers and what they consider to be valuable information.

Can your question truly be answered through your research?

Some questions are unanswerable (Are there aliens on Jupiter?) or take years to answer (What is the meaning of life?). An effective inquiry question must be realistic and researchable.

Is your question clear? Can you pose your question in a way that you and others understand what you are asking?

Clear inquiry questions are straightforward and not confusing. If the question has two parts it may be better to separate the parts to form two new questions.

What sort of answers does your question require?

Questions that can be answered with a simple YES or NO generally do not make effective inquiry questions. Effective inquiry questions should support deep investigation that may even lead to multiple answers, and more questions. For example, the question “What are the causes of war?” could lead to questions about how these causes are defined and research about different reasons for going to war throughout history.

Do you already know what the answer is?

Effective inquiry questions are questions that cannot be answered immediately. The research process involves inquiry, finding more information about a question, and developing a perspective based on the evidence discovered and this cannot happen if the question is already answered or too simplistic. For example there is a big difference between the questions, “Has the United States participated in any wars?” (an easily answered question that requires little research) and, “What has been the impact of war on the United States?” (a question that would require a lot of research).

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Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

Text:	"Hope, Despair and Memory" by Elie Wiesel
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Paragraph #	Central Ideas	Notes and Connections
12	Memory and suffering	Wiesel writes about "Yom Hazikaron, the day of memory" (par. 12) in the Jewish tradition. He talks about the importance on memory and its relation to suffering: if God chooses to "remember our suffering, all will be well; if He refuses, all will be lost" (par. 12). Therefore, it is extremely important to remember and call upon God to remember in order to end the cycle of "past disasters, past wars" (par. 12).
13–15	Memory/forgetting	<p>Wiesel writes that war is not favored in the Jewish tradition and that the Talmud says "It is the wise men who will bring about peace" (par. 13). Wiesel believes it is through remembering that the wise men would accomplish the triumph of peace.</p> <p>Wiesel contrasts memory with the human tendency to forget, "without the ability to forget, man would soon cease to learn" (par. 14). Wiesel contrasts the human need to forget with an appeal to God to remember, stating, "God alone can and must remember everything" (par. 14).</p> <p>Wiesel further develops the idea of memory by presenting the survivors who "wanted to communicate everything to the living" (par. 15). Wiesel presents the paradox of "the supreme duty towards memory" (to avoid past atrocities) with the need to forget (to avoid</p>

Paragraph #	Central Ideas	Notes and Connections
		painful memories and paralyzing fear of death) which is “essential to life” (par. 15).
16	Solidarity	Wiesel introduces the idea of solidarity through the stories of the survivors. These stories reflect instances of solidarity during the Holocaust: the “sick beggar” who “began to sing as an offering to his companions” (par. 16) as well as the girl who comforted her grandmother even during extreme suffering.

11.3.1

Lesson 5

Introduction

In this lesson, students read paragraphs 18–23 of “Hope, Despair and Memory” by Elie Wiesel, from “The great historian Shimon Dubnov served as our guide” to “Have we failed? I often think we have.” In this portion of the Nobel Lecture, Wiesel emphasizes the importance of documenting and communicating the experiences of Holocaust victims to prevent future atrocities and promote peace.

Students continue to analyze the text, examining how Wiesel uses rhetoric in this portion of text to advance his purpose, and how this rhetoric contributes to the power and persuasiveness of the text. Students record Wiesel’s use of rhetorical devices on their Rhetorical Impact Tracking Tools and continue to surface issues that arise in the text for the purpose of research. Student learning is assessed via a Quick Write at the end of the lesson: Determine how Wiesel’s use of rhetoric advances his purpose in paragraphs 18–23. Students then continue to generate inquiry questions and are introduced to the process of refining these inquiry questions to find the richest paths for inquiry.

For homework, students conduct brief Internet searches about specific terms Wiesel references in paragraphs 25 and 26 to deepen their understanding of the Nobel Lecture.

Standards

Assessed Standard(s)	
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
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.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Determine how Wiesel's use of rhetoric advances his purpose in paragraphs 18–23.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify Wiesel's purpose (e.g., Wiesel's purpose in this portion of text is to articulate the hope that the Holocaust survivors' personal accounts and histories will inspire humanity to work toward peace.). Determine how Wiesel's use of rhetoric advances his purpose (e.g., Wiesel's use of parallel structure advances his purpose because it reveals that though some documents of survivors are "unpublished" they are equal in importance to those that are "known throughout the world" (par. 18). This contributes to a powerful understanding that all the documents are important accounts regardless of whether or not they are widely known. This structure contributes to the power of the text because it illustrates there are so many important accounts that have not been read that still "bear witness" (par. 17) to the experiences of the victims and survivors.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> propitious (adj.) – likely to have or produce good results; favorable anemic (adj.) – not strong, forceful or impressive; relating to or suffering from a condition in which a person has fewer red blood cells than normal and feels very weak and tired
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> testify (v.) – to bear witness; give or afford evidence
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> chroniclers (n.) – people who keep a record of events or history violated (v.) – treated disrespectfully; disregarded orientation (n.) – a person's feelings, interests, and beliefs; a person's sexual preference or identity inadequate (adj.) – not enough or not good enough comprehension (n.) – the act of understanding

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.6, SL.11-12.1, L.11-12.3 Text: “Hope, Despair and Memory” by Elie Wiesel, paragraphs 18–23 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Quick Write Refining Inquiry Questions Closing 	<ol style="list-style-type: none"> 5% 10% 40% 15% 25% 5%

Materials

- Student copies of the Surfacing Issues Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Rhetorical Impact Tracking Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Short Response Rubric and Checklist (refer to 11.3.1 Lesson 1)
- Student copies of the Posing Inquiry Questions Handout (refer to 11.3.1 Lesson 4)

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 standard for this lesson: RI.11-12.6. In this lesson, students explore how Wiesel uses rhetoric to advance his purpose in paragraphs 18–23. Additionally, students continue to surface issues, pose inquiry questions, and work on refining these questions to support rich inquiry-based research.

- ▶ Students look at the agenda.

① Remind students of the Rhetorical Impact Tracking Tool which was introduced in 11.3.1 Lesson 2 and is used again in this lesson.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about the homework for the previous lesson. (Use your inquiry questions to guide your research and begin exploring an issue. Consult other teachers, media specialists, librarians, books, the Internet, or any other available resources. Identify areas of interest within your research topic and write one or two sentences identifying your area of interest. Be prepared to discuss one area of interest in the following lesson.)

Instruct students to discuss the areas of interest they identified and the inquiry question that led to that area of interest.

- ▶ Students Turn-and-Talk, discussing their written homework responses.
- 🗣 Student responses will vary based on the individual research they conducted. Look for students to use language such as:
 - A topic I identified in the Wiesel text was the act of forgetting. He wrote about forgetting being a necessary physical action for humans.
 - One of the inquiry questions I came up with in class was, “What are the scientific causes of forgetting?”
 - The media specialist at the library gave me guidance on how to find reliable information online for this topic. I found information about the science of forgetting and memory loss, and what happens in the brain when humans forget or lose their memories.
 - An area of interest I have is the science of memory, and if science is developing ways to prevent memory loss.

Activity 3: Reading and Discussion

40%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

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

Instruct students to revise or add to their annotation as they analyze the text. Remind students to record topics/issues for research on their Surfacing Issues Tools as they read.

- ① For potential student issues surfaced in this reading see the Model Surfacing Issues Tool at the end of this lesson.

Instruct student pairs to reread paragraph 18 (from “The great historian Shimon Dubnov served as our guide” to “some known throughout the world, others still unpublished”) and answer the following questions before sharing out with the class.

- ① **Differentiation Consideration:** Consider posting the following guiding question to support students during this rereading:

Why did the victims and survivors of the Holocaust record their experiences?

- ① **Differentiation Consideration:** Consider providing the following definition to support students: *chroniclers* means “people who keep a record of events; of history.”

► Students write the definition of *chroniclers* on their copy of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider informing students that the Jewish ghettos in Poland were places where Jewish people were forced to live, segregated from the rest of the population, under horrific circumstances.

How did the victims heed the historian’s words?

☛ The historian told the people in his ghetto to “write it all down” (par. 18). The victims became “chroniclers and historians” (par. 18), leaving behind “extraordinary documents” (par. 18) including “poems and letters, diaries and fragments of novels” (par. 18) recording their experiences.

- ① **Differentiation Consideration:** Consider instructing students to reread paragraphs 15–17 for evidence to support their responses to the following question.

Why did it become an obsession to *testify*?

☛ It became an obsession to testify because of the “supreme duty towards memory” (par. 15) that Wiesel writes about earlier in the lecture. Wiesel writes that “each of us felt compelled to bear witness, such were the wishes of the dying, the testament of the dead” (par. 17).

What might *testify* mean in this context?

- 💬 Testify might mean to provide evidence, record or tell a story about something that's real and happened to each person since the survivors were writing "poems and letters, diaries and fragments of novels" (par. 18).

- ① Consider drawing students' attention to the root "testis" in both *testify* and *testimony*, which comes from the Latin word meaning "witness."

Lead a brief whole-class discussion of student responses. Instruct students to take out their Rhetorical Impact Tracking Tools to record the rhetoric discussed.

- ① The examination of rhetorical devices and their use directly aligns to L.11-12.3, which addresses how language functions in different contexts.

Instruct student pairs to reread paragraphs 19–20 (from "After the war we reassured ourselves that it would be enough" to "Of course. But not without a certain logic") and answer the following questions before sharing out with the class.

Provide students with the following definition: *propitious* means "likely to have or produce good results; favorable."

- ▶ Students write the definition of *propitious* on their copy of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing the following definitions to support students: *violated* means "treated disrespectfully; disregarded;" and *orientation* means "a person's feelings, interests, and beliefs; a person's sexual preference or identity."
 - ▶ Students write the definitions of *violated* and *orientation* on their copy of the text or in a vocabulary journal.
- ① Inform students that "Treblinka" was a Nazi death-camp in Poland.

What does Wiesel imply about the survivors when he states, "we reassured ourselves" (par. 19)?

- 💬 Wiesel implies that the survivors had doubts about whether or not their "poems and letters, diaries and fragments of novels" (par. 18) would "be enough" (par. 19) to avoid repeating horrific experiences like theirs again.

What is the indifference to which Wiesel refers?

- 💬 Wiesel refers to the indifference of humanity to intervene in the Holocaust; the "silence of the Allies" (par. 8) who did not stop the Nazis from committing genocide.

What was the purpose of trying to find “the propitious moment” in paragraph 19?

- Wiesel suggests that “the right word” (par. 19) at the right time might have helped to avoid future suffering or end it all together, “to shake humanity out of its indifference and keep the torturer from torturing” (par. 19).

① **Differentiation Consideration:** Consider asking the following question to scaffold student understanding in this portion of text.

What did the survivors think “would be enough” (par. 19)?

- Student responses may include:
 - The survivors thought “a poem written by a child” (par. 19) would be able to stop “hunger and fear” (par. 19).
 - The survivors thought the “right word” (par. 19) would stop the “torturer from torturing” (par. 19).
 - The survivors thought describing, “death-camp ‘Selection’” (par. 19) would prevent the future violation of the human right to dignity and life.

Underline each time Wiesel uses the phrase “it would be enough” in paragraph 19. What is the “it” he is referring to in this phrase?

- Wiesel refers to all of the accounts of those who experienced the Holocaust such as “a poem written by a child” (par. 19) and all the written documents of the victims and survivors.

What is the impact of Wiesel’s use of repetition in paragraph 19?

- The use of repetition draws attention to all of the records of the survivors that they believed would cause tremendous changes in the way people treat each other throughout the world. The impact of the phrase produces a feeling of despair that there were so many stories and the survivors felt that communicating them would have been enough to accomplish significant change to the injustices of the world.
- ① Consider reminding students of the rhetorical device of *repetition* as “the act of saying or writing something again.” This rhetorical device has been previously introduced in 11.2.1 Lesson 6 and 10.2.1 Lesson 4.

How does Wiesel use imagery in paragraph 20 and what is the effect of this imagery?

- Wiesel uses the imagery of “a tidal wave of hatred” (par. 20) to describe what happened to the Jewish people. The reader may envision a massive wave of hatred sweeping over the Jewish people and drowning them. The effect of this vivid language is that it illustrates the forceful and overpowering nature of the Nazis’ hatred.

- ① Consider reminding students that *imagery* is “the use of figurative language or vivid descriptions to make pictures in the reader’s mind.”

What is the effect of Wiesel’s use of parallel structure in paragraph 20?

- 💬 Wiesel uses parallel structure in paragraph 20 to show that conflicts among any groups who may be considered “different” based on their religions (“Christian or Moslem”), races (“black or white”), or ethnicities (“Jew or Arab”), are equally harmful and destructive. These are differences that have been exploited as an excuse to oppress others. Wiesel also reinforces the idea that telling the story of the Holocaust should have “once and for all ... put an end to hatred” (par. 20) and conflict between all peoples of the world.

- ① **Differentiation Consideration:** If students struggle with the previous question consider posing the following question:

What are the references Wiesel uses to describe “anyone who is ‘different’” (par. 20)?

- 💬 Wiesel uses references to race “black or white” (par. 20), ethnicity “Jew or Arab” (par. 20) and religion “Christian or Moslem” (par. 20) to describe anyone who may be considered different or other.

What does Wiesel mean by “A naïve undertaking?” (par. 20)?

- 💬 The “naïve undertaking” (par. 20) was the act of sharing the stories of the victims, believing they would be able to “end all hatred of anyone who is different” (par. 20). Wiesel acknowledges that it was unrealistic to think their stories alone would bring about peace in the world.

What is the effect of Wiesel’s use of a rhetorical question in paragraph 20?

- 💬 Student responses may include:
- Wiesel’s use of a rhetorical question in this paragraph acknowledges that conflicts and cruelty and “hunger or fear” (par. 19) have not stopped since the accounts of the Holocaust victims have circulated throughout the world.
 - The use of a rhetorical question connects Wiesel to the audience as a person who had high hopes but also is aware of reality; it reinforces his credibility as a speaker. Wiesel is clear that it was unlikely this change would actually occur but they were “not without a certain logic” (par. 20), and had their reasons to believe it might make a difference.
- ① Consider reminding students of the following definition: *rhetorical questions* are “questions that a speaker or writer asks but does not necessarily expect the reader or listener to answer directly.” Instruct students to write this definition on their Rhetorical Impact Tracking Tool.
- ▶ Students follow along and record the definition of *rhetorical questions* on their tool.

- ① **Differentiation Consideration:** Consider explaining to students that in some instances, an author or speaker may raise a question, then give an answer to that question. This is also a type of rhetorical question known as hypophora.

Lead a brief whole-class discussion of student responses. Instruct students to use their Rhetorical Impact Tracking Tool to record the examples of rhetoric discussed.

- ① Encourage students to keep in mind the Module Performance Assessment as they identify and discuss Wiesel's use of rhetorical devices. Remind students that they will present their research orally at the end of the module and rhetoric is an effective tool when delivering an engaging oral presentation.

Instruct student pairs to reread paragraphs 21–23 (from “We tried. It was not easy. At first, because of the language” to “Have we failed? I often think we have”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *anemic* means “not strong, forceful or impressive; relating to or suffering from a condition in which a person has fewer red blood cells than normal and feels very weak and tired.”

- ▶ Students write the definition of *anemic* on their copy of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing the following definitions to support students: *inadequate* means “not enough or not good enough;” and *comprehension* means “the act of understanding.”

- ▶ Students write the definitions of *inadequate* and *comprehension* on their copy of the text or in a vocabulary journal.

What does Wiesel mean by “language failed us” (par. 21)?

- 💬 Wiesel writes, “language failed us” (par. 21) because what happened during the Holocaust was so horrific that “the experience ... defie[d] comprehension” (par. 22) and “words were inadequate” (par. 21) to describe the experiences.

What is the impact of repetition in paragraph 22?

- 💬 The impact of repetition is that it draws attention to the difficulty of communicating the experience in the death camps. Even people “who believed could not comprehend” (par. 22). Wiesel's use of repetitive structure encompasses every person in society from those who “refused to listen” to “those who believed” to show how there is really no one who could truly understand except those who had experienced the camps. This structure also demonstrates the

hardships the survivors had to overcome after the war and connects to Wiesel's claim that "real despair only seized us later" (par. 8).

- ① Consider directing students to reread paragraphs 6–8 to support their responses to the following question.

How did the experience of the camps defy comprehension?

- 💬 In paragraph 6 Wiesel describes the camps as "an anti-heaven" (par. 6), "The Almighty himself was a slaughterer" and "seemingly endless processions vanished into the flames" (par. 7). Wiesel says, "Auschwitz called that civilization into question as it called into question everything that had preceded Auschwitz" (par. 8), a place where "the very laws of nature had been transformed" (par. 7). Wiesel describes a completely different world, and those who did not experience this world would be unable to comprehend what it was like in the camps.

How does Wiesel's use of a rhetorical question in paragraph 23 support his purpose in this portion of text and contribute to the power of the text?

- 💬 Wiesel's question and response enhance the power of the text by providing finality to the problem that Wiesel has described in this portion of text. By answering, "I often think we have" (par. 23), Wiesel reveals his personal thoughts and connects more deeply with the audience.
- ① **Differentiation Consideration:** If students struggle, consider providing the following scaffolding question:

To what does Wiesel refer when he asks, "Have we failed"?

- 💬 Wiesel's restates that though the victims and survivors became "chroniclers and historians" (par. 18) and they believed that this would "put an end to hatred" (par. 20) they have not succeeded, partly because the experience of the camps "defies comprehension" (par. 22).

Lead a brief whole-class discussion of student responses. Instruct students to use their Rhetorical Impact Tracking Tool to record the rhetoric discussed as well as Wiesel's point of view and purpose in this portion of text.

Activity 4: Quick Write

15%

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

Determine how Wiesel's use of rhetoric advances his purpose in paragraphs 18–23.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses and to practice using specific language and

domain-specific vocabulary. 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.

Activity 5: Refining Inquiry Questions

25%

Remind students that in the previous lesson they generated inquiry questions. In this lesson they focus on selecting and refining the best questions to support rich inquiry and research. Display the Posing Inquiry Questions Handout and ask students to take out their copies.

- ▶ Students take out their Posing Inquiry Questions Handout.

Provide students with the following definition: *refine* means “to make more fine, subtle, or precise.” Students should focus on making their questions better and more precise by using the questions on the Posing Inquiry Questions Handout.

- ▶ Students copy the definition of *refine* on their copy of the Posing Inquiry Questions Handout.

Instruct students to form groups of four to five students. Instruct each group to generate five inquiry questions based on the topics recorded in this lesson.

- ▶ Students form groups and generate inquiry questions.

🗣 Student responses may include:

- Topic: Conflicts between religions
- Inquiry Questions:
 - What are the causes of conflicts between religions?
 - What are some important historical religious conflicts?
 - What other topics/issues are associated with religious conflicts?
 - How is a conflict between religions defined?
 - Who are some experts on conflicts between religions?
 - What are the major aspects of a conflict between religions?

① These model inquiry questions are based on a specific issue surfaced in this lesson.

Instruct student groups to read the Selecting and Refining Questions portion of the Posing Inquiry Questions Handout. Explain that choosing strong inquiry questions is an important part of the research process. Explain to students that they need strong inquiry questions to support thorough research. Explain that students will not always be able to answer every question on the Selecting and Refining portion of this handout without doing some initial investigation. For example, the question “Can your question be thoroughly answered through research?” may require some exploration to answer.

- ▶ Student groups follow along and read the Selecting and Refining Questions portion of the Posing Inquiry Questions Handout.

Display the following inquiry question for students: “How is a conflict between religions defined?” Explain that it is possible to determine the strength of this inquiry question by using the Selecting and Refining Questions section of the handout. Model for students how to answer these questions using the “Think Aloud” technique.

- Are you genuinely interested in answering your question?
 - Yes, I would like to know more about conflicts between religions and how they are defined.
- Can your question thoroughly be answered through your research?
 - I am sure I can find out more information about the definition of a conflict between religions through an online resource.
- Is your question clear? Can you pose your question in a way that you and others understand what you are asking?
 - This is a somewhat clear question although it is worded a little awkwardly.
- What sort of answers does your question require?
 - This question requires a short definitive response.
- Do you already know what the answer is?
 - I know that conflict means a fight, and in “Hope, Despair and Memory” Wiesel mentions Christians and Moslems, which are two different religions.

- ▶ Student groups follow along as the teacher models responses to the questions.

Ask student groups:

Based on the responses to the questions in the Selecting and Refining Questions section, is this a good inquiry question?

- ☞ No, this inquiry question has a short and definitive answer that would require little inquiry. This is not a good question for research.

Display the following example inquiry questions:

1. “Who are some experts on conflicts between religions?”
2. “What are the causes of conflicts between religions?”

Instruct student groups to use the Selecting and Refining Questions section of the handout to answer the following questions:

Which question is a stronger inquiry question? Which of the questions in the Selecting and Refining Questions section of the handout helped you reach this conclusion?

Explain to students that in this lesson, they will continue the work of collaborative discussion outlined in SL.11-12.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules. Ask student groups to discuss each of the Selecting and Refining questions for the first inquiry question, and then repeat the process for the second inquiry question.

① Consider reminding students of their work with standard SL.11-12.1 in Modules 11.1 and 11.2.

- ▶ Student groups share which question is a stronger inquiry question.
- 💬 “What are the causes of conflicts between religions?” is a stronger inquiry question because it would have a more complex answer than just finding experts on religious conflicts. This question requires more than a simple answer and could lead to more questions and perspectives about what causes and could stop religious conflicts. It could also lead to examining the history of religious conflicts in order to determine different causes.

Lead a brief whole-class discussion of student responses.

Instruct student groups to use the Selecting and Refining questions to select the strongest of the five inquiry questions they generated in this lesson. Explain that this activity prepares them for their homework assignment, which is to select a topic, generate inquiry questions, and select and refine the two strongest inquiry questions.

- ▶ Student groups use the Selecting and Refining questions to choose the strongest inquiry question from the five they generated in this lesson.
- 💬 Student responses will vary depending on the topic, inquiry questions, and refining process.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to conduct a brief Internet search for the term "Genocide" and be prepared to discuss the results of their search in the following lesson. In addition, have students choose one or two of the terms listed below (or assign them one or two terms) from paragraphs 25 and 26 and write a brief definition.

Post or project the following terms for students:

- Lech Walesa
- Apartheid
- Iran hostage crisis
- Istanbul synagogue massacre
- Paris massacre of 1961
- Refuseniks
- Israeli-Palestinian conflict
- Boat people (Vietnam)
- Desaparecidos (Argentina)
- Khmer Rouge (Cambodia)
- Ethiopian Civil War
- Mesquite Indians

- ▶ Students follow along and record the term(s) they chose (or were assigned) for their brief search.

① Consider assigning students specific terms to ensure representation of each in the following lesson's Homework Accountability discussion.

Homework

Conduct a brief Internet search for the term "Genocide" and be prepared to discuss the results of your search in the following lesson. In addition, write a few sentences about the meaning of your assigned term(s) from paragraphs 25 and 26 in preparation for the following lesson.

Model Surfacing Issues Tool

Name:		Class:		Date:	
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Directions: As you read, look for issues that are suggested in the text. Remember that an issue is an important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question. Summarize the issue succinctly, and note the paragraph number and what the text says about the issue in the correct columns.

Issue	Paragraph(s)	Key Information about the Issue from the Text
Chronicling of historical events	18	Wiesel writes, “countless victims became chroniclers and historians in the ghettos.” There are many instances of personal accounts and records during the Holocaust.
Violation of human rights	19	The “selection” process would be enough to stop anyone from infringing on the right to dignity. Wiesel believed their account would have achieved this goal.
Conflicts between religions	20	Wiesel describes a variety of conflicts in paragraph 20, one of these being between Christians and Moslems.
Discrimination (religious, racial, sexual, philosophical)	20	Paragraph 20 deals with conflict but also discrimination: the hatred of “anyone who is ‘different.’”

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Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to track the rhetorical devices you encounter in the text, as well as examples of these devices and their definitions. Be sure to note the rhetorical effect of each device in the text.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Text: Elie Wiesel, "Hope, Despair and Memory"

Rhetoric: the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a lecture, and in particular, persuade readers or listeners.

Point of View (an author's opinion, attitude, or judgment): Wiesel believes that though the Holocaust survivors believed their stories would inspire peace, they were wrong and no one could really understand their experiences.

Purpose (an author's reason for writing): Wiesel's purpose in this portion of text is to articulate the hope that the Holocaust victims' personal accounts and histories will inspire humanity to work towards peace.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
Parallel Structure: parts of a sentence are ordered similarly to show they are equal in importance.	"They left us poems and letters, diaries and fragments of novels, some known throughout the world, others still unpublished" (par. 18).	Wiesel's use of parallel structure in this passage reveals that though some documents of survivors are "unpublished" (par. 18) they are equal in importance to those that are "known throughout the world" (par. 18). This structure contributes to the power of the text because it illustrates there are still so many important accounts that have not been read that "bear witness" (par. 17) to the experiences of the victims and survivors.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Rhetorical Effect (power, persuasiveness, beauty, point of view, purpose)
Repetition: the act of saying or writing something again.	Continued use of the phrase “it would be enough” in paragraphs 19–20.	The rhetorical effect of repetition draws attention to all of the records of the survivors that they believed would have a monumental impact in the way people treat each other in the world. The repetition of the phrase produces a feeling of despair since there were so many stories recorded and the survivors’ belief that communicating these stories would be able to accomplish significant change to the injustices of the world.
Rhetorical question: when an author or speaker raises a question and gives an answer to that question.	“A naïve undertaking? Of course” (par. 20).	Wiesel’s use of rhetorical questions in this paragraph acknowledges the fact that conflicts and cruelty and “hunger or fear” (par. 19) have not stopped since the accounts of the Holocaust victims have been disseminated throughout the world. The use of rhetorical questions also connects Wiesel to the audience as a person who had high hopes but also is aware of the limitations of reality.
Imagery	“the tidal wave of hatred which broke over the Jewish people” (par. 20).	Wiesel uses the imagery of “a tidal wave of hatred” (par. 20) to describe what happened to the Jewish people. The reader may envision a massive wave of hatred sweeping over the Jewish people and drowning them. The effect of this vivid language is that it illustrates the forceful and overpowering nature of the Nazis’ hatred.

11.3.1

Lesson 6

Introduction

In this lesson, students read paragraphs 24–26 of “Hope, Despair and Memory” by Elie Wiesel, from “If someone had told us in 1945” to “the Mesquite Indians, the Argentinian ‘desaparecidos’—the list seems endless.” In this portion of the Nobel Lecture, Wiesel continues to develop the central ideas of memory, suffering, and solidarity by referencing contemporary examples of injustice and steps that need to be taken to correct them.

Students continue to build their understanding of central ideas present in this text and consider how those ideas build on one another in this portion of the text. Students discuss their understanding in pairs and continue to surface issues in the text for the purpose of research. Student learning is assessed via a Quick Write at the end of the lesson: How do two or more central ideas interact and build on one another in this portion of text? Students then continue to track potential topics/issues for research and continue to generate and refine inquiry questions for the purpose of conducting rich, inquiry-based research.

For homework, students review argument terms and begin to review the text and their annotations for Wiesel’s central claim and supporting claims.

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.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>

Assessment

Assessment(s)
<p>Student learning is assessed via a 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.</p> <ul style="list-style-type: none"> How do two or more central ideas interact and build on one another in this portion of text?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify two or more central ideas in this portion of text (e.g., memory, suffering, solidarity). Give examples of how these ideas interact with each other (e.g., Wiesel still calls upon memory as a means of hope: “we must remember the suffering” (par. 26). Even though these atrocities have taken place or are ongoing it is still important to remember and strive to end this suffering.). Explain how these ideas build on one another (e.g., Wiesel builds upon the ideas of memory and suffering by illustrating the problems that are going on in the world at the time he presented the lecture. Governments who practice “torture and persecution” (par. 24) and oppress people like Lech Walesa, who formed a labor union to promote the rights of workers, are perpetuating suffering. Wiesel characterizes this suffering as a “defeat of memory” (par. 24). By providing instances of suffering, Wiesel is reinforcing the importance of memory to prevent future suffering as well and the disbelief that follows the failure to prevent suffering.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> dissent (v.) – disagree with the methods, goals, etc., of a political party or government; take an opposing view persecution (n.) – the act of pursuing with harassing or oppressive treatment, especially because of religion, race, or beliefs unabated (adj.) – without losing any original force or violence repugnant (adj.) – distasteful, offensive, disgusting “final solution” (n.) – the Nazi program of annihilating the Jews of Europe during the Third Reich synagogue (n.) – a building for Jewish religious services and usually also for religious instruction sovereignty (n.) – (a country's) independent authority and the right to govern itself

Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> eradicated (v.) – removed or destroyed completely
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> virtually (adv.) – for the most part; almost wholly; just about deprive (v.) – prevent from possessing or enjoying legal (adj.) – permitted by law; lawful

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.2, W.11-12.9.b Text: “Hope, Despair and Memory” by Elie Wiesel, paragraphs 24–26 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Quick Write Inquiry Question Development Closing 	<ol style="list-style-type: none"> 5% 20% 30% 15% 25% 5%

Materials

- Student copies of the Surfacing Issues Tool (refer to 11.3.1 Lesson 2)
 - Student copies of the Short Response Rubric and Checklist (refer to 11.3.1 Lesson 1)
 - Student copies of the Posing Inquiry Questions Handout (refer to 11.3.1 Lesson 4)
- ① **Differentiation Consideration:** Student copies of the Central Ideas Tracking Tool (refer to 11.3.1 Lesson 1).

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 standard for this lesson: RI.11-12.2. In this lesson, students explore how Wiesel continues to develop central ideas as well as how they interact in paragraphs 24–26. Additionally, students continue to surface issues as well as pose and refine inquiry questions for the purpose of research.

- ▶ Students follow along.

Activity 2: Homework Accountability

20%

Instruct students to talk in pairs about the first section of the homework from the previous lesson. (Conduct a brief Internet search for the term "Genocide" and be prepared to discuss the results of your search in the following lesson.)

- ❗ Consider reminding students of their work with standard SL.11-12.1.b, to follow established expectations for civil, democratic discussions, particularly around sensitive topics.

- ▶ Students pairs discuss the information on "Genocide" they found for homework.

- 💬 A lawyer named Raphael Lemkin created the term genocide after the Holocaust to describe what had been done to the Jewish people. It combines two old words, "geno" means *race* in Greek and "cide" means *killing* in Latin. There was a United Nations Convention on the Prevention and Punishment of Genocide where genocide was deemed an international crime. There are multiple acts that fall under the category of genocide, which is an action meant to destroy a large, specific group of people based on religion, race, ethnicity, or nationality such as:
 - killing members of the group
 - causing physical or mental harm

- inflicting living circumstances on people intended to kill them
- preventing births within groups
- taking children from one family or group and forcing them to go live with another

Lead a brief whole-class discussion about the second section of homework from the previous lesson, 11.3.1 Lesson 5. (Write a few sentences about the meaning of your assigned term(s) from paragraphs 25 and 26 in preparation for the following lesson.)

① Consider recording and posting student responses for reference during the Reading and Discussion activity.

🗨 Student responses may include:

- Lech Walesa formed Poland's first independent trade union called Solidarity. Walesa was also the president of Poland from 1990 to 1995 and received a Nobel Peace Prize in 1983.
- Apartheid is a word that means "the state of being apart." Apartheid refers to the system of racial segregation enforced by the South African government from 1948 to 1994. Apartheid separated people into different racial groups and was used to oppress non-white South Africans.
- The Iran hostage crisis happened on November 4, 1979 and lasted for 444 days. Iranian students broke into the U.S. Embassy and took 52 Americans hostage because they wanted to end American interference in the country's affairs. An American rescue operation failed and resulted in the deaths of eight American servicemen and one Iranian civilian.
- The Istanbul synagogue massacre was a suicide attack that killed 22 people at the Neve Shalom Synagogue in Turkey. Two men armed with automatic rifles and hand grenades carried out the attack and killed themselves before any definitive information could be found about their origins. The Palestinian terrorist group Abu Nidal is believed to be responsible for this atrocity.
- The Paris massacre of 1961 was a violent police attack on 30,000 Algerian anti-war protestors who were peacefully demonstrating against French tactics of repression in Algeria during the Algerian war of independence. Police were allowed to use force and fired on the protestors; some estimates say they killed 200 people although the exact number has not been confirmed.
- Refuseniks were Jewish citizens of the Soviet Union who were not allowed to leave to settle in another country. These people were persecuted, harassed, arrested, and forced to go to labor camps by the government of the Soviet Union.
- The Israeli-Palestinian conflict has a complicated history and is ongoing. In 1948 the state of Israel was created after the U.N. decided to partition Palestine into two states, one Jewish and one Arab although only Israel, the Jewish state, was ever actualized. There has been

- continued violence from both sides and Israel has been accused of persecution by Palestinians and their allies.
- The boat people were refugees who fled South Vietnam after the Vietnam War because of reprisals by the Communist government. These refugees fled in homemade boats or fishing boats that were not meant for long journeys. An estimated 1.5 million people fled and between 50,000 and 200,000 died in their attempt to flee Vietnam. Some countries turned the boat people away until the U.S., Canada, Britain, Australia and France decided to allow them to immigrate.
 - Desaparecidos is a Spanish word that means “the disappeared” and refers to the victims of a state dictatorship in Argentina from 1976 to 1983. People who were considered a threat, i.e., those with political opinions that differed from the dictatorship, were taken from their homes and never seen again.
 - The Khmer Rouge was a Communist government in Cambodia that ruled from 1975 to 1979. During this time they set up policies that lead to the deaths of over two million people. They executed many people whom they saw as a threat, forced people to work long days without proper food or water, and instituted massive state repression.
 - The Ethiopian Civil War was a result of a military coup in 1974. This Communist regime lasted until 1991. During this time there was widespread oppression, and the war caused the death of at least 1.4 million people.
- ① It is not clear to which group of aboriginal people Wiesel is referring with the term “Mesquite Indians” in paragraph 26 of “Hope, Despair and Memory.” It is possible Wiesel is referring to the displacement of Native Americans, due to Spanish colonialism, in what is now the southern United States and northern Mexico. It is also possible that Wiesel is referring to the more contemporary plight of the Miskito Indians who were displaced and massacred by the Sandinistas who gained power in Nicaragua in the early 1980s.

Activity 3: Reading and Discussion

30%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

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

Instruct students to annotate as they analyze the text for central ideas using the annotation code CI. Remind students to record topics/issues for research as they read on their Surfacing Issues Tool.

- ① This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

- ① **Differentiation Consideration:** Instruct students to track central ideas in paragraphs 24–26 with the Central Ideas Tracking Tool.

Instruct student pairs to reread paragraph 24 (from “If someone had told us in 1945” to “How to explain this defeat of memory?”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *dissent* means “disagree with the methods, goals, etc., of a political party or government; take an opposing view” and *persecution* means “the act of pursuing with harassing or oppressive treatment, especially because of religion, race, or beliefs.”

- ▶ Students write the definitions of *dissent* and *persecution* on their copy of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider posting the following guiding question to support students during this rereading:

How does Wiesel describe the modern world?

- ① **Differentiation Consideration:** Consider providing the following definitions to support students: *virtually* means “for the most part; almost wholly; just about” and *deprive* means “prevent from possessing or enjoying.”

- ▶ Students write the definitions of *virtually* and *deprive* on their copy of the text or in a vocabulary journal.

What would the survivors “not have believed” (par. 24)?

💬 Student responses may include:

- The survivors would not have believed children would again be “dying of starvation” (par. 24).
- The survivors would not have believed “religious wars would rage on virtually every continent” (par. 24).
- The survivors would not have believed “racism and fanaticism would flourish” (par. 24).
- The survivors would not have believed governments would punish “writers, scientists, intellectuals” (par. 24) for disagreeing with them.

What is the effect of Wiesel’s repetition of the phrase “we would not have believed it” (par. 24)?

- 💬 The repetition of this phrase demonstrates the shock of the survivors who thought that through their stories they would be able to “put an end to hatred” (par. 20), and illustrates that atrocities of the past continue in the present: “religious wars would rage on virtually every continent” (par. 24).

What does Wiesel mean by “this defeat of memory” (par. 24)? What is the impact of the word defeat in this context?

- Wiesel equates global atrocities with a defeat of memory. Because Wiesel suggests that memory will “serve as a shield against evil,” (par. 5) and that memory “will save humanity” (par. 3) the fact that these atrocities continue to occur represents a defeat of memory.

How does Wiesel continue to develop two central ideas in paragraph 24?

- Wiesel builds upon the ideas of memory and suffering by illustrating the problems that were going on in the world at the time the lecture was presented. Governments who practice “torture and persecution” (par. 24) and oppress people like Lech Walesa, who formed a labor union to promote the rights of workers, are doling out suffering. Wiesel characterizes this suffering as a “defeat of memory” (par. 24). By providing instances of suffering, Wiesel reinforces the importance of memory to prevent future suffering as well and the disbelief that follows the failure to prevent suffering.

Lead a brief whole-class discussion of student responses.

- Students discuss their responses.

Instruct student pairs to read paragraphs 25–26 (from “How to explain any of it: the outrage of Apartheid” to “the Argentinian ‘desaparecidos’- the list seems endless”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *unabated* means “without losing any original force or violence,” *repugnant* means “distasteful, offensive, disgusting,” *“final solution”* means “the Nazi program of annihilating the Jews of Europe during the Third Reich,” *synagogue* means “a building for Jewish religious services and usually also for religious instruction,” and *sovereignty* means “(a country's) independent authority and the right to govern itself.”

- Students write the definitions of *unabated*, *repugnant*, *“final solution,”* *synagogue*, and *sovereignty* on their copy of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing the following definition to support students: *legal* means “permitted by law; lawful.”

- Students write the definition of *legal* on their copy of the text or in a vocabulary journal.

What connection does Wiesel draw between racism and Apartheid in this paragraph?

- Wiesel states that the racism becomes “more repugnant” when it “pretends to be legal” because it gives those in power a justification for their racism (par. 25). The system of Apartheid promotes racism and was part of the legal framework and way of life in South Africa.

How do the examples of terrorism Wiesel provides advance his claim that it must be “fought and eradicated” (par. 25)?

- Wiesel uses examples that all include the deaths of innocent people in different parts of the world: Jews worshipping who were victims of the “cold blooded massacre” in Turkey, diplomats and civilians taken hostage in Iran, and peaceful protestors gunned down in Paris by the police (par. 25). These examples involve different parties committing terrorism, which puts the responsibility on all “civilized nations” (par. 25) to work together to end terrorism.

① **Differentiation Consideration:** If students struggle consider providing the following definition: *eradicated* means “removed or destroyed completely.”

What is the cumulative impact of these examples?

- Wiesel provides examples of legal racism, Apartheid, fanaticism, “the outrage of terrorism,” government persecution, “preventing men and women ... from leaving their country,” and even Israel who cannot achieve peace with their “Arab neighbors” (par. 25). The impact of these examples is an overwhelming demonstration that mankind has not achieved peace, and there are many instances of atrocities and injustice taking place in the world after World War II.

① **Differentiation Consideration:** If students struggle, consider posing the following question to facilitate deeper engagement with the examples in paragraph 25:

Choose one example Wiesel provides in paragraph 25. How does Wiesel use this example to express “outrage”?

- Student responses may include:

- Wiesel uses Apartheid to express outrage at the justification of racism in South Africa and draws a comparison with the Nazi’s “*final solution*” since both of them had “supposed legality” (par. 25). Apartheid was a continuation of systematic hatred.
- Wiesel uses the example of terrorism to express outrage at the “murder of innocent people and helpless children” (par. 25). The specific instances, such as the massacre in Paris, show that there is still hatred “of anyone who is ‘different’” (par. 20).
- The example of the refuseniks, Jews from the Soviet Union who were not allowed to leave their country, was another “tidal wave of hatred” (par. 20) inflicted on the Jewish people and illustrates the cruelty of government oppression.

How does Wiesel develop a central idea in paragraph 25?

- Wiesel develops the idea of solidarity by describing the need for nations and people to be unified in order to eradicate terrorism, and put pressure on leaders to help Israel establish “constructive relationships with all its Arab neighbors” (par. 25). Wiesel further develops the

idea of solidarity when he says, “we must remember the suffering of my people” (par. 26), calling on the audience to collectively remember the suffering of the Jewish people as well as many others.

- ① **Differentiation Consideration:** If students struggle consider posing the following questions to scaffold student understanding:

How is Wiesel’s reference to Israel different from the other examples in paragraph 25?

- Wiesel does not refer to Israel’s situation with any outrage and does not reference any injustice, but only mentions the fact that the state “does not have peace” (par. 25).

What does Wiesel believe needs to happen for Israel to move towards peace?

- Wiesel says that in order to form “a constructive relationship with all its Arab neighbors” there must be pressure from the people to “those in power” to realize peace (par. 25).

What is the effect of Wiesel’s statement that “the list seems endless” (par. 26)?

- In paragraph 26, Wiesel adds to the examples from paragraph 25, by stating that these examples such as the civil war in Ethiopia, genocide in Cambodia, and displacement in Vietnam are too many to name. The effect of this statement is that it continues to demonstrate that the world is still a very troubled place, full of suffering and despair, which is a “defeat of memory” (par. 24).

How do two central ideas interact in paragraph 26?

- Wiesel calls upon memory, saying “we must remember the suffering” (par. 26), so that the suffering of so many people will not be forgotten. Wiesel further develops the idea of suffering and the importance of remembering the suffering of groups such as the Cambodians, who also experienced genocide, as well as other groups who have had to endure mass oppression and hardship.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

15%

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

How do two or more central ideas interact and build on one another in this portion of text?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using specific language and

domain specific vocabulary. 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.

① **Differentiation Consideration:** Instruct students to refer to their Central Ideas Tracking Tools for evidence.

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.

Activity 5: Inquiry Question Development

25%

Instruct students to form pairs. Instruct students to retrieve their Posing Inquiry Questions Handout for reference during this activity. Remind students that throughout the previous lessons they have learned how to pose and refine inquiry questions for the purpose of research. Explain to students that in this activity they will independently pose five inquiry questions and work in pairs to refine each set of questions. Remind students to refer to the Surfacing Issues Tool they completed earlier in the lesson for potential topics/issues.

- ▶ Students follow along and retrieve their Posing Inquiry Questions Handout.

Instruct students to begin independently generating inquiry questions, and, when they are finished, to talk in pairs to refine each set of questions.

- ▶ Students work independently to create five inquiry questions, and then in pairs to refine them.

① **Differentiation Consideration:** Consider reviewing the Selecting and Refining Questions portion of the Posing Inquiry Questions Handout modeled in the previous lesson, 11.3.1 Lesson 5, to support student understanding during this activity.

① Circulate around the classroom assisting student pairs as needed.

① The issue of “preventing genocide” surfaced in this lesson will continue throughout the research process in this module as a model of a potential student research issue.

🗣 Student responses will vary depending on the topic/issue. Listen for students to use the language of the Posing Inquiry Questions Handout. Student responses may include:

- Issue: preventing genocide
- Inquiry Questions:
 - What is the history of genocide and has it ever been prevented?

- What causes are often associated with genocide or cause people to commit genocide?
- What was the first case of genocide?
- How have countries tried to prevent genocide?
- Who is an important expert that has good ideas about how to prevent genocide?

Lead a brief whole-class discussion of inquiry questions generated and refined. Ask students:

What are one or two questions that, after the refining process, would provide an avenue for potentially rich inquiry and investigation?

- ▶ Students participate in a class discussion, sharing one or two inquiry questions.
- Student responses will vary depending on topic/issue and questions generated. Student responses may include;
 - I think the inquiry question, “What causes are often associated with genocide or cause people to commit genocide?” would provide a rich avenue for inquiry because it is open-ended and not easily answered. Through discussion we identified this question as having multiple perspectives, and therefore it would lend itself well to further research.
 - I think the inquiry question, “How have countries tried to prevent genocide?” would provide a rich avenue for inquiry because this question would require further research. Through discussion I also identified that this question could have multiple cultural perspectives depending on the country’s policy on genocide and what might be the most effective way of preventing it from happening.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review the following argument terms referenced in this unit and in Module 11.2: *claims, evidence, reasoning, central claim, counterclaim, and supporting claims*. Also instruct students to begin to review the text and their annotations for Wiesel’s central claim and supporting claims.

- ▶ Students follow along.

Homework

Review the following argument terms referenced in this unit and in Module 11.2: *claims, evidence, reasoning, central claim, counterclaim, and supporting claims*. Also, begin to review the text and your annotations for Wiesel’s central claim and supporting claims.

Model Surfacing Issues Tool

Name:		Class:		Date:	
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Directions: As you read, look for issues that are suggested in the text. Remember that an issue is an important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question. Summarize the issue succinctly, and note the paragraph number and what the text says about the issue in the correct columns.

Issue	Paragraph(s)	Key Information about the Issue from the Text
Political persecution	24	Wiesel writes of “Governments of the Right and Left” punishing individuals for their beliefs and criticisms of the government. One of the methods of persecution is torture.
Preventing genocide	24–25	In paragraph 24, Wiesel writes “racism and fanaticism would flourish once again,” and laments this fact as a “defeat of memory.” Racism and fanaticism can lead to genocide, like the Nazi’s “final solution.”
Legalized racism	25	Wiesel writes about the system of Apartheid in South Africa and states, “Racism itself is dreadful, but when it pretends to be legal, and therefore just ... it becomes even more repugnant.”
Terrorism	25	In paragraph 25 Wiesel states, “Terrorism must be outlawed by all civilized nations” because there is no reason that can justify harming innocent people.

Refugee immigration	26	Wiesel writes about the “boat people” who were refugees fleeing Vietnam after the war. Part of the problem with these refugees is many countries were unwilling to take them in.
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Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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Directions: Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

Text:	"Hope, Despair and Memory" by Elie Wiesel
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Paragraph #	Central Ideas	Notes and Connections
24–26	Suffering	<p>Wiesel develops the idea of suffering by describing the disbelief of the survivors, "we would not have believed it" (par. 24) at the problems still present in the world such as "racism and fanaticism" (par. 24).</p> <p>Wiesel continues to develop the idea of suffering by using an overwhelming amount of examples to describe more current atrocities such as Apartheid, terrorism "the coldblooded massacre in the synagogue in Istanbul" (par. 25), and the refuseniks.</p> <p>Wiesel further develops the suffering as well as the importance of remembering the suffering of Cambodians who also faced genocide, as well as other groups who have experience mass oppression and hardship. Wiesel says, "the list seems endless" (par. 26), which demonstrates the magnitude and number of people still suffering in the world.</p>
24	Memory	<p>Wiesel describes the persecution of people for their beliefs and the ills in the modern world as the "defeat of memory" (par. 24).</p> <p>Wiesel further develops the idea of memory by describing the need to remember the suffering of the Jewish people as well as many others: "we come back to memory" (par. 26).</p>

25–26	Solidarity	<p>Wiesel develops the idea of solidarity by describing the need for nations and people to be unified in order to <i>eradicate</i> terrorism, and put pressure on leaders to help Israel establish “constructive relationships with all its Arab neighbors” (par. 25).</p> <p>Wiesel further develops the idea of solidarity by calling on the audience to collectively remember the suffering of the Jewish people “we must remember the suffering of my people” (par. 26) as well as so many others.</p>
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11.3.1

Lesson 7

Introduction

In this lesson, students continue to read “Hope, Despair and Memory” by Elie Wiesel from “Let us remember Job who, having lost everything” to “peace is not God’s gift to his creatures, it is our gift to each other” (par. 27–29), in which Wiesel presents a final appeal to mankind to stand against injustice. Students engage in an evidence-based discussion as they explore how Wiesel crafts a persuasive and compelling lecture through the use of claims, counterclaims, evidence, and reasoning. Following this discussion, students work in groups to delineate Wiesel’s argument in the text. Student learning in this lesson is assessed via the Delineating Argument Tool, which students use to identify the components of Wiesel’s argument.

For homework, students briefly respond in writing to a prompt that asks them to reflect on how their analysis of Wiesel’s use of structure has deepened their understanding.

Standards

Assessed Standard(s)	
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Addressed Standard(s)	
SL.11-12.1.c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

Assessment

Assessment(s)
Student learning in this lesson is assessed via the Delineating Argument Tool, which students use to identify the components of Wiesel’s argument.

High Performance Response(s)

A High Performance Response should:

- Identify the central claim of the text (e.g., Humanity must use the power of memory to stand up against injustice and war. “[M]ankind needs to remember more than ever. Mankind needs peace more than ever, for our entire planet, threatened by nuclear war, is in danger of total destruction” (par. 29).).
- Identify supporting claims (e.g., It is both right and essential to remember. “Remembering is a noble and necessary act” (par. 12).).
- Identify counterclaims (e.g., Wiesel presents the counterclaim that it is better for our daily lives if we forget. “And yet it is surely human to forget, even to want to forget” (par. 14).).
- Identify the evidence presented (e.g., Wiesel is using the Talmud to emphasize action, even on a small scale. It is worth the effort of remembering if you can save even one life. “The Talmud tells us that by saving a single human being, man can save the world” (par. 29).).
- Identify Wiesel’s use of reasoning to connect claims and evidence (e.g., Standing up for oppressed people and taking action for peace is always worthwhile because man is the only solution to the problems of man. “A destruction only man can provoke, only man can prevent” (par. 29).).

① See the [Model Delineating Argument Tool](#) at the end of this lesson.

Vocabulary**Vocabulary to provide directly (will not include extended instruction)**

- indict (v.) – charge with an offense or crime
- denounce (v.) – publicly state that someone or something is bad or wrong
- provoke (v.) – cause to act or behave in a certain manner; encourage
- contemporary (n.) – a person belonging to the same time or period with another or others

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

- ordeal (n.) – a severe or trying experience

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

- appeal (n.) – an earnest request for aid, support, sympathy, mercy, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: CCRA.R.8, SL.11-12.1.c Text: “Hope, Despair and Memory” by Elie Wiesel, paragraphs 27–29 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Reading and Discussion Delineating Argument Tool Closing 	<ol style="list-style-type: none"> 5% 10% 30% 50% 5%

Materials

- Copies of the Delineating Argument Tool for each student

① **Differentiation Consideration:** Student copies of Surfacing Issues Tool (refer to 11.3.1 Lesson 2)

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: CCRA.8. In this lesson, students consider paragraphs 27–29 of “Hope, Despair and Memory” by Elie Wiesel. Students begin by engaging

in a close reading and discussion of the text, then use the Delineating Argument Tool to synthesize their understanding of Wiesel's claims and reasoning.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to form pairs and discuss their responses to the first section of 11.3.1 Lesson 6's homework assignment. (Review the following argument terms referenced in this unit and in Module 11.2: *claims, evidence, reasoning, central claim, counterclaim, and supporting claims.*)

Project or display the following terms for students:

- Central Claim: An author or speaker's main point about an issue in an argument.
- Supporting Claim: A smaller, related point that reinforces or advances the central claim.
- Counterclaim: A claim that is opposed to an author's central claim.
- Evidence: The topical and textual facts, events, and ideas from which the claims of an argument arise, and which are cited to support those claims.
- Reasoning: The logical relationships among ideas, including relationships among claims and relationships across evidence.

Lead a brief whole-class discussion about the review of argument terms.

Instruct student pairs to discuss the second section of 11.3.1 Lesson 6's homework assignment. (Also, begin to review the text and your annotations for Wiesel's central claim and supporting claims.)

Ask students:

What is the central claim in "Hope, Despair and Memory"?

- 💬 Student responses may include:
 - Memory is necessary for man to achieve peace.
 - Remembering the past will help prevent future atrocities.
 - Humanity must use memory to stop injustice and war.

What supporting claims does Wiesel make in "Hope, Despair and Memory"?

- 💬 Student responses may include:
 - "If anything can, it is memory that will save humanity" (par. 3).

- “Forgetting was never an option” (par. 11).
- “Remembering is a necessary and noble act” (par. 12).
- “War dehumanizes, war diminishes, war debases all those who wage it” (par. 13).
- “Forgetting allows us to go on living” (par. 14).
- “We must exert pressure on all those in power to come to terms” (par. 25).
- “We may be powerless to open all the jails and free all the prisoners, but by declaring our solidarity with one prisoner, we indict all jailers” (par. 29).
- “Mankind needs peace more than ever, for our entire planet, threatened by nuclear war, is in danger of total destruction” (par. 29).

Activity 3: Reading and Discussion

30%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

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

Instruct student pairs to read and annotate “Hope, Despair and Memory,” paragraphs 27–29 (from “Let us remember Job who, having lost everything - his children” to “it is our gift to each other”) and answer the following questions before sharing out with the class..

- ① **Differentiation Consideration:** Consider instructing students to use the Surfacing Issues Tool to continue surfacing issues from the text.

Provide students with the following definitions: *indict* means “charge with an offense or crime,” *denounce* means “publicly state that someone or something is bad or wrong,” *provoke* means “cause to act or behave in a certain manner; encourage,” and *contemporary* means “a person belonging to the same time or period with another or others.”

- ▶ Students write the definitions of *indict*, *denounce*, *provoke*, and *contemporary* on their copy of the text or in a vocabulary journal.

How did Job respond to his ordeal?

- 💬 Job responded to his ordeal, in which he “lost everything” (par. 27), by rebuilding his life and taking care of the creation God had “entrusted to him” (par. 27).
- ① Consider offering students a brief account of the biblical story of Job in the Old Testament, a man who had a large family and a lot of wealth but God allowed all of these things to be taken away. Job’s family died, his fortune was ruined, and his house was destroyed. In spite of his losses, Job never blamed or rejected God and was rewarded by having his status and family restored to him and his wealth increased, all for demonstrating trust and faith in God.

- ① **Differentiation Consideration:** Consider asking students the following questions to scaffold understanding to the previous question:

What happened to Job?

- 💬 Job “lost everything” (par. 27): his family and friends, his things, and “an argument with God” (par. 27). Job did not reject everything God had provided him in spite of all these terrible things. Job was able to find his faith again “within his rebellion” (par. 28).

What might *ordeal* mean in this context?

- 💬 Ordeal might mean a difficult situation, since Job “lost everything” (par. 27) he cared about in the world.

How does Wiesel use the story of Job to further his purpose?

- 💬 Wiesel uses the story of Job to illustrate that “hope is possible beyond despair” (par. 28) and claims that the hope Job possessed was rooted in memory. Using the example of Job, who rediscovered his faith through “rebellion,” humanity must struggle like Wiesel to “invent a thousand and one reasons to hope” (par. 28). The use of the story of Job supports Wiesel’s claim about memory and also connects to the story of the Besht at the beginning of the lecture.
- ① Based on previous knowledge of the story of Job, students may have differing understandings of the message illustrated by this story. Consider providing additional context around the story of Job if necessary.

How does Wiesel define peace in paragraph 29? How may humanity achieve peace?

- 💬 Wiesel defines peace as something man must achieve; it is “our gift to each other” (par. 29). In order to make peace a reality, “mankind needs to remember more than ever” (par. 29). Wiesel connects peace to memory by referencing the story of the Besht again, which represents the power of memory because it saved the Besht, and Wiesel says it is “memory that will save humanity” (par. 3). In order to achieve peace, all of mankind needs to work together.

To whom does Wiesel appeal in paragraphs 27–29?

- 💬 Wiesel appeals to all of mankind. He expands his focus to include all of the oppressed peoples in paragraphs 25 and 26. He uses language like “[l]et us remember” (par. 27) and “[n]one of us” (par. 29.) He concludes by outlining what mankind must do to preserve the earth: “Mankind must remember” (par. 29).
- ① **Differentiation Consideration:** Consider providing the following definition to support students: *appeal* means “an earnest request for aid, support, sympathy, mercy, etc.”

What does Wiesel mean by "A destruction only man can provoke, only man can prevent" (par. 29)?

- 💬 Wiesel means that mankind must solve the problems that they have created. Through hope and memory we can fulfill "our obligation to denounce" (par. 29) the horrors of war. Wiesel implores us to "remember that peace is not God's gift to his creatures, it is our gift to each other" (par. 29), meaning we must work towards peace because it will not be handed to us by God.

- ① **Differentiation Consideration:** If students struggle with the previous question consider asking the following question to scaffold student understanding:

Why does mankind need to "remember more than ever" (par. 29)?

- 💬 Wiesel writes about the possibility of "nuclear war" and that we are in "danger of total destruction" (par. 29). Mankind needs to remember past violence so they can prevent this destruction.

Lead a brief whole-class discussion of student responses.

Activity 4: Delineating Argument Tool**50%**

Distribute copies of the Delineating Argument Tool.

Explain to students that they should draw upon their collective exploration of the text to delineate Wiesel's argument using the Delineating Argument Tool to map the text's claims, counterclaims, evidence, and reasoning, based on anchor standard CCRA.R.8. Inform students that their work to delineate Wiesel's argument will support their own work with argument writing in this module, by offering an example of the ways in which claims, evidence, and reasoning work together to create an effective argument.

- ① Students do not evaluate the extent to which Wiesel's evidence is relevant or sufficient or the validity of his reasoning in this lesson, as the focus of this activity is to support students' understanding of the ways claims, evidence, and reasoning work together in an argument.
- ① If necessary, consider modeling the Delineating Argument Tool for students.

Instruct students to work in small groups to answer the following questions and annotate the text for supporting claims, evidence, and reasoning before using the Delineating Argument Tool to trace Wiesel's argument. Students should draw on their previous work with argument in Module 11.2 to complete this activity and tool.

- ① This discussion and delineation supports student engagement with SL.11-12.1.c, which addresses the use of discussion to probe evidence and reasoning as well as developing and responding to ideas and conclusions.
 - ▶ Students listen.

Post or project the following questions for students to answer in groups.

What kinds of evidence does Wiesel present throughout the text?

🗨 Student responses may include:

- The Hasidic legend of the Besht.
- A personal experience of his time in Paris after the war.
- The shared cultural experience of the Jewish people during the Holocaust.
- The story of Job.
- Modern instances of oppression and systemic violence against ethnic groups.

How do these various kinds of evidence support Wiesel's argument?

🗨 Student responses may include:

- He gradually shifts his focus from “[a] Hasidic legend” (par. 1) to his real experience, “[a] recollection” (par. 5), then to the shared experience of the Jewish people, “the prisoners” (par. 7), and finally he relates all of the suffering of the world to the responsibility of mankind, “The source of his hope was memory, as it must be ours” (par. 28).
- Wiesel's use of different kinds of evidence allows him to build up momentum in the text by talking about increasingly large and more relevant groups of people. The statement “A destruction only man can provoke, only man can prevent” (par. 29) is more powerful because of the weight of all of his evidence of oppressed people on the list that seems “endless” (par. 26).
- Varied evidence also provides a vehicle for Wiesel to connect ideas across time and space by relating the experiences of hope, despair, and memory between the Besht, himself, the Jewish people, and finally all humanity.

What evidence does Wiesel present in paragraphs 24–26?

🗨 Student responses may include:

- Individuals who were persecuted by their government (e.g., Lech Walesa, Nelson Mandela, Andrei Sakharov, Ida Nudel, Josef Biegun).
- Oppressed groups of people who have been killed in large numbers (e.g., the Ethiopians, the Cambodians, the Mesquite Indians, the Desaparecidos).

How does this evidence support Wiesel's claims in paragraphs 24–29?

🗨 Wiesel presents these as examples of a “defeat of memory” (par. 24). The oppression and violence is evidence “that racism and fanaticism” (par. 24) are still very much present in our world. Because these people are still suffering, “[w]e must remember the suffering” (par. 26)

How do paragraphs 24–29 support Wiesel’s central claim?

- Wiesel makes an argument for humanitarian action. He builds a list of examples of human rights violations in current events, connects those events with the ideas of hope, despair, and memory and then uses two allegorical stories, that of the Besht and of Job, to emphasize the necessity for humankind to remember our past, hope for the future, and stand up for the oppressed. These paragraphs solidify the idea of using “memory” to fight injustice, which is essential to Wiesel’s central claim.

Instruct students to work in groups to identify the central claim, supporting claims, evidence, and reasoning present in “Hope, Despair and Memory.”

- The goal of this work is to provide an example of argument writing to better prepare students for their own argument work in 11.3.2 and 11.3.3. Because students engage in deeper exploration of argument norms and conventions in 11.3.2, the Delineating Argument Tool only requires them to delineate the central claim and identify its components; it does not ask students to evaluate the effectiveness of the argument.

Instruct student groups to complete their Delineating Argument Tools. Remind students that they should spend significant time gathering textual examples of the reasoning and evidence that contributes to the central claim of the lecture.

- Student groups complete the Delineating Argument Tool.

Transition students out of small groups and instruct students to independently review and evaluate their Delineating Argument Tools.

- Students independently review their Delineating Argument Tools.
- See the High Performance Response at the beginning of this lesson.

Activity 5: Closing**5%**

Display and distribute the homework assignment. For homework, instruct students to use annotation to track a rhetorical technique in “Hope, Despair and Memory” and then respond briefly in writing to the following prompt:

How does Wiesel’s use of this rhetorical device support his purpose?

Instruct students to use this lesson’s vocabulary wherever possible in their written responses.

- Remind students to consult their Rhetorical Impact Tracking Tools introduced in 11.3.1 Lesson 2 to support their tracking of Wiesel’s use of rhetoric in this lecture.

- ▶ Students follow along.

Homework

Use annotation to track a rhetorical technique in “Hope, Despair and Memory” and then respond briefly in writing to the following prompt:

How does Wiesel’s use of this rhetorical device support his purpose?

Use this lesson’s vocabulary wherever possible in your written response.

Delineating Argument Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	
Central Claim:	
Supporting Claim:	
Evidence:	
Reasoning:	
Supporting Claim:	

Evidence:
Reasoning:
Counterclaim:
Evidence:
Reasoning:

Model Delineating Argument Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	"Hope, Despair and Memory," by Elie Wiesel
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Central Claim:

Wiesel is claiming that humanity must use the power of memory to stand up against injustice and war. "[M]ankind needs to remember more than ever. Mankind needs peace more than ever, for our entire planet, threatened by nuclear war, is in danger of total destruction" (par. 29).

Supporting Claim:

Wiesel makes the claim that it is both right and essential to remember. "Remembering is a noble and necessary act" (par. 12).

Evidence:

Memory is essential to communicating the horror of war and preventing future atrocity. "The survivors wanted to communicate everything to the living: the victim's solitude and sorrow, the tears of mothers driven to madness, the prayers of the doomed beneath a fiery sky" (par. 15).

Reasoning:

Remembering is a noble act because it requires people to endure the suffering of remembering great trauma. It is necessary because it ensures we won't forget these terrible things that have happened. "[T]he rejection of memory becomes a divine curse, one that would doom us to repeat past disasters, past wars" (par. 12). "And here we come back to memory. We must remember the suffering of my people" (par. 26).

Supporting Claim:

"We may be powerless to open all the jails and free all the prisoners, but by declaring our solidarity with one prisoner, we indict all jailers" (par. 29).

Evidence:

Wiesel uses the Talmud to emphasize action, even on a small scale. It is worth the effort of remembering if you can save even one life. "The Talmud tells us that by saving a single human being, man can save the world" (par. 29).

Reasoning:
Standing up for oppressed people and taking action for peace is always worthwhile because man is the only solution to the problems of man. “A destruction only man can provoke, only man can prevent” (par. 29).
Counterclaim:
Wiesel presents the counterclaim that it is better for our daily lives if we forget. “And yet it is surely human to forget, even to want to forget” (par. 14).
Evidence:
“The Talmud tells us that without the ability to forget, man would soon cease to learn. Without the ability to forget, man would live in a permanent, paralyzing fear of death” (par. 14).
Reasoning:
The natural human instinct is to try and forget terrible events. “Is it not natural for a human being to repress what causes him pain, what causes him shame?” (par. 10)

Model Surfacing Issues Tool

Name:		Class:		Date:	
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Directions: As you read, look for issues that are suggested in the text. Remember that an issue is an important aspect of human society for which there are many different opinions about what to think or do. Many issues can be framed as a problem-based question. Summarize the issue succinctly, and note the paragraph number and what the text says about the issue in the correct columns.

Issue	Paragraph(s)	Key Information about the Issue from the Text
Coping with tragedy	28	Wiesel spends a lot of this lecture discussing the idea of coping with tragedy. In these final paragraphs, he says, “even as I struggle to invent a thousand and one reasons to hope.”
Humanitarian obligation	29	Wiesel claims “[n]one of us is in a position to eliminate war, but it is our obligation to denounce it and expose it in all its hideousness.”
Preventing genocide	29	Wiesel quotes the Talmud, “by saving a single human being, man can save the world.” This connects to the horror of the Holocaust, which was a genocide and something we should try to prevent.
Nuclear war	29	In the final paragraph, Wiesel warns of “the threat of nuclear war” and says that it is up to humanity to stop this danger and only man can prevent this catastrophe.

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11.3.1

Lesson 8

Introduction

In this lesson, students continue their research work and develop areas of investigation from a surfaced topic from “Hope, Despair and Memory.” Students examine a new standard, W.11-12.7, which is a research standard, and participate in a collaborative discussion to further develop perspectives and understandings of the variety of topics surfaced. Students discuss and independently record potential areas of investigation on their Exploring a Topic Tools. This lesson informs student work in 11.3.1 Lesson 9, in which students learn how to pre-search and explore their potential areas of investigation. Student learning in this lesson is assessed via the Exploring a Topic Tool. Students develop factual, interpretive, and evaluative questions for further exploration of the topics.

For homework, students identify another topic of interest and develop a potential area of investigation for that topic.

Standards

Assessed Standard(s)	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
W.11-12.7	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.
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 the Exploring a Topic Tool. Students develop factual, interpretive, and evaluative questions for further exploration of the topics.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Incorporate notes from the collaborative small group discussion (e.g., My group also discussed the means of preventing genocide. Have the stories from the Holocaust helped people be more peaceful? What are some other ways that genocide can be prevented?). • Identify potential areas of exploration and articulate an explanation of interest for each area of investigation (e.g., I am interested in knowing more about the means of preventing genocide and would like to know if the stories of the Holocaust survivors have helped prevent genocide from happening and how people go about trying to prevent genocide.). • Refine the interest in the potential area into a question (e.g., How have people tried to prevent genocide?). <p>① See the Model Exploring a Topic Tool at the end of this lesson.</p>

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 or a research 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
Standards: <ul style="list-style-type: none"> Standards: RI.11-12.1.a, W.11-12.7, SL.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Introduction to the Exploring a Topic Tool Collaborative Group Discussion and Lesson Assessment Closing 	<ol style="list-style-type: none"> 15% 10% 20% 50% 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Surfacing Issues Tool (refer to 11.3.1 Lesson 2)
- Copies of the Exploring a Topic 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

15%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.11-12.1.a and W.11-12.7. In this lesson, students continue their research work by considering and choosing areas of investigation from surfaced topics from “Hope, Despair and Memory.” These areas of investigation are gleaned from

the larger topics and inquiry questions students posed in the previous lessons and are cultivated in this lesson through collaborative discussion and independent work.

① Consider reminding students that a *topic* is any subject that can be researched, while an *issue* is a *topic* that can be debated. The term *issue* is used in the context of argument writing.

- ▶ Students follow along.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.7. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard W.11-12.7.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about these standards.

☞ Student responses should include:

- Conduct research for short and long projects.
- Use research to answer a question or solve a problem.
- Expand or limit the inquiry based on the project or the research topic.
- Read and put together multiple sources on the subject, showing what they understand about the subject based on what they learned from the sources.

① Consider providing students with the following definitions: *sustained* means “kept up or continued, as an action or process” and *self-generated* means “made without the aid of an external agent; produced spontaneously.”

- ▶ Students write the definitions of *sustained* and *self-generated* in a notebook or in a vocabulary journal.

Ask students to consider the meaning of *inquiry* in the context of the standard.

☞ Student responses may include:

- The standard is about conducting research, which means looking for information.
- The verb is “to inquire,” which means to look for information.

① Consider providing students with the following definition: *inquiry* means “the act of seeking information by questioning.” Also, explain that the research process taught in 11.3.1 is based on *inquiry* and that questioning plays a vital role in exploring a specific research topic/area of investigation.

- ▶ Students write the definition of *inquiry* in a notebook or in a vocabulary journal.

Ask students what it means to “*synthesize* multiple sources.”

- The standard says that you *synthesize* multiple sources in order to demonstrate “understanding of the subject under investigation.” To understand a subject from more than a single source you have to compare, discuss, and draw conclusions from multiple sources; this is likely what *synthesize* means.

① Consider providing students with the following definition: *synthesize* means “to combine into a single unit or unified entity or thing,” and explain to students that after plenty of research, they draw conclusions or *synthesize* the research to make claims about the research topic/area of investigation. However, this action happens near the end of 11.3.1, after significant research and analysis has been conducted.

- ▶ Students write the definition of *synthesize* in a notebook or in a vocabulary journal.

① Consider pointing out that the prefix *syn-* means “with” or “together.”

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to 11.3.1 Lesson 7’s homework assignment. (Use annotation to track a rhetorical technique in “Hope, Despair and Memory” and then respond briefly in writing to the following prompt: How does Wiesel’s use of this rhetorical device support his purpose?). Instruct students to talk in pairs and discuss their response to the homework assignment.

- Student responses may include:

- I annotated for the rhetorical device of repetition in Wiesel’s lecture.
- Annotation of repetition in paragraph 19 “it would be enough.”
- Annotation of repetition in paragraph 24 “we would not have believed it.”
- Annotation of repetition in paragraph 25 of “outrage.”
- In “Hope, Despair and Memory,” Wiesel uses the rhetorical device of repetition several times to draw attention to: the plight of the survivors to testify of their experiences “describe death-camp ‘Selection’”(paragraph 19), the shock of the injustices of the modern world in spite of the exposure of the stories of the victims and survivors “children would be dying of starvation” (paragraph 24), and the anger expressed about all the injustices in the world “the outrage of terrorism” (paragraph 25). The use of repetition advances Wiesel’s purpose in the lecture because it contrasts hope with the injustice happening today and leads into his final call to action for man to strive for peace, “Mankind needs peace more than ever” (paragraph 29).

Activity 3: Introduction to the Exploring a Topic Tool

20%

Explain to students that in this lesson they develop three to four areas of investigation within an topic surfaced in “Hope, Despair and Memory.” Distribute the Exploring a Topic Tool. Remind students that they have explored several topics, generated inquiry questions for these topics, and are now going to identify areas of investigation for research.

Explain that while earlier research discussions produced many topics, in this lesson they narrow their investigation by focusing on specific aspects of the topic, known as “areas of investigation.” Through discussions and pre-searches, students work to focus on specific questions and topics for further investigation in this module. Explain that students are going to explore aspects of their research topics and look for different opinions about the issue.

- Students listen.

Post or project the Exploring a Topic Tool. Explain to students that there is a section on this tool for recording their small-group discussions about the topic, and four separate sections for each area of investigation within the topic. Each of these sections serves a specific purpose to guide their investigation. In each section, students must include a well-articulated statement or question. Explain to students that a sample topic for this investigation is “preventing genocide.”

Instruct students that the first step in this process is to engage in a collaborative group discussion about three topics of interest. Explain to students that they must choose one of these topics to independently complete their Exploring a Topic Tool. After discussing each topic, students individually record notes from their discussion in order to independently develop their potential areas of investigation.

Direct students to the first Potential Area of Investigation section on their Exploring a Topic Tool. Model the following three steps for completing each Potential Area of Investigation section. Explain to students that they are going to complete all four Potential Areas of Investigation on their Exploring a Topic Tools in the next activity.

In a few words, describe an area within the topic that you would like to know more about.

Elie Wiesel wrote about being a Holocaust survivor and the hope that recording and communicating the atrocities of the past would bring peace to the future. I am wondering if their stories or knowledge has helped prevent genocide from happening.

Instruct students to consider why they are curious about this particular area of investigation and how it may connect to the original topic.

Explain why you are interested in this area of the topic.

I am interested in knowing more about the prevention of genocide. I would like to know if the stories of the Holocaust survivors have helped prevent genocide from happening and how people go about trying to prevent genocide.

Explain to students that in conducting research, one must ask questions. The pre-search begins with one question that eventually leads to others.

Express your potential area of investigation as a question or a problem:

What are ways that people have tried to prevent genocide?

- ▶ Students follow along.

Activity 4: Collaborative Group Discussion and Lesson Assessment

50%

Direct students to take out their completed Surfacing Issues Tools for reference during this activity. Instruct students to form groups of four or five. Inform students that they are going to participate in a collaborative discussion to choose three to four potential areas of investigation.

- ① **Differentiation Consideration:** Consider continuing to project the Model Exploring a Topic Tool for students to reference as they work to complete their individual tools.

- ▶ Students form groups and retrieve their Surfacing Issues Tools.

Instruct groups to review their Surfacing Issues Tools and decide on a minimum of three topics for small group discussion. Instruct each student to record one of these three topics on the Exploring a Topic Tool. Instruct student groups to begin discussing each topic and remind students to record notes of the conversation on their chosen topic on the Exploring a Topic Tool.

- ① Consider reminding students of their work with SL.11-12.1, to which students were previously introduced in Modules 11.1 and 11.2.
- ① Consider providing the Speaking and Listening Rubric and Checklist to guide discussion.

Circulate around the room to assist student discussion as needed.

- ▶ Student groups discuss their chosen issues and take notes on their Exploring a Topic Tool.

After all the topics have been discussed, instruct students to independently work on crafting four potential areas of investigation on their tools. Instruct students to remain in their small groups for discussion after they have completed their Exploring a Topic Tools.

- ▶ Students independently work on the Exploring a Topic Tool.

Instruct student groups to discuss one potential area of investigation per student. Then ask volunteers to share out with the class.

- ▶ Lead a brief, whole-class discussion based on student responses.
- 💬 Student responses vary based on the individual research conducted. See the Model Exploring a Topic Tool for example student responses.

Transition students out of small groups and instruct students to review and evaluate their Exploring a Topic Tools independently. Remind students to revise any spelling or grammatical errors before submitting their tools.

- ▶ Students independently review their Exploring a Topic Tool.
- 💬 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to identify another topic of interest on their Surfacing Issues Tool and develop a potential area of investigation for that topic. Instruct students to be prepared to discuss their additional topic and area of investigation in the following lesson.

- ▶ Students follow along.

Homework

Identify another topic of interest using your Surfacing Issues Tool and develop a potential area of investigation for that topic. Be prepared to discuss your additional topic and area of investigation in the following lesson.





Name Topic

POTENTIAL AREA OF INVESTIGATION 2	POTENTIAL AREA OF INVESTIGATION 3	POTENTIAL AREA OF INVESTIGATION 4
<p>In a few words, describe what you would like to know more about within the topic:</p>	<p>In a few words, describe what you would like to know more about within the topic:</p>	<p>In a few words, describe what you would like to know more about within the topic:</p>
<p>Explain why you are interested in this:</p>	<p>Explain why you are interested in this:</p>	<p>Explain why you are interested in this:</p>
<p>Express your potential area of investigation as a question or problem:</p>	<p>Express your potential area of investigation as a question or problem:</p>	<p>Express your potential area of investigation as a question or problem:</p>



Name Topic Preventing Genocide

Write a brief account of the class conversation about the topic, describing what you know at this point about some of its aspects:

In my group, we discussed a variety of aspects of this topic. First of all, this topic was surfaced from the Wiesel text because he wrote about a lot of different tragedies. One aspect of preventing genocide is who would actually be the country or people responsible for making sure no one commits genocide. In Wiesel's case it was the Allied Forces in WW2 but who is supposed to do that now? My group also discussed the means of preventing genocide. Have the stories from the Holocaust helped people be more peaceful? What are some other ways that genocide can be prevented? One person in my group suggested that all countries should be democratic to prevent genocide. We also discussed the history of genocide and wondered if there are instances of genocide in history that would give a clear way to prevent genocide now but no one in the group really knew much about other genocides besides the Holocaust.

POTENTIAL AREA OF INVESTIGATION 1

In a few words, describe an area within the topic that you would like to know more about:

Elie Wiesel wrote about the stories of the Holocaust survivors and the hope that they would bring about peace. I am wondering if their stories or knowledge has helped prevent genocide from happening. Wiesel also mentions in his speech that the Allies were not effective at preventing genocide.

Explain why you are interested in this area of the topic:

I am interested in knowing more about the prevention of genocide. I would like to know if the stories of the Holocaust survivors have helped prevent genocide from happening and how people go about trying to prevent genocide.

Express your potential area of investigation as a question or problem:

What are ways that people have tried to prevent genocide?

Name Topic Preventing Genocide



POTENTIAL AREA OF INVESTIGATION 2	POTENTIAL AREA OF INVESTIGATION 3	POTENTIAL AREA OF INVESTIGATION 4
<p>In a few words, describe what you would like to know more about within the topic:</p> <p>I am interested in knowing more about who is supposed to prevent genocide in the world. I know the United Nations had a conference that defined genocide from my brief search about the term earlier in the unit.</p>	<p>In a few words, describe what you would like to know more about within the topic:</p> <p>I would like to know more about historical information in the area of preventing genocide. If there have been genocides in the past then maybe there are common factors among the events.</p>	<p>In a few words, describe what you would like to know more about within the topic:</p> <p>I would like to know more about the psychological science behind those who have committed genocide. If there are mental illnesses or medicine that people could take perhaps that would help prevent genocide.</p>
<p>Explain why you are interested in this:</p> <p>I am interested in knowing more about who is supposed to prevent genocide. There could be one country or more countries that are trying to prevent genocide but I would like to know whose job it is to prevent genocide.</p>	<p>Explain why you are interested in this:</p> <p>I am interested in this area because I enjoy learning about history and I think it would be interesting to try to find a common link or reason for genocide which might be a way to help prevent it from taking place.</p>	<p>Explain why you are interested in this:</p> <p>I am interested in the psychology and science of the brain as well as the kind of people that have committed genocide. I would like to know if they were sick physically or mentally.</p>
<p>Express your potential area of investigation as a question or problem:</p> <p>Who is responsible for preventing genocide?</p>	<p>Express your potential area of investigation as a question or problem:</p> <p>What are the factors that have led to instances of genocide?</p>	<p>Express your potential area of investigation as a question or problem:</p> <p>Is there a mental or physical illness associated with people who have committed genocide?</p>

11.3.1

Lesson 9

Introduction

In this lesson, students focus on developing proficiency with two research tools. Students are introduced to the vocabulary journal and template as a way of organizing and exploring domain-specific language. Then students engage in a pre-search activity in order to begin gathering sources for further research in future lessons. This work develops students' proficiency for posing general and specific questions as well as their ability to validate the depth of and confirm interest in their proposed topics. Students use the Pre-Search Tool to record relevant information about the sources they find (author's name, topic, source, location, publication date, and general content/key ideas). This activity helps to develop students' capacity to find relevant sources independently, as well as to navigate through a wide pool of potential research sources. This activity also helps students confirm whether there is enough information available about their topic to warrant further research. The learning in this lesson is assessed via the Pre-Search Tool. Students gather a variety of sources and briefly explain how each source is related to their potential areas of investigation.

For homework, students review their various tools and notes to prepare for the End-of-Unit Assessment in 11.3.1 Lesson 11. In addition, students continue with their pre-searches and find three additional potential sources.

Standards

Assessed Standard(s)	
W.11-12.7	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.
Addressed Standard(s)	
L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings

	<p>or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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Assessment

Assessment(s)
The learning in this lesson is assessed via the Pre-Search Tool. Students gather a variety of sources and briefly explain how each source is related to their potential areas of investigation.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify and organize the source title, location, and author (e.g., “When the U.N. Fails, We All Do” (http://www.newsweek.com), Fareed Zakaria). Explain how this source connects to the potential area of investigation (e.g., This source discusses some of the steps taken after the Rwandan genocide and asks that nations hold themselves to higher standards of action in the future. By providing additional perspective on the challenges faced by both survivors of the genocide and the nations who were involved, this source helped to broaden and inform my understanding of how genocide is addressed.). Provide a summary of findings and analyze the potential of this area of investigation (e.g., There are a lot of references to important historical events and documents that I do not fully understand. I will need to do additional background research to be able to examine these documents thoroughly.). <p>❶ See the Model Pre-Search Tool at the end of this lesson.</p>

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)

- None.*

① * In their research and reading, students encounter domain-specific vocabulary related to their individual research questions/problems. Students track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework. The vocabulary journal and process is introduced in this lesson.

Lesson Agenda/Overview



Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.7, L.11-12.4.a-d 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Vocabulary Journal Introduction 4. Pre-Search Tool and Assessment 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 20% 4. 60% 5. 5%

Materials

- Student copies of the Exploring a Topic Tool (refer to 11.3.1 Lesson 8)
- Copies of the Vocabulary Journal Template for each student
- Copies of the Pre-Search 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 standard for this lesson: W.11-12.7. In this lesson, students use the inquiry questions they developed in the previous lessons and begin the pre-search for sources, recording relevant information on the Pre-Search Tool.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to 11.3.1 Lesson 8's homework assignment. (Identify another issue of interest using your Surfacing Issues Tool and develop a potential area of investigation for that topic. Be prepared to discuss your additional topic and area of investigation in the following lesson). Instruct students to talk in pairs and discuss their responses to the homework assignment.

Ask student volunteers to share out a topic of interest developed for homework. Remind students to clarify the area of investigation to which the question relates.

- Student responses may include the following:

Topic / Issue	Area within topic	Interest	Phrased as a question
Human rights	I would like to know more about how human rights are defined and who makes sure that our human rights are protected. I would also like to know more about human rights in different countries and if the United States has different rules about human rights than other countries.	I am interested in this topic because I would like to know more about how different countries define and treat human rights as well as punish those who violate people's human rights.	How do different countries define and protect human rights?
Memory	I would like to know more about the science and what happens in the brain when a person forgets. I would be interested in exploring if humans have been able to develop ways to forget specific memories or to prevent memory loss using	I think the idea that humanity has a responsibility to remember is fascinating. I am interested because I would like to know if people have the right to their own	Can science help us to forget? Can it help prevent memory loss?

	science.	memories or if they are ethically obliged to remember things they might rather forget.	
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Activity 3: Vocabulary Journal Introduction

20%

Explain to students that the research process exposes them to new vocabulary through the reading of a wide variety of academic texts. Instruct students to keep track of new vocabulary by using a vocabulary journal. Students should also use the vocabulary journal to record their reflections and the strategies employed to learn the vocabulary.

- ▶ Students listen.

Explain to students that the vocabulary they track in the vocabulary journal should be new words they encounter in their searches that interfere with their understanding of the text. Additionally, the words should fit into one of two categories. One category includes words that are found across multiple texts, in a variety of contexts; these are words that may appear in many of their content classes like science, math, English, and social studies. Examples are words like *consent*, *relevant*, and *assess*. The second category of words includes vocabulary that is specific to one content area or class. These are words like *reconciliation*, *Janjaweed*, and *impolitic*. Ask students to record in their vocabulary journals any difficult words that may fit into one of the categories above.

- ▶ Students listen.

① Remind students that the volume of unknown words should not prove such an obstacle that the text is largely inaccessible. The Pre-Search Tool should help students vet sources for issues of accessibility.

Remind students of the following strategies from standards L.11-12.4 a-d. Explain to students that they can employ the following strategies to determine the meaning of unknown words or phrases:

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase (L.11-12.4.a).
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). How do changes in prefixes and suffixes affect word meaning? (L.11-12.4.b).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology (L.11-12.4.c).

- Verify the meaning of the word or phrase (by checking the inferred meaning in context or in a dictionary) (L.11-12.4.d).

Inform students that etymology is an important part of learning vocabulary. *Etymology* is the study of the origin of words and the way in which their meanings have changed throughout history.

- ▶ Students listen.

① Consider displaying the strategies for students to see.

Instruct students that when the vocabulary journal is assigned for homework, they should complete it by following three steps:

- Describe where you encountered the word/phrase in the research.
- Explain how you tried to figure out the meaning of the word/phrase.
- Confirm the word's meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.).

- ▶ Students listen.

① Consider instructing students to use notebooks or additional paper for the vocabulary journal. The notebook or additional paper can be kept in the Research Portfolio throughout the research process in 11.3.2.

Activity 4: Pre-Search Tool and Assessment

60%

Now that students have developed their inquiry questions for two to three areas of investigation in the Exploring a Topic Tool from 11.3.1 Lesson 8, instruct students to use one of these questions to guide preliminary research into one area of investigation. Inform students that the goal of this lesson's pre-search is not to fully answer their inquiry questions, but to ensure there is enough source material to perform more in-depth research and to ensure there are multiple perspectives on the research issue.

Instruct students to use this lesson's pre-search exercise to refine their inquiry questions before beginning more detailed research. Finally, instruct students to use this pre-search to confirm their interest in the topic, as well as the area of research to which their question leads them.

- ▶ Students listen.

Distribute the Pre-Search Tool and instruct students to use the Pre-Search Tool to record general information about the sources they find, including title, location, author's name, and how the source relates to the topic. Explain to students that this process helps them to keep track of their sources.

- ▶ Students examine the Pre-Search Tool and listen.

Instruct students to use the resources available to them (the Internet, library, librarian/media specialist, etc.) to begin independently searching for sources. Inform students that, at this point, they should not read closely and annotate the sources they find; instead, they should record general information on the Pre-Search Tool and read enough of the potential source to confirm that it is relevant. The students' goal should be to confirm that there is enough available information on this topic to warrant further research.

- ① Consider coordinating with the school's librarian/media specialist in advance to ensure computer access and support for students throughout the inquiry process. Encourage students to discuss their pre-searches with a librarian/media specialist. Explain to students that the librarian/media specialist has a broad knowledge of media resources, and can help students locate an array of resources appropriate for their research.

As they search, students should consider:

Do these sources point your research into a different area?

After reading through several potential sources, how could you refine your inquiry question to sharpen your research?

Do any of these sources make you curious about a related topic?

- ① Consider using available school resources to model a search for sources about preventing genocide.
 - ▶ Students follow along.

Instruct students to record basic information about the sources they identify using the Pre-Search Tool.

Pause for questions and clarification. Circulate and assist students as they conduct their pre-search.

- ▶ Students conduct their pre-searches.
- ① **Differentiation Consideration:** If students are not prepared to begin searching independently, or if they would benefit from working in pairs, consider organizing students by topic into small groups of two to four. Students may work alongside one another and share with the group the sources they find individually. This model may help students to articulate general information about the source as they explain it to the rest of the group.
 - ▶ Students use the resources available to them to begin independently searching for sources and recording what they find on the Pre-Search Tool.

Transition students out of small groups and instruct students to independently review and evaluate their Pre-Search Tool. Remind students to be aware of any potential spelling or grammatical errors before submitting the tool.

- ▶ Students independently review their Pre-Search Tool.

🗨 See the High Performance Response at the beginning of this lesson.

① The Pre-Search Tool serves as the assessment for this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to read the sources they found during their pre-searches and identify, record, and define unknown vocabulary using their vocabulary journals. Ask students to check the definitions for at least five unknown vocabulary words. Remind students to be prepared to discuss this vocabulary and the definitions they found for these words in the following lesson.

- ▶ Students follow along.

Homework

Continue to read the sources you found during your pre-searches and identify, record, and define unknown vocabulary using your vocabulary journal. Check the definitions of at least five unknown vocabulary words. Be prepared to discuss these words and their definitions in the following lesson.

Vocabulary Journal Template

Name:		Class:		Date:	
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Directions: Use this tool to track encountered words and phrases, and document the strategies used to identify these words.

Word:	
Describe where you encountered the word/phrase in the research.	
Discuss how you tried to figure out the meaning of the word/phrase in context.	
Confirm the word or phrase meaning as it is used in the research text by using a reference source (e.g., dictionary, encyclopedia, etc.).	
Word:	
Describe where you encountered the word/phrase in the research.	
Discuss how you tried to figure out the meaning of the word/phrase in context.	
Confirm the word's meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.).	

Model Vocabulary Journal Template

Name:		Class:		Date:	
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Directions: Use this tool to track encountered words and phrases, and document the strategies used to identify these words.

Word: <i>ideology</i>	
Describe where you encountered the word/phrase in the research.	This word is mentioned in one of my articles about genocide. I don't know what it means but it seems related to the causes of genocide.
Discuss how you tried to figure out the meaning of the word/phrase in context.	It appears in the phrase "absolutist ideology" and seems to have a number of different types such as "religious, philosophical, or political." This context makes me think it means something similar to a way of thinking.
Confirm the word's meaning as it is used in the research text by using a reference source (dictionary, encyclopedia, etc.).	The dictionary says that it means "the body of doctrine, myth, belief, etc., that guides an individual, social movement, institution, class, or large group," so my original understanding of the word was correct.
Word: <i>amelioration</i>	
Describe where you encountered the word/phrase in the research.	This word is in a passage about international justice. It is not necessary for understanding as it is used with a synonym, but understanding the word should help me understand the differences with how the international community addresses genocide.
Discuss how you tried to figure out the meaning of the word/phrase in context.	It appears right next to the word <i>change</i> in the phrase, "enough pressure in certain instances to bring about amelioration or change," so it probably means some sort of positive action in relation to acts of genocide.
Confirm the word or phrase meaning as it is used in the research text by using a reference source (e.g., dictionary, encyclopedia, etc.).	The definition of <i>ameliorate</i> is: "to make or become better, more bearable, or more satisfactory; improve." Here it means to ease the situations resulting from genocide.

Pre-Search Tool

Name:		Class:		Date:	
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Directions: Use this tool to record general information about the sources you find and their relevance to your potential area of investigation.

Source Notes	How does this source connect to your potential area of investigation?
Source # 1 Title: Location: Author:	
Source # 2 Title: Location: Author:	
Source # 3 Title: Location: Author:	

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Is there enough source information to research this potential area of investigation?

Model Pre-Search Tool

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Directions: Use this tool to record general information about the sources you find and their relevance to your potential area of investigation.

Source Notes	How does this source connect to your potential area of investigation?
Source # 1 Title: When the U.N. Fails, We All Do Location: http://www.newsweek.com Author: Fareed Zakaria	This article discusses some of the challenges that the U.N. faces in combating terrorism. It raises a lot of interesting questions about international involvement in many different areas. It is very critical of world power involvement and the lack of effective action from the U.N.
Source # 2 Title: Why Genocide? Location: http://thehumanist.com Author: Fred Edwords	In this article, Edwords approaches the issue of genocide by asking a number of questions about why people perpetrate genocide. The reasons behind genocide will be crucial to understand why genocide occurs and what can be done to prevent it.
Source # 3 Title: After Rwanda's Genocide Location: http://www.nytimes.com/2014/04/09/opinion/after-rwandas-genocide.html Author: The Editorial Board [New York Times]	This source discusses some of the steps taken after the Rwandan genocide and asks that nations hold themselves to higher standards of action in the future. By providing additional perspective on the challenges faced by both survivors of the genocide and the nations who were involved this source helped to broaden and inform my understanding of how genocide is addressed.

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Is there enough source information to research this potential area of investigation?

Yes. However, there are a lot of references to important historical events and documents that I don't have a full understanding of. I need to do additional background research to be able to examine these documents thoroughly.

11.3.1

Lesson 10

Introduction

In this lesson, students continue with their pre-searches, using the Pre-Search Tool to collect relevant information about the sources they find and their vocabulary journals to record unfamiliar words they encounter as they search. Students then engage in discussion around authors' perspectives and consider authors' perspectives as they search for sources. Student learning is assessed via a Quick Write at the end of the lesson: Refine or rewrite your inquiry questions based on the results of your pre-search. Explain in two to three sentences what changes you have made to your question and what aspects of your sources led you to make the changes. If you feel changes are unnecessary, write two to three brief sentences explaining how the sources you found validate your initial question.

For homework, students review their notes and annotations in preparation for the End-of-Unit Assessment and continue with their pre-searches to find three additional potential sources.

Standards

Assessed Standard(s)	
W.11-12.7	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.
Addressed Standard(s)	
L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by

	checking the inferred meaning in context or in a dictionary).
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Assessment

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt.

- Refine or rewrite your inquiry questions based on the results of your pre-search. Explain in two to three sentences what changes you have made to your question and what aspects of your sources led you to make the changes. If you feel changes are unnecessary, write two to three brief sentences explaining how the sources you found validate your initial question.

High Performance Response(s)

A High Performance Response should:

- Provide an explanation of changes made to the inquiry question (e.g., I changed my questions from “Is there a mental or physical illness associated with people who have committed genocide?” to “What causes people to commit genocide?” My original question was too specific and did not yield a large set of sources to examine; it also led to a lot of material that seemed questionably accurate. My new question allows for a much larger variety of sources to examine.).
- Provide an explanation if changes are not made to the inquiry question (e.g., My question “Who is responsible for genocide?” has provided me with a large variety of sources from many different publications; the material that addresses this question also raises many different questions about the nature of genocide that may prove useful in further research).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

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

- None.*

*In their research and reading, students encounter domain-specific vocabulary related to their individual research questions/problems. Students track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.11-12.7, L.11-12.4.a-d 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Independent Pre-Search Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 55% 20% 5%

Materials

- Student copies of the Pre-Search Tool (refer to 11.3.1 Lesson 9)

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 standard for this lesson: W.11-12.7. Explain to students that they should use their inquiry questions to continue the pre-search process around their topic. Students begin to consider the role of the author's perspective as they select their sources.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to 11.3.1 Lesson 9's homework assignment. (Continue to read the sources you found during your pre-searches and identify, record, and define unknown vocabulary using your vocabulary journal. Check the definitions of at least five unknown vocabulary words. Be prepared to discuss these words and their definitions in the following lesson). Instruct students to form pairs and discuss two to three vocabulary words they identified and explain how these words function in the context of the source discovered in their pre-searches.

- ▶ Student pairs take out their homework and discuss two to three vocabulary words and how these words function in the context of the source.
- 💬 Student responses vary by sources.
- ① Consider reminding students of their previous work with L.11-12.4.a-d, to which they were reintroduced in 11.3.1 Lesson 9.
- ① Consider circulating around the class to ensure that students are identifying Tier II or III words that build understanding within and across topics.
- ① Consider collecting the homework to assess students' research progress.

Activity 3: Independent Pre-Search

55%

Instruct students to take out their Pre-Search Tools. Explain that students should continue searching for sources related to their inquiry questions. Remind students to focus on the techniques taught in the previous lesson (11.3.1 Lesson 9) around detailed searching and vocabulary collection.

Explain to students that they should begin to consider how to synthesize multiple sources in order to broaden their understanding of a topic. By collecting a wide sampling of sources, students develop a better understanding of the various perspectives involved in a specific topic.

- ▶ Students take out their Pre-Search Tools.
- Explain to students that they are going to encounter authors with differing perspectives while researching topics such as international law and human rights. Explain that a *perspective* is how someone understands an issue, including his/her relationship to and analysis of the issue. Explain that an author's perspective can be hidden within the text and not immediately evident; news articles and impartial studies may not explicitly state a perspective. Inform students that an argument text—like those they might find during their pre-searches—will most likely have an explicit perspective.
- ▶ Students listen.
- ① If necessary, allow time for students to ask questions to clarify their understanding of *perspective*.

Instruct students to consider an author's perspective while reading, and include a sentence or two on the Pre-Search Tool briefly summarizing what they believe to be an author's perspective. To do this, students should ask themselves:

What do I know about the author?

What do I know about the publication?

What does the author explicitly say in the text?

Can I infer a perspective based on the author's tone, language, and approach?

► Students listen.

① Consider posting or projecting these questions.

① **Differentiation Consideration:** If students require modeling for comprehension, consider offering an example perspective summary using an available model source.

Instruct students to continue with their pre-searches.

► Students continue with their pre-searches, using the Pre-Search Tool to support them.

① Consider taking students to the school library to use the physical and technological resources available to them there. Encourage students to discuss their pre-searches with a media specialist or librarian.

Activity 5: Quick Write

20%

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

Refine or rewrite your inquiry questions based on the results of your pre-search. Explain in two to three sentences what changes you have made to your question and what aspects of your sources led you to make the changes. If you feel changes are unnecessary, write two to three brief sentences explaining how the sources you found validate your initial question.

► Students listen and read the Quick Write prompt.

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

Before responding, students should consider the following questions:

Do these sources point your research in a different direction?

After reading through several potential sources, how could you refine your inquiry question to sharpen your research?

Do any of these sources make you curious about something else?

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.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review their notes and annotations on “Hope, Despair and Memory,” as well as their notes from this lesson’s discussion activity, in preparation for the End-of-Unit Assessment. In preparation for the second part of the assessment, instruct students to review their Surfacing Issues Tool and Exploring a Topic Tool. Inform students that the End-of-Unit Assessment is a two-part writing assessment on the following prompts:

How do two or more central ideas interact and build on one another over the course of the text?

Articulate two to three areas of investigation and where they emerge from the text.

Additionally, instruct students to continue with their pre-searches. Ask students to find three more potential sources and record the following information on their Pre-Search Tools: author’s name, topic, source, location, publication date, and general content/key ideas. Remind students to consider an author’s perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool.

- ▶ Students follow along.

Homework

Review your notes and annotations on “Hope, Despair and Memory,” as well as your notes from this lesson’s discussion activity, in preparation for the End-of-Unit Assessment. Review your Surfacing Issues Tool and Exploring a Topic Tool.

Additionally, continue with your pre-searches. Find three more potential sources and record the following information on your Pre-Search Tool: author’s name, topic, source, location, publication date, and general content/key ideas. Remember to consider an author’s perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool.

11.3.1

Lesson 11

Introduction

In this final lesson of the unit, the 11.3.1 End-of-Unit Assessment, students complete a two-part assessment. In part one, students compose a multi-paragraph response examining how Wiesel develops the central ideas of memory, hope, solidarity, and suffering throughout the course of “Hope, Despair and Memory.” In part two, students reflect on the research process begun in this unit by writing about two to three areas of investigation that emerged from “Hope, Despair and Memory,” explaining how and from where these areas emerged. This lesson requires students to examine how two or more central ideas interact with and build on one another throughout the text. This lesson also assesses students’ comprehension of the research process that was introduced in this unit. Students use their areas of investigation to guide their research in 11.3.2.

For homework, students continue to read sources located during their pre-searches and identify, record, and use vocabulary strategies to define unknown words in their vocabulary journals.

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.
W.11-12.2.a, b, d, e, f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

	<p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Assessment

Assessment(s)
<p>Students craft a multi-paragraph response to the End-of-Unit Assessment prompts:</p> <ul style="list-style-type: none"> Part one: How do two or more central ideas interact and build on one another over the course of the text? Part two: Articulate two to three distinct areas of investigation and where they emerge from the text. <p>① Part one will be assessed using the 11.3.1 End-Of-Unit Text Analysis Rubric and Checklist.</p> <p>① Part two will be assessed using the Area Evaluation Checklist.</p>

High Performance Response(s)

Part One

A High Performance Response should:

- Identify two or more central ideas in the text (e.g., memory, hope, solidarity, suffering).
- Explain how these ideas interact and build on one another over the course of the text.

Student responses may include:

- The central ideas of memory, hope, and solidarity are developed over the course of the text as Wiesel increases the scope of their influence. First, he talks about memory, hope, and solidarity through the story of the Besht. Then, Wiesel connects the three central ideas to the real world by discussing his personal experience with them as a Holocaust survivor. Finally, he brings the ideas of combating despair and building hope through the power of memory to the world stage by underlining the current struggles of abused and displaced people.
- Wiesel builds the connection between the ideas of memory and solidarity by connecting these concepts to his own experiences in life. He points to the story of the Besht as an example of the “importance of friendship” (par. 3). Then, Wiesel evokes his memories of the concentration camps and the solidarity of the survivors by grouping them all together with the pronouns of *us* and *we* (par. 8), which helps support his appeal to all humankind in his final paragraph.
- The text contains a number of different uses of the word *memory*. For Wiesel, memory is both a source of hope and of despair. Memory serves as a shield against despair and as a thing that protects a person’s wounds (par. 10). However, memory is also a burden that haunts the survivors. Wiesel says that their silence “resounded with the memory of those who were gone” (par. 7), indicating that people are haunted by these memories; in this way, Wiesel connects memory to the thread of suffering throughout the text. Wiesel evokes memory as an ancient part of the human struggle against pain and suffering by referring again to the Besht at the end of his lecture, saying, “like the Besht, mankind needs to remember more than ever” (par.29).

Part Two

A High Performance Response should:

- Clearly identify two or three areas of investigation and reference their appearance in the text (e.g., Are we obligated to remember? Who is responsible for protecting the abused?).
- Provide areas of investigation that are distinct from one another.

Student responses vary based on individual research topics. Student responses may include:

- The concept of memory and why we remember is a prominent idea in this text. Wiesel starts the lecture with a story about memory and continually speaks about his own memories and the importance that was placed on memories and the recording of events during the Holocaust. Wiesel

puts forward the idea that remembering is a “noble and necessary act” (par.12) and that we have a “supreme duty towards memory” (par. 15).

- The responsibility of preventing genocide comes up often in the text. Wiesel draws attention to it by providing an account of his own experience as a survivor of the Holocaust and then referencing a number of different displaced or oppressed people (par. 26) to indicate how violence and injustice and the suffering they cause are widespread and ongoing. In addition, he builds a strong connection between Apartheid and the Holocaust, suggesting that the lawful oppression of people is “even more repugnant” (par. 25). Wiesel emphasizes this responsibility in his final paragraph, in which he appeals to the audience to stand up and protest injustice.

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 or a research 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
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.11-12.2; W.11-12.2.a, b, d, e, f; W.11-12.9.b; L.11-12.1; L.11-12.2; W.11-12.4 • Text: “Hope, Despair and Memory,” full text 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 	<ol style="list-style-type: none"> 1. 5% 2. 10%

3. 11.3.1 End-of-Unit Assessment Part 1: “Hope, Despair and Memory”	3. 50%
4. 11.3.1 End-of-Unit Assessment Part 2: Areas of Investigation	4. 30%
5. Closing	5. 5%

Materials

- Copies of the 11.3.1 End-of-Unit Assessment, Parts One and Two for each student
- Copies of the 11.3.1 End-of-Unit Text Analysis Rubric and Checklist for each student
- Student copies of the Surfacing Issues Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Exploring a Topic Tool (refer to 11.3.1 Lesson 8)
- Copies of the Area Evaluation Checklist for teacher use only

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 assessed standards for this lesson: RI.11-12.2; W.11-12.2.a, b, d, e, f; W.11-12.9.b; L.11-12.1; and L.11-12.2. Inform students they are going to complete a two-part End-of-Unit Assessment. First, students write a multi-paragraph response examining how Wiesel develops the central ideas in the text “Hope, Despair and Memory.” Second, students analyze two to three areas of investigation that emerged throughout their reading of “Hope, Despair and Memory.” Remind students to practice the skills outlined in W.11-12.4, to which they were introduced in 11.2.1 Lesson 17.

- ❗ If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.

- ▶ Students follow along.

Activity 2: Homework Accountability

10%

Instruct students to takeout their responses to 11.3.1 Lesson 10's homework assignment. (Review your notes and annotations on "Hope, Despair and Memory," as well as your notes from this lesson's discussion activity, in preparation for the End-of-Unit Assessment. Review your Surfacing Issues Tool and Exploring a Topic Tool. Additionally, continue with your pre-searches. Find three more potential sources and record the following information on your Pre-Search Tool: author's name, topic, source, location, publication date, and general content/key ideas. Remember to consider an author's perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool.) Instruct students to form pairs and discuss their homework responses by first articulating their inquiry question and then briefly explaining how each source relates to that question.

- 💬 Student responses vary based on their individual research questions and research conducted. Students should use the language of the Pre-Search Tool in discussion.

Activity 3: 11.3.1 End-of-Unit Assessment Part One: "Hope, Despair and Memory"

50%

Instruct students to write a multi-paragraph response to the following prompt:

How do two or more central ideas interact and build on one another over the course of the text?

Distribute the 11.3.1 End-of-Unit Text Analysis Rubric. Remind students to use the 11.3.1 End-of-Unit Text Analysis Rubric to guide their written responses. Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by significant and relevant evidence, and a concluding statement or section that articulates the significance of the topic. Remind students to use proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone. Remind students as they write to refer to their notes, tools, and annotated text from the previous lessons.

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

- ▶ Students independently answer the prompt using evidence from the text.
- 💬 See the High Performance response at the beginning of this lesson.

Activity 4: 11.3.1 End-of-Unit Assessment Part Two: Areas of Investigation 30%

Instruct students to write a multi-paragraph response to the following prompt:

Articulate two to three distinct areas of investigation and where they emerge from the text.

Remind students to use the Text Analysis Rubric to guide their written responses. Inform students that they may use their Surfacing Issues Tool, Exploring a Topic Tool, and their notes to assist them with composing this portion of the End-of-Unit Assessment.

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

- ▶ Students independently answer the prompt using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to read the sources they found during their pre-searches and identify, record, and define unknown vocabulary using their vocabulary journals. Ask students to check the definitions for at least five unknown vocabulary words. Remind students to be prepared to discuss these words and their definitions in the following lesson.

① The vocabulary journal is introduced in 11.3.1 Lesson 9.

- ▶ Students follow along.

Homework

Continue to read the sources you found during your pre-searches and identify, record, and define unknown vocabulary using your vocabulary journal. Check the definitions of at least five unknown vocabulary words. Be prepared to discuss these words and their definitions in the following lesson.

11.3.1 End-of-Unit Assessment

Part One: Text-Based Response

Your Task: Rely on your close reading of “Hope, Despair and Memory” to write a well-crafted multi-paragraph response to the following prompt:

How do two or more central ideas interact and build on one another over the course of the text?

Your writing will be assessed using the Text Analysis Rubric.

Guidelines:

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: RI.11-12.2; W.11-12.2.a, b, d, e, f; W.11-12.9.b; L.11-12.1; L.11-12.2

Commentary on the Task:

This task measures RI.11-12.2 because it demands that students:

- Analyze the development of two or more central ideas over the course of the text, including how they interact and build on one another to provide a complex analysis.

This task measures W.11-12.2.a, b, d, e, f and W.11-12.9.b because it demands that students:

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- Apply grades 11–12 Reading standards to literary nonfiction.

This task measures L.11-12.1 and L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar when writing.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

11.3.1 End-of-Unit Assessment

Part Two: Articulating Areas of Investigation

Your Task: Rely on your Surfacing Issues Tool and Exploring a Topic Tool along with your notes from “Hope, Despair and Memory” to write a well-crafted multi-paragraph response to the following prompt:

Articulate two to three distinct areas of investigation and where they emerge from the text.

Your writing will be assessed using the Area Evaluation Checklist.

Guidelines:

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: W.11-12.9.b; L.11-12.1; L.11-12.2

Commentary on the Task:

This task measures W.11-12.9 because it demands that students:

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar when writing.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

11.3.1 End-of-Unit Text Analysis Rubric

_____/16

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis The extent to which the response determines and analyzes central idea(s) clearly and accurately in order to respond to the task and support an analysis of the text. CCSS.ELA-Literacy.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.	Determine two or more central ideas from the text and analyze their development by providing precise and sufficient examples of how the ideas interact and build on one another.	Determine two or more central ideas from the text and analyze their development by providing relevant and sufficient examples of how the ideas interact and build on one another.	Determine two or more central ideas from the text and analyze their development by providing undeveloped, insufficient, or irrelevant examples of how the ideas interact and build on one another.	Fail to identify and/or explain two or more central ideas from the text. Provide no examples or irrelevant and insufficient examples of how ideas interact or build on one another.
Command of Evidence and Reasoning The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content. 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 with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. The extent to which responses apply grade 11-12 Reading standards to literary nonfiction.	Develop the response and support analysis with the most relevant and sufficient 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)	Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)	Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.11-12.2.b)	Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.11-12.2.b)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.W.11-12.9.b Apply <i>grades 11-12 Reading standards</i> to literary nonfiction.				
Coherence, Organization, and Style The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions. 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.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic. CCSS.ELA-Literacy.W.11-12.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic. The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline. CCSS.ELA-Literacy.W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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).	Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.11-12.2.a) Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d) Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.11-12.2.e) Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)	Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.11-12.2.a) Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d) Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.11-12.2.e) Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)	Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.11-12.2.a) Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d) Use inconsistent style and tone with some attention to formality and objectivity. (W.11-12.2.e) Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.11-12.2.f)	Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.11-12.2.a) Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d) Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.11-12.2.e) Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.W.11-12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				
Control of Conventions The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.	Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.	Demonstrate partial control of conventions with some errors that hinder comprehension.	Demonstrate little control of conventions with frequent errors that make comprehension difficult.

- 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 a 0.

11.3.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Identify a central idea from the text and analyze its development? (RI.11-12.2)	<input type="checkbox"/>
	Provide examples of the emergence and refinement of the central idea using specific details? (RI.11-12.2)	<input type="checkbox"/>
	Include a summary of the text to frame the development and refinement of the central idea? (RI.11-12.2)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.11-12.2.b, W.11-12.9.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.11-12.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.11-12.2.a)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.11-12.2.d, e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.11-12.2.f)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>

Area Evaluation Checklist

Name:		Class:		Date:	
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Area Evaluation Checklist		✓	Comments
I. COHERENCE OF AREA What is the area of investigation?	The researcher can speak and write about the area of investigation in a way that makes sense to others and is clearly understood.	<input type="checkbox"/>	
II. SCOPE OF AREA What do you need to know to gain an understanding of the area of investigation?	The questions necessary to investigate for gaining an understanding require more than a quick review of easily accessed sources. The questions are reasonable enough so that the researcher is likely to find credible sources that address the issue in the time allotted for research.	<input type="checkbox"/>	
III. RELEVANCE OF AREA TO ARGUMENT Are there multiple claims that compose the area of investigation?	The area of investigation is relevant to an argument because multiple claims can be made about that area of investigation.	<input type="checkbox"/>	
IV. INTEREST IN AREA Why are you interested in this area of investigation?	The researcher is able to communicate genuine interest in the area of investigation. Gaining an understanding of the area would be valuable for the student.	<input type="checkbox"/>	

Evaluate the strength of your selected area of investigation. Explain whether you plan to use this as your final topic and explain why or why not.

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11.3.2

Unit Overview

Engaging in an Inquiry-Based, Iterative Research Process to Support Argument Writing

<p>Texts</p>	<p>Students choose texts for research based on their problem-based question.</p> <p><i>Model Research Sources:</i></p> <ul style="list-style-type: none"> • “When the U.N. Fails, We All Do” by Fareed Zakaria (Source #1) • “Why Genocide?” by Fred Edwords (Source #2) • “After Rwanda’s Genocide” by The New York Times Editorial Board (Source #3) • “Bodies Count: A definition of genocide that makes sense of history” by Aaron Rothstein (Source #4) • “The Only Way to Prevent Genocide” by Tod Lindberg (Source #5) • “Convention for the Prevention and Punishment of Genocide” by William A. Schabas (Source #6) • “Convention on the Prevention and Punishment of the Crime of Genocide” by the Organization of American States (Source #7) • “The Ten Stages of Genocide.” By Gregory Stanton (Source #8) • “Why Do We Look the Other Way?” By Gregory Stanton (Source #9) • “Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?” by the University of Nebraska Lincoln (Source #10)
<p>Number of Lessons in Unit</p>	<p>15</p>

Introduction

In this unit, students continue the research process begun in Unit 1. Students engage deeply in this iterative, non-linear process with the goal of deepening their understanding of topics and issues that

lend themselves to argument. Students continue to learn how to use the inquiry-based research process to gather, assess, read, and analyze sources, while organizing and synthesizing research to develop claims and counterclaims about a specific problem-based question.

Students are formally introduced to the research process by creating a Research Portfolio and learning about the Student Research Plan, a roadmap for students to reflect on their ongoing research progress and next steps. Students vet the areas of investigation they developed in Unit 1 to select a specific research topic/issue. Students then learn how to develop specific inquiry questions and choose credible, relevant, and accessible sources by planning for searches, assessing sources, annotating sources, taking notes, and evaluating arguments effectively.

Through these inquiry steps, students create a problem-based question and an initial research frame to guide their independent searches. Using the reading skills developed in previous modules and the source assessment skills introduced in this unit, students conduct independent research employing inquiry questions to explore and deepen their understanding of their specific problem-based question. As the research process continues, students continually revisit the research frame to analyze their research direction and focus, assessing and making changes as necessary. As this iterative research process evolves, students organize and synthesize their data, make claims about inquiry paths, and eventually develop the problem-based question itself.

Students also examine and delineate arguments and craft their own counterclaims. As a precursor to the End-of-Unit Assessment, students engage in a small group presentation activity, developing their claims into an oral presentation with a focus on audience considerations. Students evaluate their peers' presentations and implement peer feedback in order to strengthen their claims, evidence, and reasoning.

There is one formal assessment in this unit; however, students continually reflect on their research progress through the use of a Research Journal. The End-of-Unit Assessment asks students to develop an Evidence-Based Perspective by writing a one-page synthesis of their personal conclusions and perspective derived from the research (W.11-12.7, W.11-12.9).

Note: This unit suspends Accountable Independent Reading (AIR). Students are held accountable for building a volume of independent reading as they read multiple sources and refine and deepen their understanding of their inquiry topic and problem-based question.

Literacy Skills & Habits

- Assess sources for credibility, relevance, and accessibility.

- Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument.
- Develop, refine, and select inquiry questions for research.
- Develop and continually assess a research frame to guide independent searches.
- Collect and organize evidence from research to support analysis in writing.
- Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research.
- Develop counterclaims in opposition to claims.
- Create oral presentations, keeping in mind audience's concerns, values, and potential biases.

Standards for This Unit

CCS Standards: Reading-	
CCRA.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

CCS Standards: Writing	
W.11-12.1.a, b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.7	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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS Standards: Speaking & Listening

SL.11-12.1.d	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. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

CCS Standards: Language

L.11-12.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's
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	<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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Note: Bold text indicates standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	CCRA.8, RI.11-12.1.a, W.11-12.1.b, W.11-12.7, W.11-12.8, W.11-12.9, SL.11-12.1.d, SL.11-12.4
Description of Assessment	<ul style="list-style-type: none"> Varies by lesson but may include completed research tools, responses to Quick Write prompts focused on developing research skills, and vocabulary learned through research as tracked in the vocabulary journal.

End-of-Unit Assessment	
Standards Assessed	W.11-12.7, W.11-12.9
Description of Assessment	<ul style="list-style-type: none"> Students submit a completed Research Portfolio with four organized sections including: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, and 4. Discarded Material. The Research Journal is also located in the Research Portfolio. Students write a one-page synthesis of their developing perspectives derived from their research. Students draw on the research evidence collected to express an Evidence-Based Perspective about their problem-based questions.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	Students choose texts for research based on their individual research question/problem.	Students are formally introduced to the research unit and construct a Research Portfolio to house all research they previously conducted in Unit 1 and the research materials distributed and gathered in this unit. Additionally, students vet their two or three possible areas of investigation (from Unit 1, Lessons 9–10) to identify a research topic/area of investigation for use throughout the unit.
2	Students choose texts for research based on their individual research question/problem.	Students generate more specific inquiry questions to frame their research. Students were introduced to inquiry questions in Unit 1; in this lesson they learn how to craft specific inquiry questions for their selected research topic/area of investigation developed in the previous lesson. Students engage in a research process check-in during which they review the Student Research Plan Handout. Students also review inquiry questions from Unit 1 and generate, vet, and refine specific inquiry questions for their research topic/area of investigation using a Specific Inquiry Questions Checklist.
3	Students choose texts for research based on their individual research question/problem.	Students learn how to select inquiry questions, plan search locations, and use key words and phrases to conduct effective and efficient research. Additionally, students learn how to formally assess sources for credibility, accessibility, and relevance.
4	Students choose texts for research based on their individual research question/problem.	Students continue to develop their research skills as they learn how to read important sources closely for selected inquiry questions, using annotation and note taking. Students are introduced to additional annotation codes and a Taking Notes Tool.
5	Students choose texts for research based on their individual research question/problem.	Students learn how to evaluate an evidence-based argument. Students work to develop an ability to identify the necessary components of a compelling argument, systematically evaluate arguments, and assess the effectiveness of these arguments.
6	Students choose texts for research based on their individual research	Students construct a frame (Research Frame Tool) to guide their research by establishing inquiry paths that allow them to explore various aspects of their research topic/area of investigation.

Lesson	Text	Learning Outcomes/Goals
	question/problem.	Students group their inquiry questions thematically, establish a problem-based question, and formally plan their research using the Research Frame Tool.
7	Students choose texts for research based on their individual research question/problem.	Students begin to conduct searches independently using the Research Frame and associated search tools. This lesson is the first of three lessons during which students conduct sustained, independent research during class. While researching, students consider how to use inquiry questions to drive research while continually assessing sources for credibility and usefulness in answering those inquiry questions.
8	Students choose texts for research based on their individual research question/problem.	Students continue to conduct searches independently using the Research Frame as a guide, with the associated search tools. This lesson is second in a series of three lessons focusing on the independent search process. It builds on the previous lesson as students determine whether the research surfaced is sufficient to address established inquiry paths and questions, and adjust the search accordingly. Additionally, students read sources closely, analyze details and ideas, and take notes for each source to determine how it addresses inquiry questions and paths.
9	Students choose texts for research based on their individual research question/problem.	This lesson is the last in a series of three lessons focused on conducting searches independently. Students assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students make final decisions about their research direction and revise their Research Frame accordingly.
10	Students choose texts for research based on their individual research question/problem.	Students analyze and synthesize their research to make claims about inquiry questions within an inquiry path. Students complete at least two Forming Evidence-Based Claims Tools for all inquiry paths on the Research Frame. These initial claims are the foundation for the Evidence-Based Perspective students will develop in Lesson 15.
11	Students choose texts for research based on their individual research	In this lesson, students organize, analyze, and synthesize their claims (Forming Evidence-Based Claims Tools) from the previous lesson to develop comprehensive claims about each inquiry path in the Research Frame. This work directly prepares students for

Lesson	Text	Learning Outcomes/Goals
	question/problem.	developing and writing an Evidence-Based Perspective (End-of-Unit Assessment) in Lesson 15.
12	Students choose texts for research based on their individual research question/problem	Students choose one claim from the previous lesson to form a counterclaim in opposition to that claim. Students identify evidence to support their counterclaims and record that information on the Forming Counterclaims Tool before using the Evidence-Based Claims Criteria Checklist to evaluate a peer's counterclaim.
13	Students choose texts for research based on their individual research question/problem.	Students assess the strengths and limitations of the claims they wrote in the previous lesson and assess the clarity of their claims. Students prepare a Presentation Outline in preparation for the following lesson.
14	Students choose texts for research based on their individual research question/problem.	Students present their claims orally in small groups to synthesize their findings and prepare for the End-of-Unit Assessment, in which they will articulate the perspective developed during their research. Students incorporate presentation feedback into their claims to strengthen their evidence and reasoning.
15	Students choose texts for research based on their individual research question/problem.	Students complete the End-of-Unit Assessment by conducting a final review of the Research Portfolio and writing an Evidence-Based Perspective based on the research outcomes from the unit. Students submit the final Research Portfolio and the Evidence-Based Perspective. The Evidence-Based Perspective is assessed using a rubric based on the Research Portfolio content.

Preparation, Materials, and Resources

Preparation

- Identify and contact the media specialist/librarian/person best positioned to assist students with conducting research.
- Reserve computer lab or classroom with technology and Internet access for all students.

- Read and annotate model sources (see page 1).

Materials/Resources

- Binders or Electronic Folders (for the Research Portfolio)
- Access to technology (if possible): computers with Internet connection, interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see Materials list in individual lesson plans
- Chart paper
- Highlighters
- Copies of the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric

11.3.2

Lesson 1

Introduction

In this first lesson of the unit, students are formally introduced to the research unit and continue the research process they began in 11.3.1. Students receive an overview of the research process and vet their two to three possible areas of investigation from 11.3.1 Lesson 11, in order to select a research topic/area of investigation to explore throughout the unit.

Students begin the lesson by learning more about the research process and constructing the Research Portfolio, which they use to house all research they conducted in 11.3.1 and the research materials they gather during this unit. Next, using the Area Evaluation Checklist, students vet their two to three possible areas of investigation that they previously refined in 11.3.1 Lesson 11, and independently select a research topic/area of investigation. Student learning is assessed via a Quick Write at the end of the lesson: Describe how you arrived at your specific research topic/area of investigation through the vetting process you conducted in the lesson. Explain how the Area Evaluation Checklist led you to select your specific research topic/area of investigation.

For homework, students use the Pre-Search Tool from 11.3.1 to search for two sources related to the research topic/area of investigation they draft in this lesson. Students prepare to discuss how the two sources connect to the research topic/area of investigation in the following lesson, 11.3.2 Lesson 2.

Standards

Assessed Standard(s)	
W.11-12.7	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.
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L.11-12.4.a, c, d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.

	<ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt:</p> <ul style="list-style-type: none"> Describe how you arrived at your specific research topic/area of investigation through the vetting process you conducted in the lesson. Explain how the Area Evaluation Checklist led you to select your specific research topic/area of investigation. <p>i The Quick Write is assessed using the Area Evaluation Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Describe the specific area of investigation and the factors that helped the student narrow his or her choice (e.g., I chose the topic of preventing genocide because it had the most sources available, because it has a large scope for argument-based research, and because of my interest in the topic). Explain how the criteria in the Area Evaluation Checklist support the evaluation of topics (e.g., The Area Evaluation Checklist helped me evaluate the topic by asking me to consider whether the topic led to more questions. This topic is strong enough to support further inquiry through questions such as, “Who is responsible for preventing genocide?” and “What has been done in the past to prevent genocide, and has it been successful?”). Explain how the chosen area of investigation supports a research-based argument (e.g., There are several claims about the issue of preventing genocide, such as what governing body should take an active role in preventing genocides and what resources are needed to stop atrocities).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> vet (v.) – to appraise, verify, or check for accuracy, authenticity, or validity
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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.11-12.7, W.11-12.4, L.11-12.4.a, c, d Text: “Hope, Despair and Memory” by Elie Wiesel, full text 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Introduction to Research Process and Resources Vetting Areas of Investigation Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 30% 35% 15% 5%

Materials

- Students’ two to three areas of investigation (refer to 11.3.1 Lesson 11)
- Student copies of the Area Evaluation Checklist (at least three blank copies) (refer to 11.3.1 Lesson 11)
- Student copies of the Pre-Search Tool (refer to 11.3.1 Lesson 9)
- Binders or electronic folders (for the Research Portfolio)

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 assessed standard for this lesson: W.11-12.7. In this lesson, students learn more about the research process. They construct the Research Portfolio to house all research they previously conducted in 11.3.1 and the research materials that are distributed and gathered in this unit. Next, using the Area Evaluation Checklist, students vet their two to three possible areas of investigation that they previously refined in 11.3.1 Lesson 11, and independently select a specific research topic/area of investigation. The lesson concludes with a Quick Write in which students discuss their research topic/area of investigation and how they selected it using the Area Evaluation Checklist to vet the possible areas of investigation.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Inform students that during 11.3.2, they are not assessed on their Accountable Independent Reading (AIR). Instead, homework is an extension of the learning from the lesson. Students are expected to conduct research activities outside of class. Students build a volume of independent reading as they read multiple sources and refine and deepen their understanding of their research topic/area of investigation. Remind students to continue to record new vocabulary words in their vocabulary journals when conducting independent searches for homework.

- Students listen.
- ❗ Consider distributing the assessed 11.3.1 End-of-Unit Assessment to each student for review purposes. Consider meeting with students who struggled with the End-of-Unit Assessment to provide extra support. A formal review of the 11.3.1 End-of-Unit Assessment is not conducted here to allow enough time to evaluate and select a research topic/area of investigation.

Instruct student pairs to take out their homework from the previous lesson. (Continue to read the sources you found during your pre-searches and identify, record, and define unknown vocabulary using your vocabulary journal. Check the definitions of at least five unknown vocabulary words.) Instruct students to discuss two to three vocabulary words they identified and explain how they function in the context of the source discovered in their pre-searches.

- ▶ Student pairs take out their homework and discuss two to three vocabulary words and how they function in the context of the source.
- 🗣 Student responses will vary by individual research and sources.
- ① Consider reminding students of the strategies inherent in the standards L.11-12.4.a, c, and d.
- ① **Differentiation Consideration:** Consider giving students a structure to follow when discussing the vocabulary words. For example, display the following sentence starters to support students in their vocabulary discussions: The word I found is _____. I found it in _____ source, related to my area of investigation, which is _____. This word serves this purpose in the source: _____.
- ① Consider circulating to ensure that students are choosing Tier II or III words that would build understanding within and across topics.
- ① Consider collecting the homework to assess students' research progress.

Activity 3: Introduction to Research Process and Resources

30%

Explain to students that in 11.3.2 they continue the research process they began in 11.3.1. Additionally, students use a set of tools that help them organize and synthesize the information they gather across sources.

Remind students that in 11.3.1 they engaged in surfacing issues and narrowing those issues into two to three possible areas of investigation. Inform students that in 11.3.2, they narrow the two or three possible areas of investigation into a specific debatable issue that is known as a research topic or area of investigation. Students then refine this research topic/area of investigation further by developing a problem-based question to guide the research and use the gathered evidence to inform and develop a perspective on the issue.

Begin by discussing the nature of inquiry-based research. Explain to students that researchers follow a general iterative process and use tools and strategies to find, analyze, and organize information from sources that they read. Effective researchers follow the data, which enables them to consider multiple perspectives. Researchers conduct research to discover new information, develop new ideas, and draw conclusions along the way. Reiterate that students should not go into the research with pre-established claims on a given research topic, but should keep an open mind and evaluate all the evidence as they engage in research.

Explain to students that there are multiple steps in the process and many of the steps are repeated; this type of research is not a sequential list of steps but a cyclical and iterative process during which new directions and paths can be created at different points in the process.

- ▶ Students listen.

① **Differentiation Consideration:** Consider reminding students of the following definition: *iterative* means “involving repetition relating to an operation or procedure,” to reiterate that this research is not a linear process, but has parts that may repeat based on answers, evidence, and conclusions discovered along the way.

- Students write the definition of *iterative* in a vocabulary journal.

Explain to students that research is a form of exploration. Students learn to use skills like asking questions, conducting inquiries, and gathering reliable information. They learn how to organize, make connections, and analyze the information they gather. These processes show students how to deepen their understanding of a specific research topic/area of investigation. Through exploration, students develop a problem-based question to explore multiple arguments and finally develop a central claim of their own about an issue.

- ▶ Students listen.

Inform students that throughout the research process they will use a structured organizational system for annotating, recording notes, analyzing sources, and sorting information. As students work through the research steps, they construct a Research Portfolio consisting of various tools, handouts, checklists, and sources that guide, store, and organize their research and analysis. Describe the sections of the Research Portfolio:

- Section 1: Defining an area of investigation – This section stores all the work you do exploring the topic and choosing a research topic/area of investigation.
- Section 2: Gathering and Analyzing Information – This section stores all the information you gather throughout your investigation. It also stores your notes and analysis of sources.
- Section 3: Drawing Conclusions – This section stores your evidence-based claims about inquiry questions and inquiry paths, and the evidence-based perspective that you come to at the end of your inquiry.
- Section 4: Discarded Material – This section stores all the sources and analysis that you have discarded throughout your investigation. The purpose of this section is to keep a record of discarded materials until the end of the research process in case you change your mind and want to use them.

① Consider displaying the Research Portfolio sections for students to see.

Distribute binders and instruct students to create the four sections of the Research Portfolio and place all the research material from 11.3.1 into section 1.

- ▶ Students follow along and organize their Research Portfolios.
- ① Consider using a form of electronic folders or other technological media to house and manage the Research Portfolio contents. Teachers who choose to use Google Drive or other cloud-based online organizational formats should consider displaying sample folders for all students to see.

Activity 4: Vetting Areas of Investigation

35%

Inform students that they must narrow down the two to three areas of investigation they crafted in the 11.3.1 Lesson 11 End-of-Unit Assessment into a research topic/area of investigation that guides their inquiry for the rest of the unit. Explain to students that they should use the Area Evaluation Checklist to vet their areas of investigation, so they can craft and select a research topic/area of investigation that sustains effective research for the duration of the unit.

- ▶ Students listen.

Distribute students' two to three possible areas of investigation from the 11.3.1 Lesson 11 End-of-Unit Assessment.

- ▶ Students examine their possible areas of investigation.
- ① The 11.3.1 Lesson 11 End-of-Unit Assessment Part 2 prompt was as follows: Articulate in writing two to three areas of investigation and describe how and where each area emerged from "Hope, Despair and Memory."

Inform students that throughout 11.3.2, "Preventing Genocide" is the research topic/area of investigation the class will use to model the research process. Inform students that this research topic/area of investigation is a model only and not an exemplary response to follow or mimic. Remind students they are required to follow their own inquiries as established by the research topic/area of investigation they select in this lesson, using the Area Evaluation Checklist.

- ▶ Students listen.
- ① Distribute at least two to three blank copies of the Area Evaluation Checklist. Students need to complete a checklist for each area of investigation from the 11.3.1 Lesson 11 End-of-Unit Assessment.
- ▶ Students examine their blank Area Evaluation Checklists.

Show students how to use the Area Evaluation Checklist, using the following three areas of investigation (based on the work from 11.3.1) as a model:

- Area of investigation: Preventing genocide
- Area of investigation: Obligation to remember
- Area of investigation: Causes of religious fanaticism

- ▶ Students listen.

① Consider displaying the three model areas of investigation. Remind students that their areas of investigation may be different from these, and they should have two to three of their own listed on their 11.3.1 End-of-Unit Assessment responses.

Model for students how to use the Area Evaluation Checklist to *vet* one of the model areas of investigation just discussed.

Provide students with the following definition: *vet* means “to appraise, verify, or check for accuracy, authenticity, or validity.”

- ▶ Students write the definition of *vet* in a vocabulary journal.

Students are to appraise their two to three areas of investigation using the Area Evaluation Checklist. Inform students that the first area of investigation they will see modeled for vetting is the one about preventing genocide.

- ▶ Students listen and follow along with the modeling.

① Consider displaying the Area Evaluation Checklist to show students the modeling.

Explain to students that the first part of the Area Evaluation Checklist calls for the researcher to articulate clearly his/her area of investigation in a way that others understand and that makes sense. The area of investigation should demonstrate that the researcher has a coherent vision of his/her area of investigation. For example, “My area of investigation is preventing genocide.”

- ▶ Students listen and follow along with the modeling.

Explain to students that the second part of the Area Evaluation Checklist calls for the researcher to consider what thoughtful questions are necessary in order to deeply explore the area of investigation. These questions should allow for extensive research of the area of investigation using available resources that are credible or academic in nature. Some of these questions may include:

- Who is responsible for preventing genocide?
- What has been done in the past to prevent genocide, and has it been successful?
- What are some of the causes of genocide?
- Are there any solutions to the issue of preventing genocide?

① Although these sample questions are focused on the issue of preventing genocide, consider reminding students they may draw on a wide range of other types of issues surfaced from “Hope, Despair and Memory.”

① Explain to students that they will discuss source credibility further in 11.3.2 Lesson 3.

Explain to students that the questions above allow for interesting and rich research in the area of investigation and contribute to a deeper understanding about it.

- ▶ Students listen and follow along with the modeling.

① Consider engaging students in the model vetting process by asking for additional questions that would lead to an understanding of the model area of investigation.

Explain to students that the third part of the Area Evaluation Checklist calls for an explanation of how the area of investigation is relevant to a larger topic and if it supports argument. Remind students that at the beginning of the research process, while reading Wiesel’s lecture, “Hope, Despair and Memory,” one of the issues surfaced was mankind’s responsibility to prevent the killing of others. In the model, the area of investigation was derived from the topic of preventing genocide, the murder of a certain people or group on a large scale. The question of how to prevent genocide is still unclear and one that may support multiple claims since it was never resolved in the text.

- ▶ Students listen and follow along with the modeling.

Explain to students that the fourth part of the Area Evaluation Checklist calls for the researcher to illustrate the reason for his/her curiosity and why the topic is valuable to explore. Explain to students that one reason a researcher may be interested in this issue is because it is important to prevent genocides, like the Holocaust, from happening again.

- ▶ Students listen and follow along with the modeling.

The last section asks students to evaluate their answers in the previous boxes and determine whether they want to select this research topic/area of investigation as their focus for research.

What does it mean to evaluate the strength of an area of investigation?

💬 Student answers may include:

- Determine if there are multiple claims about the topic.
- Decide whether there is enough about the area of investigation to investigate.
- Determine whether there is a basic understanding of the topic.
- Ensure there is interest in the topic.

① “Area of investigation” and “research topic” are used synonymously throughout the unit.

Next, model for students how to evaluate and select the potential area of investigation by writing on the bottom of the Area Evaluation Checklist: “During my pre-searches, I found many sources that support different central claims on this issue. I learned some of the background knowledge to support my understanding of this issue, and recorded important terms, such as *rules of engagement*, *peacekeeping*, and *international court*, in my vocabulary journal. This issue is unresolved and is worth investigating, and I am interested in finding out more about it. I plan to select ‘preventing genocide’ as my area of investigation.”

Remind students to use the tools from 11.3.1 to support their answers in this section.

- ▶ Students follow along with the modeling.
 - ① Remind students that a research topic/area of investigation provides multiple claims about a debatable issue.
 - ① Consider modeling how to vet one of the other two model areas of investigation from 11.3.1 Lesson 11. Students may benefit from seeing multiple areas of investigation vetted to craft the richest research topics/areas of investigation possible.
-

Instruct students to vet their two to three areas of investigation from the 11.3.1 Lesson 11 End-of-Unit Assessment independently, using the Area Evaluation Checklist.

- ▶ Students independently vet their areas of investigation using the Area Evaluation Checklist.

Circulate around the room to monitor students' progress.

- ① Students need one Area Evaluation Checklist for each area of investigation.

Explain to students that they should now decide which vetted area of investigation produces the richest and most interesting research topic/area of investigation for exploration/research. Instruct students to examine their Area Evaluation Checklists for each area of investigation.

- ▶ Students examine the Area Evaluation Checklist and select an area of investigation.

Lead a share out of students' research topics/areas of investigation.

💬 Student responses may include:

- I became interested in the topic of preventing genocide because of the Elie Wiesel lecture. Wiesel wrote about many different atrocities in the world and I am curious about how they could have been prevented, who is working to prevent them, and why they have been allowed to continue. My big question is: how do we prevent genocide? Based on this, I have narrowed down the topic and done some pre-searches, which reveal multiple claims on this issue.
- During my pre-searches, I found many sources that support different central claims on this issue. I learned some of the background knowledge to support my understanding of this issue, and recorded important terms, such as *rules of engagement*, *peacekeeping* and *international court* in my vocabulary journal. This issue is currently unresolved and is worth investigating, and I am interested in finding out more about it. I plan to select "preventing genocide" as my area of investigation.

- ① Consider displaying students' names and research topics/areas of investigation so that students can identify and reach out for support from peers working with related research topics/areas of investigation.

Activity 5: Quick Write

15%

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

Describe how you arrived at your specific research topic/area of investigation through the vetting process you conducted in the lesson. Explain how the Area Evaluation Checklist led you to select your specific research topic/area of investigation.

Remind students to practice the skills outlined in W.11-12.4, to which they were introduced in 11.2.1 Lesson 17. Instruct students to use the Area Evaluation Checklist to guide their written responses.

- ① If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.
 - ▶ 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 Area Evaluation Checklist.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use the Pre-Search Tool from 11.3.1 to search for two sources related to the research topic/area of investigation they drafted in the lesson. Students prepare to discuss how the two sources connect to the research topic/area of investigation for the following lesson, 11.3.2 Lesson 2.

- ▶ Students follow along.

Homework

Use the Pre-Search Tool from 11.3.1 to search for two sources related to the research topic/area of investigation you drafted in this lesson. Prepare to discuss how the two sources connect to the research topic/area of investigation for the following lesson, 11.3.2 Lesson 2.

Model Area Evaluation Checklist

Name:		Class:		Date:	
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Area Evaluation Checklist		✓	Comments
I. COHERENCE OF AREA What is the area of investigation?	The researcher can speak and write about the area of investigation in a way that makes sense to others and is clearly understood.	<input type="checkbox"/>	How to prevent genocides from happening again.
II. SCOPE OF AREA What do you need to know to gain an understanding of the area of investigation?	The questions necessary to investigate for gaining an understanding require more than a quick review of easily accessed sources. The questions are reasonable enough so that the researcher is likely to find credible sources that address the issue in the time allotted for research.	<input type="checkbox"/>	Quite a few questions would work for this area of investigation, including: What are some of the causes of genocide? Who is responsible for preventing genocide? What has been done in the past to prevent genocide and has it been successful?
III. RELEVANCE OF AREA TO ARGUMENT Are there multiple claims that compose the area of investigation?	The area of investigation is relevant to an argument because multiple claims can be made about that area of investigation.	<input type="checkbox"/>	There are several claims about the issue of preventing genocide, such as what governing body should take an active role in preventing genocides and what resources should be given to stop atrocities.
IV. INTEREST IN AREA Why are you interested in this area of investigation?	The researcher is able to communicate genuine interest in the area of investigation. Gaining an understanding of the area would be valuable for the student.	<input type="checkbox"/>	After reading the Wiesel text I am interested in learning about what is being done now to prevent genocide from happening in the world. If there were a lot of problems still taking place when Wiesel gave the Nobel lecture then there might still be many atrocities happening today.

Evaluate the strength of your selected area of investigation. Explain whether you plan to use this as your final topic and explain why or why not.

I plan to use this as my final topic because I have found many perspectives and claims on this issue and there are many questions that need to be answered about this topic. Also, the area of investigation is related to the larger topics surfaced in the Elie Wiesel lecture and I am very interested in learning more about the issue because it does not have a clearly defined answer at this point.

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11.3.2

Lesson 2

Introduction

In this lesson, students learn how to generate more specific inquiry questions to frame their research. Students were introduced to inquiry questions in 11.3.1 and in this lesson they learn how to craft specific inquiry questions for their selected research topics/areas of investigation developed in 11.3.2 Lesson 1.

In the beginning of the lesson, students engage in a research process check-in during which they review the Student Research Plan Handout, which serves as a guide to the research process and a place to reflect on next steps. Next, students review inquiry questions from 11.3.1 and help generate inquiry questions for their peers' research topics/areas of investigation. Individually, students use a Specific Inquiry Questions Checklist to vet the inquiry questions brainstormed by their peers and finalize a list of at least five specific inquiry questions that guide their research. Student learning is assessed via the specific inquiry questions they generate during this lesson that guide their research.

For homework, students continue to craft, vet, and refine five additional specific inquiry questions for their research topic/area of investigation using the Specific Inquiry Questions Checklist.

Standards

Assessed Standard(s)	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
W.11-12.7	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.
Addressed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively

	to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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)
<p>Student learning is assessed via the specific inquiry questions they generate during this lesson that guide their research.</p> <p>① The inquiry questions developed depend on students' specific research topics/areas of investigation. Students' two specific inquiry questions are evaluated using the Specific Inquiry Questions Checklist criteria.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Align to the criteria detailed in the Specific Inquiry Questions Checklist. See Model Specific Inquiry Questions Checklist for a High Performance Response. <p>① The Specific Inquiry Questions Checklist serves as the assessment for this lesson.</p>

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: RI.11-12.1.a, W.11-12.7, SL.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Student Research Plan Inquiry Questions Review Small Group Brainstorm Vetting Specific Inquiry Questions Finalizing Specific Inquiry Questions and Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 5% 10% 25% 20% 20% 5%

Materials

- Student copies of the Pre-Search Tool (Refer to 11.3.1 Lesson 9)
- Research Portfolios (Refer to 11.3.2 Lesson 1)
- Copies of the Student Research Plan Handout for each student
- Copies of the Specific Inquiry Questions Checklist for each student

① **Differentiation Consideration:** Student copies of the Posing Inquiry Questions Handout (refer to 11.3.1 Lesson 4)

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.11-12.1.a and W.11-12.7. In this lesson, students learn how to generate specific inquiry questions to frame their research. First, students engage in a research process check-in and overview the Student Research Plan Handout. Then students work in small groups to help generate specific inquiry questions for their peers' research topics/areas of investigation. Using the Specific Inquiry Questions Checklist to vet the brainstormed inquiry questions, students finalize a list of at least five specific inquiry questions to guide their research. Students turn in two of these specific inquiry questions for assessment purposes.

- ① Consider reminding students of their work with W.11-12.7 in 11.3.1 Lesson 8 and 11.3.2 Lesson 1.
- ① Consider reminding students of their work with RI.11-12.1.a in 11.3.1 Lesson 4.
 - ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Direct students to take out the Pre-Search Tool from the previous lesson's homework. (Use the Pre-Search Tool from 11.3.1 to search for two sources related to the research topic/area of investigation you drafted in the lesson.) Instruct students to talk in pairs about two sources they discovered relating to the research topic/area of investigation and explain how the two sources connect to the research topic/area of investigation.

- 💬 Student responses vary based on individual research questions and research conducted, but may include:
 - My area of investigation is “causes of religious fanaticism.” I found one source called “Religious fanaticism—is it really religious?” from [Milligazette.com](http://milligazette.com). The source said that there are many contributing factors to fanatical actions. Not all people who are labeled religious fanatics are acting in the interest of religion; they may have political, social or cultural motivations as well. Another source is from thehuffingtonpost.com, which also suggests that religion is one of many factors that cause fanatical actions such as terrorism.
 - I am researching government persecution. I found one source on nationalreview.com that is about the persecution of Christians in China and how there are a lot of people in China who do not have religious freedom. Another source I found was from *The New York Times* about the anti-gay propaganda laws in Russia. It describes the persecution of the LGBT community in Russia, and suggests that the law, which makes it illegal to discuss anything about homosexuality to anyone under 18, is vague. Gay rights activists say this law is open to abuse and anyone who supports gay rights could be arrested.

Activity 3: Student Research Plan

5%

Explain that students track the research process at the beginning of most lessons to ensure they understand the research steps, have no outstanding questions or concerns, and are making progress in their research. Instruct students to take out their Research Portfolios from 11.3.2 Lesson 1.

- ▶ Students listen and take out their Research Portfolios.

Distribute the Student Research Plan Handout to each student. Explain that this plan helps them track their research progress by describing the research process outcomes they should see at each step. Remind students that the research process is iterative, like a flowchart, as the Student Research Plan Handout indicates. There are specific steps that are “completed,” but many steps in the process need to be repeated or revisited because research develops and builds on itself and can lead to different paths that may need to be explored.

- ▶ Students listen and examine the Student Research Plan Handout.

① Note that students are asked to reflect on the specific language of the research standards (W.11-12.7 and W.11-12.8) related to the plan’s multiple parts, to ensure that they are tracking their own progress in meeting the research standards and implementing the standards’ skills during the research process.

Instruct students to examine Part 1 of the Student Research Plan Handout. Remind them that some of these research processes were conducted in 11.3.1.

- ▶ Students examine the Student Research Plan Handout.

① The research processes addressed in Part 1 of the Student Research Plan Handout are completed in this lesson, and students will journal about their research progress and next steps in 11.3.2 Lesson 3.

Instruct students to file the Student Research Plan Handout in the front of the Research Portfolio in section 1.

- ▶ Students file their Student Research Plan Handouts.

Activity 4: Inquiry Questions Review

10%

Instruct students to Turn-and-Talk to review inquiry questions (taught in 11.3.1) by answering the following question:

What are key components of effective inquiry questions?

- 💬 Student responses may include:
 - The questions should lead to rich and relevant knowledge and information
 - They should be questions you want to answer

- They are questions that can be explored through research
- They should be questions that are clear and easily understood
- The questions should lead to more questions
- They are questions to which you do not already know the answer

① **Differentiation Consideration:** If students need help with this review, instruct them to refer to the Posing Inquiry Questions Handout from 11.3.1 Lesson 4.

① **Differentiation Consideration:** Consider writing notes from the discussion for students to see and apply during the small group brainstorm.

Remind students that they posed inquiry questions in 11.3.1 as an exploratory process to identify general areas of interest and confirm that a topic or area of investigation could be supported through research. The questions were more general in nature. Now that students have established a research topic/area of investigation, the role and nature of the inquiry questions will change, becoming more specific and serving as the “frame” to guide the exploration of the research topic/area of investigation. Explain to students that the focus of the next activity, the small group brainstorm, is to generate inquiry questions. Students should try to think about specific inquiry questions but the goal of the brainstorm is to generate a large number of questions. Later in the lesson, students will vet the questions for specificity.

- ▶ Students listen.

Remind students that in this module, they are asked to write a research-based argument paper on an issue. They have selected a research topic/area of investigation, but by the end of 11.3.2, they have crafted a problem-based question to explore through research. Ask students the following question:

How might asking inquiry questions about an issue be the same or different from what you discussed previously in this unit?

💬 Student responses may include:

- Inquiry questions about an issue might guide an exploration of the issue’s various claims.
- Inquiry questions might identify which parts of the issue have strong claims, supported by evidence, while also helping to identify which parts of the issue may not be useful or debatable.
- Inquiry questions can lead you to perspectives on the issue that you may not have considered.

① Remind students that they need to identify an issue to research. Compare two possible issues to show which might be a better fit for research-based argument exploration: “why genocide is bad and should be stopped” and “what is the most effective means to prevent genocide.” Both of these topics are important questions for human society. However, “why genocide is bad and should be stopped” is a narrow opinion which does not lend itself to many different perspectives and solutions

beyond a one-sided perspective; because genocide is clearly “bad,” there is not much to argue about this question. “What is the most effective means to prevent genocide,” on the other hand, elicits many different opinions and suggestions about that topic that can lead to more interesting and exploratory inquiry questions.

Remind students of the model research topic/area of investigation from 11.3.2 Lesson 1: preventing genocide. Instruct students to form pairs to Turn-and-Talk about three possible inquiry questions that might frame effective research for this model research topic/area of investigation.

💬 Student responses may include:

- Who is responsible for preventing genocide?
- What are different methods of preventing genocide?
- Are armies useful for helping to prevent genocide?
- What are instances in which genocide has been successfully prevented?
- Can genocide be prevented?

Lead a share out of the possible inquiry questions and write them on the board or chart paper as examples for students to see.

① At this point in the lesson, the sample student responses do not need to be ideal inquiry questions. Later in the lesson, students vet questions and refine them into stronger and more specific inquiry questions that yield more than yes/no answers.

Activity 5: Small Group Brainstorm

25%

Inform students they are going to participate in a small group brainstorm to help them generate inquiry questions that explore as many potential aspects of their individual research topic/area of investigation as possible. The goal is for each student to walk away from the brainstorm with a plentiful volume of questions that can later be condensed and refined to frame their specific research topic/area of investigation. Remind students that the questions could be seeking factual answers, explanation, understanding, evaluation, or a combination of some or any of these.

Explain the directions for the small group brainstorm. Each student in the small group presents his or her research topic/area of investigation to the group. The group then generates as many inquiry questions as possible for that student’s research topic/area of investigation. The student presenting a research topic/area of investigation records all the questions the group has brainstormed. The process continues until all students have presented their individual research topics/areas of investigation and the rest of the group has brainstormed questions.

► Students listen.

① Consider reminding students that in this lesson, they continue the work of collaborative discussion outlined in SL.11-12.1, taught in previous modules.

Instruct students to transition into small groups and complete the inquiry question brainstorm for each student in the group.

- Student questions vary; questions brainstormed depend on the student's individual research questions/problems.

- ① **Differentiation Consideration:** Students learned about crafting and refining inquiry questions in 11.3.1. However, if students struggle during the small group activity to brainstorm effective inquiry questions, consider using the Specific Inquiry Questions Checklist to support students who are struggling. Recommend that students consider the checklist's criteria when brainstorming possible inquiry questions.
- ① Encourage students to build on and borrow questions from each other as they brainstorm. Many research topics may be related since all of the students generated their areas of investigation from "Hope, Despair and Memory" by Elie Wiesel in 11.3.1.
- ① Consider reassuring students that they should not worry about the specificity of the questions right now; for the purpose of the small group brainstorm, students need to help their peers generate as many inquiry questions as possible for their research topics/areas of investigation.
- ① Consider placing students in small groups that should remain consistent throughout the module. It may be helpful to form groups ahead of time to maximize the range of different research topics and questions within each group. (For example, one group might consist of a student researching the causes of religious fanaticism, another student researching the issue of government persecution, and another researching the implications of legalized racism on discriminated populations.) The goal of these groups is to create small communities of inquiry/research teams that provide support and are accountable to each other. Students should know about their teammates' research topics/areas of investigation. Students should share claims and evidence that arise from their individual inquiries and learn from each other's research processes, which they may potentially use to refine their own research topics/areas of investigation and inquiry questions.

Activity 6: Vetting Specific Inquiry Questions

20%

Bring students together as a whole class and distribute the Specific Inquiry Questions Checklist to each student. Explain to students that in this part of the lesson they use the Specific Inquiry Questions Checklist to vet, select, and refine at least five specific inquiry questions from the previous small group brainstorm activity.

- ▶ Students listen and examine the Specific Inquiry Questions Checklist.

Model for students how to use the Specific Inquiry Questions Checklist using the following question brainstormed in the Inquiry Questions Review (Activity 4):

- Can genocide be prevented?

Model for students how to evaluate the question using the Specific Inquiry Questions Checklist.

Instruct students to look at criterion number 1: “Does the question have an appropriate scope or purpose? Does it focus on an important aspect of the research topic/area of investigation?” Explain to students that this question does relate to the research topic/area of investigation and focuses on an aspect of the research topic/area of investigation because it is asking whether preventing genocide is possible.

Instruct students to look at criterion number 2 on the Specific Inquiry Questions Checklist: “Is the question useful? Will it lead to meaningful inquiry?” Explain to students that the question is useful, but it may not lead to further inquiry. If the answer is no, for example, the inquiry would end.

Instruct students to look at criterion number 3: “Is the question answerable through research?” Explain to students that this question is answerable through research. Researchers could find information about whether it is possible to prevent genocide, but that information might also just be opinion-based without any factual support.

Instruct students to look at criterion number 4: “Is your question understandable or clear?” Explain to students that the question is clear and understandable because it is a simple, straightforward question that requires a factual response.

Instruct students to look at criterion number 5: “Does your question require multiple answers and possibly more questions?” Explain to students that the question requires a relatively straightforward answer and is likely not to elicit multiple answers, so it does not fit this criterion.

Instruct students to look at criterion number 6: “Is your question’s answer unknown to you?” Explain to students that the answer of this question is not known; but Wiesel does suggest the answer to this question is yes, we can prevent genocide.

- ▶ Students follow along.

Ask students the following question:

How could you rephrase this question to generate richer inquiry?

💬 Student responses may include:

- How have people tried to prevent genocide?
- Are there factors that cause genocide that can be prevented?
- What are the steps involved in preventing genocide?
- Who should be involved in preventing genocide?
- What groups of people are in most need of an active genocide prevention system?

Point out that the original question could be answered with a “yes” or “no” response. Model for students how to tailor the inquiry question to make it more specific, to focus on an aspect of the model research topic/area of investigation, and to make it require more than a yes/no answer. Explain to

students that a way to alter the question is to think about the type of answers they want to get. Beginning a question with the word *can* requires the answer to be yes or no. Changing the beginning of the question can alter the answer they receive: “How can genocide be prevented?” Revising the question in this way also leads to more inquiry.

- ▶ Students follow along.

Guide students through the Specific Inquiry Questions Checklist to vet the first inquiry question (“Who is responsible for preventing genocide?”) by having them check off the appropriate categories on their checklist.

- ▶ Students independently practice vetting the new inquiry question by using the Specific Inquiry Questions Checklist.

🗨 See the Model Specific Inquiry Questions Checklist for possible student responses.

- ① **Differentiation Consideration:** If students need more support, consider having students practice in pairs vetting another question from the Inquiry Questions Review (Activity 4).

Activity 7: Finalizing Specific Inquiry Questions and Assessment

20%

Instruct students to individually examine their list of inquiry questions generated from the small group brainstorm activity and use the Specific Inquiry Questions Checklist to select, vet, and refine at least five specific inquiry questions for assessment.

- ① This process is appropriate for a lesson assessment because students previously crafted and refined inquiry questions in 11.3.1.

Instruct students to choose two of the richest or strongest specific inquiry questions and copy the questions on a separate sheet of paper. Students will turn in this paper for their assessment.

- ▶ Students complete the inquiry question assessment.

- ① Assess each student’s two specific inquiry questions using the language of the Specific Inquiry Questions Checklist to provide feedback.
- ① **Differentiation Consideration:** If students struggle with choosing the richest or strongest specific inquiry questions, instruct them to think about choosing the inquiry questions that might lead to the richest inquiry or multiple sources of information.

Collect each student’s two specific inquiry questions.

Instruct students to file their five specific inquiry questions in section 1 of their Research Portfolios (“Defining an Area of Investigation”).

- ▶ Students file their questions in their Research Portfolios.

① The Specific Inquiry Checklist serves as the assessment for this lesson.

Activity 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue crafting, vetting, and refining five more specific inquiry questions for their research topic/area of investigation using the Specific Inquiry Questions Checklist.

- ▶ Students follow along.

Homework

Continue crafting, vetting, and refining five more specific inquiry questions for your research topic/area of investigation using the Specific Inquiry Questions Checklist.

Student Research Plan Handout

Name:		Class:		Date:	
Research Process	Process Outcomes	Associated Materials	Standards		
Part 1: Initiating Inquiry	<ul style="list-style-type: none"> Generates, selects, and refines inquiry questions to explore topics. Develops two to three research topics/areas of investigation from the research topic exploration. Develops inquiry questions about areas of investigation. Conducts pre-searches of areas of investigation. Arrives at a research-based topic by vetting areas of investigation. Generates specific inquiry questions for the research topic/area of investigation. 	<ul style="list-style-type: none"> Surfacing Issues Tool Posing Inquiry Questions Handout Exploring a Topic Tool Pre-Search Tool Area Evaluation Checklist Specific Inquiry Questions Checklist 	W.11-12.7: 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.		
Part 2: Gathering Information	<ul style="list-style-type: none"> Plans for searches by determining key words/phrases and finding credible and relevant sources. Assesses sources for how credible, relevant, and accessible they are. Annotates sources and records notes that help answer the inquiry questions. 	<ul style="list-style-type: none"> Potential Sources Tool Assessing Sources Handout Taking Notes Tool Research Frame Conducting Independent Searches Checklist Evidence-Based Arguments Checklist 	W.11-12.7: 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.		

Research Process	Process Outcomes	Associated Materials	Standards
	<ul style="list-style-type: none"> Evaluates arguments using an evidence-based arguments checklist. Builds an initial Research Frame with a problem-based question to guide independent searches. Conducts searches independently. 		W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Part 3: Organizing and Synthesizing Inquiry	<ul style="list-style-type: none"> Organizes, connects, and synthesizes evidence to develop evidence-based claims about inquiry questions and inquiry paths. Further organizes, connects, and synthesizes evidence-based claims about inquiry paths and the problem-based question. Reviews and synthesizes the research to develop a written evidence-based perspective. 	<ul style="list-style-type: none"> Forming Evidence-Based Claims Tool Organizing Evidence-Based Claims Tool Evidence-Based Claims Criteria Checklist Forming Counterclaims Tool Evidence-Based Perspective Rubric 	W.11-12.7: 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.

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Specific Inquiry Questions Checklist

Name:		Class:		Date:	
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Research Question/Problem (Area of Investigation):

Question #1:

Question #2:

Question #3:

Question #4:

Question #5:

Criteria	Q1	Q2	Q3	Q4	Q5
1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the issue?)					
2. Is the question useful? Will it lead to meaningful inquiry?					

Criteria	Q1	Q2	Q3	Q4	Q5
3. Is the question answerable through research?					
4. Is the question understandable or clear?					
5. Does the question require multiple answers and possibly more questions?					
6. Is your question's answer unknown to you?					

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Model Specific Inquiry Questions Checklist

Name:		Class:		Date:	
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Research Topic/Area of Investigation: preventing genocide

Question #1: Who is responsible for preventing genocide?

Question #2: What are different methods of preventing genocide?

Question #3: Are armies useful for helping to prevent genocide?

Question #4: What are instances when genocide has been successfully prevented?

Question #5: Can genocide be prevented?

Criteria	Q1	Q2	Q3	Q4	Q5
1. Does the question have an appropriate scope or purpose? (Does it focus on an important aspect of the issue?)	Yes, it does relate. It focuses on the people who are supposed to prevent genocide.	Yes. I need to answer this question to be able to explain how people have tried or try to prevent genocide,	Yes, this can help me understand if armies and the military have successfully prevented genocide.	Mostly, this question focuses on the history of genocide and if it has ever been prevented.	The purpose is appropriate because it is asking if this is a realistic goal.
2. Is the question useful? Will it lead to meaningful inquiry?	Yes it is useful. But it will not lead to very meaningful inquiry, once I find out who is responsible the inquiry ends.	This is a useful question because it is talking about practical ways to prevent genocide. It will likely lead to more inquiry because	Maybe. This could lead to more inquiry or it could be a simple answer: yes they are or no they are not.	This is fairly useful because it could provide some historical background. On the other hand, it may be hard to determine when	This question relates to the topic but probably is not going to be very useful because it will be a yes or no answer.

Criteria	Q1	Q2	Q3	Q4	Q5
		there may be different perspectives on the best way to prevent genocide.		genocide has been prevented; finding information on when it happened will be easier.	
3. Is the question answerable through research?	Yes, it can be answered through research.	Yes, it can be answered through research.	Yes, it can be answered through research.	Maybe, although it may be difficult to find data on genocides that have been prevented.	No, this is harder to research because it could only lead to opinions about whether it can be stopped. I might need to revise.
4. Is the question understandable or clear?	Yes, it is understandable and clear because it asks for a factual answer.	Yes, it is understandable and clear because it asks a factual question about methods.	Yes it is understandable and clear because it asks a direct, factual question about armies.	No, I need to revise this question for clarity: "When has genocide been successfully prevented?" is better.	Yes, it is understandable because it asks for a definitive answer, but it may be hard to research.
5. Does the question require multiple answers and possibly more questions?	Not likely, it will only be a statement about who is responsible.	Yes, there are likely to be many answers to this question and it leads to questions about best practices and ways to prevent genocide.	Maybe, this may have a straightforward answer or it may bring up more questions about the role of the military and force.	Somewhat, although it may not lead to more questions if the answer is "never." If it has been prevented there would be more inquiry as to why.	No, this will not have many answers and it likely will not lead to more useful questions.

Criteria	Q1	Q2	Q3	Q4	Q5
6. Is your question's answer unknown to you?	Yes, I do not know the answer.	Yes, I do not know the answer.	Yes, I do not know the answer.	Yes, I do not know the answer.	Yes, I do not know the answer

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11.3.2**Lesson 3****Introduction**

In this lesson, students continue to refine inquiry questions as they begin to frame their research by planning for independent searches. Students learn how to select inquiry questions, plan search locations, and use key words and phrases to conduct effective and efficient research. Additionally, students learn how to assess sources formally for credibility, accessibility, and relevance.

Students begin the lesson by engaging in a research project check-in during which they review their Student Research Plans and informally journal about their research progress and next steps. They then learn how to effectively plan for searches by following a demonstration on how to select inquiry questions that focus research, how to determine the optimal location for finding resources, and how to choose key words or phrases that elicit an efficient search. From there, students discuss how these steps can contribute to finding credible, accessible, and relevant sources using the Assessing Sources Handout. Students then search for credible, accessible, and relevant sources using key words or phrases from their selected inquiry question and record source information on the Potential Sources Tool. Throughout the lesson, teachers and students are encouraged to collaborate with librarians/media specialists as partners in the research process. Student learning is assessed via a Quick Write at the end of the lesson: Why are the three categories discussed in the Assessing Sources Handout (credibility, accessibility, and relevance) important to consider when examining potential sources?

For homework, students use the Potential Sources Tool to record and evaluate information about three potential sources and explain how two of those sources meet the criteria for being credible, accessible, and relevant.

Standards

Assessed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Addressed Standard(s)	
W.11-12.7	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.

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt:</p> <ul style="list-style-type: none"> Why are the three categories discussed in the Assessing Sources Handout (credibility, accessibility, and relevance) important to consider when examining potential sources? <p>① Students should use the verbiage of the Assessing Sources Handout to support their response.</p> <p>① Student responses are evaluated using the Assessing Sources Handout.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Articulate that each category is an important aspect of effective and efficient research (e.g., the categories ensure a source is high in quality or an authority on the topic, based on publisher, publication date, author, and source type (<i>credibility</i>); interesting and comprehensible according to a student's ability (<i>accessibility</i>); and related to the research topic and purpose in an appropriate way, while being adequate in scope and richness (<i>relevance</i>).

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards and Text: <ul style="list-style-type: none"> Standards: W.11-12.8, W.11-12.7 Model Source Text: “When the U.N. Fails, We All Do” by Fareed Zakaria (http://www.newsweek.com), also available on http://novenewyork.org/) 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability and Research Project Check-In	2. 10%
3. Planning for Searches	3. 25%
4. Assessing Sources	4. 40%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Copies of the Assessing Sources Handout for each student
- Copies of the Potential Sources Tool for each student (several copies)
- Student Copies of the Specific Inquiry Questions Checklist (refer to 11.3.2 Lesson 2)

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.8. Students begin the lesson with a research project check-in during which they examine their Student Research Plans and informally journal about their research progress and next steps. They then learn how to effectively plan for searches through a demonstration of how to select inquiry questions that focus research, how to determine the optimal location for finding resources, and how to choose key words or phrases that elicit an efficient search. From there, students discuss how these steps can contribute to finding credible, accessible, and relevant sources. Students then search for these sources using key words or phrases from their selected inquiry question and record notes on their Potential Sources Tool.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.8. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it. Provide students with the following definitions: *task* means “a definite piece of work assigned to, falling to, or expected of a person;” *purpose* means “an intended or desired result;” *audience* means “the people who watch, read, or listen to something;” and *overreliance* means “the state of being too dependent on someone or something.”

- ▶ Students read and assess their familiarity with standard W.11-12.8. Students write the definitions of *task*, *purpose*, *audience*, and *overreliance* in their vocabulary journal.

Instruct students to talk in pairs about what they think the standard means. Ask students to consider in their responses how the standard relates to their current research work. Lead a brief discussion about the standard.

- 💬 Student responses should include:

- We are starting our own research and this standard is about gathering information from multiple sources to conduct the research.
- *Authoritative* looks like the word *authority*, so it must mean that the information is from a credible or academic source. The research has to come from a location that has authority regarding the topic.

- Each source should be assessed to see if it corresponds to our research topics/areas of investigation. The source needs to be relevant, which means it should examine an aspect of the research topic/area of investigation or the research topic/area of investigation itself.
- We should assess the strengths and limitations of each source for its potential to support the task and purpose of research, answer a problem-based question, and discover multiple perspectives about an issue, as well as inform the audience—those who will be reading the paper.
- It is important not to cheat or plagiarize (say that an idea is ours when it is not).
- It is important to avoid *overreliance* on one source, meaning that there needs to be evidence from multiple sources.

① **Differentiation Consideration:** Consider providing students with the following definitions: *authoritative* means “substantiated or supported by documentary evidence and accepted by most authorities in a field” and *plagiarism* means “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author.”

▶ Students write the definitions of *authoritative* and *plagiarism* in a vocabulary journal.

① In the following unit, 11.3.3, students learn more about the importance of and how to use citations to avoid *plagiarism* when they write.

Explain to students that the standard W.11-12.8 works together with W.11-12.7 to guide the inquiry-based research conducted in this unit.

▶ Students listen.

① Standard W.11-12.7 was introduced in 11.3.1 Lesson 8. Consider engaging students in a brief discussion of the relationship between W.11-12.8 and W.11-12.7.

Activity 2: Homework Accountability and Research Process Check-In

10%

Instruct students to take out their 11.3.2 Lesson 2 homework. (Continue crafting, vetting, and refining five more specific inquiry questions for your research topic/area of investigation using the Specific Inquiry Questions Checklist.) Instruct students to talk in pairs about how they refined their five specific inquiry questions using the Specific Inquiry Questions Checklist.

💬 Student responses will vary based on individual research but may include:

- I used the Specific Inquiry Questions Checklist Tool to narrow my initial five inquiry questions, making them more specific and complex. My questions now could elicit rich responses that cannot be answered with yes/no. For example, I started out with the

question: “Can preventing genocide be accomplished?” Although this question is specific, it is also a yes/no question, and therefore limits the scope of inquiry. I revised the question to “What is the most popular means of genocide prevention?”

① **Differentiation Consideration:** Consider asking students the following question:

What role do questions play in the research process?

💬 Student responses may include:

- Questions guide exploration of research issues.
- Questions help to stimulate rich inquiry.
- Questions provide a focus for my searches.
- Questions help me identify issues because there may be multiple answers and perspectives.

Instruct students to take out the Student Research Plan in the front of their Research Portfolio. Remind students that they received the Student Research Plan in the previous lesson. Explain that the purpose of the plan is to help students track their research progress by informally assessing completed research activities and planning next steps in a Research Journal. Remind students that the research process is iterative and cyclical, as the Research Plan suggests; there are specific steps that are not “completed” after one time. Journaling about the research process helps students track where they are in this iterative research process. Additionally, journaling helps students reflect on all the research skills that compose standards W.11-12.7 and W.11-12.8.

► Students listen.

Instruct students to focus on Part 1 of the Student Research Plan and write a few sentences in their Research Journals about their research progress and next steps based on the process outcomes described in Part 1. Instruct students to use the language of the research standards (W.11-12.7 and W.11-12.8) when writing their journal responses.

💬 Student responses will vary based on individual research conducted, but may include:

- I was able to narrow down the various topics surfaced in Wiesel’s “Hope, Despair and Memory” to a few areas of investigation that I thought were worth exploring. I quickly realized with my pre-searches that researching areas like the responsibility to remember might not be personally interesting to me and did not generate as many inquiry questions. Instead, I chose to investigate the major aspects of preventing genocide because this topic provides many paths to explore, as revealed in the variety of specific inquiry questions that I developed in 11.3.2 Lesson 2.

- ① Consider having students write in a notebook or on a separate sheet of paper for the Research Journal. Students can file the Research Journal in the Research Portfolio, along with the vocabulary journal.
- ① While students are writing, consider distributing the 11.3.2 Lesson 2 assessment with feedback so students can use this information for the reflection journal. Then students may file the assessment in their Research Portfolios for later use.
- ① The purpose of the Research Journal is to hold students accountable to the research process. Fidelity to the process is vital if students are to conduct high quality research as efficiently as possible. Providing students with an opportunity to reflect on the research process helps them build a foundation for inquiry that takes place in subsequent modules.
- ① The W.11-12.7 language aligns to Part 1 of the Student Research Plan: “Conduct short as well as more sustained research projects to answer a question (including a self-generated question).”

Instruct students to file the Student Research Plan in the front of their Research Portfolio and to organize 11.3.2 Lesson 2’s homework and assessment in section 1.

- ▶ Students file their research and homework information.

Activity 3: Planning for Searches

25%

Explain to students that they are ready to plan for effective searches to conduct formal research now that they have established a research topic/area of investigation and crafted specific inquiry questions.

Inform students that when planning for effective inquiry-based research, there are several steps to follow:

- Select a focus inquiry question
- Determine where to look for sources
- Choose key words or phrases to begin the search

Share with students that effective searches begin with a focus. The type of research they are conducting in this unit is inquiry-based; the specific inquiry questions students develop for the overarching research topic/area of investigation guides the research focus. For this reason, the first step in planning for productive searches is to select an inquiry question to focus the research.

Explain to students the following guidelines for selecting inquiry questions to focus research:

- Move from general inquiry questions to specific
- Move from questions that are easily answered to more complex questions with more interesting answers

- As needed, group like questions into themes or categories
- Remember that the questions can always evolve as knowledge and understanding deepens
 - ▶ Students listen.

Model for students how to select inquiry questions by displaying the following three model questions, focused on preventing genocide, for students to see:

- What is the history of genocide?
- Who is responsible for preventing genocide?
- What are tactics armed forces use to prevent genocide?

Explain to students that the question “Who is responsible for preventing genocide?” is the best question to focus the research because it is specific enough to generate concrete answers, but general enough to generate rich information. The first question may be too broad and general, while the third question focuses exclusively and so may be too specific as a starting point.

- ▶ Students examine the three model questions and follow along.
-

Explain that the second step in planning an effective search is to determine the best locations (physical or virtual) for finding the information about the selected inquiry question. Remind students that resources available in their school and public libraries provide access to databases such as NOVEL New York (<http://novelnewyork.org/>), which allow students to search for articles on their issue using a variety of different search criteria. Give students the following guiding considerations to help them select and locate the right sources:

- What is my area of inquiry and where could I find sources? For example, if I am looking at preventing genocide, then possible fields of inquiry are human rights abuses, injustice and discrimination, and atrocities or mass murder. I can search either in those sections of the library or through online sources or websites that specialize in these fields.
- What type of sources should I be looking for based on the type of information I want? For example, if I am looking for details about preventing genocide, I should investigate news articles, historical documents, academic journals, or human rights reports. If I am looking for information about an individual’s experience with the issue of genocide, I could look at news, government, or advocacy websites.

- ① Encourage students to enlist the assistance of a librarian/media specialist as they determine the best location(s) to find information.
-

Explain that the third step in planning an effective search is selecting the best key words and phrases for the online search. To determine what key words and phrases to use, instruct students to first consider their research topic/area of investigation. Specifically, they must consider the actual words they use to describe what that is. They should also consider the inquiry question itself. Both their research topic/area of investigation and the inquiry question contain words, concepts, and phrases students can use to begin searching.

- ▶ Students listen and follow along.

Demonstrate an online search with key words, concepts, or phrases using the model question, “Who is responsible for preventing genocide?”

Based on this question and the previous discussion about selecting key words/phrases, this question could lead to the use of phrases like “genocide prevention,” “organization to stop genocide,” and “end genocide.” The inquiry question, coupled with the stated research topic/area of investigation (“preventing genocide”) brings up additional phrases such as “punishment for genocide.”

- ▶ Students listen.

Conduct two model searches as described below, and display the online search results for students to see. Instruct students to take brief notes on the results.

- Enter the search phrase: “genocide prevention”
- Examine results of the search
- Change the search phrase: “organization to stop genocide”
- Examine results of the search

- ▶ Students listen and take notes.

① Consider using an electronic white board or document camera to display the search results.

① Consult with a school librarian/media specialist for additional search phrase ideas if needed.

Instruct student pairs to discuss the following question:

Are these search results going to produce effective research?

Alternate between the two searches, giving students an opportunity to compare results. Provide students with time to take brief notes.

- ▶ Students look at the searches and discuss the question.

Lead a brief discussion of the question.

- 💬 Student responses may include:

- Both searches appear to offer potential sources because of the quality of where the sources come from. Search results came from a variety of places but these seem like interesting sources and the search generated many sources, which means I am on the right path. The first search yielded results from publications like *Newsweek* and *The Economist*. The second search also produced articles from a news sources and journals like *The New Republic*, *Foreign Affairs*, and *Business Week Online*.

① Students who may want to investigate more complex texts may also conduct searches using Google Scholar.

Inform students that substituting a key word with a *synonym* (a “word that means the same”) or a similar word leads to more and sometimes different results. For example, enter the search words: “group” to stop genocide instead of “organization.”

- ▶ Students listen.

Activity 4: Assessing Sources

40%

Explain to students that they have begun to establish an understanding of the importance of planning for efficient searches. They now focus on assessing potential sources for credibility, accessibility, and relevance. Explain that it is important to assess potential sources first before reading closely in order to maximize research and avoid wasting time on resources that do not contribute to deeper understanding.

Distribute the Assessing Sources Handout to students and ask them to read it.

- ▶ Students read the Assessing Sources Handout.

Ask student pairs to discuss the following questions:

What are the three categories used to evaluate every potential source?

- ☞ The handout evaluates potential sources for credibility, accessibility (and interest level), and relevance (including richness).

Remind students that in the 11.3.1 pre-searches, they identified a variety of sources. In this lesson, they narrow their searches by looking for credible, accessible, and relevant sources for a specific research topic/area of investigation, while being mindful of the steps for planning effective and efficient research as discussed earlier in the lesson.

Direct students to look at the heading of the first section of the Assessing Sources Handout, Assessing a Source Text’s Credibility. Define the word *credibility* (form of the word *credible*) as “the quality of being believable or worthy of trust.”

- ▶ Students listen and write the definition of *credibility* in their vocabulary journals.

Explain to students that sources with credibility are those that have proven their worth through multiple reviews from other authorities in the field and extensive research on a topic. Credible sources have employed the same inquiry methods of research that the students are currently using. When considering credibility, the handout takes into account a source's publisher, publication date, author, and type, because each of these is an important component of credibility. Explain that these factors are important because a source becomes less credible if it comes from a profit-based group, has outdated information, or is written by someone without expertise in the field.

Direct students' attention back to the model searches conducted earlier in the lesson using the search phrase "genocide prevention." Select two sources to open. Model for students how to quickly scan a web page and assess the credibility of each—without having to read the source in its entirety—using the Assessing Sources Handout. Reinforce that students need to pay particular attention to details about the publisher (and possible connections to the topic), the date of publication, the author's credentials (and connections to the topic), and the type of source.

- ▶ Students reference the Assessing Sources Handout, scan the displayed source, and discuss the source's credibility.
- ① Point out to students that the first items listed on a search results page are often paid advertisements, separated only subtly from the rest of the results.
 - ① Ideally, the two model sources selected exemplify one credible source and one unreliable source so students can assess the differences.
 - ① Advise students to ask the teacher, librarian, or media specialist if they are not certain about the credibility of a source.
 - ① Refer back to the search page and inform students of the differences between web addresses that end in .org, .com, .gov, and .edu. These are referred to as "top level domains." Discuss that .org, .gov, and .edu websites can often be considered credible because they come from non-profit, government, or education organizations respectively and typically provide more objective information that is not profit-driven, as can be the case with .com addresses. This is not a rule, however, and credibility cannot be judged solely on a website's top-level domain.

Direct students to look at the second section of the Assessing Sources Handout underneath Assessing a Source Text's Accessibility and Interest Level. Define the term *accessible* as "easy to approach or use." Explain to students that *accessible* sources are those that are comprehensible based on a reader's background knowledge and understanding. Additionally, *accessible* sources should be interesting to the reader and align with established inquiry questions. Open one of the model sources used in the previous exercise and discuss as a group how it meets or does not meet the criteria for being accessible.

- ▶ Students reference the Assessing Sources Handout, scan the source, and discuss accessibility of the source.
 - ① Make sure students understand that evaluating a source for accessibility is subjective, depending on an individual's reading ability and interest level. If after reading two paragraphs of the source, a student cannot comprehend the information or has no interest in what is being communicated, it may be considered inaccessible for that student.
 - ① **Differentiation Consideration:** Consider providing students with a recommended Lexile range based on individual reading abilities. Remind students it is possible to use online databases such as NOVEL New York to search for articles by Lexile range, which may help target research and allow students to search among articles that are both relevant and accessible.
-

Direct students to look at the third section of the Assessing Sources Handout underneath Assessing a Source Text's Relevance and Richness. Define the term *relevance* (form of the word *relevant*) as "relating to a subject in an appropriate way." Explain that *relevant* sources are those that are related to the inquiry question and provide accurate, useful, and rich information on the topic with connections to other sources. Relevant sources should further a researcher's purpose and provide well-supported information. Open the model source used in the previous exercise and discuss as a group how it meets or does not meet the criteria for being *relevant*.

- ▶ Students reference the Assessing Sources Handout, scan the source, and discuss the relevance of the source.

Based on the information learned from the Assessing Sources Handout, ask students to think of examples of sources that might not be credible, accessible, or relevant.

💬 Student responses may include:

- Wikipedia might not be a credible source because it is a crowd-sourced website to which many people who may not have expertise or authority on the topic can contribute.
 - High-level, scholarly articles written for professionals might be inaccessible because the text could be too complex to understand.
 - A source that is twenty years old and only marginally relates to the topic might not be relevant because the information it contains may no longer be accurate.
-

Explain to students that as a group the class now practices assessing a model source ("When the U.N. Fails, We All Do" by Fareed Zakaria) for credibility, accessibility, and relevance. Display the Potential Sources Tool to students and instruct them to read it.

- ▶ Students review the Potential Sources Tool.

Briefly highlight the components of the tool and explain that it is used to record basic information about all potential sources and evaluate usefulness according to credibility, accessibility, and relevance.

- ▶ Students listen.

① Consider using a model source from one of the searches conducted earlier in the lesson for consistency purposes.

Display the Fareed Zakaria model source for reference while modeling completion of the Potential Sources Tool.

At the top of the page, after “Topic” write “Genocide.” After “Area of Investigation,” write “Preventing Genocide.” On the top left, number the source (begin with 1). Then record the following information about the source:

- Title: “When the U.N. Fails, We All Do”
- Location: *Newsweek*
- Author: Fareed Zakaria
- Text Type (e.g., article, interview transcript, essay, etc.): Internet article originally published in *Newsweek*.
- Publication Date: Dec. 13, 2004

Read aloud the first two paragraphs of the model source, and then record pertinent information in the box labeled “General Information/Key Ideas/Personal Comments” as students watch. This box captures a researcher’s initial reactions about a source.

- General Information/Key Ideas/Personal Comments: This article discusses the genocide in Rwanda and begins with a description of the film *Hotel Rwanda* and the man who saved 1,200 people from being killed. It also talks about the failure of the countries of the world and the United Nations to act and stop this genocide, which was the fastest in history. This begs the question, “What could have been done by the United Nations to prevent this genocide?”

- ▶ Students listen and follow along.

① Explain that the final box, “Connections to Inquiry Paths” is a space for tracking how a given source connects to other related aspects of research, and is used as their research develops further in the process.

Finally, assess the model source for its *credibility*, *relevance*, and *accessibility* in the check boxes at the bottom of the box. Talk through the rating process and model for students how to make accurate evaluations using the Assessing Sources Handout as a guide.

For example, this article's *credibility* can be rated as "High" because it comes from a reliable, objective source (*Newsweek*), and references specific evidence and events related to the issue of the Rwandan genocide. The article's *relevance/richness* can be rated as "High" because it deals with genocide prevention as well as what organization is responsible. The article's *accessibility/interest* can be rated as "High" because the text is understandable, logically organized, and interesting.

- ① Students are not expected to read the text closely at this point. The purpose of this tool is to help students locate useful sources again later.
- ① A completed Model Potential Sources Tool is included at the end of the lesson; consider distributing it to students for support as they begin independent searching.

Activity 5: Quick Write

10%

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

Why are the three categories discussed in the Assessing Sources Handout (credibility, accessibility, and relevance) important to consider when examining potential sources?

Remind students to use the Assessing Sources Handout 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.

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

- ① Students' assessed responses to this lesson's Quick Write inform their work in the next lesson, Lesson 4. Collect student responses to redistribute in the next lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. Distribute an additional copy of the Potential Sources Tool to students. For homework, instruct students to conduct their own searches using an inquiry question they have crafted and vetted for specificity and complexity from 11.3.2 Lesson 2. Remind them to think about the most productive places to look for research, as well as the optimal key words to enter in search engines. Instruct students to reference the Assessing Sources Handout as they search.

In addition, instruct students to use the Potential Sources Tool to record and evaluate information regarding three more potential sources and explain how two of those sources meet the criteria for being

credible, accessible, and relevant. Ask students to use this lesson's vocabulary wherever possible in their written responses.

► Students follow along.

- ① **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through <http://novelnewyork.org/> such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students' reading levels.

Homework

Continue the preliminary research process using an inquiry question to focus your search. In addition, use the Potential Sources Tool to record and evaluate three more potential sources. On the back of the tool, explain how two of those sources meet the criteria for being credible, accessible, and relevant using the Assessing Sources Handout as a guide. Use this lesson's vocabulary wherever possible in your written response.

ASSESSING SOURCES

ASSESSING A SOURCE TEXT'S CREDIBILITY

Look at the information you can find about the text in the areas below, and consider the following questions to assess a source text's credibility:

PUBLISHER	DATE	AUTHOR	TYPE
<ul style="list-style-type: none"> What is the publisher's relationship to the topic area? What economic stake might the publisher have in the topic area? What political stake might the publisher have in the topic area? 	<ul style="list-style-type: none"> When was the text first published? How current is the information on the topic? How does the publishing date relate to the history of the topic? 	<ul style="list-style-type: none"> What are the author's qualifications/credentials relative to the topic area? What is the author's personal relationship to the topic area? What economic/political stakes might the author have in the topic area? 	<ul style="list-style-type: none"> What type of text is it: explanation, informational article, feature, research study, op/ed, essay, argument, other? What is the purpose of the text with respect to the topic area?

ASSESSING A SOURCE TEXT'S ACCESSIBILITY AND INTEREST LEVEL

Consider your initial experience in reading the text, how well you understand it, and whether it seems interesting to you:

ACCESSIBILITY TO YOU AS A READER	INTEREST AND MEANING FOR YOU AS A READER
<ul style="list-style-type: none"> Am I able to read and comprehend the text easily? How do the text's structure and formatting either help or hinder me in reading it? Do I have adequate background knowledge to understand the terminology, information, and ideas in the text? 	<ul style="list-style-type: none"> Does the text present ideas or information that I find interesting? Which of my Inquiry Paths will the text provide information for? Which inquiry questions does the text help me answer? How?

ASSESSING A SOURCE TEXT'S RELEVANCE AND RICHNESS

Using your Research Frame as a reference, answer the following questions:

RELEVANCE TO TOPIC & PURPOSE	RELEVANCE TO AREA OF INVESTIGATION	SCOPE AND RICHNESS
<ul style="list-style-type: none"> What information does the text provide on the topic? How might the text help me accomplish the purpose for my research? Does the text provide accurate information? 	<ul style="list-style-type: none"> How is the text related to the specific area I am investigating? Which of my paths of inquiry might the text provide information for? Which inquiry questions might the text help me address? How? 	<ul style="list-style-type: none"> How long is the text and what is the scope of the topic areas it addresses? How extensive and supported is the information it provides? How does the information in the text relate to other texts?



Name Topic
Area of Investigation

SOURCE	Title:	Location:	
#	Author:	Text Type:	Publication Date:
General Content / Key Ideas / Personal Comments:			Connection to Inquiry Paths:
Credibility: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Accessibility/Interest: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

SOURCE	Title:	Location:	
#	Author:	Text Type:	Publication Date:
General Content / Key Ideas / Personal Comments:			Connection to Inquiry Paths:
Credibility: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Accessibility/Interest: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

SOURCE	Title:	Location:	
#	Author:	Text Type:	Publication Date:
General Content / Key Ideas / Personal Comments:			Connection to Inquiry Paths:
Credibility: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Accessibility/Interest: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Name Model Topic Preventing Genocide
 Area of Investigation Preventing Genocide

SOURCE	Title: "When the U.N. Fails We All Do"	Location: Newsweek	
#1	Author: Fareed Zakaria	Text Type: News article	Publication Date: 2004
General Content / Key Ideas / Personal Comments: This article discusses the genocide in Rwanda and begins with a description of the film "Hotel Rwanda" and the man who saved 1,200 people from being killed. It also talks about the failure of the United Nations to act and stop this genocide, which was the fastest in history. It also mentions that France was one of the countries overseeing the U.N. peacekeeping mission but it was also supplying weapons to those committing genocide! This begs the question "What could have been done by the United Nations to prevent this genocide?"			Connection to Inquiry Paths:
Credibility: <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Accessibility/Interest: <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

SOURCE	Title: "Why Genocide?"	Location: The Humanist	
#2	Author: Fred Edwards	Text Type: Journal article	Publication Date: 2009
General Content / Key Ideas / Personal Comments: This article begins with a discussion of recent genocides in history such as Rwanda, Bosnia, and Darfur. It also references court prosecution for the crimes of genocide and begins to address the problem of genocide and why people commit genocide in the first place as well as the international community's growing impatience with leaders who commit such atrocities. This demonstrates that international tribunals are becoming an effective tool to deliver justice, while also raising the question, "Why do people commit genocide?"			Connection to Inquiry Paths:
Credibility: <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Accessibility/Interest: <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

SOURCE	Title: "After Rwanda's Genocide"	Location: The New York Times	
#3	Author: NY Times Editorial Board	Text Type: Editorial	Publication Date: 2014
General Content / Key Ideas / Personal Comments: This article looks back at the Rwandan genocide and discusses the criminal prosecutions that have taken place since the genocide: "The United Nations has conducted more than 70 tribunal cases, Rwanda's courts have tried up to 20,000 individuals". It also addresses the failure of the United States to stop this genocide as well as a host of unanswered questions regarding the ties of France to the Hutu-government in power that committed the genocide. This article states that all of the outstanding issues of the Rwandan genocide must be addressed in order to honor the dead and avoid further atrocities in the future.			Connection to Inquiry Paths:
Credibility: <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Accessibility/Interest: <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

11.3.2**Lesson 4****Introduction**

In this lesson, students continue to develop their research skills as they learn how to read important sources closely for selected inquiry questions using annotation and note taking.

Students begin the lesson with a research project check-in during which they review the Student Research Plan by journaling about their own research progress and next steps. Then, they participate in a discussion and modeling of how to use an inquiry question to annotate for information and how to record notes using the Taking Notes Tool. Independently, students continue to practice annotating and recording key information in the Taking Notes Tool. Student learning is assessed via the Synthesizing Notes Tool.

For homework, students annotate a source and take notes on the Taking Notes Tool for two additional sources identified in the Potential Sources Tool from 11.3.2 Lesson 3. Students also continue to record vocabulary from these preliminary searches in the vocabulary journal.

Standards

Assessed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Addressed Standard(s)	
W.11-12.7	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.

Assessment

Assessment(s)
<p>Student learning is assessed via the Synthesizing Notes Tool.</p> <p>① Refer to the Model Synthesizing Notes Tool at the end of the lesson.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Cite an annotation (e.g., an underline beneath the sentence “Belgian peacekeepers, under the United Nations flag, watched as the carnage unfolded” (par. 2), and its corresponding Taking Notes Tool entry). • Identify a specific inquiry question (e.g., Who is responsible for preventing genocide?). • Discuss the connection(s) between the annotation, the Taking Notes Tool entry, and the specific inquiry question (e.g., Standing passively by, the U.N. and the rest of the world failed to do anything to stop the Rwandan genocide. The major members (the United States, Britain, and France) were the ones responsible for this peacekeeping mission. This information answers the question of who was responsible for preventing genocide in Rwanda: the U.N. forces were there but they were unable to do anything to help.).

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.11-12.8, W.11-12.7 Model Source Text: “When The U.N. Fails, We All Do” by Fareed Zakaria 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Annotating Sources and Taking Notes Discussion Annotating Sources and Taking Notes Activity Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 35% 30% 10% 5%

Materials

- Student copies of the Potential Sources Tool (refer to 11.3.2 Lesson 3)
- Student copies of the Assessing Sources Handout (refer to 11.3.2 Lesson 3)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Student copies of the Student Research Plan (refer to 11.3.2 Lesson 2)
- Copies of the Taking Notes Tool for each student
- Copies of the Synthesizing Notes 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 standard for this lesson: W.11-12.8. Explain that students begin the lesson with a research project check-in, during which they review the Student Research Plan by journaling about their own research progress and next steps. Students then observe and discuss a modeling of how to use an inquiry question to annotate for information, including how to record notes using the Taking Notes Tool. Independently, students annotate a model source and record key information by completing a Taking Notes Tool.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In

15%

Instruct students to take out their homework from 11.3.2 Lesson 3 (Continue the preliminary research process using an inquiry question to focus your search. In addition, use the Potential Sources Tool to record and evaluate three more potential sources. On the back of the tool, explain how two of those sources meet the criteria for being credible, accessible, and relevant using the Assessing Sources Handout as a guide. Use this lesson's vocabulary wherever possible in your written response.) Instruct students to discuss in pairs how two of the additional sources they found meet the criteria for being credible, accessible, and relevant.

- 💬 Student responses will vary depending on their individual search experience but should clearly articulate why two sources are high quality based on their ratings on the Potential Sources Tool. Student responses should use the language of the Assessing Sources Handout.

Lead a brief share out of student pair discussions.

- ① Consider collecting the homework to monitor students' research progress.

Distribute the assessment and feedback from 11.3.2 Lesson 3. Instruct students to review teacher comments.

- ▶ Students examine the teacher's feedback.

Instruct students to take out the Student Research Plan from their Research Portfolios.

- ① The Student Research Plan should be located in the front of each student's Research Portfolio.

Instruct students to review the Student Research Plan Part 2, regarding the finding and assessing sources skills, and examine the part of W.11-12.8 that corresponds to this process: "Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience." Instruct students to use the homework from 11.3.2 Lesson 3 and the language of W.11-12.8.

① Instruct students to continue the Research Journal started in 11.3.2 Lesson 3; students can write on separate sheets of paper or in a notebook and keep the Research Journal in the Research Portfolio.

- ▶ Students review the Student Research Plan and language of W.11-12.8.
- 💬 Student responses will vary by individual research topic/area of investigation but should use the language of the Student Research Plan Part 2 (finding and assessing sources) and the language of W.11-12.8 when reflecting on their research progress and next steps.

Instruct students to file the Student Research Plan in the front section of the Research Portfolio and organize the tools from 11.3.2 Lesson 3 in Section 2: Gathering and Analyzing Information.

Instruct students to keep their Potential Sources Tools from 11.3.2 Lesson 3 out for further reference.

- ▶ Students organize their resources.

Activity 3: Annotating Sources and Taking Notes Discussion

35%

Explain to students that once they identify relevant, credible, and accessible sources, the next step in the research process is to read the sources closely, with an eye toward selecting sources that further their research and help to answer the inquiry question guiding that specific search process.

- ▶ Students listen.

Inform students that reading closely for the purpose of gathering and analyzing information and evidence is done in two steps: annotating and taking notes. Both annotating and taking notes aid in further assessing the usefulness of each source.

- ▶ Students listen.

① Remind students that a librarian/media specialist can be used as a resource throughout this unit.

Explain that annotating may be different for an informational than a literary text. Inform students that the type of text they are using in this module is informational text for researching argumentation. Annotation for this type of text is similar to that for a literary text but with additional codes.

Instruct students that when annotating informational texts they should look for:

- Key words and concepts
- Information that answers inquiry questions
- Initial impressions of the information
- Areas for possible further exploration
- Connections to other sources
- ▶ Students listen.

Explain that the same annotations used in previous modules are used in this module. Review the annotation codes from the previous modules:

- Put a question mark (?) next to a section you are questioning.
- Write in the margin or at the top or bottom of the page to record questions (and perhaps answers) that a passage raises in your mind.
- Use an exclamation point (!) for areas that remind you of another text, strike you in some way, or surprise you.
- Add an arrow (→) to make connections between points.
- Box words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.
- Star (*) ideas that seem important, or may support your writing later.
- Use the code CI to indicate a central idea.
 - ▶ Students listen.

① Remind students that in addition to using the codes, it is important that they mark the text with their thoughts as they relate to the codes.

Introduce two new annotation codes specifically for informational text:

- Underline areas that represent major points. If a passage is too long to underline, use vertical lines in the margin.
- Use numbers in the margin to indicate a sequence of points to trace the development of an argument.
 - ▶ Students listen.

① Consider displaying all annotation codes for students to see.

Display the model source: “When The U.N. Fails, We All Do” by Fareed Zakaria. Read an excerpt of the article aloud from “You have never heard of Paul Rusesabagina” to “The United Nations failed in Rwanda because we failed” (par. 1–3).

- ▶ Students follow along, reading silently.

Instruct students to annotate the first three paragraphs of this text excerpt for a specific inquiry question:

Who is responsible for preventing genocide?

Model the annotation by coding and writing thoughts directly on the text, pausing after each annotation and explaining the choice.

- Box around *edifying* (paragraph 3) because it is a word that may be unfamiliar.
- Box around *Rwandan Schindler* (paragraph 1) because it is a phrase that is unfamiliar.
- Box around *Tutsis* and *Hutus* (paragraph 1) because they are terms that might be unfamiliar.
- Star beside the phrase “Hutu gangs, aided by the Hutu Army, killed almost 1 million Tutsis and moderate Hutus—the fastest genocide in human history,” (paragraph 2) because this phrase explains the amount of casualties and who committed genocide.
- Underline the sentence “It was the major powers—the United States, Britain, France—that determined the exact nature of the peacekeeping mission” (paragraph 3) because it clarifies which countries were in charge of the U.N. forces.
- Question mark next to: “It was they who insisted that the force stay neutral” (paragraph 3). Why did these countries insist the forces stay neutral?
- Exclamation mark beside the phrase “a hotel manager, who was able to shelter and save more than 1,200 people” (paragraph 1), because it is striking and impressive for one person to have saved so many others.
- A question mark next to “France’s actions were even less edifying, since it was reportedly a big supplier of the Hutu army” (paragraph 3), because it is confusing why France would have been involved in arming the Hutus if they were also part of overseeing the peacekeeping mission.

① **Differentiation Consideration:** Consider using another model source if this one does not fit individual student or class needs.

Instruct students to form small groups of three to four after they have individually read the displayed model text excerpt from “This logic holds even in the messy scandal over the Oil-for-Food Program” to “it is a great asset to the United States” (par. 4–5) and practice annotating the paragraphs. Remind students to mark their thinking directly on the source, next to their coding, and to keep the inquiry question in mind as they annotate for information:

Who is responsible for preventing genocide?

- ▶ Students read and annotate using the model inquiry question.

Lead a brief share out of the annotation practice to confirm that students identified important details, recorded initial impressions, established connections, and identified other areas of research.

💬 Student responses may include:

- Underline the sentence “The United Nations is not simply a reflection of its major members, but a vast organization with a distinct culture and code—one in desperate need of repair”

(paragraph 5), which describes the United Nations as a group that must reevaluate their practices.

- Star beside the sentence “For its part, the United States should stop sitting on the sidelines, enjoying the U.N.’s troubles. Only an active American involvement with reform will make it happen” (paragraph 5). These sentences represent the onus and power of the United States to ensure the U.N.’s success in international affairs.

Explain that the next step in the research process is note taking. Using their annotations as guides, students organize and record information relevant to their research using the Taking Notes Tool.

- ▶ Students listen.

Distribute the Taking Notes Tool to each student. Encourage students to examine it and then ask:

What is important about the three-column organization of this tool?

- 💬 The three columns help to organize and make the information from the annotations easily accessible for later research.

① It may be helpful to explain that in the first column, “Ref” is short for “reference.”

Explain to students that the richest or most relevant annotations have corresponding entries on the Taking Notes Tool. Instruct students to follow along and fill in their tool while the Taking Notes Tool is modeled.

- ▶ Students follow along and enter the richest or most relevant information on their copy of the Taking Notes Tool.

At the top of the tool, instruct students to write the inquiry question: “Who is responsible for preventing genocide?” Instruct students to record the source number just as it appears on their Potential Sources Tool under the column marked “Ref.” Explain that, in addition to the Potential Sources Tool source number, the reference column should include precise information about where the annotation is located in the actual text. Model this for students by writing “Source #1 and Paragraph #1” (paragraph may be abbreviated “par.”) in the reference column. Remind students that when writing research papers, they have to cite sources. Having precise information about an annotation, including the page where it was found, makes the citation work in 11.3.3 much easier.

- ▶ Students follow along, recording the model information on their Taking Notes Tool.

Explain the next two columns of the tool by modeling how to record notes on the Taking Notes Tool. The Details column is used to record direct information from the text. For example, share with students that one rich and interesting detail stemming from the inquiry question (“Who is responsible for preventing genocide?”) came from the section describing how the United Nations had failed to take any action to

stop the genocide in Rwanda even though there were peacekeepers in the country. Model for students by writing this textual detail in the Details column.

- ▶ Students follow along, recording the model information on their Taking Notes Tool.

Explain that the Comments section is for personal reactions and insights, as well as analysis about how a given source relates to the inquiry question or the overarching research topic/area of investigation. Based on the information already entered in the Detail column of the Model Taking Notes Tool, share with students comments such as, “This is an important detail because it outlines who was responsible for preventing genocide in Rwanda and references the failure of Western countries in the U.N. to take any action.”

- ▶ Students follow along, recording the model information on their Taking Notes Tool.

- ① **Differentiation Consideration:** Consider providing students with the following definition: *analysis* (from of the word *analyze*) means “to examine carefully and critically in detail so as to bring out the essential elements or give the essence of.”

- ▶ Students write the definition of *analysis* in a vocabulary journal.

Using their annotated model text, instruct each student group to complete another row on their Taking Notes Tool, addressing each of the three columns. When finished, direct student groups to discuss their entries.

- 💬 See the Model Taking Notes Tool for sample student responses.

- ① Explain to students that not every annotation needs to be recorded on the Taking Notes Tool. This two-step process of annotation and note taking provides students with an opportunity to choose the research information that is the most relevant or useful to the selected inquiry question. Some of the annotation, once it is read again, might not be as relevant or useful to the inquiry question as previously thought. Encourage students to choose the most relevant and useful annotations to record on the Taking Notes Tool.

- ① A copy of a completed Model Taking Notes Tool is available at the end of the lesson.

- ① **Differentiation Consideration:** Consider reminding students of the definition of *relevant*: “relating to a subject in an appropriate way.” Remind students of their work with this word in Module 11.2.

- ▶ Students write the definition of *relevant* in a vocabulary journal.

Activity 4: Annotating Sources and Taking Notes Activity

30%

Instruct students to independently continue reading the rest of the displayed model excerpt from “But real reform means realistic reform, not more fantasies” to “let us at least not lie to them” (par. 6–7),

annotating and taking notes as they read closely. Reading and analysis of the source should be driven by the inquiry question: “Who is responsible for preventing genocide?”

- ▶ Students individually annotate the model text.

💬 Student responses may include:

- Numbering the sequence of the author’s suggestions about “realistic reform” (par. 6) for the U.N. peacekeeping forces: Number 1 by “If countries will not sanction a force robust enough to do the job, then the U.N. should have the courage to refuse the mission” (par. 6); Number 2 by “the United Nations is offering hope—and it is cruel to offer false hope” (par. 7).
- Star beside the phrase “too big to hide and too small to succeed” (par. 6), because it addresses why the U.N. forces are offering “false hope” (par. 7).
- A question mark beside the sentence “What exactly are U.N. forces doing in Congo?” (par. 6), as a reminder to continue to research what the author is referencing and whether it is also an example of genocide.
- Underline the sentence “U.N. peacekeeping in particular needs fundamental rethinking” (par. 6), because it represents a major point that the role of the United Nations in international conflict needs to be improved or at least changed.
- Question mark next to “rules of engagement” (par. 7).

- ▶ When finished, students transfer their most relevant and useful annotations to their Taking Notes Tool.

💬 Student responses will vary depending on individual research. See the Model Taking Notes Tool for student response formatting and examples.

- ① Circulate to ensure students are annotating and selecting relevant and useful annotations to record on the tool.
- ① Remind students to keep all annotated sources and the Taking Notes Tools in section 2 of the Research Portfolio.
- ① Remind students that annotating sources and taking notes is also part of the research aspect of W.11-12.7.

Activity 5: Quick Write

10%

Display and distribute the Synthesizing Notes Tool. Explain to students that the Synthesizing Notes Tool is the assessment in this lesson. The purpose of this tool is to begin making connections between their annotations, comments, and inquiry questions. Remind students to use their Taking Notes Tool and their annotations as they complete the Synthesizing Notes Tool.

- ▶ Students listen and review the Synthesizing Notes Tool.

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

Transition to the independent completion of the Synthesizing Notes Tool.

- ▶ Students independently complete the tool, using evidence from the annotated source and Taking Notes Tool.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. Distribute additional copies of the Taking Notes Tool to each student. For homework, instruct students to annotate and take notes on a Taking Notes Tool for two more sources from the Potential Sources Tool in 11.3.2 Lesson 3. Additionally, students continue to record vocabulary from these preliminary searches in their vocabulary journals.

- ▶ Students follow along.
- ① Advise students to obtain hard copies of at least two of their potential sources found in the homework from 11.3.2 Lesson 3.
- ① **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through <http://novelnewyork.org/> such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students' reading levels.

Homework

Annotate and take notes on your Taking Notes Tools for two sources identified in the Potential Sources Tool from 11.3.2 Lesson 3. Continue to record vocabulary from these preliminary searches in your vocabulary journal.

1. **Introduction**
 2. **Background**
 3. **Methodology**
 4. **Results**
 5. **Conclusion**
 6. **References**
 7. **Appendix**
 8. **Index**
 9. **Table of Contents**
 10. **Figure 1**
 11. **Figure 2**
 12. **Figure 3**
 13. **Figure 4**
 14. **Figure 5**
 15. **Figure 6**
 16. **Figure 7**
 17. **Figure 8**
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 217. **Figure 208**

[illegible]

Name Model



Inquiry Question/Path Who is responsible for preventing genocide?

REF.	DETAILS	COMMENTS
Source # and location in the source:	I record details, ideas, or information that I find in my sources that help me answer my inquiry questions:	I explain the reason why I think they are important, and write personal comments:
Source 1, par. 2	The United Nations had failed to take any action to stop the genocide in Rwanda even though there were peacekeepers in the country.	This is an important detail because it outlines who was responsible for preventing genocide in Rwanda and references the failure of Western countries in the U.N. to take any action.
Source 1, par. 3	The major powers, the United States, Britain, and France were the ones overseeing the peacekeeping mission in Rwanda and "certainly it was a failure of the United Nations."	In this case the countries that were responsible for tasking the mission are specifically mentioned. They were responsible for preventing genocide in this instance. Why did they stay neutral?
Source 1, par. 5	"the United States should stop sitting on the sidelines, enjoying the U.N.'s troubles."	It is important for the United States to contribute to the success of the U.N. especially in the case of stopping atrocities such as genocide. A powerful nation like the United States needs to empower the United Nations to do more.
Source 1, par. 6	The author describes what "realistic reform" might look like in the case of the U.N.: either they need a force that is "robust enough" to prevent genocide or they should stop giving people false hope.	This is an important detail because it describes practical action that needs to be taken by the U.N. and its major members. If there are ways to make the U.N. force stronger they should be taken in order to prevent genocide.

Synthesizing Notes Tool

Name:		Class:		Date:	
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Directions: Choose one of your independent annotations from the model source and the corresponding entry on the Taking Notes Tool. Discuss how the information in the source and tool address a specific inquiry question in the “Synthesis” portion of the tool.

Independent Annotation:
Entry from the Taking Notes Tool:
Synthesis:

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Model Synthesizing Notes Tool

Name:		Class:		Date:	
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Directions: Choose one of your independent annotations from the model source and the corresponding entry on the Taking Notes Tool. Discuss how the information in the source and tool address a specific inquiry question in the “Synthesis” portion of the tool.

Independent Annotation:

An underline beneath the sentence “Belgian peacekeepers, under the United Nations flag, watched as the carnage unfolded” (paragraph 2).

Entry from the Taking Notes Tool:

This is an important detail because it outlines who was responsible for preventing genocide in Rwanda and references the failure of Western countries in the U.N. to take any action.

Synthesis:

By standing by and watching, the U.N. as well as the rest of the world failed to do anything to stop the Rwandan genocide. It is important to note that the major members, the United States, Britain, and France were the ones responsible for this peacekeeping mission. This answers the question of who was responsible for preventing genocide in Rwanda: the U.N. forces were there but they were unable to do anything to help.

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11.3.2

Lesson 5

Introduction

In this lesson, students learn how to evaluate an evidence-based argument. Students work to develop their ability to identify the necessary components of a compelling argument, systematically evaluate arguments, and assess the effectiveness of these arguments. This work prepares students to begin forming their own evidence-based arguments in 11.3.3.

Students begin the lesson by observing a teacher-led evaluation of a model argument using the Evidence-Based Arguments Checklist. Students then examine a number of evidence-based arguments in groups, assessing the logic and quality of each argument using the Evidence-Based Arguments Checklist. Student learning is assessed via completion of the Evidence-Based Arguments Checklist, which students submit along with their evaluation notes at the end of the lesson.

For homework, students continue to develop their examination of argument by applying the Evidence-Based Arguments Checklist to two additional sources.

Standards

Assessed Standard(s)	
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Addressed Standard(s)	
W.11-12.7	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.
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 completion of the Evidence-Based Arguments Checklist, which students submit along with their evaluation notes at the end of the lesson.
① The Evidence-Based Arguments Checklist serves as the assessment for this lesson.
High Performance Response(s)
A High Performance Response should include:
<ul style="list-style-type: none"> See the Model Evidence-Based Arguments Checklist.

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: CCRA.R.8, W.11-12.8, W.11-12.7, SL.11-12.1 Model Source Texts: <ul style="list-style-type: none"> "When The U.N. Fails, We All Do" by Fareed Zakaria "Why Genocide?" by Fred Edwords (http://thehumanist.com, also available on http://novelnewyork.org/) "After Rwanda's Genocide" by The Editorial Board (http://www.nytimes.com/2014/04/09/opinion/after-rwandas-genocide.html, also available on http://novelnewyork.org/) "Bodies Count" by Aaron Rothstein (http://www.weeklystandard.com/) 	

<p>“The Only Way To Prevent Genocide” by Tod Lindberg (http://www.commentarymagazine.com/, also available on http://novelnewyork.org/)</p>	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Compelling Arguments Discussion	3. 20%
4. Evidence-Based Arguments Checklist	4. 30%
5. Argument Evaluation Activity and Assessment	5. 30%
6. Closing	6. 5%

Materials

- Copies of the Evidence-Based Arguments Checklist for each student (at least four copies each)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Chart paper

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 assessed standards for this lesson: CCRA.R.8 and W.11-12.8. In this lesson, students focus on developing an understanding of evidence-based arguments by first examining a model argument as a class, and then working in groups to complete an Evidence-Based Arguments Checklist. Students work collaboratively in groups to identify the components of a compelling argument.

Students complete their Evidence-Based Arguments Checklist as the culmination of the group work in this lesson. This completed Evidence-Based Arguments Checklist serves as the assessment for this lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about their homework from the previous lesson. (Annotate and take notes on your Taking Notes Tools for two sources identified in the Potential Sources Tool from 11.3.2 Lesson 3. Continue to record vocabulary from these preliminary searches in your vocabulary journal.) Instruct student pairs to discuss two details from the close reading of at least one source, and how the details address a selected inquiry question.

- ▶ Students discuss the details in one source and how they address a selected inquiry question.

① Circulate during the Turn-and-Talk to monitor students' discussions. Consider collecting homework to monitor students' research progress.

Lead a brief share out of students' discussions.

💬 Student responses will vary by individual research but may include:

- In Source 1, the author mentions a number of events and positions that relate to the U.N.'s ability to handle crises, such as how the U.N. Oil-for-Food program was a "badly managed affair surrounded by corruption," but does not cite evidence for these specific statements. I need to do some deeper research in order to identify some of the evidence for these claims.
- In Source 1, the author states "Rwanda was a failure at almost every level, but certainly it was a failure of the United Nations. But let us be clear what we mean by that. It was the major powers—the United States, Britain, France—that determined the exact nature of the peacekeeping mission." This perspective that the actions of the U.N. can be strongly influenced by several major global powers helped me realize that I need to do more investigation into the problems with and power structure of the UN including how it makes decisions.

Activity 3: Compelling Arguments Discussion

20%

Lead a discussion to develop the idea of *compelling* arguments for students. Remind students that an argument is a composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning. To do a thorough evaluation of an argument, students must consider the objective strengths and weaknesses of the argument in order to develop their own perspective on an issue.

- ① Consider providing students with the following definitions: *compelling* means “having a powerful and irresistible effect, requiring acute admiration, attention, or respect,” and *evaluate* means “to determine the worth or quality of a thing,” in this instance, the strength and effectiveness of the arguments presented.

► Students write the definitions of *compelling* and *evaluate* in a vocabulary journal.

Use the following questions to review the work completed in 11.3.1 on argument, central claims, and perspective.

What is perspective?

💬 How one understands an issue, including his/her relationship to and analysis of the issue.

What is a central claim?

💬 An author or speaker’s main point about an issue in an argument.

- ① The central claim of an argument also may be called a thesis or a position (the author or speaker’s stance). The central claim also may imply the author or speaker’s point of view or purpose (RI.11-12.6).

How is an argument related to a central claim?

💬 Student responses should include:

- A central claim is an author’s main point or statement about an issue.
- An argument is the text as a whole and it is composed of a series of precise claims supported by relevant and sufficient evidence and valid reasoning.
- A person might use several supporting claims to defend his/her central claim.

What is valid reasoning?

💬 Valid reasoning is sound or logical relationships among ideas, including relationships among claims and relationships across evidence.

- ① **Differentiation Consideration:** If students struggle, consider providing definitions of each of the terms and leading a discussion on the differences apparent in the terms.

Explain to students that some of the sources they have identified in preliminary searches contain one or more central claims, and that the thorough evaluation of these central claims is important in determining the merit of the source and whether or not it can contribute to an understanding of the research topic/area of investigation. Guide students through the following questions to strengthen their understanding of arguments and how to evaluate them.

What makes an argument effective?

💬 Student responses should include:

- Clearly stated claims.
- Significant evidence that is relevant and sufficient to the argument's claims.
- A strong line of reasoning.

What might make an argument ineffective?

💬 Student responses should include:

- It uses a confusing structure.
- The evidence is unrelated and does not support the argument.
- The argument ignores other perspectives.
- The argument does not include effective reasoning, so relationships are missing among the evidence, supporting claims, and central claim.

Activity 4: Evidence-Based Arguments Checklist**30%**

Introduce students to the Evidence-Based Arguments Checklist. Explain that students will use this checklist to evaluate central claims, supporting claims, reasoning, and evidence in sources, so they understand the elements of a compelling argument.

- ▶ Students listen.

Lead students through an examination of the Evidence-Based Arguments Checklist, focusing on the various criteria present on the checklist. Explain to students that the Evidence-Based Arguments Checklist is composed of four major sections that serve to evaluate an argument.

- Content and Analysis
- Command of Evidence
- Coherence and Organization
- Control of Language and Conventions

Explain that these four sections are the support structure of the argument. As a strong central claim is supported by strong supporting claims, a strong argument is supported by a strong content and analysis, command of evidence, coherence and organization, and control of language and conventions.

- ▶ Students listen and follow along.

Using the criteria listed in the Evidence-Based Arguments Checklist, examine the model argument and complete the checklist by modeling for students.

Display the model source, “When The U.N. Fails, We All Do” by Fareed Zakaria from 11.3.2 Lesson 4. Instruct students to use the Evidence-Based Arguments Checklist to evaluate the argument in this model source.

- ▶ Students listen.

Explain to students that each section of the Evidence-Based Arguments Checklist consists of several smaller areas where students can indicate with a check mark if they find this item present in the argument. Next to this is a section where students should write additional notes on where they found this information in the text and how the author fulfills this section of the checklist.

- ▶ Students follow along on their Evidence-Based Arguments Checklist.

Explain that the purpose of completing the Evidence-Based Arguments Checklist is to identify the sections in which the argument succeeds in providing strong or weak examples of an evidence-based argument. By learning to identify effective components of an argument, students are able to strengthen their own work by searching for strong arguments in this unit and writing strong arguments in 11.3.3.

- ▶ Students listen.

Instruct students to examine the first section of the Evidence-Based Arguments Checklist: Content and Analysis. Explain to students that this section is further broken down into four subsections: Clarity and Relevance, Conformity to Sources, Understanding of the Issue, and Acknowledgement of Other Perspectives. The goal of these four subsections is to identify the strength of the author’s content by examining their use of varied sources and clear claims, and identifying if they possess a deep and thorough understanding of the issue supported by broad research. Instruct students to follow along on their Evidence-Based Checklist.

- ▶ Students follow along.

- Clarity and Relevance

Examine this section with students. Explain that each subsection has a sentence that explains what an ideal example of this technique would look like. For example, a well-executed example of Clarity and Relevance “purposefully states a central claim that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.” Instruct students that they can use this as a guideline and reference for examining a text.

Explain to students that in the model text, Zakaria presents the claim that major reform is needed in how the U.N. handles intervention in cases of genocide. Zakaria establishes the relevance of this claim by using the example of Rwanda and other cases of ineffective U.N. intervention. He also calls for a reevaluation of how these incidents are handled and how the major powers that comprise the U.N. failed to respond to genocide in Rwanda. These are important questions that are relevant to how the

world functions today. Since both the claim and relevance are clearly presented, students should indicate the presence of Clarity and Relevance with a check mark.

Examine the Comments sections with students. Inform students that this section is where they need to explain their reasoning for their observations and provide evidence when necessary. Some arguments might require careful, close reading to evaluate whether or not they fulfill a category, so it is essential that students justify their evaluation in this section. The comment box provides students the opportunity to defend their decisions.

Model the Comments section for students by filling in the Comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

① Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

► Students follow along.

- Conformity to Sources

Explain that an argument that shows Conformity to Sources “presents a perspective that arises from ideas and evidence found in a range of diverse, credible, and significant sources.” This section has two important meanings: the writer must present a perspective in the text, and must also provide a range of ideas and evidence that are different from one another, significant in their content, and credible. Instruct students that they can use this as a guideline and reference for examining a text.

① Remind students of the word *credible* from 11.3.2 Lesson 3 (“worthy of belief or confidence; trustworthy”).

Inform students that Zakaria does not provide sources for his information in this article. Although it is possible that the perspective presented in this text is supported by credible evidence, it is impossible to determine the argument’s credibility without examining the sources of this evidence. Because of this lack of cited evidence, the check box in the Conformity to Sources section should be left blank.

① The model source provided for this lesson lacks source citation for the presented evidence. Consider drawing student attention to this as a warning sign for potentially unreliable sources. Consider using this as an example for additional discussion about the vetting of sources if necessary.

Model the Comments section for students by filling in the Comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

① Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

► Students follow along.

- Understanding of the Issue

Examine the Understanding of the Issue section with students. Inform students that an argument that demonstrates Understanding of the Issue “presents a perspective based on a comprehensive understanding of the issue, and establishes a series of valid claims that emerge from reasoned analysis.” Instruct students that they can use this as a guideline and reference for examining a text.

In the model text, Zakaria builds a series of valid claims that support one another and contribute to his central claim. He begins by establishing that the United Nations intervention was a failure in Rwanda. He then calls on the leading powers of the U.N. to account for their actions, and finally he examines the failure of the U.N. on a larger scale. The variety of claims shows that Zakaria has a comprehensive understanding of the issue and broad knowledge of the subject. Because Zakaria has presented a perspective based on a comprehensive understanding of the issue and established valid claims that emerge from reasoned analysis, a check mark should be made in Understanding of the Issue box.

Model the Comments section for students by filling in the Comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

① Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

- ▶ Students follow along.

- Acknowledgement of Other Perspectives

Examine this section with students. Explain that an argument that demonstrates Acknowledgement of Other Perspectives “recognizes opposing or alternate claims and distinguishes these claims from the stated perspective.” This means that the author achieves two important goals: provides other claims in the argument and distinguishes these claims from each other and from the central claim of the argument.

Explain to students that in the model text, Zakaria does not clearly establish or acknowledge any opposing claims. Although he does mention the successes of the U.N. in Mozambique, East Timor, and El Salvador, he does not adequately explore this claim nor does he present it as a counterclaim to his central claim. Because of this lack of a significant counterclaim the check box in the Acknowledgement of Other Perspectives section should be left blank.

Model the Comments section for students by filling in the Comments box with a short statement that provides reasoning and examples that support the decision about whether or not this component is present in the text.

① Consider using the example above or the example from the model tool to show how to complete the Comments section of the tool.

- ▶ Students follow along.

Using this format, continue modeling the Evidence-Based Arguments Checklist using the Model Evidence-Based Arguments Checklist at the end of this lesson.

► Students follow along.

- ① **Differentiation Consideration:** Consider using the end of this section as an opportunity to field questions about the Evidence-Based Arguments Checklist and check in with students to gauge understanding of the tool in preparation for the following activity.

Activity 5: Argument Evaluation Activity and Assessment

30%

Explain that students will now do an activity using the Evidence-Based Arguments Checklist. Students work in groups to evaluate at least two posted arguments by completing an Evidence-Based Arguments Checklist.

Post three to four model arguments around the classroom for students to examine.

- ① **Differentiation Consideration:** Consider finding alternative arguments that are better suited to students' individual research and evaluation skills.
- ① Consider posting arguments that contain varying levels of sophistication with regard to the Evidence-Based Arguments Checklist; consider including some arguments that fail to provide a command of evidence or sufficient analysis.

Explain that this activity develops students' understanding of how to evaluate arguments by asking them to work in groups to examine the posted arguments. Students examine the posted arguments and use the Evidence-Based Arguments Checklist to evaluate these arguments. In addition, students should provide textual evidence for their judgment by including where they found evidence of the arguments' strengths/weaknesses in the Comments section of the Evidence-Based Arguments Checklist.

► Students listen.

Create groups of four to five students. Each group will evaluate two posted arguments using the Evidence-Based Arguments Checklist. Each group should discuss the arguments and collaborate to discover the strengths and weaknesses of each argument.

Assign each group a posted argument to start with, and then instruct each group to move clockwise after the first half of this activity to examine the next model argument.

- Student groups complete the Evidence-Based Arguments Checklist for two posted arguments.
- ① Consider circulating during this activity to offer support and provide answers to any clarifying questions.
- ① Remind students that evaluating arguments is also part of the research aspect of W.11-12.7.

- ① Consider reminding students of their previous work with standard SL.11-12.1, which requires that students participate in collaborative discussions, building on each other's ideas and expressing their own clearly and persuasively.
-

Each individual student should complete two Evidence-Based Argument Checklists—one for each of the two assigned arguments. Instruct students to turn them in at the end of the lesson.

- ① **Differentiation Consideration:** Depending on the skill level of the students, consider adjusting the number of argument evaluations required for this lesson assessment or assigning specific model arguments to specific groups.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to find two potential sources and evaluate the arguments in the sources using the Evidence-Based Arguments Checklist. Ask students to include detailed comments and textual evidence to support their choices in the Comments section of the Evidence-Based Arguments Checklist for each potential source.

- ▶ Students follow along.

- ① **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through <http://novelnewyork.org/> such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students' reading levels.

Homework

Find two potential sources and evaluate the arguments in the sources by using the Evidence-Based Arguments Checklist. Include detailed comments and textual evidence to support your choices in the Comments section of the Evidence-Based Arguments Checklist for each potential source.

Evidence-Based Arguments Checklist

Name:		Class:		Date:	
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Text:

Argument Sections	Section Components	<input type="checkbox"/>	Comments
Content and Analysis	Clarity and Relevance: Purposefully states a central claim that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.	<input type="checkbox"/>	
	Conformity to Sources: Presents a perspective that arises from ideas and evidence found in a range of diverse, credible, and significant sources.	<input type="checkbox"/>	
	Understanding of the Issue: Presents a perspective based on a comprehensive understanding of the issue, and establishes a series of valid claims that emerge from reasoned analysis.	<input type="checkbox"/>	
	Acknowledgement of Other Perspectives: Recognizes opposing or alternate claims and distinguishes these claims from the stated perspective.	<input type="checkbox"/>	

File: 11.3.2 Lesson 5 **Date:** 9/12/14 **Classroom Use:** Starting 9/2014

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Argument Sections	Section Components	<input type="checkbox"/>	Comments
Command of Evidence	Reasoning: Links evidence and claims together logically in ways that lead to the conclusions expressed in the central claim.	<input type="checkbox"/>	
	Use of Evidence: Supports the central claim and each supporting claim with valid inferences based on credible evidence.	<input type="checkbox"/>	
	Thoroughness and Objectivity: Represents a comprehensive understanding of the issue where the argument's claims and supporting evidence fairly addresses relevant counterclaims and discusses conflicting evidence.	<input type="checkbox"/>	
Coherence and Organization	Relationship Among Parts: Establishes clear and logical relationships between supporting claims and a central claim.	<input type="checkbox"/>	
	Effectiveness of Structure: Adopts an organizational strategy, including an introduction and conclusion, which clearly and compellingly communicates the argument.	<input type="checkbox"/>	

Argument Sections	Section Components	<input type="checkbox"/>	Comments
Control of Language and Conventions	Clarity of Communication: Is communicated clearly and coherently. The writer's opinions are clearly distinguished from objective summaries and statements.	<input type="checkbox"/>	
	Word Choice/Vocabulary: Uses topic-specific terminology appropriately and precisely.	<input type="checkbox"/>	
	Style/Voice: Maintains a formal and objective tone appropriate to the intended audience. The use of words, phrases, clauses, and varied syntax draws attention to key ideas and reinforces relationships among ideas.	<input type="checkbox"/>	
	Responsible Use of Evidence: Cites evidence in a responsible manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Quotes sufficient evidence exactly, or paraphrases accurately, referencing precisely where the evidence can be found.	<input type="checkbox"/>	

Argument Sections	Section Components	<input type="checkbox"/>	Comments
	Conventions of Writing: Illustrates consistent command of standard, grade-level-appropriate writing conventions.	<input type="checkbox"/>	

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Model Evidence-Based Arguments Checklist

Name:		Class:		Date:	
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Text: “When The U.N. Fails, We All Do” by Fareed Zakaria

Argument Sections	Section Components	<input type="checkbox"/>	Comments
Content and Analysis	Clarity and Relevance: Purposefully states a central claim that is linked to a clearly identified context (topic, problem, issue) that establishes its relevance.	<input checked="" type="checkbox"/>	Zakaria presents a clear central claim: that the UN needs to improve the way it handles crises. He connects this claim clearly to the context of the genocide in Rwanda, and establishes its relevance by connecting it to other issues surrounding the U.N.’s role in global affairs.
	Conformity to Sources: Presents a perspective that arises from ideas and evidence found in a range of diverse, credible, and significant sources.	<input type="checkbox"/>	Zakaria does not cite his sources, making it difficult to determine the diversity, credibility and significance of the sources.
	Understanding of the Issue: Presents a perspective based on a comprehensive understanding of the issue, and establishes a series of valid claims that emerge from reasoned analysis.	<input checked="" type="checkbox"/>	Zakaria presents a clear perspective based on his comprehensive understanding of the situation in Rwanda and the role of the U.N. He establishes a series of claims around the U.N.’s failure to act that build upon each other and support his perspective.
	Acknowledgement of Other Perspectives: Recognizes opposing or alternate claims and distinguishes these claims from the stated perspective.	<input type="checkbox"/>	The article does not provide a counterclaim. While Zakaria mentions several successes of the U.N., he does not develop these ideas in opposition to his central claim.

Argument Sections	Section Components	<input type="checkbox"/>	Comments
Command of Evidence	Reasoning: Links evidence and claims together logically in ways that lead to the conclusions expressed in the central claim.	<input checked="" type="checkbox"/>	Zakaria provides clear and coherent reasoning to link his evidence and claims, and clearly explains how they relate to the central claim.
	Use of Evidence: Supports the central claim and each supporting claim with valid inferences based on credible evidence.	<input type="checkbox"/>	Zakaria provides valid inferences to support the central claim and each supporting claim. However, because Zakaria does not cite sources for his evidence, it is difficult to determine the credibility of the evidence.
	Thoroughness and Objectivity: Represents a comprehensive understanding of the issue where the argument's claims and supporting evidence fairly addresses relevant counterclaims and discusses conflicting evidence.	<input type="checkbox"/>	Because Zakaria does not fairly address relevant counterclaims and conflicting evidence, the article cannot be considered thorough and objective. The article is also too short to address the entirety of the issue.
Coherence and Organization	Relationship Among Parts: Establishes clear and logical relationships between supporting claims and a central claim.	<input checked="" type="checkbox"/>	Zakaria draws a clear and logical progression of ideas throughout the article. He starts by describing the genocide in Rwanda as a supporting claim, and then uses this to expand his scope and connect to his central claim about the entire U.N.
	Effectiveness of Structure: Adopts an organizational strategy, including an introduction and conclusion, which clearly and compellingly communicates the argument.	<input checked="" type="checkbox"/>	Zakaria adopts an effective organizational structure. He begins with a strong opening that draws the reader in and finishes with a powerful conclusion that clearly and compellingly communicates his argument.

Argument Sections	Section Components	<input type="checkbox"/>	Comments
Control of Language and Conventions	Clarity of Communication: Is communicated clearly and coherently. The writer's opinions are clearly distinguished from objective summaries and statements.	<input checked="" type="checkbox"/>	The article communicates clearly and coherently. Zakaria is consistent in delivering his message and the information he provides is clearly separated from his own opinions. Sentences such as "They vetted every one of the 30,000 contracts that passed through the program" are clearly differentiated from the more opinionated sentences such as "If countries will not sanction a force robust enough to do the job, then the U.N. should have the courage to refuse the mission."
	Word Choice/Vocabulary: Uses topic-specific terminology appropriately and precisely.	<input checked="" type="checkbox"/>	Zakaria uses a strong blend of topic-appropriate language and precise language in articulating his argument.
	Style/Voice: Maintains a formal and objective tone appropriate to the intended audience. The use of words, phrases, clauses, and varied syntax draws attention to key ideas and reinforces relationships among ideas.	<input checked="" type="checkbox"/>	Zakaria maintains a consistent formal tone throughout the entirety of the argument. In addition Zakaria varies his syntax, word choice, and sentence structure and effectively uses rhetorical questions to keep readers engaged and draw their attention to key ideas and points.
	Responsible Use of Evidence: Cites evidence in a responsible manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Quotes sufficient evidence exactly, or paraphrases accurately, referencing precisely where the evidence can be found.	<input type="checkbox"/>	Zakaria does not cite sources that provide sufficient evidence for his statements. He only provides one quote, from Paul Rusesabagina, at the end of the article, while the other evidence he provides lacks source citations.

Argument Sections	Section Components	<input type="checkbox"/>	Comments
	Conventions of Writing: Illustrates consistent command of standard, grade-level-appropriate writing conventions.	<input checked="" type="checkbox"/>	The writing in the article consistently adheres to the appropriate conventions.

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11.3.2

Lesson 6

Introduction

In this lesson, students construct a frame using the Research Frame Tool to guide their research. The Research Frame Tool helps students establish inquiry paths that allow them to explore various aspects of their research topics/areas of investigation. Students group their inquiry questions thematically, and then formally plan their research using the Research Frame Tool.

Students begin the lesson by refining inquiry questions from Lesson 2, based on search results from Lessons 3–5. The teacher introduces the concept of inquiry paths by modeling how to group inquiry questions thematically. The teacher then shows students how to complete a Research Frame Tool as a way to plan research using inquiry questions grouped by theme. Student learning in this lesson is assessed via a completed Research Frame Tool, submitted during the lesson’s closing. Additionally, students craft a problem-based question based on the research topic/area of investigation and inquiry paths to guide the rest of their research.

For homework, students select one to two of their strongest inquiry questions to begin pursuing through independent research, following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments) and using the appropriate tools for each of the steps. Additionally, students continue to add new vocabulary they have learned through the research process to the vocabulary journal.

Standards

Assessed Standard(s)	
W.11-12.7	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.
Addressed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via a completed Research Frame Tool, submitted during the lesson closing.</p> <p>① The Research Frame Tool serves as the assessment for this lesson.</p>
High Performance Response(s)
<p>A High Performance Response should include the following:</p> <ul style="list-style-type: none"> High-level inquiry paths A range of inquiry paths, encompassing content and coverage of the problem-based question Inquiry paths that are distinct from one another Inquiry paths that are equally important Questions within the inquiry paths that address appropriate scope and utility <p>① See the Model Research Frame Tool located at the end of the lesson for sample student responses.</p>

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.7, W.11-12.8, L.11-12.4.a-d 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Inquiry Paths and the Research Frame Research Frame Tool and Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 35% 40% 10%

Materials

- Copies of the Research Frame Tool for each student
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Extra copies of the Potential Sources Tool (refer to 11.3.2 Lesson 3)
- Extra copies of the Taking Notes Tool (refer to 11.3.2 Lesson 4)

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 standard for this lesson: W.11-12.7. Students begin the lesson by refining inquiry questions from Lesson 2, based on search results from 11.3.2 Lessons 3–5. Students learn how to complete a Research Frame Tool as a way to plan research using inquiry questions grouped by theme. Students then organize, categorize, and refine their inquiry questions by inquiry path and independently develop a detailed, organized Research Frame.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs and discuss the homework from the previous lesson. (Find two potential sources and evaluate the arguments in the sources by using the Evidence-Based Arguments Checklist. Include detailed comments and textual evidence to support your choices in the comments section of the Evidence-Based Arguments Checklist for each potential source.) Instruct students to discuss how the checklist deepened their understanding of the argument within one of their sources.

- ▶ Student pairs discuss their homework from the previous lesson.
- 💬 Student responses will vary depending on research.
- ❗ Consider circulating during the Turn-and-Talk to monitor students' discussions.
- ❗ Consider collecting the homework to monitor students' research progress.

Activity 3: Inquiry Paths and the Research Frame

35%

Introduce students to the Research Frame. The Research Frame is a formal plan or guide used to list potential inquiry paths and corresponding inquiry questions. Explain that, based on what they learned about conducting independent searches (planning for searches, assessing sources, annotating sources/recording notes, and evaluating arguments), the next step is to construct a Research Frame that will guide their independent searches in the next three lessons (11.3.2 Lessons 7–9). Explain that before they can build the Research Frame, students must refine the inquiry questions developed in Lesson 2 based on the research they have done thus far.

- ▶ Students listen.

Instruct students to take out their specific inquiry questions from Lesson 2.

① The inquiry questions are located in Section 1 of the Research Portfolio.

Instruct students to apply the following guiding questions to refine their specific inquiry questions from Lesson 2:

How do the preliminary search results affect your current inquiry questions?

What new inquiry questions are emerging as a result of the preliminary searches? What inquiry questions might need to be eliminated already?

How can the inquiry questions be refined to reflect the search results?

- ▶ Students work independently to refine their inquiry questions from Lesson 2.
- 🗨 Student responses will vary by individual research topic/area of investigation.

① **Differentiation Consideration:** Consider referring students back to the vetting process for inquiry questions taught in Lesson 2 if students need more support.

Explain to students that the next step is to categorize the refined inquiry questions into inquiry paths. Explain that an inquiry path is an overarching problem or question that organizes your research questions. Explain that inquiry questions can be grouped thematically, by looking for common themes or patterns among the various inquiry questions.

- ▶ Students listen.

① **Differentiation Consideration:** If students are unfamiliar with the word *thematically*, consider providing them with the definition: *thematically* means “according to topic, subject, or idea.”

- ▶ Students write the definition of *thematically* in their vocabulary journals.

Explain to students that they must first group the questions thematically to create an inquiry path. Then they can label this inquiry path with an overarching question.

- ▶ Students listen.

Display the following model inquiry questions:

- How does genocide happen?
- Why do people engage in genocide?
- What events historically lead to genocide?
- How is the crime of genocide prosecuted?
- How are the victims of genocide treated?
- How have the laws relating to genocide changed?

- ▶ Students examine the model inquiry questions.

Model for students how to analyze the inquiry questions for common themes or patterns. Explain to students that the first three questions focus on the causes of genocide. The last three questions seem to focus on the events that occur after genocide. Suggest that the inquiry path for the first three questions might be: What conditions lead to or enable genocide? Suggest that the inquiry path for the last three questions might be: What are the repercussions of genocide?

- ▶ Students follow along.

Instruct students to determine themes or patterns among their inquiry questions and categorize them accordingly. Instruct students to write possible inquiry path questions/problems for the categorized inquiry questions. Explain that although students may be tempted to first come up with the path and then group their questions accordingly, this method would ignore the research they did and create paths that are not based on the research findings. The themes should emerge from the research, rather than the inquiry questions being forced into pre-determined themes.

- ▶ Students work independently to create and record inquiry paths from their inquiry questions.

① Students can do this by physically arranging questions on their desk or by taking notes.

Distribute Research Frame Tools to each student.

- ▶ Students examine the Research Frame Tool.

Model for students how to complete the Research Frame Tool. On the top, under “Topic,” write “Preventing genocide.” Explain to students that before this lesson, students were exploring a general topic that was composed of multiple claims and issues. In this lesson they are changing the research topic/area of investigation into a more specific and argumentative problem-based question. Explain to students that this problem-based question will focus their research for the rest of the unit and lead to an argument-based research paper in Unit 3.

- ▶ Students follow along.

Direct students back to the Model Research Frame Tool and write the following problem-based question under “Area of Investigation”:

- How can genocide be prevented?

Explain to students that, based on the various inquiry paths and all the searches up to this point, this is the problem-based question that will yield the richest and most interesting areas of investigation for argument research.

- ▶ Students follow along.

① The area of investigation becomes the problem-based question on the Research Frame Tool.

Inform students that the next step is to group their inquiry questions thematically and create an inquiry path with a title written in the form of a question or a problem. These inquiry paths should be distinct from each other but closely related to both the area of investigation and each other.

Model how to begin completing the Research Frame Tool using the model inquiry questions and inquiry paths discussed above. Instruct students to label each inquiry path with a reference number once they have created a Research Frame. This reference number will be important in subsequent lessons for aligning various sources to one inquiry path.

- ▶ Students follow along.

Activity 4: Research Frame Tool and Assessment

40%

Instruct students to complete a Research Frame Tool independently by grouping or categorizing inquiry questions by themes or patterns, labeling each group with an inquiry path question or problem, and writing reference numbers for the inquiry paths. Additionally, instruct students to craft their problem-based question from their research topic and write it on the Research Frame Tool.

Inform students that the Research Frame is the assessment for this lesson. When the Research Frames are returned in the following lesson, the Research Frame will be filed in Section 2 (Gathering and Analyzing Information) of their Research Portfolios.

- ▶ Students independently complete a Research Frame Tool.
- ① Consider circulating to offer students help with this task. Confirm that students understand each step and that they are grouping their inquiry questions thematically. Some students may be tempted to first come up with the path and then group their questions accordingly. Remind students that when they do that, they ignore their own research and their paths will not be grounded in their findings. Some students may still have problems organizing their questions; you may choose to group these students with classmates who are researching similar topics to work together to form inquiry paths.
 - ① Consider reminding students that the Research Frame is not static (“showing little or no change; lacking movement”). The Research Frame continues to evolve as the research evolves with future searches. Remind students this is the iterative and cyclical nature of inquiry-based research.
 - ① Consider reminding students that as they create the Research Frame, they are addressing aspects of W.11-12.8.

Activity 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to select one to two of their strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments), using the appropriate tools for each of the steps. Additionally, students should continue to add new vocabulary learned through the research process to the vocabulary journal.

- ▶ Students follow along.

- ① Consider reminding students to use the vocabulary strategies in standards L.11-12.4.a-d when completing the vocabulary journal.

Distribute additional search tools (Potential Sources Tool and Taking Notes Tool) for the homework.

Instruct students to select and copy one to two of their strongest inquiry questions from the Research Frame Tool and to record these on a separate sheet of paper to take home for homework purposes.

- ▶ Students select and copy one to two of their strongest inquiry questions from the Research Frame Tool.

Collect the Research Frame Tool for assessment purposes.

- ① See the High Performance Response for assessment criteria.
- ① Return Research Frames to students in the next lesson (11.3.2 Lesson 7).

Homework

Select one to two of your strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments), using the appropriate tools for each of the steps.

Continue to add new vocabulary learned through the research process to the vocabulary journal.

Name

Topic



Area of Investigation

INQUIRY PATH	INQUIRY PATH	INQUIRY PATH
Reference: IP #	Reference: IP #	Reference: IP #
Name this Inquiry Path in the form of a brief description or question:	Name this Inquiry Path in the form of a brief description or question:	Name this Inquiry Path in the form of a brief description or question:
List all the questions in this Inquiry Path:	List all the questions in this Inquiry Path:	List all the questions in this Inquiry Path:

Name Model

Topic Preventing genocide

Area of Investigation How can genocide be prevented?

INQUIRY PATH	INQUIRY PATH	INQUIRY PATH
Reference: IP # 1	Reference: IP # 2	Reference: IP # 3
<p>Name this Inquiry Path in the form of a brief description or question: What conditions lead to or enable genocide?</p>	<p>Name this Inquiry Path in the form of a brief description or question: What do governments do to prevent genocide?</p>	<p>Name this Inquiry Path in the form of a brief description or question: What are the repercussions of genocide?</p>
<p>List all the questions in this Inquiry Path:</p> <p>How does genocide happen?</p> <p>What constitutes genocide?</p> <p>What genocides have happened in history?</p> <p>How do different countries view or treat genocide?</p> <p>What events are disputed as genocide?</p> <p>Why do people engage in genocide?</p> <p>When does war become genocide?</p> <p>What events historically lead to genocide?</p> <p>What is the difference between war crimes and genocide?</p>	<p>List all the questions in this Inquiry Path:</p> <p>What laws exist to prevent genocide?</p> <p>What is society's responsibility to prevent genocide?</p> <p>What positions do the world nations have on how to prevent genocide?</p> <p>What governments have proactive policies for preventing genocide?</p> <p>What is the responsibility of one nation to stop genocide in another nation?</p> <p>Do nations allow other nations to stop genocide within their borders?</p> <p>What is the role of the United Nations in stopping or preventing genocide?</p> <p>What policies are most effective in preventing genocide?</p>	<p>List all the questions in this Inquiry Path:</p> <p>How is the crime of genocide prosecuted?</p> <p>How have the laws relating to genocide changed?</p> <p>What have the legal results of genocide trials been?</p> <p>How have the legal outcomes of genocide helped to prevent future genocides?</p> <p>What is done to support countries where genocides have occurred?</p> <p>What is the likelihood of genocide happening again in a country where it already happened?</p> <p>Who can be held responsible after genocide?</p> <p>How are the victims of genocide treated?</p>

11.3.2**Lesson 7****Introduction**

In this lesson, students begin to conduct searches independently using the Research Frame (created in Lesson 6) and associated search tools. This lesson is the first of three lessons in which students conduct sustained, independent research during class. While researching, students consider how to use inquiry questions to drive research and continually assess sources for credibility and usefulness in answering inquiry questions.

This lesson is the first of three independent search lessons (11.3.2 Lessons 7–9) assessed using a Conducting Independent Searches Checklist. The Conducting Independent Searches Checklist serves as an assessment tool for the teacher while also focusing students on specific aspects of the search process for each search lesson. The teacher provides feedback on two of the criteria from the Conducting Independent Searches Checklist for each of the three lessons. For this lesson, the focal criteria are 1 and 2. Lesson 8's focal criteria are 3 and 4, and Lesson 9's focal criteria are 5 and 6.

Students begin the lesson with a research process check-in during which they update their Student Research Plan. The teacher introduces students to the Conducting Independent Searches Checklist, and students conduct research using the steps that they were introduced to in previous lessons. Student learning in this lesson is assessed via individual students' completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

For homework, students continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Students also add to the vocabulary journal any new vocabulary they have learned throughout the research process.

Standards

Assessed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Addressed Standard(s)	
W.11-12.7	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.
L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via individual students' completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.</p> <ul style="list-style-type: none"> ① Consider using a form of electronic folders or other technological media to house and manage the Research Portfolio contents. Teachers who choose to use Google Drive or other cloud-based online organizational formats should display sample folders for all students to see. ① The research tools are assessed using criteria 1 and 2 from the Conducting Independent Searches Checklist. Complete feedback for criteria 1 and 2 on the checklist for each student based on their research tools.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Align to criteria 1 and 2 from the Conducting Independent Searches Checklist.

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.8, W.11-12.7, L.11-12.4.a-d 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Conducting Independent Searches Checklist Independent Searches Assessment Closing 	<ol style="list-style-type: none"> 5% 15% 15% 55% 5% 5%

Materials

- Research Portfolios (refer to 11.3.2 Lesson 1)
- Student copies of the Research Plan (refer to 11.3.2 Lesson 2)
- Copies of the Conducting Independent Searches Checklist for each student
- Extra copies of the Research Frame Tool (refer to 11.3.2 Lesson 6)
- Extra copies of the Potential Sources Tool (refer to 11.3.2 Lesson 3)
- Student copies of the Assessing Sources Handout (refer to 11.3.2 Lesson 3)

- Extra copies of the Taking Notes Tool (refer to 11.3.2 Lesson 4)
- Computers with Internet connection (one 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 standard for this lesson: W.11-12.8. Students begin the lesson with a research process check-in, during which they update their Student Research Plan. Students are then introduced to the Conducting Independent Searches Checklist, and conduct research using the steps they learned in previous lessons. This lesson is the first of three independent search lessons (11.3.2 Lessons 7–9) that are assessed using a Conducting Independent Searches Checklist, which focuses students on specific aspects of the search process for each of the independent searches lessons.

- Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In

15%

Instruct students to talk in pairs and discuss the homework from the previous lesson. (Select one to two of your strongest inquiry questions to begin pursuing through independent research by following the research steps outlined in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments), using the appropriate tools for each of the steps. Continue to add new vocabulary learned through the research process to the vocabulary journal.) Instruct students to share one credible and relevant source they found for one of the inquiry questions, and two new vocabulary words learned through the source.

- Student pairs discuss the homework from the previous lesson.
- 💬 Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of the research steps in discussion.

- My question “Why do people engage in genocide?” led me to a source called “Why Genocide?” in *The Humanist*. And, it is credible because the author, Fred Edwords, is a prominent speaker on issues of international humanitarian action.
- I learned *fundamental* means “forming a necessary base or core” and *innumerable* means “too many to be counted.”

① Consider collecting students’ homework to assess the progress of their research.

Instruct students to take out the Student Research Plan from the front of their Research Portfolios.

- ▶ Students take out their Student Research Plans.

Return the previous lesson’s assessment, the Research Frame, with feedback to each student, and instruct students to examine the feedback.

- ▶ Students examine the feedback on the Research Frame.

Instruct students to review the Research Plan Part 2, where it discusses annotating and taking notes on sources, and building a Research Frame. Instruct students to use the previous lesson’s homework and assessment (Research Frame) to journal about their research progress and next steps.

- ▶ Students review the Research Plan Part 2, and use the previous lesson’s homework and assessment to journal about their research progress and next steps.

- 💬 Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of the Research Plan.

① Instruct students to continue the Research Journal started in Lesson 2. Students can write on separate sheets of paper or in a notebook and keep the Research Journal in the Research Portfolio.

Instruct students to file the Research Plan in the front section of the Research Portfolio and organize the materials from the previous lesson in Section 2: Gathering and Analyzing Information.

- ▶ Students file the Student Research Plan in the front section of the Research Portfolio.

Activity 3: Conducting Independent Searches Checklist

15%

Explain to students that this lesson begins a series of three lessons in which students conduct independent searches during class time and for homework. Inform students that each of these independent searches lessons (11.3.2 Lessons 7–9) has a different focus but includes all the steps of the research process taught in previous lessons.

- ▶ Students listen.

Display and distribute the Conducting Independent Searches Checklist. Explain to students that the Conducting Independent Searches Checklist synthesizes all the criteria for an effective search into one list. Each of the three independent searches lessons will focus on two of the criteria to assess research progress. Inform students that for this lesson, criteria 1 and 2 are the focus. However, students should still consider all the research steps because all of the criteria are important in conducting effective research. Remind students that the skills necessary to meet the criteria have been taught throughout the previous lessons.

- ▶ Students examine the Conducting Independent Searches Checklist.

Instruct students to read the criteria in the Conducting Independent Searches Checklist. Instruct students to form pairs to discuss the criteria's specific actions and any questions they have about the criteria. Instruct student pairs to answer the following questions before sharing out with the class.

What specific action is required for criterion 1, “Uses inquiry questions to drive research and identify sources”?

- ☞ The criterion's action is that the inquiry questions should drive the research. We should be searching for sources that provide information related to our inquiry questions. The research is based on inquiry or answering questions to gain a deeper understanding of the problem-based question.

What specific action is required for criterion 2, “Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question”?

- ☞ This criterion is describing how to assess sources by using the Potential Sources Tool and Assessing Sources Handout introduced in earlier lessons. It is important to get rid of any sources that are not credible, accessible, or relevant.

What specific action is required for criterion 3, “Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly”?

- ☞ This criterion's action is describing how to assess the research and determine if there is enough information to answer inquiry questions or address inquiry paths. Sometimes new questions emerge and some questions need to be eliminated based on the direction of the research. Sometimes additional sources need to be explored.

What specific action is required for criterion 4, “Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths”?

- ☞ This criterion's action is about selecting key sources to read closely for information that addresses select inquiry questions and paths.

What specific action is required for criterion 5, “Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions”?

- 💬 This criterion’s action is about deciding which inquiry paths and questions have been addressed by the research and making decisions about which direction to go with the research.

What specific action is required for criterion 6, “Marks key info in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths”?

- 💬 This criterion’s action is about annotating and taking notes on key sources, but also beginning to analyze those sources for how they answer the selected inquiry question. This criterion also contributes to changes in research direction that might take place.
- ① Look for student understanding of the criterion’s action, its nonlinear nature, and the repetitive practices that research calls for. Consider generating follow-up questions as necessary.
- ① Students do not need to complete the Conducting Independent Searches Checklist; it is for assessment purposes only.

Lead a brief, whole-class discussion of students’ responses and questions.

Explain to students that a key component in crafting an effective research-based argument paper is using a variety of credible sources. As students begin to identify key sources for their paper, they should keep in mind the variety of sources available and avoid overreliance on one source. A diversity of sources will allow students to craft an effective research-based argument paper by providing multiple perspectives, a variety of evidence, and differing audiences.

- ▶ Students listen.

Inform students that diversity within their sources can mean many different things. It is possible to have diversity of one sort and not of another. For example a paper in which every source is a high school teacher might include some biases as the sources all have a similar viewpoint, even if all of the sources are in diverse publications. Diversity among sources can also include: the medium of the source (e.g., video interviews or print articles); its format (e.g., newspaper article or academic text); and the cultural perspective of the author (e.g., an author from Canada or an author from Beirut). Explain to students that while it is not necessary that every source represent an entirely unique and varied perspective, the more diverse and comprehensive sources they can reference, the stronger their papers will be.

Ask students the following questions to help solidify their understanding of source diversity.

What are some examples of a source list that is not diverse?

- 💬 All of the sources come from the same publication.

- ☞ All of the sources come from the same country.
- ☞ All of the sources are newspaper articles.

How can you ensure that your sources are diverse?

- ☞ Pay attention to the medium, perspective, and origin of each source.

Instruct students to keep these considerations in mind as they gather sources through this module. A diverse pool of potential sources provides a strong foundation for their claims and reasoning.

- ▶ Students listen.

Activity 4: Independent Searches

55%

Instruct students to work on their independent searches. Inform students they will be assessed on criteria 1 and 2 on the Conducting Independent Searches Checklist. Remind students of the research steps (planning for searches, assessing sources, annotating, taking notes, and evaluating arguments). Remind students to organize all search materials in their Research Portfolios, Section 2.

Transition students to independent searches. Distribute extra Potential Sources Tools, Taking Notes Tools, and Research Frame Tools as needed to each student.

- ▶ Students do their independent searches, using the Research Frame and the steps from earlier lessons.
- ① Consider displaying the search steps from 11.3.2 Lessons 3–5 for students to see.
 - ① Consider using the media center or library for this lesson so students have access to librarians or media specialists.
 - ① Students need access to computers with Internet capacity for research purposes. Prepare for the lesson ahead of time by reserving space in rooms with technology access for all students.
 - ① Consider drawing students' attention to their application of standard W.11-12.7, through the use of research skills necessary to complete this activity.

Circulate to support students as they engage in the research process. Ask students to consult the Conducting Independent Searches Checklist as a reminder of the components of the research process.

- ① Place students in heterogeneous groups of four or five that remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates' topics, research questions, central claims, etc. Students should share

claims and evidence that arise from their individual inquiry and learn from each other's research processes, which they may use to potentially refine their own inquiry topics and questions.

- ① **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through <http://novelnewyork.org/> such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist to access these databases and create filtered searches that support students' reading levels.
- ① Remind students to consider print and non-text media when researching and to think about how visuals or auditory media can provide information or demonstrate information in ways different from text.

Activity 5: Assessment

5%

Collect the completed research tools from the lesson, including the Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

- ▶ Students turn in the completed research tools from the lesson.

- ① **Differentiation Consideration:** For further assessment, and to have students begin developing their argument writing skills, consider having students respond briefly in writing to the following prompt:

Choose one central claim researched today. Identify the evidence that supports this claim and evaluate how the evidence is relevant and sufficient to the claim.

Instruct students to look at the annotations in their sources and research tools to find evidence. Remind students to use the Conducting Independent Searches Checklist to guide their written responses.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). In addition, instruct students to add to the vocabulary journal any new vocabulary learned through the research process.

- ▶ Students follow along.
- ① Distribute additional tools as needed. Students should bring to class annotated sources and completed research tools as evidence of their independent research.

- ① Consider reminding students to use the vocabulary strategies in standards L.11-12.4.a-d when completing the vocabulary journal.

Homework

Continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). Bring to class annotated sources and completed research tools from your searches.

Add to the vocabulary journal any new vocabulary you learn through the research process.

Conducting Independent Searches Checklist

Name:		Class:		Date:	
Conducting Independent Searches Criteria		Teacher Feedback			
1. Uses inquiry questions to drive research and identify sources.					
2. Continually assesses sources for credibility; identifies the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question.					
3. Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly.					
4. Reads sources closely, analyzes details and ideas, and records notes for each source to determine how it addresses inquiry questions and paths.					
5. Makes decisions about the research direction based on reviews of annotation and notes and relevance to inquiry questions/paths. This may include discontinuing inquiry paths and adding inquiry paths/questions.					
6. Marks key information in sources, takes notes of initial impressions, identifies additional research needs, and inserts codes to link to inquiry paths.					

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11.3.2**Lesson 8****Introduction**

In this lesson, students continue to conduct searches independently using the Research Frame as a guide, with the associated search tools. This is the second lesson of the independent search process; it builds on the previous lesson by asking students to determine if the research surfaced is sufficient to address their inquiry paths and questions, and adjust their searches accordingly. Additionally, students read sources closely, analyze details and ideas, evaluate a source's argument, and take notes for each source to determine how it addresses inquiry questions and paths.

Students begin by using the previous lesson's assessment (completed research tools), with teacher feedback, to assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. As a result, students update their Research Frames as needed. Students continue to research independently, using the steps previously taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). Student learning in this lesson is assessed via individual students' completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

For homework, students continue conducting searches independently, following the steps taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments) and add to the vocabulary journal any new vocabulary learned through the research process.

Standards

Assessed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Addressed Standard(s)	
W.11-12.7	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.
L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via individual students' completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.</p> <p>① The research tools will be assessed using the Conducting Independent Searches Checklist (refer to 11.3.2 Lesson 7). Complete feedback for criteria 3 and 4 on the checklist for each student based on their research tools.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Align to criteria 3 and 4 in the Conducting Independent Searches Checklist.

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)

- None.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.8, W.11-12.7, L.11-12.4.a-d 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Independent Searches Assessment Closing 	<ol style="list-style-type: none"> 5% 25% 60% 5% 5%

Materials

- Research Portfolios (refer to 11.3.2 Lesson 1)
- Student copies of the Assessing Sources Handout (refer to 11.3.2 Lesson 3)—students will need additional blank copies
- Student copies of the Potential Sources Tool (refer to 11.3.2 Lesson 3)—students will need additional blank copies
- Student copies of the Taking Notes Tool (refer to Lesson 11.3.2 Lesson 4)—students will need additional blank copies
- Student copies of the current Research Frame (refer to 11.3.2 Lesson 6)
- Student copies of the Conducting Independent Searches Checklist (refer to 11.3.2 Lesson 7)
- Computers with Internet connection (one 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 standard for this lesson: W.11-12.8. In this lesson, students use the previous lesson's assessment (completed research tools), with teacher feedback, to assess their search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students continue to research independently, using the steps previously taught in Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). Students turn in all completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame at the close of the lesson.

- Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In

25%

Instruct students to talk in pairs and discuss the homework from the previous lesson (Continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate argument). Bring to class annotated sources and completed research tools from your searches. Add to the vocabulary journal any new vocabulary you learn through the research process.) Instruct students to discuss criteria 1 and 2 on the Conducting Independent Searches Checklist by discussing two examples from the homework (independent research) that best exemplify these criteria.

- Student pairs discuss the homework from the previous lesson.
- 💬 Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of criteria 1 and 2 from the Conducting Independent Searches Checklist.

❗ Criterion 1 on the Conducting Independent Searches Checklist is “Uses inquiry questions to drive research and identify sources.” Criterion 2 is “Continually assesses sources for credibility; identifies

the usefulness of a particular source and explains why a particular source does or does not help respond to an inquiry question.”

- ① Students were introduced to the Conducting Independent Searches Checklist in the previous lesson.
 - ① Consider circulating during the discussion to monitor students’ research progress and hold students accountable for homework completion.
 - ① Consider drawing students’ attention to their application of standard W.11-12.7, through the use of research skills necessary to complete this activity.
-

Return to each student the previous lesson’s completed research tools (with teacher feedback on criteria 1 and 2 of the Conducting Independent Searches Checklist). Instruct students to examine the materials.

- ▶ Students examine teacher feedback on the previous lesson’s completed research tools.
- ① Criteria 1 and 2 of the Conducting Independent Searches Checklist were used to assess the completed research tools. Prepare for the lesson ahead of time by preparing feedback for each student on criteria 1 and 2 of the checklist, based on individual students’ completed research tools.

Remind students that this type of inquiry-based research is cyclical and nonlinear. Sometimes new paths develop and some paths are abandoned depending on the direction of the research. Instruct students to reflect on their research from the previous lesson’s homework and assessment by thinking about how their Research Frame should change or stay the same.

Instruct students to form pairs. Post or project the following questions for student pairs to discuss:

Which inquiry paths deserve more attention and further development?

Which inquiry paths need to be discontinued or abandoned?

What new inquiry questions are emerging?

What new inquiry paths are emerging?

- 💬 Student responses will vary based on their individual research questions/problems and research conducted. Responses should address changes, additions, and deletions to inquiry questions/paths.

Instruct students to independently revise/refine their Research Frames based on the previous pair reflection.

- ▶ Students independently revise/refine their Research Frame.

- ① **Differentiation Consideration:** If students need additional support, consider modeling changes, additions, and deletions to the model Research Frame that was developed in 11.3.2 Lesson 6.
- ① Students can write their revisions directly on their current Research Frame, on an additional Research Frame, or another sheet of paper.
- ① **Differentiation Consideration:** Some students may not need to alter their Research Frames as a result of their research, provided the research is sufficient to support the current Research Frame. Consider having these students peer review each other's Research Frames and research notes/tools to ensure no alterations are necessary.

Instruct students to organize and file all research and associated materials in the Research Portfolio (Section 2: Gathering and Analyzing Information).

- ▶ Students organize and file all research and associated materials.

Activity 3: Independent Searches

60%

Remind students of the search steps from 11.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Inform students that at the end of this lesson they will submit their independent search materials to be assessed on criteria 3 and 4 on the Conducting Independent Searches Checklist.

Transition students to independent searches.

- ▶ Students work on independent searches.
- ① Consider displaying the search steps from 11.3.2 Lessons 3–5 for students to see.
- ① Consider using the media center or library for this lesson so students have access to librarians or media specialists.
- ① Students need access to computers with Internet capacity for research purposes. Prepare for the lesson ahead of time by reserving space in rooms with technology access for all students.

Circulate around the room to support students as they research. Consider using the Conducting Independent Searches Checklist to monitor students' progress.

- ▶ Students independently search for sources using their current Research Frame and the steps from 11.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments).
- ① Place students in heterogeneous groups of four or five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of

inquiry/research teams that provide support and accountability to each other. Students should know about their teammates' topics, research questions, central claims, etc. Students share claims and evidence that arise from their individual inquiry and learn from each other's research processes, which they may use to potentially refine their own inquiry topics and questions.

- ① **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through <http://novelnewyork.org> such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist with regard to accessing these databases and creating filtered searches that support students' reading levels.
- ① Remind students to continue considering print and media when researching and to think about how visuals or auditory media can provide information or demonstrate information in ways different from written text.
- ① Remind students to avoid overreliance on one source by collecting a variety of sources that offer diverse perspectives and a range of evidence and target different audiences.

Activity 4: Assessment

5%

Collect the completed research tools from the lesson, including the Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

- ▶ Students turn in their completed research tools from the lesson.
- ① **Differentiation Consideration:** For further assessment, and to have students begin developing their argument writing skills, consider having students respond briefly in writing to the following prompt:

Write an evidence-based claim about an inquiry question you researched in class, using evidence found in your sources.

Instruct students to look at the annotations in their sources and research tools to find evidence. Remind students to use the Conducting Independent Searches Checklist to guide their written responses.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3–5 (plan for searches,

assess sources, annotate sources, record notes, and evaluate argument). Additionally, instruct students to add new vocabulary learned through the research process to their vocabulary journal.

- ▶ Students follow along.

- ① Consider reminding students to use the vocabulary strategies in standards L.11-12.4.a-d when completing the vocabulary journal.

Homework

Continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments).

Add new vocabulary learned through the research process to the vocabulary journal.

11.3.2

Lesson 9

Introduction

This lesson is the last in a series of three lessons focused on conducting searches independently. This lesson focuses on criteria 5 and 6 of the research process in the Conducting Independent Searches Checklist. As in Lesson 8, students use the previous lesson's assessment (completed research tools), with teacher feedback, to assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students update the Research Frame as needed. Students continue to research independently, using the steps taught in 11.3.2 Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). Student learning in this lesson is assessed via individual students' completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

For homework, students continue conducting searches independently, following the steps outlined in 11.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Additionally, students organize their research by inquiry paths in the Research Portfolio.

Standards

Assessed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Addressed Standard(s)	
W.11-12.7	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.
L.11-12.4.a-d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.

	<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via individual students' completed research tools, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.</p> <p>① The research tools will be assessed using the Conducting Independent Searches Checklist (refer to 11.3.2 Lesson 7). Complete feedback for criteria 5 and 6 on the checklist for each student based on their research tools.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Align to criteria 5 and 6 in the Conducting Independent Searches Checklist.

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.8, W.11-12.7, L.11-12.4.a-d 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Independent Searches Assessment Closing 	<ol style="list-style-type: none"> 5% 20% 60% 5% 10%

Materials

- Research Portfolios (refer to 11.3.2 Lesson 1)
- Extra copies of the Assessing Sources Handout (refer to 11.3.2 Lesson 3)
- Extra copies of the Potential Sources Tool (refer to 11.3.2 Lesson 3)
- Extra copies of the Taking Notes Tool (refer to 11.3.2 Lesson 4)
- Student copies of the current Research Frame (refer to 11.3.2 Lesson 6)
- Student copies of the Conducting Independent Searches Checklist (refer to 11.3.2 Lesson 7)
- Computers with Internet connection (one 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 sharing the assessed standard for this lesson: W.11-12.8. In this lesson, students use the previous lesson's assessment (completed research tools), with teacher feedback, to assess their current search process and make strategic decisions about changes, additions, and deletions to the Research Frame. Students continue to research independently, using the steps previously taught in 11.3.2 Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). At the close of the lesson, students turn in all completed research tools from the lesson, including Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to talk in pairs and discuss the homework from the previous lesson (Continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments). Add new vocabulary learned through the research process to the vocabulary journal.) Instruct student pairs to discuss criteria 3 and 4 on the Conducting Independent Searches Checklist by discussing two examples from the homework (independent research) that best exemplify these criteria.

- ▶ Student pairs discuss the homework from the previous lesson.
- 🗣 Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of criteria 3 and 4 from the Conducting Independent Searches Checklist.
- ① Criterion 3 on the Conducting Independent Searches Checklist is “Determines if information is sufficient to address established inquiry paths and questions in the Research Frame and adjusts the search accordingly.” Criterion 4 is “Reads sources closely, analyzes details and ideas, and takes notes for each source to determine how it addresses inquiry questions and paths.”
- ① Students were provided with a Conducting Independent Searches Checklist in 11.3.2 Lesson 7.
- ① Circulate during the pair discussion to monitor students' research progress and to hold students accountable for homework completion.
- ① Consider drawing students' attention to their application of standard W.11-12.7 through the use of research skills necessary to complete this activity.

Instruct students to organize and file their research materials from the previous lesson's homework and assessment in the Research Portfolio.

- ▶ Students organize and file their research materials in the Research Portfolio.

Return to each student the previous lesson's completed research tools (with teacher feedback on criteria 3 and 4 of the Conducting Independent Searches Checklist). Instruct students to examine the materials.

- ▶ Students examine teacher feedback on the previous lesson's completed research tools.

- ① Criteria 3 and 4 of the Conducting Independent Searches Checklist were used to assess the completed research tools. Prepare for the lesson ahead of time by preparing feedback for each student on criteria 3 and 4 of the checklist, based on individual students' completed research tools.

Inform students that this is the final lesson on independent searches. Explain that, before doing more independent research in this lesson, students must reflect on the previous lesson's homework and assessment materials, considering how the Research Frame should change or stay the same.

- ▶ Students listen.

Instruct students to reflect individually on the following questions and revise or refine their Research Frame accordingly:

What inquiry paths deserve more attention and further development?

What inquiry paths need to be discontinued or abandoned?

What new inquiry questions are emerging?

What inquiry questions can be discontinued or abandoned?

- 💬 Student responses will vary based on their individual research questions/problems and research conducted. Students should discuss changes, additions, and deletions to inquiry questions/paths.
- ▶ Students independently revise/refine their Research Frame.
- ① Consider reminding students to use their completed research and teacher feedback, based on the assessments from 11.3.2 Lessons 7 and 8 to support their revisions.
- ① Students can write their revisions directly on the current Research Frame, on an additional Research Frame, or another sheet of paper.
- ① **Differentiation Consideration:** Some students may not need to alter the Research Frame as a result of their research. Consider having these students peer review each other's Research Frames and research notes/tools to ensure that they do not need to make any changes.
- ① **Differentiation Consideration:** If students need more support, consider modeling for students how to revise or refine the Research Frame by using the Model Research Frame developed in 11.3.2 Lesson 6.

Activity 3: Independent Searches

60%

Remind students of the search steps from 11.3.2 Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). Inform students that at the end of this lesson they will submit their independent search materials to be assessed on criteria 5 and 6 on the Conducting Independent Searches Checklist.

Transition students to independent searches.

- ▶ Students work on independent searches.
- ① Consider displaying the search steps from 11.3.2 Lessons 3–5 for students to see.
- ① Consider using the media center or library for this lesson so students have access to librarians or media specialists.
- ① Students need access to computers with Internet capacity for research purposes. Prepare for the lesson ahead of time by reserving space in rooms with technology access for all students.

Circulate around the room to support students as they engage in the research process. Consider using the Conducting Independent Searches Checklist to monitor student progress as they research.

- ▶ Students independently search for sources using a current Research Frame and the steps from 11.3.2 Lessons 3–5 (plan for searches, assess sources, annotate sources, record notes, and evaluate arguments).
- ① Place students in heterogeneous groups of four to five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates' topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other's research processes, which they may use to refine their own inquiry topics and questions.
- ① **Differentiation Consideration:** Some of the topics students are researching may yield complex or inaccessible texts. To address this concern, consider recommending that students make use of free databases accessible through <http://novelnewyork.org/>, such as Grolier, Gale, and ProQuest; these databases allow searches by subject/keyword and students may filter the searches so that only texts within certain Lexile ranges are returned. Consider collaborating with a librarian or media specialist with regard to accessing these databases and creating filtered searches that support students' reading levels.
- ① Remind students to continue considering print and non-text media when researching and to think about how visuals or auditory media can provide or demonstrate information in ways different from text.

- ① Remind students to avoid overreliance on one source by collecting a variety of sources that offer diverse perspectives and a range of evidence, and target different audiences.

Activity 4: Assessment

5%

Collect the completed research tools from the lesson, including the Potential Sources Tools, Taking Notes Tools, and a current Research Frame.

- ▶ Students turn in the completed research tools from the lesson.

- ① **Differentiation Consideration:** For further assessment, and to have students begin developing their argument writing skills, consider having students respond briefly in writing to the following prompt:

Identify a claim that counters a claim identified in 11.3.2 Lesson 7 or 11.3.2 Lesson 8. Identify the evidence that supports this counterclaim and evaluate how the evidence is relevant and sufficient to the counterclaim.

Instruct students to look at the annotations in their sources and research tools to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses and to practice using specific language and domain-specific vocabulary when responding.

Activity 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, evaluate arguments). Additionally, instruct students to organize the multiple sources and research tools by inquiry path in the Research Portfolio.

Explain to students how to organize the multiple sources and research tools by inquiry path in the Research Portfolio. Students should examine their current Research Frames and Research Portfolios, and then compile and organize all of their notes, annotated sources, and tools by inquiry path. Students can do this either by reorganizing Section 3 of the Research Portfolio by inquiry path, or by marking their notes, annotated sources, and tools by the inquiry path number that is located on the Research Frame. Remind students to put research information that is not useful or relevant in Section 4 of the Research Portfolio.

- ▶ Students follow along.
- ① Section 3 of the Research Portfolio is the Drawing Conclusions Section. Section 4 of the Research Portfolio is the Discarded Material Section.
- ① Students may have their own systems for organizing their research materials by inquiry path; how this goal is achieved may look different for individual students.

- ① This homework requires students to take home the Research Portfolio.
- ① Distribute additional tools as needed. Students should bring in annotated sources and completed research tools as evidence of their independent research.
- ① Consider reminding students to use the vocabulary strategies in standards L.11-12.4.a-d when completing the vocabulary journal.

Homework

Continue conducting searches independently, following the steps taught in 11.3.2 Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). In addition, organize your sources and research tools by inquiry path in the Research Portfolio.

11.3.2**Lesson 10****Introduction**

In this lesson, students analyze and synthesize their research to begin making claims about inquiry questions within an inquiry path. Students use at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the Research Frame.

Students begin by choosing the inquiry path that yielded the richest research and narrowing the focus down to a single inquiry question. Students then skim their research associated with that inquiry question, including annotated sources and the Taking Notes Tools. Students highlight the pertinent evidence directly on the annotated sources or the Taking Notes Tools. Students then select details from the highlighted evidence to make claims about inquiry questions and inquiry paths by completing at least two Forming Evidence-Based Claims Tools. These initial claims are the foundation for the Evidence-Based Perspective that students will develop in Lesson 15. Student learning in this lesson are assessed via at least two completed Forming Evidence-Based Claims Tools, which students will use to develop claims about two inquiry questions from one inquiry path.

For homework, students continue the process introduced in this lesson by analyzing and synthesizing their research and completing at least two Forming Evidence-Based Claims Tools for every inquiry path on the Research Frame.

Standards

Assessed Standard(s)	
W.11-12.7	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.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the

	text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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Assessment

Assessment(s)

Student learning in this lesson is assessed via at least two completed Forming Evidence-Based Claims Tools, on which students develop claims about two inquiry questions from one inquiry path.

① The Forming Evidence-Based Claims Tools will be assessed using the Evidence-Based Claims Criteria Checklist.

High Performance Response(s)

Individual student tools will vary by the individual's problem-based question. A High Performance Response should:

- Provide details that are important for answering the inquiry question (e.g., "There are also economic sanctions. And...the power of the media or organizations like Amnesty International to mobilize international opinion against such atrocities has created enough pressure in certain instances to bring about amelioration or change" (Model Source 2); "the African Union and other organizations on the continent welcome help. They ... have been working to develop 'early warning' systems. They have the troops, but they need training and equipment before they will be fully prepared to act swiftly in response to trouble" (Model Source 5); "The International Criminal Court needs an Optional Protocol to create an international police force with the sole mandate to arrest leaders indicted by the ICC" (Model Source 9)).
- Briefly analyze the meaning of the details and explain the connections between them (e.g., The information in these excerpts suggests that it is critical to empower international agencies to enforce "economic sanctions" (Model Source 2) and possibly end genocide by providing military intervention (Model Source 5) to arrest leaders before genocide happens (Model Source 9)).
- State a claim based on evidence and analysis (e.g., International agencies must respond to and prevent genocide in its early stages).
- See the Model Forming Evidence-Based Claims Tools at the end of the lesson for detailed model student responses.

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.11-12.7, W.11-12.9, W.11-12.8 Texts: “Why Genocide?” by Fred Edwords, “The Only Way to Prevent Genocide” by Tod Lindberg, and “Why Do We Look the Other Way?” by Gregory Stanton 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Research Analysis Demonstration and Activity Research Synthesis and Lesson Assessment Closing 	<ol style="list-style-type: none"> 5% 15% 50% 25% 5%

Materials

- Completed Research Tools (refer to 11.3.2 Lesson 9)
- Copies of the Forming Evidence-Based Claims Tool for each student (at least six per student)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Copies of the Evidence-Based Criteria Checklist for each student

- Highlighters (one for every 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: W.11-12.7 and W.11-12.9. In this lesson, students choose an inquiry path that yielded rich research and then narrow down the focus to a single inquiry question. Students then review their research associated with that inquiry question, including annotated sources and the Taking Notes Tools. Students highlight the important evidence directly on the annotated sources or the Taking Notes Tools, and select details from the highlighted evidence to record on their Forming Evidence-Based Claims Tools. Students are then able to make claims about the inquiry questions and inquiry paths by completing the Forming Evidence-Based Claims Tools. These initial claims serve as the foundation for the Evidence-Based Perspective students develop in Lesson 15.

- Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In

15%

Return to each student the previous lesson's completed research tools with teacher feedback on criteria 5 and 6 of the Conducting Independent Searches Checklist. Instruct students to examine the materials.

- Students examine teacher feedback on the previous lesson's completed research tools.
- ❗ Criteria 5 and 6 of the Conducting Independent Searches Checklist were used to assess the completed research tools. Prepare for the lesson ahead of time by preparing feedback for each student on criteria 5 and 6 of the checklist, based on individual students' completed research tools.

Instruct students to examine the organized Research Portfolio and previous lesson's work and talk in pairs to discuss the homework from the previous lesson. (Continue conducting searches independently,

following the steps taught in Lessons 3–5 (plan searches, assess sources, annotate sources, record notes, and evaluate arguments). In addition, organize your sources and research tools by inquiry path in the Research Portfolio).

Ask students:

Which inquiry paths from your Research Frame yielded the richest information from the source materials?

- ▶ Students pairs discuss which inquiry paths yielded the richest information from the source materials.

① Consider providing students with the following definition: *yielded* means “gave forth or produced.”

💬 Student responses may include:

- I noticed that I had several relevant and useful resources for Inquiry Path 1. These references provided some answers to each of the inquiry questions within this path. So, Inquiry Path 1 seems to be the richest path in terms of information across multiple sources.
- I noticed that I was able to answer several questions within each inquiry path but not address all the inquiry questions within one path. My research is scattered across multiple paths.

① Circulate around the room to monitor student progress and hold students accountable for the previous lesson’s homework and for using evidence from their research.

Instruct students to take out the Student Research Plan from the front of the Research Portfolio, and examine Part 2: Gathering Information. Instruct students to write in their Research Journal about their research progress and next steps based on Part 2: Gathering Information. Instruct students to use the language of W.11-12.7 and W.11-12.8 that aligns to this section in their journal responses.

- 💬 Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of the Student Research Plan and evidence from their specific research.

① The Student Research Plan and Research Journal were introduced in Lesson 2.

① The language from W.11-12.7 that aligns with Part 2: Gathering Information includes “narrow or broaden the inquiry when appropriate.” The language from W.11-12.8 that aligns with Part 2: Gathering Information includes “Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience,” as well as avoiding “overreliance on any one source.”

Instruct students to organize and file the Student Research Plan, Research Journal, and the other homework and assessment materials in the Research Portfolio.

- ▶ Students organize and file their materials in their Research Portfolios.

Activity 3: Research Analysis Demonstration and Activity

50%

Remind students that they have been focused on researching and analyzing sources for the individual questions in their inquiry paths. Explain that, in this next step, students take a more global perspective on their research by returning to the Research Frame and analyzing their evidence across multiple sources to see if they can answer some of their inquiry questions. Inform students that the goal of this activity is to understand what the research says about each inquiry path now that the research is mostly complete.

- ▶ Students listen.

① After this lesson's activities, some students may continue researching if they have not yet found enough evidence to directly support a claim about each inquiry path.

Instruct students to follow specific steps to analyze the research in order to think about their developing understanding about each inquiry path. Display and explain each step:

- Step 1: Review the Research Frame and analyze each inquiry path. Choose an inquiry path that surfaced the richest research across multiple sources. This inquiry path is now your focus inquiry path.
- Step 2: Analyze the focus inquiry path and circle inquiry questions within the path that led to the most useful and relevant research.
- Step 3: Choose one of the circled inquiry questions and skim all the research associated with that one inquiry question, highlighting evidence and details that answer the chosen inquiry question. This step may include reading or skimming across multiple sources for one inquiry question. Ensure that you do not rely too much on any one source.
- Alternative to Step 3: If five or more inquiry questions are circled within one inquiry path, an optional step is to reread the inquiry path question and analyze the research associated with that path.
- Step 4: Repeat this process for as many questions as possible in each inquiry path, even for inquiry paths that did not yield the most interesting or rich research.

- ▶ Students listen and examine the steps.

Display the Model Research Frame (from 11.3.2 Lesson 6) for students to see.

- ▶ Students examine the Model Research Frame.

- ① The Model Research Frame is located in Lesson 6 and has been used throughout the unit to model content for students.

Model for students how to follow the research analysis steps. Remind students that Step 1 is to “Review the Research Frame and analyze each inquiry path. Choose an inquiry path that surfaced the richest research across multiple sources. This inquiry path is now your focus inquiry path.”

Explain to students that while all paths have yielded rich research, the richest research comes from Inquiry Path 2 (What do governments do to prevent genocide?). This path includes a wide variety of evidence from sources that represent multiple perspectives and synthesis of these perspectives.

- ▶ Students listen and follow along with the modeling.

Model for students how to complete Step 2: Analyze the focus inquiry path and circle inquiry questions within the path that led to the most useful and relevant research. Explain to students that the first step is to examine the focus inquiry path (Inquiry Path 2) and all the questions within it, and think about the independent searches they conducted. Explain to students that the inquiry questions within Inquiry Path 2 that were answered through research include the following:

- Do nations allow other nations to stop genocide within their borders?
- What is the role of the United Nations in stopping or preventing genocide?
- What policies are most effective in preventing genocide?

Circle the questions for students to see.

- ▶ Students listen and follow along with the modeling.

Explain to students that Step 3 in the research analysis process is to “choose one of the circled inquiry questions, skim all the research associated with the chosen inquiry question, and highlight evidence and details that answer the chosen inquiry question. This step may include reading across multiple sources for one inquiry question. Ensure that you do not rely too much on any one source.”

Model for students how to use the inquiry question (What policies are most effective in preventing genocide?) to guide the research analysis. Demonstrate how to skim through a source to find, read, and highlight key evidence associated with the chosen inquiry question. Skim through Source 2 (“Why Genocide?”) and discuss which evidence to highlight for the chosen inquiry question.

- ▶ Students listen and follow along with the modeling.

The following are possible highlighted evidence to model from Source 2 (“Why Genocide?”):

- “... there are numerous peaceful courses of action that have been developed in recent years. One has been the World Court and the International Criminal Court, which have brought leading perpetrators of such crimes to justice and hence served as a deterrent against future actions of this type. The case of Slobodan Milosevic of Serbia shows that even a head of state can be brought by his own country to the bar of international justice. There are also economic sanctions. And, however

feeble it may seem at times, the power of the media or organizations like Amnesty International to mobilize international opinion against such atrocities has created enough pressure in certain instances to bring about amelioration or change.” (paragraph 16)

- “Nonetheless, there are occasions when all these efforts fail. In such circumstances, ‘rules of engagement’ or valid and workable ‘criteria for humanitarian intervention’ are needed for guiding nations in deciding precisely when and how to intervene in the internal affairs of another country. Military action to stop crimes against humanity or genocide can be warranted. But safeguards are needed, since noble justifications have frequently been claimed for unwarranted invasions. Examples exist as far apart in history as Julius Caesar’s Gallic Wars and George W. Bush’s invasion of Iraq.” (paragraph 17)
 - “We must establish power disincentives. And we must say, and mean, ‘never again’ not merely in response to the genocidal example of the Holocaust but in response to all such actions: past, present, and future.” (paragraph 20)
- ① Prior to this lesson, students annotated and recorded notes on all their sources; they do not need to read every source closely again, but can skim through for key evidence and details associated with the chosen inquiry question.
- ① The source “Why Genocide?” is used to model how to find evidence related to specific inquiry questions, but any source may be used to model this skill.
-

Instruct students to look at their individual Research Frames and follow the first three steps of the research analysis process by choosing one inquiry path to focus on, circling inquiry questions, and finally choosing one focus inquiry question. Remind students to circle questions within the inquiry path that led to relevant and useful research.

- ▶ Students look at their individual Research Frames and choose a rich inquiry path to focus on, circle inquiry question(s) within the path, and choose one focus inquiry question.
- ① Students can choose the inquiry path question itself to guide their research analysis. It depends on how many inquiry questions were circled within one inquiry path (see the alternative to step 3 in the research analysis process above).
- ① Instruct students to use highlighters to highlight evidence and details that answer the chosen inquiry question. Remind students they are looking for how their sources answer the chosen inquiry question.
- ① Circulate while students are working to monitor their progress.

- ① **Differentiation Consideration:** If students struggle with the analysis process, consider modeling with an individual student's chosen inquiry question to highlight evidence and details that answer the question.

Activity 4: Research Synthesis and Lesson Assessment

25%

Introduce students to the Forming Evidence-Based Claims Tool, which is used to synthesize (combine) the highlighted evidence for their focus inquiry question. Explain to students that it is important to think about how the information gathered through research connects, and what the research says about the focus inquiry question. Explain that this work helps students develop a deeper understanding of the research itself and its connections to the problem-based question. Inform students that this work is the foundation for developing a perspective about their problem-based question in subsequent lessons.

- ▶ Students listen.

- ① Consider providing the following definition: *synthesize* means “to combine into a single or unified entity.”

Distribute at least six copies of the Forming Evidence-Based Claims Tool to all students.

- ▶ Students examine the Forming Evidence-Based Claims Tool.

Display a Model Forming Evidence-Based Claims Tool for all students to see. Model for students how to complete the top portion of the tool by writing the Model Source numbers 2, 5, and 9, and the Model Inquiry Question, “What policies are most effective in preventing genocide?”

- ▶ Students follow along with the modeling.

Instruct students to complete the top portion of their blank Forming Evidence-Based Claims Tool, writing their chosen inquiry question and the numbers of the sources they analyzed in the previous activity.

- ▶ Students complete the top portion of their blank Forming Evidence-Based Claims Tool.

- ① The source numbers were labeled on the Potential Sources Tools and the Taking Notes Tools when students independently searched in 11.3.2 Lessons 7–9. These tools were introduced in 11.3.2 Lessons 3–5.

Model for students how to select details from the highlighted research analysis to complete the “Selecting Details” portion of the Forming Evidence-Based Claims Tool. Show students several highlighted pieces of evidence from Sources 2, 5, and 9. Explain to students that they should choose the most important evidence that answers the focus inquiry question. Model for students how to choose the most important details from the highlighted evidence. Write these details on the Model Forming Evidence-Based Claims Tool for students to see. Explain to students that these specific examples all have to do with ways of preventing genocide before it begins. These should include the following:

- “There are also economic sanctions. And ... the power of the media or organizations like Amnesty International to mobilize international opinion against such atrocities has created enough pressure in certain instances to bring about amelioration or change.” (Model Source 2, paragraph 16)
 - “... the African Union and other organizations on the continent welcome help. They have been working to develop ‘early warning’ systems. They have the troops, but they need training and equipment before they will be fully prepared to act swiftly in response to trouble ... ” (Model Source 5, paragraph 46)
 - “The International Criminal Court needs an Optional Protocol to create an international police force with the sole mandate to arrest leaders indicted by the ICC.” (Model Source 9, paragraph 15)
- ① Model Source 2 is “Why Genocide?”, Model Source 5 is “The Only Way to Prevent Genocide,” and Model Source 9 is “Why Do We Look the Other Way?”
- ▶ Students listen and follow along with the model.
- ① The sources “Why Genocide?”, “The Only Way to Prevent Genocide,” and “Why Do We Look the Other Way” are referenced in the Model Forming Evidence-Based Claims Tool, but any source may be used to model using the Forming Evidence-Based Claims Tool.

Instruct students to analyze the highlighted evidence from their research and select the most important details to answer their chosen inquiry question. Instruct students to write the selected details in the “Selecting Details” section of the tool. Remind students to write the source’s number on the reference line so they do not separate the resource from the evidence.

- ▶ Students analyze the highlighted evidence from their research and write the most important details on the Forming Evidence-Based Claims Tool.
- ① Circulate and monitor student progress during this guided practice.

Model for students how to complete the “Analyzing and Connecting Details” section of the tool. Instruct students to consider what the details say about the chosen inquiry question and the connections students can make among the details.

Model this thinking and write the following on the Model Forming Evidence-Based Claims Tool in the “Analyzing and Connecting Details” section for students to see: “The information in these excerpts suggests that it is critical to empower international agencies to enforce ‘economic sanctions’ (Model Source 2) and possibly end genocide by providing military intervention (Model Source 5) to arrest leaders before genocide happens (Model Source 9).”

- ▶ Students follow along with the modeling.

Instruct students to practice on their own Forming Evidence-Based Claims Tool by thinking about their details and how they are connected in light of their chosen inquiry question. Instruct students to write

their thinking in the “Analyzing and Connecting Details” section on the Forming Evidence-Based Claims Tool.

- ▶ Students make connections between the important details and write these connections in the “Analyzing and Connecting Details” section on the tool.

Model for students how to develop a claim that answers the chosen inquiry question by completing the “Making a Claim” section of the Forming Evidence-Based Claims Tool. Instruct students to think about the conclusions or answers they are developing based on their analysis. Write the following claim on the Model Forming Evidence-Based Claims Tool in the “Making a Claim” section for students to see: “International agencies must respond to and prevent genocide in its early stages.”

- ▶ Students follow along with the modeling.

Instruct students to develop their own claims and write them on their tools in the “Making a Claim” section.

- ▶ Students develop a claim in the “Making a Claim” section on the tool.

Explain to students that for the previous analysis, they chose only one inquiry question to focus on. They can now analyze the rest of their research evidence and develop more claims about their other inquiry questions.

- ▶ Students listen.

Instruct students to review their focused inquiry path with the circled inquiry questions, and to continue to use the Forming Evidence-Based Claims Tool to develop claims about all the circled questions. Instruct students to begin developing claims for their focus inquiry path.

- ▶ Students use the Forming Evidence-Based Claims Tool to develop claims about the circled inquiry questions within the chosen inquiry path.

- ① The Evidence-Based Claims Tool serves as the assessment for this lesson. Students must turn in at least two of them.
- ① Remind students to follow the steps of analyzing the research and the process of synthesis for each Forming Evidence-Based Claims Tool outlined in Activity 3 of this lesson.
- ① If students have chosen to focus on the inquiry path question itself, they should still be able to complete multiple Forming Evidence-Based Claims Tools because they should have plenty of evidence to analyze and make a variety of claims about the inquiry path question (see the Model Evidence-Based Claim Tool responses at the end of the lesson for an example of this).

Instruct students to turn in two completed Forming Evidence-Based Claims Tools for assessment purposes.

- ▶ Students turn in two completed Forming Evidence-Based Claims Tools.

① Assess the completed Forming Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to complete the process of organizing, analyzing, and synthesizing their research, using at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the Research Frame.

- ▶ Students follow along.

① This homework requires students to take home the Research Portfolio.

Homework

Continue to complete the process introduced in the lesson by organizing, analyzing, and synthesizing your research, using at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the Research Frame.

Name Model Response Source(s) # 2, 5, and 9



Inquiry Question: What policies are most effective in preventing genocide?

SEARCHING FOR DETAILS

I read the sources closely and mark words and phrases that help me answer my question.

SELECTING DETAILS

I select words or phrases from my search that I think are the most important for answering my question. I write the reference next to each detail.

Detail 1 (Ref.: 2)
"There are also economic sanctions. And...the power of the media or organizations like Amnesty International to mobilize international opinion against such atrocities has created enough pressure in certain instances to bring about amelioration or change."

Detail 2 (Ref.: 5)
"...the African Union and other organizations on the continent welcome help. They...have been working to develop "early warning" systems. They have the troops, but they need training and equipment before they will be fully prepared to act swiftly in response to trouble..."

Detail 3 (Ref.: 9)
"The International Criminal Court needs an Optional Protocol to create an international police force with the sole mandate to arrest leaders indicted by the ICC."

ANALYZING AND CONNECTING DETAILS

I re-read parts of the texts and think about the meaning of the details and what they tell me about my question. Then I compare the details and explain the connections I see among them.

What I think about the details and how I connect them:

The information in these excerpts suggests that it is critical to empower international agencies to enforce "economic sanctions" (Model Source 2) and possibly end genocide by providing military intervention (Model Source 5) to arrest leaders before genocide happens (Model Source 9).

MAKING A CLAIM

I state a conclusion I have come to and can support with evidence from the texts after reading them closely.

My claim that answers my Inquiry question:

International agencies must respond to and prevent genocide in its early stages.

Name **Model Response**

Source(s) # **2 and 3**



Inquiry Question: How is the crime of genocide prosecuted?

SEARCHING FOR DETAILS

I read the sources closely and mark words and phrases that help me answer my question.

SELECTING DETAILS

I select words or phrases from my search that I think are the most important for answering my question. I write the reference next to each detail.

Detail 1 (Ref.: 2)

"So the machinery for indictment, arrest, trial, and conviction is not only in place but its reach and influence are expanding. This is because the world has grown increasingly impatient with both nations and individuals that commit such crimes."

Detail 2 (Ref.: 3)

"Over the past two decades, Rwanda has done an impressive job of rebuilding its institutions and economy. To bring perpetrators of the genocide to justice, the United Nations has conducted more than 70 tribunal cases, Rwanda's courts have tried up to 20,000 individuals, and the country's Gacaca courts have handled some 1.2 million additional cases. Incredibly, Tutsis and Hutus, survivors and former killers, now live side by side."

Detail 3 (Ref.: 2)

"That such legal actions can prove effective is demonstrated not only by the media publicity generated worldwide but by a recent track record of prosecutorial success. For example, Jean Kambanda was sentenced to life imprisonment for genocide and related crimes committed while he was prime minister of Rwanda in 1994."

ANALYZING AND CONNECTING DETAILS

I re-read parts of the texts and think about the meaning of the details and what they tell me about my question. Then I compare the details and explain the connections I see among them.

What I think about the details and how I connect them:

The details suggest that international tribunals have been created to prosecute these crimes because "the world has grown increasingly impatient with [those who] commit such crimes."

The media publicity of a strong punishment and clear line of "prosecutorial success" can be a deterrent as well.

MAKING A CLAIM

I state a conclusion I have come to and can support with evidence from the texts after reading them closely.

My claim that answers my inquiry question:

Tribunals should publicly arrest those who commit genocide as a deterrent to others who may commit genocide in the future.

EVIDENCE-BASED CLAIMS CRITERIA CHECKLIST		✓	COMMENTS
I. CONTENT AND ANALYSIS <i>An EBC is a clearly stated inference that arises from reading texts closely.</i>	Clarity of the Claim: States a conclusion that you have come to after reading and that you want others to think about.	<input type="checkbox"/>	
	Conformity to the Text: Is based upon and linked to the ideas and details you have read.	<input type="checkbox"/>	
	Understanding of the Topic: Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.	<input type="checkbox"/>	
II. COMMAND OF EVIDENCE <i>An EBC is supported by specific textual evidence and developed through valid reasoning.</i>	Reasoning : All parts of the claim are supported by specific evidence you can point to in the text(s).	<input type="checkbox"/>	
	Use and Integration of Evidence: Uses direct quotations and examples from the text(s) to explain and prove its conclusion.	<input type="checkbox"/>	
	Thoroughness and Objectivity: Is explained thoroughly and distinguishes your claim from other possible positions.	<input type="checkbox"/>	
III. COHERENCE AND ORGANIZATION <i>An EBC and its support are coherently organized into a unified explanation.</i>	Relationship to Context: States where your claim is coming from and why you think it is important.	<input type="checkbox"/>	
	Relationships among Parts: Groups and presents supporting evidence in a clear way that helps others understand your claim.	<input type="checkbox"/>	
	Relationship to Other Claims: Can be linked with other claims to make an argument.	<input type="checkbox"/>	
IV. CONTROL OF LANGUAGE AND CONVENTIONS <i>An EBC is communicated clearly and precisely, with responsible use/ citation of supporting evidence.</i>	Clarity of Communication: Is clearly and precisely stated, so that others understand your thinking.	<input type="checkbox"/>	
	Responsible Use of Evidence: Quotes from the text accurately.	<input type="checkbox"/>	

11.3.2**Lesson 11****Introduction**

In this lesson, students organize, analyze, and synthesize their claims using their Forming Evidence-Based Claims Tools from the previous lesson to develop comprehensive claims about each inquiry path in the Research Frame.

Students begin the lesson by organizing the claims they created in the previous lesson, physically arranging the Forming Evidence-Based Claims Tools according to the inquiry paths they address. Students analyze and make connections between these specific claims and the supporting evidence to develop comprehensive claims about each inquiry path. Students use Organizing Evidence-Based Claims Tools to write the comprehensive claims about each inquiry path. Students then work in small groups to peer review one Organizing Evidence-Based Claims Tool using an Evidence-Based Claims Criteria Checklist. For the lesson assessment, students synthesize the information from an Organizing Evidence-Based Claims Tool into a paragraph explaining the claim, the evidence that supports it, and how the claim supports a side of an issue from the problem-based question.


Student learning in this lesson is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using an Organizing Evidence-Based Claims Tool from the lesson: Develop and explain a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research. This work directly prepares students to develop and write an Evidence-Based Perspective for the End-of-Unit Assessment. Students build on the claims created in the previous lesson to develop comprehensive claims that reflect a deeper understanding of the inquiry paths and the problem-based question itself, and begin to develop a perspective on their issue. For homework, students review all of their Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise their claims.

Standards

Assessed Standard(s)	
W.11-12.7	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.

W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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)
<p>Student learning in this lesson is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, using an Organizing Evidence-Based Claims Tool from the lesson.</p> <ul style="list-style-type: none"> Develop and explain a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research. <p> This assessment will be evaluated using the Evidence-Based Claims Criteria Checklist.</p>
High Performance Response(s)
<p>Individual student claims will vary based on the individual's problem-based question. A High Performance Response should:</p> <ul style="list-style-type: none"> Develop and explain a claim about an inquiry path or the problem-based question (e.g., International tribunals should be empowered to respond to, prevent, and prosecute genocide in its early stages. This claim was developed using multiple pieces of evidence and demonstrates a perspective that is prevalent in the sources around the issue of preventing genocide). Provide the most relevant and sufficient evidence from research to support the claim (e.g., "The International Criminal Court needs an Optional Protocol to create an international police force with the sole mandate to arrest leaders indicted by the ICC" (Stanton); "... halting or failing to halt genocide has come down to whether the political will exists within the United States to act. We will not be spared from such decisions in the future. If we are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources, and of bearing the casualties, the reversals of fortune, and the inevitable complaints and second-guessing" (Lindberg).).

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.7, W.11-12.9, W.11-12.4, SL.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Comprehensive Claims Assessing Claims Peer Review Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 40% 25% 15% 5%

Materials

- Copies of the Organizing Evidence-Based Claims Tools for each student (one point, two point, and three point)
- Student copies of the Evidence-Based Claims Criteria Checklist (refer to 11.3.2 Lesson 10)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Student copies of the Forming Evidence-Based Claims Tools (refer to 11.3.2 Lesson 10)

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: W.11-12.7 and W.11-12.9. Explain that in this lesson, students use the Organizing Evidence-Based Claims Tool to make comprehensive claims by identifying connections between the specific claims and evidence from the previous lesson (Forming Evidence-Based Claims Tools). Students then peer review one Organizing Evidence-Based Claims Tool using the Evidence-Based Claims Criteria Checklist. Finally, students synthesize the information from an Organizing Evidence-Based Claims Tool into a written paragraph. This work directly prepares students to develop and write an Evidence-Based Perspective for the End-of-Unit Assessment.

- Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In

10%

Return to each student the previous lesson's assessment (two completed Forming Evidence-Based Claims Tools to make claims about one inquiry question), and instruct students to take out their homework from the previous lesson (Continue to complete the process introduced in the lesson by organizing, analyzing, and synthesizing your research, using at least two Forming Evidence-Based Claims Tools to develop claims about all inquiry paths on the Research Frame).

- Students examine the previous lesson's assessment and take out their homework.

Instruct students to take out the Student Research Plan and journal about their research progress and next steps in the Research Journal based on the work completed in the previous lesson (11.3.2 Lesson 10). Instruct students to look specifically at Part 3: Organizing and Synthesizing Research, and reflect on the research activity they did in the last lesson (forming evidence-based claims about inquiry paths). Instruct students to use the language of W.11-12.7 that aligns with Part 3 of the Student Research Plan when writing their journal responses.

- ▶ Students journal about their research progress and next steps.
 - 💬 Student responses will vary by individual problem-based question. Look for students to use the language of the Student Research Plan and W.11-12.7, as well as evidence from their research process for Research Journal responses.
 - ① The lesson assessment from the previous lesson required students to use two Forming Evidence-Based Claims Tools. Hand these tools back to each student with feedback. This assessment was evaluated using the Evidence-Based Claims Criteria Checklist.
 - ① The W.11-12.7 language that applies to Part 3: Organizing and Synthesizing Research includes, “synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”
 - ① While students are journaling about their research progress and next steps, circulate around the room to monitor students’ homework completion.
-

Instruct students to arrange all of their Forming Evidence-Based Claims Tools by inquiry path on their desks.

- ① Students should have at least six Forming Evidence-Based Claims Tools—two for each inquiry path.
- ① Students do not engage in pair discussion for homework accountability because they will work together on their Forming Evidence-Based Claims Tools later in the lesson.

Activity 3: Comprehensive Claims

40%

Explain that in this activity, students build on the claims-making process they started in the previous lesson by analyzing and synthesizing comprehensive claims about each inquiry path in the Research Frame. Students use the claims made in the previous lesson as a foundation to analyze and develop comprehensive claims for an entire inquiry path.

- ▶ Students listen.

Provide students with the following definition: *comprehensive* means “of large scope, covering or involving much, inclusive.” Explain that in this lesson, students combine the claims made in the previous lesson to create claims with a larger scope for each inquiry path. Explain that these new claims are more global and include multiple pieces of evidence.

- ① Explain to students that synthesizing multiple pieces of evidence to develop comprehensive claims allows students to create stronger claims, because they are demonstrating that the claim is supported by sufficient evidence. These comprehensive claims provide a foundation for the Evidence-Based Perspective in the End-of-Unit Assessment. In addition, developing comprehensive

claims across multiple sources is necessary for writing the central and supporting claims of the research-based argument paper in Unit 3 of this module.

- ① At this point, students are making claims about their research. They will not begin to develop central claims until 11.3.3 Lesson 1. For the End-of-Unit Assessment of this unit (11.3.2 Lesson 15), there are no central claims. Students just explain their developing perspective about the problem-based question.

► Students listen.

Distribute a blank Organizing Evidence-Based Claims Tool to each student. Display the Model Research Frame for students to see. Instruct students to examine the Research Frame and read the first circled question under Inquiry Path 2: “What do governments do to prevent genocide?”

- ① Some students might use a Two or Three Point tool depending on how many claims they made about each inquiry path in the previous lesson. For example, if students completed three Forming Evidence-Based Claims Tools for one inquiry path, they should use a Three Point tool to connect the three claims into one comprehensive claim about the inquiry path. Remind students they may need to return to their sources if additional evidence is necessary to support their comprehensive claim.

- ① The Model Research Frame was introduced in 11.3.2 Lesson 6.

► Students examine the Organizing Evidence-Based Claims Tool and read the first circled question under Inquiry Path 2 on the Model Research Frame.

Explain to students that in the previous lesson, the class developed these two model claims about this inquiry path:

- International agencies must respond to and prevent genocide in its early stages.
- Tribunals should publicly arrest those who commit genocide as a deterrent to others who may commit genocide in the future.

► Students listen.

- ① The Model Forming Evidence-Based Claims Tools used in this part of the lesson are located in the previous lesson.

- ① The first claim was formally modeled in the previous lesson. The second claim was not formally modeled during the previous lesson, but was included as an additional example.

Explain that in this activity, students analyze and make connections between the claims they made about their inquiry questions. Then they organize, analyze, and make connections between the Forming Evidence-Based Claims Tools completed for each inquiry path to create a comprehensive claim on an Organizing Evidence-Based Claims Tool.

► Students listen.

Display the Model Organizing Evidence-Based Claims Tool based on the model inquiry path discussed above (What do governments do to prevent genocide?). Explain to students that they can make a larger claim by connecting these two claims. Direct students to the model claim in the Claim section of the tool: “International agencies should be empowered to respond to, prevent, and prosecute genocide in its early stages.”

① The two point Model Organizing Evidence-Based Claims Tool is used as an exemplar in this lesson.

- ▶ Students follow along.
-

Instruct students to use an Organizing Evidence-Based Claims Tool to develop a comprehensive claim about each inquiry path on their Research Frame. They should use the six Forming Evidence-Based Claims Tools they completed in the previous lesson. Remind students they have completed at least two of these tools for each inquiry path.

- ▶ Students use their Organizing Evidence-Based Claims Tools to form comprehensive claims about each inquiry path.

① Circulate around the room to monitor student progress.

① **Differentiation Consideration:** Some students may be able to use an Organizing Evidence-Based Claims Tool to complete a comprehensive claim about the problem-based question as well as the inquiry paths.

Activity 4: Assessing Claims Peer Review Activity

25%

Explain that in this activity, students assess one of their claims using the Evidence-Based Claims Criteria Checklist. Display and distribute the Evidence-Based Claims Criteria Checklist to all students.

- ▶ Students examine the Evidence-Based Claims Criteria Checklist.

Display the Evidence-Based Claims Criteria Checklist and explain to students this checklist be used to assess the Model Organizing Evidence-Based Claims Tool. Read through each criterion in the Content and Analysis section, check the boxes that apply, and write model comments. Explain and model the following:

- I am checking the first box for the Content and Analysis section, Clarity of the Claim. *Clarity* means “the state of being clear or transparent.” I am checking the box because the claim is clearly stated and understandable.
- I can check the second box for the Content and Analysis section, Conformity to the Text, because I created the claim directly from the textual evidence and ideas I read. For example, the quote “The International Criminal Court needs an Optional Protocol to create an international police force with

the sole mandate to arrest leaders indicted by the ICC” (Stanton) directly supports my claim because it calls for an international agency to arrest and prosecute the perpetrators of genocide.

- I can check the third box for the Content and Analysis section, Understanding of the Topic, because my claim demonstrates sound thinking about both the issue of preventing genocide and the problem-based question. The idea is not abstract and there is evidence to support it.

▶ Students follow along.

- ① **Differentiation Consideration:** Consider pointing out to students that the word *conformity* means “agreement”; the claim agrees with and is based upon the text, as indicated by the phrase “directly based upon” in the checklist.

Instruct students to give their assessment of the Model Organizing Evidence-Based Claims Tool for the next three sections of the Checklist: Command of Evidence, Coherence and Organization, and Thoroughness and Objectivity. Remind students to explain their thinking. Write students’ thoughts on the Evidence-Based Claims Criteria Checklist that is displayed.

▶ Students assess the Model Organizing Evidence-Based Claims Tool as a whole class, using the next three sections of the Evidence-Based Claims Criteria Checklist as a guide.

💬 Student responses may include:

- Command of Evidence: The claim has specific evidence supporting it, as demonstrated by the text quotes on the tool itself. Each piece of evidence can be used to directly support the claim. For example, the following quote shows that international agencies have several different ways to prevent future genocides and halt those in progress: “There are also economic sanctions. And ... the power of the media or organizations like Amnesty International to mobilize international opinion against such atrocities has created enough pressure in certain instances to bring about amelioration or change” (Edwards).
- Coherence and Organization: The specific points on the tool group the evidence; the evidence is easy to understand and follows a logical pattern, directly supporting each point and laying a clear foundation for the claim itself.
- Thoroughness and Objectivity: There are eight quotes, and each quote aims to support the overall claim and presents my perspective of the problem-based question. For example, the following quote from “Why Do We Look the Other Way?” describes how international tribunals should prosecute genocide in its early stages: “Prevention must especially begin from the ground up in countries at risk of genocide. A true International Alliance to End Genocide can support such local efforts and create an international mass movement to end genocide.” (Stanton).

- ① **Differentiation Consideration:** If students struggle with responses for Thoroughness and Objectivity, consider providing the following definitions: *thoroughness* means “complete; attentive to detail and

accuracy,” and *objectivity* means “the state or quality of not being influenced by personal feelings or prejudice.” The term *objective tone* will be defined in the next unit, 11.3.3, when students learn how to write objectively about research.

Instruct students to transition into small groups.

- ▶ Students form small groups.
- ① Place students in heterogeneous groups of four to five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates’ topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other’s research processes, which they may use to potentially refine their own inquiry topics and questions.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.11-12.1, to which students were previously introduced. Remind students that these discussion strategies have been taught in previous modules.

- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, organizing and developing their claims using supporting evidence. Remind students that they will present their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.
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Explain to students that for this activity, each student gives one Organizing Evidence-Based Claims Tool to a peer in the small group to review using the Criteria Checklist. Each student should have one tool to review.

- ▶ Students exchange Organizing Evidence-Based Claims Tools with a peer within their group and review them using the Evidence-Based Claims Criteria Checklist.

Direct students to return the tool they reviewed to their peer once the review is complete.

Activity 5: Quick Write

15%

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

Develop and explain a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research.

Instruct students to develop their written response from the Organizing Evidence-Based Claims Tools. Remind students to use the Evidence-Based Claims Criteria Checklist to guide their response. Remind students to practice the skills outlined in W.11-12.4, to which they were introduced in 11.1.3 Lesson 8.

- ① If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.

- ▶ 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 the Organizing Evidence-Based Claims Tools and the Evidence-Based Claims Criteria Checklist to guide their responses.

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

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review all of their Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise their claims.

- ① Remind students that revising the Organizing Evidence-Based Claims Tool might lead to a final round of research and analysis of both their annotated sources and their Taking Notes Tools to find the most relevant and useful evidence possible.

- ▶ Students follow along.

Homework

Review all of the Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise your claims.

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Supporting Evidence

Supporting Evidence

Supporting Evidence

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(Reference:

Supporting Evidence

Supporting Evidence

Supporting Evidence

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ODLL EDUCATION  ORGANIZING EVIDENCE-BASED CLAIMS

Name

Inquiry Path What do governments do to prevent genocide?



CLAIM: International agencies should be empowered to respond to and prevent and prosecute genocide in its early stages.			
Point 1 International agencies must respond to and prevent genocide in its early stages.		Point 2 Tribunals should publicly arrest those who commit genocide as a deterrent to others who may commit genocide in the future.	
A Supporting Evidence <p>"...genocide prevention must start and be led by people from countries at risk. It cannot be led by an American organization in Washington D.C., led by a pacifist Director, that is unwilling to advocate the use of force to stop genocide. Prevention must especially begin from the ground up in countries at risk of genocide. A true International Alliance to End Genocide can support such local efforts and create an international mass movement to end genocide."</p> <p>(Reference: 9)</p>	B Supporting Evidence <p>"...There are also economic sanctions. And...the power of the media or organizations like Amnesty International to mobilize international opinion against such atrocities has created enough pressure in certain instances to bring about amelioration or change."</p> <p>(Reference: 2)</p>	A Supporting Evidence <p>"So the machinery for indictment, arrest, trial, and conviction is not only in place but its reach and influence are expanding. This is because the world has grown increasingly impatient with both nations and individuals that commit such crimes."</p> <p>(Reference: 2)</p>	B Supporting Evidence <p>"That such legal actions can prove effective is demonstrated not only by the media publicity generated worldwide but by a recent track record of prosecutorial success. For example, Jean Kambanda was sentenced to life imprisonment for genocide and related crimes committed while he was prime minister of Rwanda in 1994."</p> <p>(Reference: 2)</p>
C Supporting Evidence <p>"...halting or failing to halt genocide has come down to whether the political will exists within the United States to act. We will not be spared from such decisions in the future. If we are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources, and of bearing the casualties, the reversals of fortune, and the inevitable complaints and second-guessing."</p> <p>(Reference: 5)</p>	D Supporting Evidence <p>"We must also create institutions for action...President Obama should impose a NO FLY Zone over the Nuba Mountains. Any Sudanese bomber or helicopter gunship that attacks a Nuba village should be allowed to land and then destroyed (when their crews have left at night) by cruise missiles fired from American warships in the Indian Ocean. And their runways should be destroyed. NATO airstrikes in Libya took control of the skies from Gaddafi. The same should be done with al-Bashir's Sudan."</p> <p>(Reference: 9)</p>	C Supporting Evidence <p>"To bring perpetrators of the genocide to justice, the United Nations has conducted more than 70 tribunal cases, Rwanda's courts have tried up to 20,000 individuals, and the country's Gacaca courts have handled some 1.2 million additional cases...The government of President Paul Kagame has transformed Rwanda into an island of order and relative prosperity in a poor and politically volatile region."</p> <p>(Reference: 3)</p>	D Supporting Evidence <p>"The International Criminal Court needs an Optional Protocol to create an international police force with the sole mandate to arrest leaders indicted by the ICC."</p> <p>(Reference: 9)</p>

11.3.2**Lesson 12****Introduction**

In this lesson, students choose a claim they crafted in the previous lesson and decide through discussion with a classmate what kind of counterclaim would be most effective to counter the original claim. Students identify evidence to support their counterclaims and record that information on the Forming Counterclaims Tool before engaging in a peer review. Students use the Evidence-Based Claims Criteria Checklist to evaluate a peer's counterclaim. Student learning in this lesson is assessed via a Quick Write. Students respond to the following prompt, using evidence from their research: Develop a counterclaim opposing your claim from the previous lesson and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and evaluate whether the original claim should be revised.

For homework, students review all of their Organizing Evidence-Based Claims Tools and create an additional counterclaim. Students revise their original claim, if necessary, based on the insight from their counterclaims, to develop stronger claims and prepare students for the End-of-Unit Assessment in 11.3.2 Lesson 15.

Standards

Assessed Standard(s)	
W.11-12.7	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.
Addressed Standard(s)	
W.11-12.1.b	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>

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.
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Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via a Quick Write. Students respond to the following prompt, using evidence from their research.</p> <ul style="list-style-type: none"> Develop a counterclaim opposing your claim from the previous lesson and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and evaluate whether the original claim should be revised.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Articulate a counterclaim that provides an alternate perspective to the original claim (e.g., Preventing genocide in its “early stages” is very hard to define, and intervention may come too early or too late.). Provide sufficient evidence to support the counterclaim (e.g., “Nonetheless, there are occasions when all these efforts fail. In such circumstances, ‘rules of engagement’ or valid and workable ‘criteria for humanitarian intervention’ are needed for guiding nations in deciding precisely when and how to intervene in the internal affairs of another country. Military action to stop crimes against humanity or genocide can be warranted. But safeguards are needed, since noble justifications have frequently been claimed for unwarranted invasions. Examples exist as far apart in history as Julius Caesar’s Gallic Wars and George W. Bush’s invasion of Iraq” (Edwards).). Briefly evaluate the original claim by discussing the counterclaim and determine if the original claim should be revised or if the evidence and reasoning is sufficient (e.g., After reviewing the evidence for the counterclaim and looking at my original claim, I believe that my original claim is still strong. Forming this counterclaim made me realize that I should rely on the evidence from my sources, because there is evidence that a principle called the “Responsibility to Protect” attempts to clearly define when to intervene in a situation. Also, one of my sources (Stanton, “The Ten Stages of Genocide”) breaks down the stages of genocide and describes some of the specific events that would justify intervention.). <p>① See Model Forming Counterclaims Tool for a detailed model student response.</p> <p>① Individual student counterclaims will vary by the individual’s problem-based question.</p>

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.7, W.11-12.1.b, SL.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Counterclaims Demonstration Counterclaims Peer Review Activity Quick Write Closing 	<ol style="list-style-type: none"> 10% 10% 40% 25% 10% 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Copies of the Forming Counterclaims Tool for each student (two per student)
- Student copies of the Evidence-Based Claims Criteria Checklist (refer to 11.3.2 Lesson 11)

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

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.7. Explain that in this lesson, students continue to evaluate and strengthen their claims by learning how to craft counterclaims. As in the previous lesson, students participate in a peer review discussion to assess their counterclaims and students articulate a counterclaim for the lesson assessment.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.1.b. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read W.11-12.1.b on their tools and assess their familiarity with and mastery of the standard.

- ▶ Students read and assess their understanding of standard W.11-12.1.b.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Write arguments to analyze issues or texts.
- Support claims with evidence and reasoning.
- Use relevant evidence to write and support claims and counterclaims that accurately reflect an issue.
- Identify the strong points and shortcomings of each claim and counterclaim.
- Consider what the audience might already know or think about the issue before writing claims.

❗ Students practiced identifying the most relevant evidence in 11.3.2 Lessons 10 and 11.

- ① Consider providing students with the following definition: *limitations* means “a real or imaginary point beyond which a person or thing cannot go.” In the context of argument, *limitations* may be points the author does not consider or does not develop fully or effectively.
- ① In the following lesson, students consider the audience’s knowledge level, concerns, values, and possible biases as they begin to prepare an oral presentation of their claims, evidence, and reasoning.

Ask students what it means to develop claims *fairly* and *thoroughly*.

💬 Student responses may include:

- Writers should review all evidence before writing claims in order to present an accurate and informed representation of the issue.
- Writers should take into account all the evidence in constructing a claim, even if not all the evidence supports the claim.
- The language used to construct the claim should be both strong and objective.

① **Differentiation Consideration:** If students struggle to describe fair and thorough claims, ask students which of the following claims is developed fairly and thoroughly.

- In addition to legal action, direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide.
- Military intervention is the only solution in situations that involve genocide because all murder and killing must be stopped.

💬 Student responses may include:

- The first claim is more thorough because it includes legal action and military intervention.
- The first claim is fair because it allows for a range of situations and does not propose a single, one-size-fits-all solution.
- The second claim is not developed thoroughly because it presents only one solution to genocide, and inaccurately implies that genocide is only about “murder and killing.”

Explain to students that the purpose of this lesson is to deepen their understanding of claims and counterclaims.

- ▶ Students follow along.

Activity 2: Homework Accountability and Research Check-In

10%

Return to the lesson assessment from the previous lesson. (Develop a claim about an inquiry path or your problem-based question and support it using specific evidence and details from your research.) Instruct students to take out their homework from the previous lesson. (Review all of the Organizing Evidence-Based Claims Tools using the Evidence-Based Claims Criteria Checklist and, if necessary, revise your claims.)

- ▶ Students examine the previous lesson's assessment and take out their homework.

Instruct students to take out the Student Research Plan. Instruct students to journal about their research progress and next steps in the Research Journal, based on the work completed in the previous lesson (11.3.2 Lesson 11). Instruct students to look specifically at Part 3: Organizing and Synthesizing Research, and reflect on the research activity they did in the last lesson: making an evidence-based claim about an inquiry path or problem-based question. Instruct students to use the language of W.11-12.7 as it aligns to Part 3 of the Student Research Plan.

- ▶ Students journal about their research progress and next steps.
 - 💬 Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of the Student Research Plan and evidence from their research process for research journal responses.
- ① The W.11-12.7 language that aligns to Part 3: Organizing and Synthesizing Research includes “synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”
 - ① While students are journaling about their research progress and next steps, circulate around the room to monitor students' homework completion.
 - ① The previous lesson's homework is used in the following activity.
 - ① The Research Journal was started in 11.3.2 Lesson 3.

Activity 3: Counterclaims Demonstration

40%

Explain to students that along with making claims to support their argument they must also acknowledge counterclaims that oppose their claims. Creating a counterclaim to a claim provides a dialogue around an issue and acknowledges where there may be weaknesses in one's own perspective. Crafting counterclaims is an opportunity to identify areas of improvement as well as acknowledge the multiple claims that can come from any problem-based question.

- ▶ Students listen.

Instruct students to take out the claim they wrote for the assessment from the previous lesson. Explain to students that there are a variety of ways of crafting a counterclaim. Display and distribute the Forming Counterclaims Tool and instruct students to write their original claims on the tool.

- ① This is the claim from the previous lesson: *International agencies should be empowered to respond to and prevent and prosecute genocide in its early stages. Students examine the tool and copy their original claims onto the tool.*

Explain and model the various ways that one might respond to an argument that emerges from a different perspective. It is important to consider a variety of possible counterclaims, though some counterclaims are more effective than others. Model for students what types of counterclaim are effective:

- An effective counterclaim should directly oppose a claim. For example, the model claim “International agencies should be empowered to respond to and prevent and prosecute genocide in its early stages” is opposed by the following counterclaim: “Empowering international tribunals is not the best way to prevent genocide because they are ineffective bodies that are subject to the whims of international politics.”
 - An effective counterclaim may explore the limitations of the claim. The model claim does not fully address the question because it does not explain how empowered international agencies would be any more effective at preventing genocide than the international agencies, such as the United Nations, that exist today. Another limitation of the claim is that it does not acknowledge the danger of putting too much power in the hands of the international community to use military force against nations accused of genocide.
 - An effective counterclaim may offer opposing evidence that is both sufficient and relevant to the issue and from a credible source. One of the sources states that “we cannot assure ourselves that our best planning will always enable us to act early, nor can we count on having a phalanx of the like-minded alongside us. In the extreme case, halting or failing to halt genocide has come down to whether the political will exists within the United States to act” (Lindberg, “The Only Way to Prevent Genocide”). This claim, from a reliable source, points out the influence of the United States on any international body designed to act in cases of genocide. It undermines the original claim by identifying a weakness not addressed in the claim.
- ① Remind students that, although counterclaims require students to approach the issue from an opposite or divergent perspective, the process for writing a claim and a counterclaim is the same. Using relevant and sufficient evidence is as important in writing a counterclaim as it is in writing a claim.
- An effective counterclaim may identify poor reasoning within the claim and a lack of logical evidence to support the claim. For example, the original claim calls for punishment in the “early stages” of genocide, but the early stages are not defined. Many governments would not want others to step in too early—especially the United States, which values its sovereignty.

- ▶ Students listen and follow along with the modeling.

Instruct students to Turn-and-Talk in pairs about possible counterclaims to their original claim as well as what type of counterclaim approach would be effective for this claim.

- ▶ Students Turn-and-Talk to discuss a potential counterclaim.
- 🗣 Individual student responses will vary based on individual problem-based questions. A student response may include:
 - My original claim was, “International agencies should be empowered to respond to and prevent and prosecute genocide in its early stages.” I think a good counterclaim would be, “Preventing genocide in its ‘early stages’ is hard to define, and intervention may come too early or too late.”

Instruct students to copy their potential counterclaim onto the Forming Counterclaims Tool. Explain to students that, like any claim, this is subject to revision and review based on the evidence gathered.

Direct students to the “Evidence” portion of the Forming Counterclaims Tool. Explain to students that this portion of the tool is used to record evidence from their research in order to develop and support their counterclaim fairly. Model for students a potential piece of evidence to support a model counterclaim.

- If my counterclaim is, “Preventing genocide in its ‘early stages’ is hard to define, and intervention may come too early or too late,” I will review my research articles and identify evidence that supports this perspective. For example, the following evidence supports my counterclaim: “Nonetheless, there are occasions when all these efforts fail. In such circumstances, ‘rules of engagement’ or valid and workable ‘criteria for humanitarian intervention’ are needed for guiding nations in deciding precisely when and how to intervene in the internal affairs of another country. Military action to stop crimes against humanity or genocide can be warranted. But safeguards are needed, since noble justifications have frequently been claimed for unwarranted invasions. Examples exist as far apart in history as Julius Caesar’s Gallic Wars and George W. Bush’s invasion of Iraq” (Edwards). This example identifies situations in which countries were able to justify intervention without clear cause.
 - ▶ Students follow along with the modeling.

Instruct students to work on their Forming Counterclaims Tools, examining their research sources for evidence to support their counterclaim. Remind students that their command of evidence should also reflect the type of counterclaim they are crafting in response to the claim made in the previous lesson.

- ▶ Students work independently on the Forming Counterclaims Tool.

- ① To support students' understanding, consider additional modeling on how to choose the most effective evidence for the type of counterclaim they formulated.
 - ① Circulate around the room to monitor student progress.
-

Instruct students to look at the bottom portion of the Forming Counterclaims Tool. Explain to students that, after identifying supporting evidence for their counterclaims, they should briefly evaluate their original claim based on the counterclaim. Explain to students that the original claim may look weaker in light of the counterclaim, or the original claim may still be strong regardless of the alternate perspective. It may be necessary to improve the original claim if the counterclaim casts doubt on the original claim. Model for students an evaluation of an original claim based on a counterclaim.

- After reviewing the evidence for the counterclaim and looking at my original claim, I believe that my original claim is still strong. Forming this counterclaim made me realize that I should rely on the evidence from my sources, because there is evidence that a principle called the “Responsibility to Protect” attempts to clearly define when to intervene in a situation. Also, one of my sources (Stanton, “The Ten Stages of Genocide”) breaks down the stages of genocide and describes some of the specific events that would justify intervention.
 - ▶ Students follow along with the modeling.

Instruct students to complete the Evaluation of the Original Claim portion of the Forming Counterclaims Tool.

- ▶ Students complete the final portion of the Forming Counterclaims Tool.

Activity 4: Counterclaims Peer Review Activity

25%

Distribute the Evidence-Based Claims Criteria Checklist to all students.

- ▶ Students examine the Evidence-Based Claims Criteria Checklist.
- ① Remind students they have used the Evidence-Based Claims Criteria Checklist in the previous lesson to assess their claims.

Instruct students to form small groups. In this activity, students work in their groups to assess if their counterclaim on the Forming Counterclaims Tool is appropriately supported.

- ▶ Students form small groups.
- ① Place students in heterogeneous groups of four to five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of

inquiry/research teams that provide support and accountability to each other. Students should know about their teammates' topics, research questions, central claims, etc. Students should share claims and evidence that arise from their individual inquiry and learn from each other's research processes, which they may use to potentially refine their own inquiry topics and questions.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.11-12.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Instruct students to give one of their Forming Counterclaims Tools to a peer in the small group, so that each student has one Forming Counterclaims Tool to review. Each student in the group should review a peer's Forming Counterclaims Tool using the Criteria Checklist.

- ▶ Students exchange Forming Counterclaims Tools with a peer within their group, and review them with the group using the Evidence-Based Claims Criteria Checklist.

Ask students to return the Forming Counterclaims Tool to their peers once the review is complete.

Activity 5: Quick Write

10%

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

Develop a counterclaim opposing your claim from the previous lesson and support it using specific evidence and details from your research. Reevaluate the original claim based on the counterclaim and evaluate whether the original claim should be revised.

Instruct students to develop their written response from the Forming Counterclaims Tool. Remind students to use the Evidence-Based Claims Criteria Checklist to guide their response.

- ▶ 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 the Forming Counterclaims Tool and the Evidence-Based Claims Criteria Checklist to guide their response.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review all of their Organizing Evidence-Based Claims Tools and create an additional counterclaim using the Forming Counterclaims Tool. Instruct students to evaluate their original claims based on the insight from their counterclaim work, to develop stronger claims and prepare students for the End-of-Unit Assessment in 11.3.2 Lesson 15.

- ① Remind students that revising the Organizing Evidence-Based Claims Tool(s) may lead to a final round of research and analysis of annotated sources and Taking Notes Tools to find the most relevant and useful evidence possible.

- ▶ Students follow along.

Homework

Review all of the Organizing Evidence-Based Claims Tools and draft another counterclaim using the Forming Counterclaims Tool. Based on the counterclaim work, evaluate an original claim to prepare for the End-of-Unit Assessment in 11.3.2 Lesson 15.

Forming Counterclaims Tool

Name:		Class:		Date:	
Original Claim:		Counterclaim:			
		Evidence (ref.):			
		Evidence (ref.):			
Evaluation of the Original Claim:					

Model Forming Counterclaims Tool

Name:		Class:		Date:	
Original Claim: International agencies should be empowered to respond to and prevent and prosecute genocide in its early stages.		Counterclaim: Preventing genocide in its “early stages” is very hard to define, and intervention may come too early or too late.			
		Evidence (ref. 2): “Nonetheless, there are occasions when all these efforts fail. In such circumstances, ‘rules of engagement’ or valid and workable ‘criteria for humanitarian intervention’ are needed for guiding nations in deciding precisely when and how to intervene in the internal affairs of another country. Military action to stop crimes against humanity or genocide can be warranted. But safeguards are needed, since noble justifications have frequently been claimed for unwarranted invasions. Examples exist as far apart in history as Julius Caesar’s Gallic Wars and George W. Bush’s invasion of Iraq.” (Edwards)			
		Evidence (ref. 5): “But whether ‘genocide’ as defined in the treaty is actually occurring or about to occur is a complicated question both epistemologically and legally. For if you act to prevent genocide and succeed, there is no genocide—and so you cannot prove you have prevented one. Moreover, those you act against can claim you have violated their sovereign rights, and the argument will carry weight.” (Lindberg)			
Evaluation of the Original Claim: After reviewing the evidence for the counterclaim and looking at my original claim, I believe that my original claim is still strong. Forming this counterclaim made me realize that I should rely on the evidence from my sources, because there is evidence that a principle called the “Responsibility to Protect” attempts to clearly define when to intervene in a situation. Also, one of my sources (Stanton, “The Ten Stages of Genocide”) breaks down the stages of genocide and describes some of the specific events that would justify intervention.					

11.3.2**Lesson 13****Introduction**

In this lesson, students begin to prepare oral presentations of their claims, evidence, and reasoning for an audience of peer researchers who have been investigating related topics. Students consider the audience's concerns, values, and potential biases, and develop their presentations with these considerations in mind using a Presentation Outline Tool. Students use the claims they developed in the last several lessons to draft a five-minute presentation of the claim and its most compelling supporting evidence. Students also craft an engaging introductory statement that uses rhetorical strategies and a concluding statement that summarizes their presentation. Student learning in this lesson is assessed via a Quick Write: Explain how you addressed the audience's knowledge level, concerns, values, and possible biases in developing your outline.

For homework, students use the Presentation Checklist and their completed Presentation Outlines to prepare their presentation for their audience of peer researchers.

Standards

Assessed Standard(s)	
W.11-12.1.b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
Addressed Standard(s)	
W.11-12.7	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.
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Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via a Quick Write. Students respond to the following prompt, using evidence from their Presentation Outline.</p> <ul style="list-style-type: none"> Explain how you addressed the audience's knowledge level, concerns, values, and possible biases in developing your outline.
High Performance Response(s)
<p>Individual student responses will vary by the individual's problem-based question. A High Performance Response should:</p> <ul style="list-style-type: none"> Explain how the outline addresses the audience's knowledge level, concerns, values, and possible biases (e.g., My audience of peer researchers is able to compare what happened in Rwanda and in Kosovo and to conclude that without swift military intervention, "carnage" can occur. My audience also understands that "ethnic cleansing and atrocities" are descriptions contained in a common definition of genocide. My audience of peer researchers shares the value that genocide is morally wrong. However, some will value nonviolent or non-invasive approaches to preventing genocide over those that include occupying the country or sending in military troops. I compared Kosovo to Rwanda to show the difference military intervention makes in terms of lives lost. Finally, my audience may be biased toward countries taking a larger role in preventing their own genocides. Therefore, I selected evidence that challenged assumptions about how effective an international group can be and how much an internal government can do about genocide that is already underway.).

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.1.b, SL.11-12.4, W.11-12.7 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability and Research Check-In 3. Audience Discussion 4. Presentation Preparation 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 15% 3. 20% 4. 35% 5. 15% 6. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Forming Counterclaims Tool (refer to 11.3.2 Lesson 12)
- Copies of the Presentation Outline Tool for each student
- Copies of the Presentation Checklist 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

10%

Begin by reviewing the agenda and the assessed standards for this lesson: W.11-12.1.b and SL.11-12.4. Explain that in this lesson, students consider the knowledge level, concerns, values, and potential biases of their audience, and discuss these considerations and their implications with a peer. Then students prepare for a presentation in the next lesson by organizing their revised claim from the last lesson and the most relevant, compelling evidence to support the claim. Finally, students further prepare for their presentations by organizing their evidence according to the considerations of their audience and the items in the Presentation Checklist. Students also reflect how they organized their presentations with their audience in mind.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with new standard: SL.11-12.4. Instruct students to individually read SL.11-12.4 on their tools and assess their familiarity with and mastery of the standard.

- ▶ Students read and assess their understanding of standard SL.11-12.4.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Organize a presentation so the audience can follow the reasoning and understand the content.
- Offer a clear perspective on the issue, but back it up with evidence.
- Include a clear line of reasoning as well as contrasting perspectives on the issue.
- Develop the presentation with a specific purpose and audience in mind.

Activity 2: Homework Accountability and Research Check-In

15%

Instruct students to take out their homework from the previous lesson. (Review all of the Organizing Evidence-Based Claims Tools and draft another counterclaim using the Forming Counterclaims Tool. Based on the counterclaim work, evaluate an original claim to prepare for the End-of-Unit Assessment in 11.3.2 Lesson 15.)

- ▶ Students take out their homework.

Instruct students to discuss the following question in pairs:

How did your counterclaims affect the strength of your claims?

For example, the counterclaim may have exposed weaknesses in the claim, or may have been supported by evidence stronger than that of the original claim.

- ▶ Students work in pairs and discuss how their counterclaims affected their central claims.
- 🗨 Student responses will vary based on their individual research, but should include the language of the Forming Counterclaims Tool:
 - I had to revise my claim because my counterclaim was more convincing. My original claim, “Direct military intervention is necessary in situations of genocide” was not well-defined because it is not clear what “situations of genocide” are. My counterclaim pointed out this weakness. My claim is much stronger now because I revised it to “Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide.” There is evidence that more strongly supports that claim.
 - My claim was not affected by the counterclaim because my claim was still stronger, even though the counterclaim is reasonable and appropriate.
 - My original claim was that international tribunals should be in charge of military intervention. I had to change my claim slightly because my counterclaim exposed a weakness in my claim, which is that tribunals have not proved effective in intervention. Now my claim is stronger: “International agencies need to be empowered to respond to genocide in the early stages” is stronger because “responding to genocide” is not as direct as “military intervention” and allows for a range of interventions.

Instruct students to take out the Student Research Plan and journal about their research progress and next steps in the research journal, based on the work completed in the previous lesson. Instruct students to look specifically at Part 3: Organizing and Synthesizing Research, and reflect on the research activity they did in the last lesson: developing a counterclaim. Instruct students to use the language of W.11-12.7 as it aligns to Part 3 of the Student Research Plan.

- ▶ Students journal about their research progress and next steps.
 - 🗨 Student responses will vary based on their individual research questions/problems and research conducted. Students should use the language of the Student Research Plan and evidence from their research process for research journal responses.
- ① The W.11-12.7 language that aligns to Part 3: Organizing and Synthesizing Research includes “narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”
 - ① While students are journaling about their research progress and next steps, circulate around the room to assess students’ completion of the homework.

① The research journal was started in 11.3.2 Lesson 3 and is completed in this lesson.

Activity 3: Audience Discussion

20%

Remind students that their research-based argument papers will be written for a specific audience. Explain that different audiences have different knowledge levels about particular subjects, different concerns about how subjects are treated, different values that may inform their understanding of the topic, and possible biases about subjects. Explain that effective writers take these knowledge levels, concerns, values, and possible biases into account when they construct arguments. Inform students that they will apply these considerations in crafting their papers, as they prepare to present to an audience of peer researchers who have been investigating related topics.

► Students listen.

① Students learned the word *audience* in 11.3.2 Lesson 12. If necessary, remind students that an audience is comprised of people who are reading, viewing, or listening to a text.

Instruct students to form pairs to discuss the following question:

Why is it important to consider an audience before creating a writing product or a presentation?

💬 Student responses may include:

- Presenters should know the audience so that they provide the right information and the right level of detail about a topic based on what the audience may or may not already know.
- Presenters should know the audience so that they can approach a topic with an audience's preconceptions or beliefs in mind, and address these concerns in the presentation.

Lead a brief whole-class discussion of student responses.

Explain to students that they will now go through a model of how to take their audience's knowledge level, concerns, values, and potential biases into consideration when preparing a presentation. Model this process for students using the topic and research identified for "preventing genocide."

First explain that *knowledge level* refers to the background knowledge an audience already has about a topic, and the information the audience will need to understand the presentation. Explain that an audience of peer researchers who have been investigating related topics may already know the term *genocide*, although some peers studying slightly different topics may not. It is important to keep the audience in mind and define key terms in their presentations. However, because this is a very brief presentation, students should provide only critical background information and define only the most necessary terms.

► Students listen.

Students should consider what terms or ideas an audience of peer researchers who have been investigating related topics might not be familiar with and need explaining in the presentation. Instruct students to Turn-and-Talk in pairs to discuss the following question:

What are the knowledge demands of your topic, the knowledge level of your audience, and terms that you should explain in your presentation?

Display and distribute the Presentation Checklist. Instruct students to write key terms and ideas down on a sheet of paper or on their Presentation Checklist in the Notes box next to the line “I have considered and addressed the knowledge level of my audience.”

- ▶ Students discuss terms and ideas that need to be explained and write these on the checklist.
- 🗣 Student responses may include:
 - My listeners may not know the term “apartheid” and they may not know that South Africa is an independent country in the continent of Africa, so I will make sure to define apartheid and mention “the country of South Africa” in my introduction.
 - For my topic, institutional racism, I will have to define several terms, including *stereotype*, *ethnicity*, and *institutional racism*.
 - My topic is “nuclear war,” and there are several concepts I will have to explain to help my listener make sense of how the evidence connects to my claim, including the *Cold War*, the *Arms Race*, and *Glasnost*.

Next, explain that *concerns* are matters that engage a person’s interest or care, or that affect a person’s welfare or happiness. Explain that within the topic of genocide, there are many things that the writer should consider when addressing potential audience concerns. For example, genocide can be a disturbing or emotionally charged topic since it includes issues of mass murder, prejudice, and extreme violence.

- ▶ Students follow along.

Explain that *values* are the moral principles and beliefs or accepted standards of a person or social group. Remind students that everyone has different values, and that the writer must anticipate the values of his or her audience. For this topic, genocide, many people may share the value that genocide is morally wrong. However, some may value nonviolent or non-invasive approaches to preventing genocide over those that include occupying the country or sending in military troops.

Some of the evidence about genocide may be graphic in nature, so students should consider what concerns might be upsetting or offensive to their audiences, or details that may be in conflict with the values of their audience. Students should be prepared to address these concerns and values in their presentation, and avoiding graphic descriptions or too much information about particular examples may address the audience’s concerns.

Instruct students to Turn-and-Talk to discuss the following question:

How will you anticipate and address your audience's concerns and values in your presentations?

- ▶ Students Turn-and-Talk to discuss their audience's concerns and values.
 - 🗨 Student responses may include:
 - When I mention my topic, nuclear war, my audience may be concerned about the likelihood of a nuclear attack, or even nuclear war, today and how it would affect them and their families. However, I must mention the bombing of Hiroshima and Nagasaki because without references to these events, my claim will not appear knowledgeable. Because of this, I will keep my language objective and avoid using any graphic scenarios that could unnecessarily frighten my audience.
 - My topic is memory, and some people would be disturbed to hear about how memory can be selectively erased. I plan to explain that these developments are only in the experimental stages and that they are supposed to be used to relieve traumatic memories.
 - Many people value patriotism and national pride, and my topic, nationalism, is an extreme form of this, marked by a feeling of superiority over other countries. I will need to describe the difference between national pride and nationalism, as it is expressed in my sources.
- ① Consider explaining to students that thinking about other people's values can help them anticipate strong counterclaims. It is also important to respect others' values when addressing the counterclaim in the argument. For example:
- Less effective: "Some people may say that nonviolent approaches to preventing genocide should be considered, but these people do not understand how important it is to stop those who want to commit genocide."
 - More effective: "Some people may say that nonviolent approaches to preventing genocide should be considered, and they cite Martin Luther King, Jr. and Mahatma Gandhi as examples of nonviolent leaders. However, advocates of military intervention may argue that because of the violent nature of the crime, force is the only way to prevent genocide from occurring."
- ① Point out that the audience's values and concerns may be very similar. Students should be aware that these considerations may overlap.

Explain that *biases* are particular tendencies or inclinations, especially those that prevent unprejudiced consideration of a question. Explain that biases may develop based on peoples' experiences. Instruct students to consider some of their own assumptions and biases about their own topics before they

begin their research. For example, one example of a bias is that preventing genocide should be handled by the country's government.

- ▶ Students follow along.

Ask students to think about the potential biases their audience may have about their own topics. Explain to students it is important to address these biases by modifying the presentation. Explain that an effective presentation anticipates and addresses potential biases. For example, explaining some of the factors that can lead to genocide may address these biases.

Instruct students to Turn-and-Talk in their pairs to discuss the following question:

What potential biases may your audience have about your topic or claim, and how will you address them?

- ▶ Students discuss their audience's potential biases and discuss with a partner.
- 💬 Student responses may include:
 - Some people may hold biases based on religious beliefs, so I will need to demonstrate that religious intolerance has led to many wars and conflicts.
 - My topic is war, and some people are more biased toward engaging in conflict to solve problems, while others will be biased toward more peaceful solutions. I will also have to make sure I am objective in this situation because I tend to seek nonviolent solutions to conflicts and I have found plenty of evidence to support a more pro-war position.
 - A common bias is that only Western countries are equipped to prevent genocide, but Gregory Stanton mentions that grassroots movements in a country can be effective in preventing genocide.

Lead a share out of student responses about the knowledge level, concerns, values, and potential biases of their audience.

Activity 4: Presentation Preparation

35%

Explain that in the next lesson, students will orally present one claim to an audience of peer researchers who have been investigating related topics. Instruct students to select the strongest claim for the presentation, considering their audience's knowledge level, concerns, values, and potential biases, and explain the claim using strong reasoning. The presentation will be five minutes long, timed.

- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, presenting information, findings, and supporting evidence clearly and following a line of reasoning; addressing alternate or opposing perspectives; and ensuring the development, substance, and style of their presentations are appropriate to the purpose, audience, and task.

Remind students that they will present their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.

- ▶ Students listen.

Distribute the Presentation Outline Tool. Have students gather their revised claims from Homework Accountability and their Organizing Evidence-Based Claims Tools from 11.3.2 Lesson 11.

- ▶ Students gather the materials.

Draw students' attention to the Claim box on the tool. Explain that students should write their revised claim from Homework Accountability in this section. For example, the revised model claim for the topic Preventing Genocide is "Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide." Instruct students to write in their own revised claim in that section of the Presentation Outline tool.

- ▶ Students independently complete this section of the Presentation Outline Tool with their own revised claims.

Instruct students to look at their revised claims and determine if there are any audience considerations to note. For example, because the audience may not know the term "genocide," in this presentation, it should be defined before the speaker presents the claim. The audience may not know what "early stage execution" of genocide is, so that should also be directly explained in the presentation. Instruct students to write any audience considerations they have for the claim.

- ▶ Students independently fill in any audience considerations.

Direct students' attention to the Evidence boxes on the Presentation Outline Tool. Instruct students to select two or three pieces of evidence from the Organizing Evidence-Based Claims Tool from 11.3.2 Lesson 11. Remind students that they should select evidence that strongly supports their claim and meets their audience considerations. For example, the following examples are easy to understand and clearly related to the claim:

- "the world does nothing. Actually, perhaps worse than nothing. Belgian peacekeepers, under the United Nations flag, watched as the carnage unfolded. In the 100 days beginning April 6, 1994, Hutu gangs, aided by the Hutu Army, killed almost 1 million Tutsis and moderate Hutus--the fastest genocide in human history." (Zakaria)
- "In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, averting a potential genocide in close proximity to NATO territory. But in 2004, after the U.S. Secretary of State, Colin Powell, declared that atrocities in the Darfur region of Sudan amounted to genocide, the response of the United States and others was uncertain and halting at best. Hundreds of thousands of lives were lost and millions evacuated their homes for refugee and displaced-persons camps. There they remain." (Lindberg)

Instruct students to look at their Organizing Evidence-Based Claims Tools, or, as needed, their Taking Notes Tools, and identify two to three compelling pieces of evidence that are appropriate for their audience.

- ▶ Students independently select two to three pieces of evidence from their research and fill them in on their Presentation Outline Tools.

① If students' model claims were substantially revised and the evidence on the Organizing Evidence-Based Claims Tool no longer supports the claims effectively, students can draw supporting evidence from their Taking Notes Tool or from the sources themselves.

Instruct students to consider how the evidence will be used to support the claim. For example, in the model, the two pieces of evidence are contrasting examples of how military intervention can prevent genocide. The first is a description of how a lack of intervention allowed many people to be killed, and the second shows how intervention prevented greater loss of life. These two examples are appropriate to an audience of peer researchers who have been investigating related topics.

Instruct students to analyze their evidence and describe how their evidence will be presented so their audience will follow the reasoning.

- ▶ Students make notes about how the evidence fits together in a clear line of reasoning.

Explain that each presentation should begin with an engaging introductory statement or an opening that piques the listener's attention. The introductory statement should also make the audience want to know more. Explain that an introductory statement should also give some information or context about the topic, and can be more than just one sentence. Ask students the following question:

What kinds of introductions pique your attention?

💬 Student responses may include:

- One attention-grabbing opening is to start with a controversial statement.
- A smart, relevant quote by someone famous can be an engaging way to start a speech.
- Elie Wiesel started his speech with the retelling of a legend and then connected that to his main point.
- Varied syntax can be interesting and engaging.

Explain that an engaging introductory statement interests listeners in the topic. An introductory statement may contain rhetorical devices, such as varied syntax, figurative language, a rhetorical question, or parallel structure, or it can be a brief anecdote or quote. The point of the introductory statement is to engage the listener, and to briefly contextualize the presentation for the listener.

Post the following three examples of introductory statements for students to see. Instruct students to discuss in pairs which of these is the most engaging and why.

- "Germany, 1944. Death camps. Crematories. Starvation. Millions of people were killed at the hands of the Nazis. Why did so many people have to die? Why did no one step in for years to stop it?"

- “You might never have heard of the word *genocide* before, but it is a terrible thing. Genocide includes the mass murder of a population of people. Even today, genocide continues.”
- “The most evil of all evils in the world: genocide. Yet today it exists. This presentation will tell you why and what we can do to stop it in its tracks with military intervention that happens when signs of genocide, or its early stages, are just beginning.”

💬 Student responses may include:

- The first and the third introductory statements are the most engaging because they include rhetoric. However, the third gives too much information and does not define terms necessary for the audience to understand the author’s point.
- The first introductory statement starts with an engaging image and varied syntax, which are both rhetorical devices. The rhetorical questions force the listener to wonder how these could have been avoided.
- The second example is uninteresting and assumes that the listener does not know what genocide is.

Instruct students to draft their own introductory statements. They should write these in the “Engaging Introductory Statement” part of the Presentation Outline Tool.

- ▶ Students independently draft introductory statements and write them on their Presentation Outline Tools.

Explain to students that their concluding statements should restate their claims in different language. It should not provide any new evidence, but should summarize the claim and evidence using strong language that provides a compelling case for why the audience should agree with the claim.

Post the following three examples of closing statements for students to see. Instruct students to Turn-and-Talk in pairs about which of these is the most engaging and why.

- “As you can see from my presentation, direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide. I have proved this using evidence from sources that show that direct intervention is necessary when genocide is a threat.”
- “The only way to stop genocide is through direct military intervention. Without intervention, genocide can escalate quickly and millions of lives are unnecessarily lost. More power must be giving to preventing genocide in the early stages and before the rest of the world is left with no action left but regret.”
- “Another case in which direct military intervention would have been necessary is the Holocaust. Think about it: if we had intervention back then, six million Jewish people would not have died. By

the time persecution and extermination were evident, an intervention could have stopped Hitler and saved millions of people.”

💬 Student responses may include:

- The second concluding statement restates the claim and provides a strong case about how the information in the presentation supports the claim. It contains strong language that is meant to be convincing to the listener.
- The first concluding statement is boring and restates the claim word for word. It is also vague about how the evidence relates to the claim.
- The third concluding statement provides new information about another genocide and does not really sum up the argument or convince the reader of the claim.

Instruct students to draft their own concluding statements and write them in the “Concluding Statement” part of the Presentation Outline Tool.

- ▶ Students independently draft concluding statements and write them on their Presentation Outline Tools.

① Consider showing a short presentation, such as a three-minute TED talk or a brief lightning talk and identifying the engaging introductory statement, claim, evidence, and concluding statement.

Distribute the Presentation Checklist. Explain that the Presentation Checklist is a guide for students to use to organize and develop their presentations. Remind students that they can refer to their Presentation Outline Tools as a resource for completing the checklist.

Instruct students to talk in pairs and discuss how the items on the checklist influence how they structure the presentation of their introductory statement, claim, evidence, and concluding statement.

- ▶ Students look at the checklist and discuss how the items on the checklist will affect the claims they choose to present and how they plan to organize their presentation.

💬 Student responses may include:

- Given the length of the presentation (five minutes), I will not be able to include all the evidence. I will need to consider what the strongest evidence is and how it can be tied together in the short timeframe.
- I have to think about my audience’s knowledge level, so I will have to include information to help my audience understand some of the terms and issues involved.
- My audience will be listening, so I should use keywords to clearly guide my audience through the ideas. My audience will not be able to “reread” if they miss something.
- When I convey my own perspective, I must be clear and distinct so it does not sound like I am just reading from my sources.

- I have to consider the knowledge level, concerns, values, and potential biases of an audience composed of peer researchers who have been investigating related topics and address them as necessary in the presentation.

Lead a brief share out of student responses.

Explain that there are many different ways to prepare for oral presentations. While some presenters like to jot down key talking points on notecards to serve as reminders, others prefer to work instead without notes and memorize their speeches or key parts of their speeches. Some important things to remember are to be comfortable and confident as a speaker, maintain eye contact, and know the content well.

Instruct students to begin independently preparing their presentations using the Presentation Outline and Presentation Checklist. Inform students that they have only five minutes to present, so they need to be clear and succinct in the information they present. Allow students to work independently to prepare their oral presentations.

- ▶ Students gather their information and begin preparing their presentations.

As students work independently, circulate and monitor student progress.

- ① Explain to students that they may use notecards to organize their ideas and the order of their points and evidence during their presentation.
- ① Remind students that they are expected to use appropriate eye contact, adequate volume, and clear pronunciation in their presentation. Encourage them to practice in front of a mirror or with another person before they present to their peers.

Activity 5: Quick Write

15%

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

Explain how you addressed the audience's knowledge level, concerns, values, and possible biases in developing your outline.

Instruct students to develop their written responses from the Presentation Outline Tool. Remind students to use the Presentation Checklist to guide their 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 the Presentation Outline and the Presentation Checklist to guide their responses.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to prepare for the oral presentation in the following lesson. Instruct them to use the Presentation Checklist and Presentation Outline to guide their preparation.

- ▶ Students follow along.

Homework

Prepare for the oral presentation in the following lesson using the Presentation Checklist and Presentation Outline as guides.

Presentation Outline Tool

Name:		Class:		Date:	
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Section	Draft	Audience Considerations?
Engaging Introductory Statement		
Claim		
Evidence		
Closing Statement		

Model Presentation Outline Tool

Name:		Class:		Date:	
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Section	Draft	Audience Considerations?
Engaging Introductory Statement	Germany, 1944. Death camps. Crematories. Starvation. Millions of people were killed at the hands of the Nazis. Why did so many people have to die such senseless deaths? Why did no one step in for years to stop it?	I needed to find a way to describe the brutality of genocide without including too many graphic details that might upset my audience.
Claim	Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide.	Need to define stages of “persecution” and “extermination” in Stanton source.
Evidence	<p>“the world does nothing. Actually, perhaps worse than nothing. Belgian peacekeepers, under the United Nations flag, watched as the carnage unfolded. In the 100 days beginning April 6, 1994, Hutu gangs, aided by the Hutu Army, killed almost 1 million Tutsis and moderate Hutus--the fastest genocide in human history.” (Zakaria)</p> <p>“In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, averting a potential genocide in close proximity to NATO territory. But in 2004, after the U.S. Secretary of State, Colin Powell, declared that atrocities in the Darfur region of Sudan amounted to genocide, the response of the United States and others was uncertain and halting at best. Hundreds of thousands of lives were lost and millions evacuated their homes for refugee and displaced-persons camps. There they remain.” (Lindberg)</p>	Compare Rwanda and Kosovo because in Rwanda, the UN failed and in Kosovo, it stopped genocide as it was happening.
Closing Statement	The only way to stop genocide is through direct military intervention. Without intervention, genocide can escalate quickly and millions of lives are unnecessarily lost. More power must be given to preventing genocide in the early stages and before the rest of the world is left with no action left but regret.	

Presentation Checklist

Name:		Class:		Date:	
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Component	Yes/No	Notes
I have included information, findings, and supporting evidence to support my claim.		
I have included the most relevant evidence to support my claim.		
I convey a clear and distinct perspective on the topic.		
I have organized my information in a way that is logical and clear.		
I use clear transitions and links between ideas to help my listeners follow the lines of reasoning.		
I use a formal tone, appropriate to my purpose and audience.		
I have considered and addressed the knowledge level of my audience.		
I have considered and addressed the concerns and values of my audience.		
I have considered and addressed the potential biases of my audience.		

11.3.2

Lesson 14

Introduction

In this lesson, students present their research findings in small groups, articulating a perspective on their topic by sharing their claims, evidence, and reasoning. This presentation helps students prepare for the End-of-Unit Assessment in which they write an Evidence-Based Perspective that synthesizes the evidence collection and research work completed in this unit. Students crafted their presentations according to the Presentation Outline Tool and the Presentation Checklist introduced in the previous lesson.

In this lesson, students also listen to and evaluate their peers' presentations. Student use a Presentation Feedback Tool to provide feedback about the presenter's claim, evidence, reasoning, word choice and point of view. Student learning in this lesson is assessed via a Quick Write: Choose one or two pieces of feedback you received on your presentation and explain how they will help you strengthen your claim, evidence, and reasoning.

For homework, students apply the feedback gathered from the Presentation Feedback Tools as they continue to revise claims, evidence, and reasoning as necessary to prepare for the End-of-Unit Assessment.

Standards

Assessed Standard(s)	
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1.d	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. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Addressed Standard(s)	
W.11-12.1.a, b	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via a Quick Write. Students respond to the following prompt, using evidence from their research.</p> <ul style="list-style-type: none"> Choose one or two pieces of feedback you received on your presentation and explain how they will help you strengthen your claim, evidence, and reasoning.
High Performance Response(s)
<p>Individual student responses will vary by the individual's topic and presentation. A High Performance Response should :</p> <ul style="list-style-type: none"> Identify specific feedback from a peer that will help strengthen the claims, evidence and reasoning (e.g., One of my peers wrote "I think she needs to explain 'direct military intervention' better because it could mean many things." This is helpful because understanding how the military might intervene in a situation of genocide is vaguer than I thought. Clarifying it to mean sending in troops to stop the people committing genocide will differentiate it from sanctions or humanitarian

aid, which could also be provided by the military, but is not part of my claim. In addition, two of my peers stated that I did not connect the included evidence by reasoning. The third peer said I did use enough reasoning, but I want to ensure that my audience of peer researchers is able to understand how my evidence, reasoning, and claim are connected. I will make sure to use language that directly connects the evidence together, explains why I included it, and connects it to my claim).

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.9, SL.11-12.1.d, W.11-12.1.a, b, SL.11-12.3, SL.11-12.4 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Peer Presentation Feedback 4. Small Group Presentation 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 15% 4. 45% 5. 15% 6. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Presentation Checklist (refer to 11.3.2 Lesson 13)
- Copies of the Presentation Feedback Form for each student (3–4 copies per 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

10%

Begin by reviewing the agenda and the assessed standards for this lesson: W.11-12.9 and SL.11-12.1.d. Explain that in this lesson, students orally present their claims, counterclaims, and supporting evidence. Students present and listen to peer presentations and provide feedback. Students help their peers improve their claims for their research papers and the End-of-Unit Assessment in the following lesson by closely listening to the claims presented by their peers and giving strong, specific comments and suggestions.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.1.a. Instruct students to individually read W.11-12.1.a on their tools and assess their familiarity with and mastery of this standard.

- ▶ Students read and assess their familiarity with standard W.11-12.1.a.

Instruct students to talk in pairs about what they think the standard W.11-12.1.a means. Lead a brief discussion about the standard.

🗨 Student responses should include:

- Write arguments to analyze issues or texts.
- Explain why a claim is important or significant to the argument.
- Introduce precise, knowledgeable claims and clarify the difference between claims and counterclaims.
- Support claims with evidence and reasoning to coherently link ideas.
- Connect all of the parts of an argument logically.

Activity 2: Homework Accountability

10%

Instruct students to take out any resources they used to complete the homework. (Prepare for the oral presentation in Lesson 14 using the Presentation Checklist and Presentation Outline as guides.)

▶ Students take out their homework.

① Students may have used notecards, visual aids, pages of notes, or other supports for preparation. It is acceptable for students to use these, as long as they are not reading word-for-word from a paper during the presentation.

Instruct students to talk in pairs and discuss how they prepared for the presentation and share methods and strategies they used to support their preparation. Instruct student pairs to share out.

▶ Student pairs discuss their preparation for the presentation today.

🗨 Student responses may vary with their claims and counterclaims, but may include:

- I prepared notecards so I could remind myself of key ideas during my presentation.
- I practiced in front of a mirror, first describing my claim and giving evidence, and then going into my counterclaim.
- My parent listened to me give my presentation and she offered feedback. Together we made some additional notecards to fill in gaps where evidence and reasoning was needed.
- I recorded myself on my cell phone and played it back, listening for where I said “um” a lot. I really tried to focus on remembering what I wanted to say in those sections.
- I wrote out my presentation and read it to myself enough times to memorize it.

Activity 3: Peer Presentation Feedback

15%

Inform students that today’s lesson focuses not just on how well they present their claim, but also on how well they listen to and provide feedback to their peers. Distribute the Presentation Feedback Form.

Draw students’ attention to the first item, “The speaker’s point of view, as evidenced by opinions, attitudes, or judgments about the topic, is clear, reasonable, and understandable.” Ask students:

How will you know if the presenter's point of view is clear, reasonable, or understandable?

💬 Student responses may include:

- The presenter may state his or her point of view, but will not make outlandish claims, using words like *all*, *every*, and *none* that are likely to be unreasonable.
- If the presenter contradicts his or her claim using opposing pieces of evidence that are not tied together with reasoning, the presenter's opinions, attitudes, and judgments may not be clear or understandable.
- The speaker may not support his or her point of view with any evidence, so the listener cannot tell if it is reasonable.

Explain to students that as they listen to their peers' presentations, they should record examples of specific evidence in the "examples" box. If they have any specific ideas for improving the presentation or strengthening the claim, they should record that information in the "Notes or Suggestions" box. The goal of this presentation is to help the presenter improve his or her claim for the End-of-Unit Assessment in the next lesson.

① Peer evaluation of presentations supports student engagement with SL.11-12.3, which addresses the evaluation of a speaker.

Draw students' attention to the second item, "The evidence the speaker selected to emphasize is sufficient to support the claims." Ask students:

What evidence will you listen for?

💬 Student responses may include:

- Facts
- Statistics
- Quotes
- Examples

How will you know whether the evidence is sufficient to support the claims?

💬 Student responses may include:

- There are 2–3 examples of evidence.
- The evidence is relevant to the claim.

Draw students' attention to the third item, "The reasoning the speaker selected to emphasize is sufficient to support the claim." Ask students:

What reasoning will you listen for?

💬 Student responses may include:

- Links and relationships between ideas that lead to a logical conclusion.
- Different examples of evidence that connect to a larger idea.

Draw students' attention to the fourth item, "The ideas are linked using clear transitions that help the listener follow the idea." Remind students that the presenter will use keywords, such as *however*, *therefore*, *on the other hand*, and *conversely*. Explain that it is important to pay attention to these transitions to distinguish the claim from the counterclaim, and the connections between the claim, reasons, and evidence.

① Students were introduced to transitions in 11.1.2 Lesson 12 and explored transitions more deeply in 11.2.1 Lesson 13.

① **Differentiation Consideration:** If necessary, remind students that a *transition* is a change, and in writing, a *transition* is a word, phrase, or sentence that signals a change in topic and connects ideas.

Draw students' attention to the fifth item, "The speaker's point of view, as evidenced by opinions, attitudes, or judgments about the topic, is clear, reasonable, and understandable." Ask students:

How will you know the speaker's point of view?

💬 Student responses may include:

- The speaker may state his/her point of view by saying "I think" or "It seems to me" or in some other direct way.
- The speaker may reveal his/her point of view by providing an opinion or attitude about the topic, possibly through his/her claim.
- The speaker may reveal his/her point of view through the evidence provided or by leaning toward an opinion on the topic.
- The speaker's reasoning may demonstrate a judgment about the topic that reveals his/her point of view.

Point to the last (sixth) item, "The speaker uses strong and deliberate word choice including technical, topic-appropriate words and rhetoric, as appropriate." Ask students:

What word choice or rhetoric will you listen for?

💬 Student responses may include:

- Words with technical definitions.
- Precise, appropriate words to describe relationships between ideas.
- Rhetorical devices like figurative language, varied syntax, rhetorical questions, parallel structure, or other strategies that are used deliberately to catch the reader's attention in the introductory statement.

- ① Remind students that the uses of rhetoric and word choice are stylistic decisions (RI.11-12.6) and will vary from presenter to presenter. However, if students have suggestions about how certain words or sentences could be clearer, more effective, or more engaging, instruct them to include them in the Notes and Suggestions section of the Presentation Feedback Form.

Activity 4: Small Group Presentation

45%

Instruct students to form heterogeneous groups of three to four students. Explain that each student in the group will give a five-minute presentation. While one student presents, the other two or three students at the table listen carefully and complete Presentation Feedback forms.

- ▶ Students get into groups and listen.
- ① As student groups present, circulate and listen to the presenters. Make notes about suggestions you have regarding how students have organized their claims or have chosen to convey their information orally. Note students who identify specific examples from the presentation and provide feedback on their Peer Feedback forms.
- ① Consider doing a model presentation/feedback session in a fishbowl setting: organize one group in a center circle or at the front of the class while the other students sit in an outer ring or watch from their seats. Sit with the listening group and take notes on the Peer Feedback Form for the first presenter. Share your responses with the class to model strong, targeted critical feedback.
- ① Consider setting a timer that provides a 30 second warning before ending so that students have sufficient notice to conclude their presentations.
- ① If group size varies, consider having students in small groups join the students in larger groups and complete a form for the last round(s) of presentations.
- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, presenting information, findings, and supporting evidence clearly and following a line of reasoning, addressing alternate or opposing perspectives and ensuring the development, substance, and style of their presentations are appropriate to the purpose, audience, and task. Remind students that they will present their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.

When groups finish presenting, instruct students to gather the Presentation Feedback Tools for their presentations, and take out their completed Presentation Checklists.

- ▶ Students gather Presentation Feedback forms and their copies of the Presentation Checklist.

Instruct students to read through the feedback they received. Instruct students to synthesize and respond to peer comments and feedback, resolve contradictions and determine what additional information or research is required to deepen their investigation. This information is important for the Quick Write in the next section.

- ▶ Students review feedback and the peer checklist to reflect on their presentations and prepare for the Quick Write.

Activity 5: Quick Write

15%

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

Choose one or two pieces of feedback you received on your presentation and explain how they will help you strengthen your claim, evidence, and reasoning.

Instruct students to develop their written response from their synthesis of the Presentation Feedback Tools. Remind students to use the Presentation Checklists as well to guide their response.

- ▶ Students listen and read the Quick Write prompt.
- ① Display the prompt for students to see, or provide the prompt in hard copy.
- ① This Quick Write supports student engagement with W.11-12.1.a, b, which address the introduction, organization and development of claims and counterclaims.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt, using the Presentation Feedback Tools and Presentation Checklist to guide their response.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use guidance gathered from the Presentation Feedback Tools and Presentation Checklist to revise their presented claim, evidence, and reasoning as necessary, to prepare for the next lesson's End-of-Unit Assessment.

- ▶ Students follow along.
- ① Encourage students to carefully consider all feedback, but only accept suggestions that will strengthen their claim, evidence, and/or reasoning. Students should think carefully about how the pieces fit together and not simply incorporate all feedback without critical analysis.

- ① Students may apply the feedback to their counterclaim or other claims in preparation for the End-of-Unit assessment, if they find the feedback applicable.

Homework

Use guidance gathered from the Presentation Feedback Tools to revise your claim, evidence, and reasoning as necessary, to prepare for the next lesson's End-of-Unit Assessment.

Model Presentation Checklist

Name:		Class:		Date:	
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Component	Yes/No	Notes
I have included information, findings, and supporting evidence to support my claim.	YES	I included two central quotes from the research I found that directly support my claim.
I have included the most relevant evidence to support my main claim.	YES	I used specific quotes about the genocide in Rwanda and the one in Kosovo to support my claim about how intervention can stop genocide.
I convey a clear and distinct perspective on the topic.	YES	I included my own opinion based on my research: I believe military intervention is necessary in early-stage genocide, but there are many other perspectives on this issue.
The way I organized my presentation is appropriate to my purpose and audience.	YES	I followed the outline, but organized my evidence in a way so the audience could follow the reasoning that connected it.
I use clear transitions and links between ideas to help my listeners follow the lines of reasoning.	YES	I used keywords such as “however” and “on the other hand” to contrast the events in Rwanda and Kosovo.
I have considered and addressed the knowledge demands of my audience.	YES	I defined terms where I could and thought about what my audience already knows.
I have considered and addressed the concerns and values of my audience.	YES	My audience values ending genocide in all forms, so I addressed that, and described how targeted intervention can cause minimal loss of civilian life.
I have considered and addressed the potential biases of my audience.	YES	I made sure to explain how the contribution of resources should be fair across the international community.

Presentation Feedback Tool

Name:		Class:		Date:	
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Yes/No	Component	Examples	Notes and Suggestions
	The speaker's point of view, as evidenced by opinions, attitudes, or judgments about the topic, is clear, reasonable, and understandable.		
	The evidence the speaker selected to emphasize is sufficient to support the claim.		
	The reasoning the speaker selected to emphasize is sufficient to support the claim.		
	The ideas are linked using clear transitions that help the listener follow the ideas.		
	The speaker uses strong and deliberate word choice including technical, topic-appropriate words and rhetoric, as appropriate.		

Model Presentation Feedback Tool

Name:		Class:		Date:	
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Yes/No	Component	Examples	Notes and Suggestions
YES	The speaker's point of view, as evidenced by opinions, attitudes, or judgments about the topic, is clear, reasonable, and understandable.	"direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide"	I think my peer needs to explain "direct military intervention" better because it could mean many things.
YES	The evidence the speaker selected to emphasize is sufficient to support the claim.	My peer used the document "the Ten Stages of Genocide" to explain when to intervene as well as the "Responsibility to Protect" doctrine.	None.
NO	The reasoning the speaker selected to emphasize is sufficient to support the claim.	None.	My peer did not use much reasoning, but just stated different facts that did not seem to be building in a connected way.
YES	The ideas are linked using clear transitions that help the listener follow the ideas.	"This means"; "However."	I understood how all the pieces connected.
YES	The speaker uses strong and deliberate word choice including technical, topic-appropriate words and rhetoric, as appropriate.	"Responsibility to Protect" = R2P, genocide, atrocities	My peer used technical words to satisfy an audience of peer researchers. I think my peer could have pulled me in more by using more rhetorical devices like rhetorical questions and varied syntax.

11.3.2

Lesson 15

Introduction

In this final lesson of the unit, the 11.3.2 End-of-Unit Assessment, students complete a final review of the Research Portfolio and write an Evidence-Based Perspective that synthesizes the evidence collection and research work completed in this unit. This lesson asks students to apply standards W.11-12.7 and W.11-12.9 as they craft a short response that demonstrates understanding of their problem-based question as well as their ability to draw evidence from their sources to support research analysis.

Students begin the lesson by finalizing the Research Portfolio for assessment purposes. Students review all of the Organizing Evidence-Based Claims Tools from the previous lessons and discuss their developing perspectives on their problem-based questions in small groups. Next, students write an Evidence-Based Perspective (a one-page synthesis) using the Organizing Evidence-Based Claims Tools, supporting their perspectives with relevant evidence from the research. Students submit the finalized Research Portfolio and the Evidence-Based Perspective for assessment purposes.

For homework, students complete a vocabulary activity using the vocabulary journal work from the unit.

Standards

Assessed Standard(s)	
W.11-12.7	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.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
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 pairs on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
<p>Student learning is assessed via an End-of-Unit Assessment that consists of the elements below.</p> <ul style="list-style-type: none"> Completed Research Portfolio: Students submit a completed Research Portfolio with the four sections organized, including: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material. Evidence-Based Perspective: Students write a one-page synthesis of their perspective and position derived from their research. Students draw on the research evidence collected to express their perspective and position on their problem-based question. Research Journal: This item is located in the Research Portfolio. <p>This assessment will be evaluated using the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Meet the requirements of Level 4 on the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric located at the end of the lesson. <p>See the Model Evidence-Based Perspective at the end of this lesson.</p>

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.*

*In their research and reading, students will encounter domain-specific vocabulary related to their individual research questions/problems. Students will track some of this vocabulary in their vocabulary journals when conducting independent searches during class and for homework.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.11-12.7, W.11-12.9, W.11-12.1, SL.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability and Research Check-In Evidence-Based Perspective Reflection and Discussion 11.3.2 End-of-Unit Assessment: Evidence-Based Perspective Closing 	<ol style="list-style-type: none"> 10% 25% 30% 30% 5%

Materials

- Student copies of the Organizing Evidence-Based Claims Tools (refer to 11.3.2 Lesson 11)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Copies of the 11.3.2 End-of-Unit Assessment for each student
- Copies of the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric 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

10%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: W.11-12.7 and W.11-12.9. In this lesson, students finalize the Research Portfolio for assessment purposes. Students then discuss their developing perspectives concerning their problem-based questions, using the Organizing Evidence-Based Claims Tools from the previous lesson. Finally, students write an Evidence-Based Perspective (a one-page synthesis) using the Organizing Evidence-Based Claims Tools developed in the previous lesson and supporting the perspective with relevant evidence from the research.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability and Research Check-In

25%

Instruct students to talk in pairs about the homework from the previous lesson. (Use guidance gathered from the Presentation Feedback Tools and Presentation Checklist to revise claims, counterclaims, evidence, and reasoning as necessary, to prepare for the next lesson's End-of-Unit Assessment.) Instruct student pairs to discuss any revisions based on the presentation feedback from the previous lesson.

- ▶ Student pairs discuss the homework from the previous lesson.
- 💬 Student responses may include:
 - Based on the feedback from my presentation I revised my claim about “direct military intervention” to be more objective and rely on the evidence I have gathered rather than just stating my opinion about the issue.
 - While reviewing my sources I noticed some stronger evidence for my claim about international courts and tribunals so I selected stronger evidence.
 - I reviewed my claims and counterclaims to make sure my word choices were deliberate and I revised to make sure that the connections between my claims were clear.

① Consider circulating during the pair discussion to monitor students' homework completion.

Instruct students to take out their Research Portfolios.

Inform students that later in this lesson, they will complete the last step in the Student Research Plan: Reviews and synthesizes the research to develop a written Evidence-Based Perspective (Part 3: Organizing and Synthesizing Inquiry). Instruct students to reread the Student Research Plan and use it as a guide to finalize all sections of the Research Portfolio. Instruct students to file all sources, annotated copies, notes, tools, and assessments in the Research Portfolio, except for the Organizing Evidence-Based Claims Tools from the previous homework activity, which they should keep out for now.

- ▶ Students file all sources, annotated copies, notes, tools, and assessments in the Research Portfolio.

- ① The Research Portfolio sections are the following: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material.

Instruct students to place the Student Research Plan in the front of the portfolio. Instruct students to keep the Research Portfolio accessible because they may return to it during the rest of lesson.

Inform students that they will submit the Research Journal at the end of the lesson as part of the completed Research Portfolio.

- ▶ Students listen.

Activity 3: Evidence-Based Perspective Reflection and Discussion

30%

Explain to students throughout this unit they have used the research process to explore a research topic and deepen their understanding of a problem-based question. Explain that at this point, students will turn their attention to forming their own perspective and argument about their problem-based question.

- ① Consider reminding students of the following definition: *perspective* means “how one understands an issue, including his/her relationship to and analysis of the issue.”

Remind students of the work completed on argument and central claim in 11.3.2 Lesson 5. Provide students with the following definitions and display them for students to see: *argument* means “the composition of precise claims about a topic, including relevant and sufficient evidence, and valid reasoning” and *central claim* means “an author or speaker’s main point about an issue in an argument.” Explain to students that a central claim is the foundational claim and core of an argument—a position or thesis on a topic.

Explain that students have already begun to develop an argument by analyzing the research and developing comprehensive claims about the inquiry paths and problem-based question. In this lesson, students develop an evidence-based perspective, which helps them develop a central claim that they will further develop in the next unit. Inform students that this lesson’s assessment asks them to reflect on their current understanding of their problem-based question now that they have created claims about it.

- ▶ Students listen.

Instruct students to reflect on their claims from the previous lessons (Organizing Evidence-Based Claims Tools) using the guiding questions below. Instruct students to take notes on a separate sheet of paper about each guiding question, as they reflect on the claims and the research process as a whole. Display the following guiding questions for students:

How has your understanding of the problem-based question developed or deepened as a result of the research?

Based on your claims, what ideas can you connect and what do those connections tell you about the problem-based question?

**Based on your claims, what are your overall views or opinions about the problem-based question?
How did the research lead you to these views or opinions?**

- ▶ Students reflect on their research by writing notes about each guiding question.
-

Explain to students that their discussions should continue the work of the collaborative discussion outlined in SL.11-12.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Instruct students to form small groups and discuss their reflections on the guiding questions regarding their problem-based questions. Remind students to use specific evidence to support their conclusions or reflections about the research work. Additionally, remind students to take notes during the discussion for later use when writing the Evidence-Based Perspective.

- 💬 Student responses will vary based on each student's problem-based question. Examples of student responses may include:
 - I now understand that preventing genocide requires the use of force and the cooperation of the international community. I found a number of examples of prosecution of genocide but there are not any established firm safeguards in place to intervene in and prevent atrocities across the globe.
 - The international community is joined by the United Nations; they seem to be the organization that should be responsible for preventing and responding to genocide. However, individual nation's fears that their national sovereignty will be compromised complicate this mandate.
- ① Circulate during student group discussions to monitor student progress.
- ① Place students in heterogeneous groups of four to five that will remain consistent throughout the module. Consider forming groups ahead of time to maximize the range of different research topics and questions within each group. The goal of these groups is to create small communities of inquiry/research teams that provide support and accountability to each other. Students should know about their teammates' topics, research questions, central claims, etc. Students should share

claims and evidence that arise from their individual inquiry and learn from each other's research processes, which they may use potentially to refine their own inquiry topics and questions.

Activity 4: 11.3.2 End-of-Unit Assessment: Evidence-Based Perspective 30%

Instruct students to complete the 11.3.2 End-of-Unit Assessment by writing about their Evidence-Based Perspective in a one-page synthesis, using their research evidence and details for support.

Instruct students to use their Organizing Evidence-Based Claims Tools from the previous lessons and their discussion notes from the previous activity to write about their developing perspectives regarding their problem-based questions. Remind students to use specific evidence from their Research Portfolios to support their perspectives. Remind students that the focus for this writing is to develop a perspective on the research, not to summarize all of the research outcomes. Remind students to paraphrase and quote the evidence correctly when crafting the perspective.

① Students learned how to paraphrase and quote evidence correctly in Module 11.1.

Distribute the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric. Explain that the Evidence-Based Perspective Rubric should guide their writing.

- ▶ Students listen.

Transition students to writing the End-of-Unit Assessment.

- ▶ Students independently write an Evidence-Based Perspective for the End-of-Unit Assessment.
- 💬 See the Model Evidence-Based Perspective at the end of this lesson for a High Performance Response.

Activity 5: Closing 5%

Instruct students to file the Organizing Evidence-Based Claims Tools in Section 3 of the Research Portfolio. Instruct students to remove the vocabulary journal from the Research Portfolio, because they will need the vocabulary journal for their homework.

Collect the Research Portfolios.

① Make sure students have the Research Journal in the Research Portfolio for assessment purposes.

Display and distribute the homework assignment. For homework, instruct students to complete the following multi-paragraph vocabulary activity using the vocabulary journal from this unit:

Choose three to five words or phrases from the research (sources) that were important in deepening your understanding of the problem-based question. In your first paragraph, discuss how the three to five words helped you better understand the problem-based question.

Next, choose three to five words or phrases from your vocabulary journal that assisted your understanding of the research process. In your second paragraph, describe how the three to five words enhanced your understanding of the research process.

► Students follow along.

① See a sample student response of the homework in 11.3.3 Lesson 1 (Homework Accountability).

① The Research Portfolio will be returned in Unit 3 so students can write their research papers.

Homework

Complete the following multi-paragraph vocabulary activity using the vocabulary journal from this unit.

Choose three to five words or phrases from the research (sources) that were important in deepening your understanding of the problem-based question. In your first paragraph, discuss how the three to five words helped you better understand your problem-based question.

Next, choose three to five words or phrases from your vocabulary journal that assisted your understanding of the research process. In your second paragraph, describe how the three to five words enhanced your understanding of the research process as a whole.

11.3.2 End-of-Unit Assessment

Evidence-Based Perspective

Your Task: Write a one-page synthesis of your personal conclusions and perspective derived from your research. Draw on your research outcomes, as developed in the Organizing Evidence-Based Claims Tools to express your perspective on your problem-based question.

Your writing will be assessed using the 11.3.2 End-of-Unit Evidence-Based Perspective Rubric.

Guidelines

Be sure to:

- Develop a perspective on the research, and not a summary of all the research outcomes.
- Support your perspective with relevant evidence from your research.
- Organize your perspective using the claims you developed on your Organizing Evidence-Based Claims Tools (based on your inquiry paths).
- Use specific research from your Research Portfolio to support your claim(s).
- Organize your ideas in a cohesive and coherent manner.
- Use precise language appropriate for your task.
- Follow the conventions of standard written English.

CCSS: W.11-12.7; W.11-12.9

Commentary on the Task:

This task measures W.11-12.7 because it demands that students:

- 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

This task measures W.11-12.9 because it demands that students:

- Draw evidence from literary or informational texts to support analysis, reflection, and research

Model Evidence-Based Perspective

I became interested in learning more about preventing genocide because I had heard in the news about Darfur, Rwanda and other genocides happening in the world. In “Hope, Despair and Memory,” Elie Wiesel writes about the Holocaust and mentions a lot of injustices and crimes against humanity that were still taking place in 1986. I was struck by Wiesel’s sheer disbelief that even today so many injustices and atrocities could still be happening in the world. I was also curious to learn more about the many injustices Wiesel lists in his lecture. Most of all, I wanted to discover how genocide could best be prevented. Are there steps already being taken to prevent genocide? Are they effective? After some initial research I discovered answers to these questions. The international community is taking action to bring perpetrators of genocide to justice but there is still more work to be done to stop genocide. The international response must be swift in order to prevent genocide from occurring at all.

I learned that a Jewish Lawyer named Ralph Lemkin first used the term “genocide” in a book in 1944 and that the United Nations is the organization responsible for formally defining genocide in the “Convention on the Prevention and Punishment of the Crime of Genocide.” In a commentary on this document by William Schabas, I learned it “was the first human rights treaty adopted by the General Assembly of the United Nations.” I read in the University of Nebraska at Lincoln’s Human Rights and Humanitarian Affairs website that although many countries signed the document, the United States Senate did not ratify it until forty years later because lawmakers were worried about infringement of US sovereignty and “Southern lawmakers were concerned genocide charges might result from the region’s history of segregation.” Through my research I found an article by Dr. Gregory Stanton entitled “The Ten Stages of Genocide.” Stanton makes it clear that there are a lot of signs that lead up to genocide but they tend to be consistent and should serve as warnings to help prevent genocide. It is important to heed these signs before critical stages like “persecution” and “extermination.” During these stages victims are identified, separated, and ultimately killed. There definitely is a need for all countries, especially powerful ones, to reach consensus on a definition of genocide if it is to be prevented.

It is clear from my research that the United Nations is the organization best suited for the task of preventing genocide. It is the foremost organization representative of the international community. However, as Fareed Zakaria points out in “When The U.N. Fails, We All Do” the United Nations peacekeepers were unable to assist in preventing Rwanda’s genocide: “Belgian peacekeepers, under the United Nations flag, watched as the carnage unfolded.” To stop genocide during early stages, Dr. Stanton asserts that “only rapid and overwhelming armed intervention” will effectively save lives. This proved to be the case when NATO intervened in Kosovo in 1998. Tod Lindberg declares in “The only way to prevent genocide,” that the actions of NATO “avert[ed] a potential genocide in close proximity to NATO territory.” In order to effectively prevent genocide, the United Nations needs a force of its own to deploy.

Finally, I learned that the United Nations has also set up international tribunals such as the International Criminal Court (ICC) in order to prosecute perpetrators of genocide. The article “After Rwanda’s Genocide” provides an updated figure of the number of cases brought before international and local courts: “United Nations has conducted more than 70 tribunal cases, Rwanda’s courts have tried up to 20,000 individuals, and the country’s Gacaca courts have handled some 1.2 million additional cases.” This demonstrates that there are legal mechanisms in place to be able to convict criminals. At the same time, it seems like there should be more structures in place to deter genocide as well as bring criminals to justice. Perhaps the ICC needs to be restructured in this way to strengthen its response to early intervention.

The evidence in this High-Performance Response comes from: Source #1 “When the U.N. Fails, We All Do” by Fareed Zakaria, Source #3 “After Rwanda’s Genocide” by the Editorial Board of the New York Times, Source #4 “Bodies Count” by Aaron Rothstein, Source #5 “The only way to prevent genocide” by Tod Lindberg, Source #6 “Convention on the Prevention and Punishment of the Crime of Genocide” by William Schabas, Source #8 “The Ten Stages of Genocide” by Gregory Stanton, and Source #10 “Would you vote in favor of a treaty allowing individual prosecution for war crimes if it meant an American citizen might be a defendant?” by the University of Nebraska, Human Rights and Humanitarian Affairs.

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11.3.2 End-of-Unit Evidence-Based Perspective Rubric

CCSS.ELA-Literacy.W.11-12.7 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.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Criteria	4 – Writing at this Level:	3 – Writing at this Level:	2 – Writing at this Level:	1 – Writing at this Level:
CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.	Clearly states a question or problem; writer provides substantial evidence of sustained research examining a question or a problem.	Includes a clear question or a problem; writer provides some evidence of sustained research in response to a question or a problem.	Includes a question or a problem; writer's research is limited and a question or a problem has a limited response.	Does not include a clear question or a problem and demonstrates almost no evidence of research.
Narrow or broaden the inquiry when appropriate.	Clearly narrows or broadens the inquiry while conducting research.	Demonstrates some narrowing or broadening of inquiry while conducting research.	Demonstrates limited narrowing or broadening of inquiry while conducting research.	Conducts very little inquiry.
Synthesize multiple sources on the subject.	Successfully synthesizes multiple sources while addressing a question or a problem.	Provides some synthesis of sources while addressing a question or a problem.	Synthesis of sources is limited while addressing a question or a problem.	Does not synthesize sources or address a question or a problem.
Demonstrate understanding of the subject under investigation.	Demonstrates a deep understanding of the subject of research.	Demonstrates some understanding of the subject.	Demonstrates limited understanding of the subject.	Demonstrates vague understanding of the subject.
CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Extensively draws evidence from the informational texts that were read; uses the information to support analysis, reflection, and research.	Draws some evidence from informational texts that were read; uses some of the information to support analysis, reflection, and research.	Draws limited evidence from informational texts that were read; analysis limited.	Does not draw evidence from informational texts.

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11.3.3**Unit Overview**

Synthesizing Research and Argument Through the Writing Process

Text(s)	Student texts (research sources) will vary. By Unit 3, students will have chosen texts for research based on their individual problem-based questions.
Number of Lessons in Unit	12

Introduction

In this unit, students synthesize their research and articulate their conclusions in a written argument. As part of the writing process, students engage in a writing cycle in which they edit their drafts, provide peer review, and continually revise their work. Students explore topics related to the writing process, including:

- Creating outlines
- Organizing claims, counterclaims, and evidence in a logical manner
- Drafting effective introductions, body paragraphs, and conclusions
- Creating cohesion within and between paragraphs
- Observing hyphenation conventions
- Adhering to Modern Language Association (MLA) citation conventions
- Writing in a formal, objective tone
- Adhering to conventions of argument writing

No new texts are introduced in this unit. Instead, students focus on analyzing the sources they collected for their Research Portfolios in Unit 11.3.2, delving more deeply into these sources as needed throughout the writing process.

The formal assessment for this unit is the final draft of the research-based argument paper. In the final lesson of this unit, students have the opportunity to outline, draft, revise, and edit their papers. They

then submit their final papers for assessment against the 11.3.3 Rubric and Checklist, which students use throughout the unit to guide their writing process.

Literacy Skills and Habits

- Collect and organize evidence from research to support analysis in writing.
- Analyze, synthesize, and organize evidence-based claims.
- Write effective introduction, body, and conclusion paragraphs for a research-based argument paper.
- Use proper MLA citation methods in writing.
- Edit for a variety of purposes, including using hyphens, capitalization, punctuation, and correct spelling.
- Use formal style and objective tone in writing.
- Adhere to the conventions of argument writing (e.g., addressing all sides of an issue, avoiding emotional appeals, etc.).
- Write coherently and cohesively.
- Vary syntax for effect.

Standards for This Unit

CCS Standards: Writing	
W.11-12.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>

	<p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.7	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.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS Standards: Speaking & Listening

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 <i>on grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
CCS Standards: Language	
L.11-12.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
L.11-12.2.a, b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
L.11-12.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	W.11-12.4, W.11-12.5, W.11-12.9

Description of Assessment	Varies by lesson, but lessons focus on elements of producing a clear and coherent argument paper and developing and strengthening writing by editing, rewriting, and incorporating peer and teacher feedback.
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End-of-Unit Assessment	
Standards Assessed	W.11-12.1.a-e, L.11-12.1, L.11-12.2, L.11-12.3
Description of Assessment	Students are assessed on the alignment of the final draft to the criteria of a research-based argument paper (W.11-12.1). The final draft should present a precise claim supported by relevant and sufficient evidence and valid reasoning. The draft should be well-organized, distinguish claims from alternate and opposing claims, and use language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should demonstrate control of the conventions of written language and maintain a formal style and objective tone.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	Research Portfolio Texts	Students are introduced to the process of drafting a research-based argument paper. Students learn how to develop their research-based argument paper using the foundation of the Evidence-Based Perspective they completed in the previous unit (11.3.2 Lesson 15). Students organize their supporting claims and evidence for each claim on the Outline Tool, and decide which evidence best supports each claim.
2	Research Portfolio Texts	Students continue to plan for their argument-based research papers by completing the Outline Tool introduced in the previous lesson. Students create a counterclaim in opposition to the central claim developed in the previous lesson. Students address the strengths and limitations of their central claims by developing supporting claims for the counterclaim.

Lesson	Text	Learning Outcomes/Goals
3	Research Portfolio Texts	Students learn how to selectively and effectively integrate information into writing to maintain the flow of ideas. Students learn MLA conventions for in-text citation as well as for the Works Cited page. Students draft a Works Cited page.
4	Research Portfolio Texts	Students begin to write their research-based argument papers. The lesson begins with peer review of the in-text citations students inserted in their outline tool. Students then learn about the purpose and components of an effective introduction. Through discussion and examination of an exemplar and non-exemplar introduction, students further develop their understanding of how to write an effective introduction.
5	Research Portfolio Texts	Students focus on building cohesion and clarity as they continue to draft their research-based argument papers. Students work to improve the effectiveness of their writing by focusing on the use of transitional words and phrases and the relationships among evidence, claims, and counterclaims within their papers.
6	Research Portfolio Texts	Students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text. Students deepen their understanding of how transitional words, phrases and connecting ideas contribute to and shape reasoning by developing the closing statements of their research-based argument papers.
7	Research Portfolio Texts	Students learn how to identify and use formal style and objective tone when writing the research-based argument paper. After reviewing formal style and objective tone, students use the first drafts of their papers to participate in peer review and teacher conferences.
8	Research Portfolio Texts	Students learn how to revise for formal tone and conventions in argument writing. After considering the norms and conventions of research-based argument writing, students participate in peer review and teacher conferences on the first drafts of their papers.

Lesson	Text	Learning Outcomes/Goals
9	Research Portfolio Texts	Students continue to refine and revise their research papers for flow and cohesiveness. Students continue to conference with the teacher. Students also provide peer feedback using a peer feedback rubric and checklist to guide their review, and to guide their revisions to their own papers.
10	Research Portfolio Texts	Students continue to edit and revise their papers. Students are introduced to common hyphenation conventions and continue the peer review process by editing for capitalization, punctuation, and spelling.
11	Research Portfolio Texts	Students participate in a peer review activity during which they offer constructive feedback to their classmates about the research-based argument paper. Students review their peers' papers for elements of W.11-12.1.a-e, which are introduced earlier in this unit. Additionally, students peer review for command of English grammar and usage and writing conventions.
12	Research Portfolio Texts	In this last lesson of the unit, the End-of-Unit Assessment, students work in class to finalize the research-based argument papers, editing, polishing, and rewriting as necessary. Students are assessed on the alignment of the final draft to the criteria of the 11.3.3 Rubric.

Preparation, Materials, and Resources

Preparation

- Review the 11.3.3 Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

Materials/Resources

- Research Portfolios
- Sticky notes

- Writing utensils including colored pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, LCD projector, computers for individual students (for word processing)
- Copies of the 11.3.3 Rubric and Checklist

11.3.3**Lesson 1****Introduction**

In this first lesson of the unit, students are introduced to the process of drafting a research-based argument paper. Students draft, revise, and edit this paper over the course of the unit. Students learn how to develop their research-based argument paper from the Evidence-Based Perspective they completed in the previous unit (11.3.2 Lesson 15). Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin to construct an outline for the research-based argument paper. To complete the Outline Tool, students organize their supporting claims and evidence for each claim in a well-reasoned manner while analyzing the evidence that best supports each claim. Student learning in this lesson is assessed via the central claim and supporting claim portions of the Outline Tool.



For homework, students search for another source to gather stronger or more relevant evidence for a supporting claim on the Outline Tool and analyze how this evidence provides additional support to the supporting claim on the Additional Evidence Tool.

Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.11-12.1.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.7	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.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via the central claim and supporting claim portions of the Outline Tool.</p> <p> This assessment will be evaluated using the Evidence-Based Claims Criteria Checklist.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Include a central claim and four supporting claims (e.g., central claim: The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides; supporting claim: In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages). • Provide evidence for each supporting claim (e.g., “In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory” (Lindberg); the international community “need(s) to set up international contingency plans to deal with mass atrocities” (After Rwanda’s Genocide); “If we [the U.S.A.] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources” (Lindberg)). • Analyze the evidence for each supporting claim (e.g., Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide. If citizens are being segregated, starved or forced to live in ghettos, then it is only a matter of time before the killing begins.). <p> See the Model Outline Tool at the end of this lesson.</p>

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.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.9, W.11-12.1.a, W.11-12.7, SL.11-12.4 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Introduction to the Writing Process Reasoning, Planning, and Organization Outline Tool and Assessment Closing 	<ol style="list-style-type: none"> 10% 10% 15% 30% 30% 5%

Materials

- Student copies of Evidence-Based Perspectives (refer to 11.3.2 Lesson 15)
- Student Research Portfolios (refer to 11.3.2 Lesson 1)
- Copies of the Outline Tool for each student
- Copies of the Additional Evidence Tool for each student
- Student copies of the Evidence-Based Claims Criteria Checklist (refer to 11.3.2 Lesson 11)

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

10%

Begin by introducing the agenda and the assessed standards for this lesson: W.11-12.5 and W.11-12.9. In this lesson students are introduced to the writing process, the research-based argument paper, and the Outline Tool. Students determine a central claim from their Research Frame and Evidence-Based Perspective and begin constructing an outline for the research paper. Students organize their supporting claims and evidence for each claim based on their synthesis work completed in 11.3.2. Students also analyze the evidence that supports each claim to develop a chain of reasoning to complete their Outline Tool.

- Students look at the agenda.

Explain to students that they will work with standard W.11-12.5 throughout this unit. Display the language of the standard:

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Explain that *revising* means “altering something already written or printed, in order to make corrections, improve, or update.”

❗ Consider asking students why they might need to revise a draft.

- Students write the definition of *revising* in their vocabulary journals.

Explain that students are assessed on this new standard, W.11-12.5, throughout this unit as they plan, revise, edit, and rewrite to conform to the purpose of a research-based argument paper. Instruct students to write down what they think are the large ideas in the standard and discuss in pairs.

- 💬 This standard is about planning writing, and making sure there is editing and rewriting for intended purpose and audience.

Lead a brief share out of the standard's large ideas.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to 11.3.2 Lesson 15's homework assignment. (Choose three to five words or phrases from the research (sources) that were important in deepening your understanding of the problem-based question. In your first paragraph, discuss how the three to five words helped you better understand the problem-based question. Next, choose three to five words or phrases from your vocabulary journal that assisted your understanding of the research process. In your second paragraph, describe how the three to five words enhanced your understanding of the research process as a whole.)

- ▶ Students take out the homework.

Instruct students to form pairs to discuss their homework assignment. Instruct student pairs to discuss both paragraphs, specifically how the selected research words supported understanding the problem-based question.

① Remind students that as they work on drafting their research-based argument paper they should incorporate domain-specific vocabulary from their vocabulary journals.

💬 Student responses vary based on their individual research:

- In the book review, "Bodies Count; A definition of genocide that makes sense of history," Aaron Rothstein writes, "In 1933, Raphael Lemkin ... unsuccessfully attempted to convince the League of Nations that anyone who tries to exterminate a 'racial, religious, or social collectivity' is 'liable for the crime of barbarity'" (Rothstein). I did not know what the *League of Nations* was. I found out that it was "an international organization to promote world peace and cooperation that was created by the Treaty of Versailles (1919): dissolved April 1946." It was created after World War I, and is similar to (and eventually became) the United Nations. That helped me understand that, even before World War II, people were trying to figure out how to stop mass killings by forming international organizations. I also did not know what *infringement* or *barbarity* meant in this article, though I thought *barbarity* sounded like *barbarian*, like a caveman. When I looked up the definitions, I found that that *infringement* comes from the verb *infringe*, which means "to violate or break (a law, an agreement, etc.)" and *barbarity* means "brutal or inhuman conduct." This helped deepen my understanding of this paragraph because it provided a more detailed explanation of what constitutes genocide.
- There are a number of words in my vocabulary journal that have helped me understand the research process but these were particularly helpful: *iterative*, *credible*, and *inquiry*. The word *iterative* helped me understand that the research process is ongoing and there are times when I have to go back and do more research or generate more inquiry questions. The

word *credible* is another word that enhanced my understanding of the research process because it made me realize that I need to find sources that are respected and provide researched evidence to make a strong argument. Finally, the word *inquiry* was important to the entire research process because I understand that I need to be constantly questioning in order to develop strong and thorough research.

Activity 3: Introduction to the Writing Process

15%

Explain to students that the writing process is iterative, much like the research process in 11.3.2, which means that students frequently reassess their work or their thinking in order to improve it. In this unit, students compose a formal, research-based argument paper. Explain that writing is a process that takes many forms and students can accomplish it through a variety of methods. Though there are many different ways to approach the writing process, they all involve multiple drafts and revisions. Inform students that they will draft, revise, peer review, and edit throughout this unit to create a well-crafted research-based argument paper.

① **Differentiation Consideration:** Consider reviewing the meaning of *iterative*, which means “repeating” and was introduced in 11.3.2 Lesson 1.

Provide students with the following definition: *draft* means “a first or preliminary form of any writing, subject to revision.”

- ▶ Students write the definition of *draft* in their vocabulary journals.

Explain that the research paper students complete in this unit is a formal argument, a composition of precise claims about an issue, including relevant and sufficient evidence, and valid reasoning. Advise students to keep in mind that the purpose of writing a research-based argument paper is to support their claims in an analysis of their chosen issue to convince readers to accept their perspectives. Explain that students must also develop a central claim and support that claim using supporting claims and evidence.

- ▶ Students listen.

- ① Consider reviewing the skills inherent in W.11-12.7 and how they apply to writing a research-based argument paper.
- ① For clarity, it may be helpful to refer to the explanation of the difference between argument and informational writing in the CCSS Appendix A (p. 23): “Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her

to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.”

Explain that the Evidence-Based Perspective students developed at the end of the last unit, 11.3.2, is the foundation for their research-based argument paper. Return to students their Evidence-Based Perspectives as well as their Research Portfolios. Explain that students should use their Evidence-Based Perspective to identify the claims and evidence they express in their paper. The research-based argument paper is a logical, well-reasoned, and coherent synthesis of students’ research and the argument they drew from their research.

Explain that a research-based argument paper has a formal structure: introduction, body paragraphs, conclusion, and works cited page. Inform students that they will focus on each of these parts in lessons throughout this unit to produce a final research-based argument paper for the End-of-Unit Assessment.

- ▶ Students listen.

Activity 4: Reasoning, Planning, and Organization

30%

Explain to students that this part of the lesson focuses on organizing their evidence and claims. Proper organization gives students a clear structure to follow when they begin writing. Explain that their problem-based questions form the central claim of their research-based argument paper.

Instruct students to examine their Evidence-Based Perspective and their Research Frame, and briefly discuss in pairs the strongest or most interesting possible central claim that has emerged from their research. A central claim must be strong enough to support several supporting claims.

- ▶ Students form pairs to discuss possible central claims for their research-based argument papers.

① Remind students they were introduced to central claims in 11.2.1 Lesson 24. A central claim is an author or speaker’s main point about an issue in an argument.

Distribute the Outline Tool. Instruct students to record their problem-based questions on the Outline Tool. Remind students that they have recorded multiple answers to their problem-based questions in the Evidence-Based Perspective. Now they must distill one of these answers on their Outline Tool into a single sentence: a central claim. In order to distill the answer into a central claim, students should consider which perspective they have surfaced through the research process has the strongest evidence as well as an overarching claim they are interested in pursuing over the course of writing their paper. For example, if their problem-based question is “How can genocide be prevented?” students should write an answer to this question based on the best-supported conclusions expressed in the Evidence-Based Perspective. In this example, this answer might be, “The international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.”

① Explain to students that the “Counterclaims” portion of the Outline Tool will be addressed in the following lesson.

► Students write down their problem-based question and central claim on the Outline Tool.

💬 Student responses vary depending on the research.

① **Differentiation Consideration:** There may be some students at different stages of the research process at this point in the module. Some students may need more time or practice in developing a central claim that is supported by research and is interesting to write about. Consider modeling the Organizing Evidence-Based Claims Tools from 11.3.2 Lesson 11 to model how to craft a central claim that is supported by evidence and interesting to write about.

Direct students’ attention back to the Outline Tool. Explain that claims and evidence should be ordered within their paper in a logical manner that clearly supports their central claim and demonstrates valid *reasoning*. Reasoning connects evidence to claims by explaining how the evidence supports the claim.

Provide students with the following definition: *reasoning* means “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

► Students write the definition of *reasoning* in their vocabulary journals.

Display the following claims for students:

- Central Claim: The international community must be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.
- Claim: International tribunals must be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide.
- Claim: Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide.
- Claim: The most influential nation in the world in punishing genocide is the United States, followed closely by the United Kingdom.

Explain to students that the claims need to be ordered in a way that effectively supports the central claim. Remind students that although some claims may be related to the central claim, they may not reinforce a logical relationship to the central claim and may not work effectively to persuade the reader that the central claim being presented is correct. Ask students:

Which claim in this sequence does not support the central claim?

💬 “The most influential nation in the world in punishing genocide is the United States, followed closely by the United Kingdom” does not directly support the central claim because it does not

provide evidence to support the idea that tribunals should be international and not dominated by one or two influencers.

- ① **Differentiation Consideration:** This is a brief exercise in ordering claims in a logical, well-reasoned manner. Consider providing further instruction of logical conclusions from the information on the Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: logical conclusions).

Explain to students that they need to establish the significance of each supporting claim in connecting to the central claim. Direct students' attention to the Significance of Supporting Claim section on the Outline Tool.

- ▶ Students follow along.

Inform students that for this section, they should articulate how the supporting claim is *significant*, or important to the central claim. The significance of the supporting claim helps hold the paper together for the reader, and helps explain how each section builds to the central claim.

- ▶ Students listen and follow along.

- ① Consider discussing W.11-12.1.a for further exploration of the concept of claims.
-

Instruct students to retrieve all of the Organizing Evidence-Based Claims Tools they have in their Research Portfolios that align with their central claim. Display some potential questions for students to guide their organization of the tools from their Research Portfolios:

- Are my Evidence-Based Claims in a logical order?
 - Can I explain the significance of each supporting claim to the central claim?
 - How do I link my claims from the Organizing Evidence-Based Claims Tools to best support the central claims?
 - How can I transition from one claim to another to show effectively the reasoning and how it best supports the central claim?
- ▶ Students follow along and read the guiding questions.

Instruct students to arrange their Organizing Evidence-Based Claims Tools physically on their workspace in an order that reflects where each claim would appear in the research paper.

- ① **Differentiation Consideration:** The organizational structure in this lesson is not meant to be prescriptive, but rather model one way to organize a research-based argument paper. If students require more explicit modeling or instruction around organization of argument papers, consider providing additional resources and tools to help students organize and structure their supporting claims and evidence.

① All Organizing Evidence-Based Claims Tools were completed in 11.3.2 Lesson 11.

- ▶ Students organize their Organizing Evidence-Based Claims Tools on their workspace.

Instruct students to Turn-and-Talk briefly in pairs. Instruct students to discuss their answers to this question:

How does this order effectively support your central claim?

- ▶ Students Turn-and-Talk in pairs.

① **Differentiation Consideration:** Students can also work with their pre-established 11.3.2 research teams for this activity.

- 💬 Student responses vary based on the individual research questions/problems and research conducted.
- 💬 Student responses should identify how the order of their claims supports the central claim and how this order demonstrates strong *reasoning*.

Lead a brief share out of pair discussions. Ask students:

Has anyone changed their plan based on their classmate's suggestions?

- ▶ Students briefly share out any changes.
- 💬 Student responses vary based on the individual research conducted.

Instruct students to independently copy the order of their evidence-based claims from their Organizing Evidence-Based Claims Tools onto the Supporting Claims portion of the Outline Tool. Remind students that the purpose of this outline is to have a clear plan for their research-based argument paper and to consolidate all of their information. Instruct students to select the strongest evidence to support their claims.

- ▶ Students work independently on the Supporting Claims portion of the Outline Tool.
- 💬 See the Model Outline Tool for potential student responses.

Explain that the portion of the outline they have completed is the frame for the paper's introduction (which introduces the central claim), the body (which presents the claims and evidence that support the central claim), and a brief restatement of their central claim (which is a starting point for their conclusions).

- ▶ Students listen.

Display one supporting claim of the Model Outline Tool for students. Explain that students need to use the evidence from their research to support each claim in the body of their paper (much like each claim

in the paper supports the central claim), and copy the evidence onto the Evidence portion of the Outline Tool. Explain that students should write a brief explanation of how this evidence supports each claim in the Reasoning portion of the Outline Tool. Model the following evidence and analysis for students:

- The supporting claim: In order to prevent genocide effectively, the scope of the definition needs to be comprehensive and adopted by all countries.
- The evidence that best supports the claim: “Certain aspects of the drafting history of the Convention have figured in subsequent interpretation of some of its provisions. For example, the definition of genocide set out in article II is a much-reduced version of the text prepared by the Secretariat experts, who had divided genocide into three categories, physical, biological, and cultural genocide. The Sixth Committee voted to exclude cultural genocide from the scope of the Convention, although it subsequently agreed to an exception to this general rule, allowing ‘forcible transfer of children from one group to another’ as a punishable act. The drafters also voted down, by a very substantial margin, an amendment that sought to add a sixth punishable act to article II. It would have enabled prosecution for imposing ‘measures intended to oblige members of a group to abandon their homes in order to escape the threat of subsequent ill-treatment’. References to these debates have bolstered judicial decisions that essentially exclude ‘ethnic cleansing’ from the scope of the definition” (Schabas, “Drafting of the Genocide Convention,” paragraph 2).
- The reasoning (connecting the evidence to the claim): This evidence shows that there were difficulties with achieving consensus on defining the term *genocide* in its early years. Lack of a common definition makes it difficult for the international community to agree on when to intervene in and prevent genocide.
 - ▶ Students follow along with the modeling.

Inform students that this analysis is the starting point for each body paragraph and the foundation of the reasoning among the evidence in the research-based argument paper.

① Remind students that they have evidence recorded on their Organizing Evidence-Based Claims Tools. They should focus on expressing how that evidence best supports each of their supporting claims.

Instruct students to form pairs to discuss their ideas about which evidence on their Organizing Evidence-Based Claims Tools best supports the first claim on their Outline Tool. Instruct students to complete the first Evidence and Reasoning portions of the Outline Tool. Remind students that the Reasoning is where students explain how the evidence supports the claim.

- ▶ Students discuss their ideas in pairs and fill in the first Evidence and Reasoning portions on the Outline Tool.
- 🗨 See the Model Outline Tool for examples of evidence analysis and how it supports the claim.

- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, organizing their evidence, claims and articulating a perspective. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to begin preparing for the assessment presentation.

Activity 5: Outline Tool and Assessment

30%

Inform students that they are to submit their Outline Tool for this lesson's assessment. Students are assessed on the central claim, four evidence-based claims with one piece of evidence for each claim, and a brief analysis of that evidence. Instruct students to record all claims on the Supporting Claim" portion of the Outline Tool; all evidence on the Evidence portion of the Outline Tool; and all analysis on the Reasoning portion of the Outline Tool.

Instruct students to refer to their Evidence-Based Claims Criteria Checklists while completing the instructed portion of the Outline Tool, as this checklist guides the evaluation of this assessment. Instruct students to identify one claim on the Outline Tool that could use additional or stronger evidence, as they need this information for homework.

- ① Consider reminding students of their previous work with the Evidence-Based Claims Criteria Checklist in 11.3.2 Lessons 11 and 12.
 - ▶ Students complete the Supporting Claims, Evidence, and Reasoning portions of their Outline Tools.

Distribute the Additional Evidence Tool and instruct students to record one supporting claim on the Additional Evidence Tool that could use additional or stronger evidence.

- ▶ Students turn in their Outline Tools after recording a supporting claim on their Additional Evidence Tools.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to search for another source to gather stronger or more relevant evidence for a supporting claim on their outline, and analyze how this evidence provides additional supports for their claim. Instruct students to then record their evidence and analysis on the Additional Evidence Tools.

- ① Consider posting the Model Additional Evidence Tool as an exemplar along with the prompt.
 - ▶ Students follow along.

Homework

For homework, search for another source to gather stronger or more relevant evidence for a supporting claim on your outline, and analyze how this evidence provides additional support for your claim. Record the evidence and analysis on the Additional Evidence Tool. Be sure to use your Organizing Evidence-Based Claims Tool from your Research Portfolio to support the analysis.

Outline Tool

Name:		Class:		Date:	
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Directions: Organize your claims on the Outline Tool below. State the significance of each claim, and then provide compelling and relevant evidence and reasoning to support each claim. Finally, provide a strong counterclaim that challenges your central claim. Include supporting claims, evidence, and limitations of the counterclaim.

<p>[Introduction]</p> <p>Problem-Based Question:</p> <p>Central Claim:</p>	
<p>[Body] Supporting Claim:</p>	
<p>Significance of Supporting Claim:</p>	
<p>Evidence:</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p>
<p>Supporting Claim:</p>	
<p>Significance of Supporting Claim:</p>	

Evidence:	Reasoning: <i>How does the evidence support your claim?</i>
Supporting Claim:	
Significance of Supporting Claim:	
Evidence:	Reasoning: <i>How does the evidence support your claim?</i>
Supporting Claim:	
Significance of Supporting Claim:	
Evidence:	Reasoning: <i>How does the evidence support your claim?</i>

<u>Counterclaim (to the central claim):</u>	
<u>Supporting Claim (for the counterclaim):</u>	
<u>Evidence:</u>	<u>Reasoning: How does this evidence support the counterclaim?</u> Limitation(s):
<u>Supporting Claim (for the counterclaim):</u>	
<u>Evidence:</u>	<u>Reasoning: How does this evidence support the counterclaim?</u> Limitation(s):
<p>[Conclusion]</p> <p>Restate Central Claim:</p>	

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Model Outline Tool

Name:		Class:		Date:	
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Directions: Organize your claims on the Outline Tool below. State the significance of each claim, and then provide compelling and relevant evidence and reasoning to support each claim. Finally, provide a strong counterclaim that challenges your central claim. Include supporting claims, evidence, and limitations of the counterclaim.

[Introduction]

Problem-Based Question: How can genocide be prevented?

Central Claim: The international community must be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.

[Body] **Supporting Claim:** In order to prevent genocide effectively, the scope of the definition must be comprehensive and adopted by all countries.

Significance of Supporting Claim:

If the international community is to be involved in preventing genocide, all countries must agree on what constitutes genocide, or the international community may rush in too soon. A strong, common definition will help with early detection and prevention.

<p>Evidence:</p> <p>“Certain aspects of the drafting history of the Convention have figured in subsequent interpretation of some of its provisions. For example, the definition of genocide set out in article II is a much-reduced version of the text [from the first version]. The Sixth Committee voted to exclude cultural genocide from the scope of the Convention, although it subsequently agreed to an exception to this general rule, allowing ‘forcible transfer of children from one group to another’ as a punishable act ... References to these debates have bolstered judicial decisions that essentially exclude ‘ethnic cleansing’ from the scope of the definition.” (Schabas)</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>This evidence shows that there were difficulties with achieving consensus on defining the term genocide in its early years. Lack of a common definition would make it difficult for the international community to agree on when to intervene in and prevent genocides.</p>
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Supporting Claim: International tribunals need to be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide.

<p>Significance of Supporting Claim:</p> <p>It is important to make the case that international courts have been effective in punishing those who commit genocide because that is the current mandate of the United Nations Security Council and the International Criminal Court. This supporting claim shows the need for preventative action through military intervention in cases of genocide, which leads into the following claim.</p>	
<p>Evidence:</p> <p>“That such legal actions can prove effective is demonstrated not only by the media publicity generated worldwide but by a recent track record of prosecutorial success. For example, Jean Kambanda was sentenced to life imprisonment for genocide and related crimes committed while he was prime minister of Rwanda in 1994.” (“After Rwanda’s Genocide”)</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>The trial of Kambanda shows that international tribunals can be effective at prosecuting genocide. The ICC was responsible for this prosecution, as well as over 70 cases of genocide-related crimes.</p>
<p>Supporting Claim: In order to prevent genocide, a combat task force must be assembled and ready in order to stop genocide in its early stages.</p>	
<p>Significance of Supporting Claim: This claim is important to the central claim because it shows one way in which international agencies can come together – through a combat task force – to prevent and punish genocide.</p>	
<p>Evidence:</p> <p>“[Stage] 8. PERSECUTION: Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often expropriated. Sometimes they are even segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group. At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared, or heavy assistance provided to the victim group to prepare for its self-defense. Humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.” (Stanton)</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>In this excerpt, Stanton points out clear signs that genocide is underway and indicates what should be done at that point to stop it. If the international community becomes aware of some of these actions occurring, it is time to ready their military response.</p>

Supporting Claim: The Responsibility to Protect should outweigh individual countries' interests.	
Significance of Supporting Claim: The Responsibility to Protect (R2P) is a principle founded on the belief that the international community is responsible for the wellbeing and safety of mankind. R2P makes clear when to intervene in the affairs of sovereign nations. Any international force that might intervene in prosecuting or preventing genocide should use this as a guiding principle.	
Evidence: "But in 2001, Canada's International Commission on Intervention and State Sovereignty issued a report entitled The Responsibility to Protect. It takes the position that, when two criteria are met, there isn't merely a right to intervene but a responsibility to do so. The criteria offered are: A. Large-scale loss of life, actual or apprehended, with genocidal intent or not, which is the product either of deliberate state action, or state neglect or inability to act, or a failed state situation; or B. Large-scale "ethnic cleansing," actual or apprehended, whether carried out by killing, forced expulsion, acts of terror or rape." (Edwards)	Reasoning: <i>How does the evidence support your claim?</i> R2P is a way for the international community to identify negligence, outright aggression, or failure of the government to protect one's population without worrying about interfering in the sovereign rights of the nation.
Counterclaim (to the central claim): ⓘ The counterclaim portion of the Outline Tool will be modeled in Lesson 2.	
Supporting Claim (for the counterclaim):	
Evidence:	Reasoning: <i>How does this evidence support the counterclaim?</i> Limitation(s):
Supporting Claim (for the counterclaim):	

Evidence:	Reasoning: <i>How does this evidence support the counterclaim?</i> Limitation(s):
<p>[Conclusion]</p> <p>Restate Central Claim: The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides.</p>	

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Additional Evidence Tool

Name:		Class:		Date:	
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Directions: Choose one supporting claim from your Outline Tool that requires stronger or more relevant evidence. Record the source, the new evidence, and why the evidence provides additional support for your claim.

Claim:

Source:

Evidence:

Reasoning: *How does the evidence provide additional support for your claim?*

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Model Additional Evidence Tool

Name:		Class:		Date:	
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Directions: Choose one supporting claim from your Outline Tool that requires stronger or more relevant evidence. Record the source, the new evidence, and why the evidence provides additional support for your claim.

Claim: The Responsibility to Protect should outweigh individual countries' interests.

Source: "The Only Way to Prevent Genocide" Tod Lindberg, *Commentary*

<p>Evidence:</p> <p>"A further attempt to 'internationalize' the Declaration's 'right to life' came in 2005, when the World Summit at the United Nations embraced in its 'Outcome Document' the principle of the 'responsibility to protect.' The doctrine of 'responsibility to protect,' known colloquially as 'R2P,' holds that a state has an obligation to protect those living on its territory from atrocities (specified in the Outcome Document as 'genocide, war crimes, ethnic cleansing, and crimes against humanity'). If a state is unable or unwilling to fulfill this requirement, the protection function falls to the international community, which can take measures up to and including the use of force in order to protect populations. With sovereign right comes sovereign responsibility. The principle of noninterference gives way in circumstances of mass atrocities." (Lindberg)</p>	<p>Reasoning: <i>How does the evidence provide additional support for your claim?</i></p> <p>This evidence defines the circumstances in which the international community may intervene in the affairs of a given country to protect the citizens known as the Responsibility to Protect (R2P). R2P is only a framework, though, and needs the support of the international community to make it happen.</p>
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11.3.3**Lesson 2****Introduction**

In this lesson, students continue to plan for their research-based argument papers by completing the Outline Tool introduced in 11.3.3 Lesson 1. Using the Outline Tool, students develop a counterclaim in opposition to their central claim developed in 11.3.3 Lesson 1. Students address the strengths and limitations of their central claims by developing supporting claims for the counterclaim. Student learning in this lesson is assessed via the counterclaims portion of the Outline Tool.

For homework, students conduct a search for another source to gather stronger or more relevant evidence for their counterclaim on the Outline Tool, and analyze how this evidence provides additional support for the counterclaim on the Additional Evidence Tool.

Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Addressed Standard(s)	
W.11-12.1.b	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.7	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.

SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via the counterclaims portion of the Outline Tool.</p> <p>① This assessment will be evaluated using the annotated Evidence-Based Claims Criteria Checklist at the end of this lesson.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Include a counterclaim to the central claim as well as supporting claims for the counterclaim (e.g., counterclaim: Some critics believe boosting the power and resources of the international community would endanger the sovereignty of the United States and its allies; supporting claim: The Responsibility to Protect (R2P) framework could create conflict for the United States and our allies or be used as an excuse for military action by our enemies). • Provide evidence for the supporting claims (e.g., “A broader legal definition could also be a double-edged sword, making things worse for Western democracies who value human rights. In a U.N. Human Rights Council meeting in 2009, Libya and Iran both accused Israel of committing genocide in the Gaza Strip, while Yemen’s representative referred to Israel’s military response to Gaza rocket fire as the ‘Gaza Holocaust’” (Rothstein).). • Include analysis and limitations of the evidence for the supporting claims (e.g., Adapting R2P could make things worse by potentially broadening the definition of genocide, as was the case with Libya and Iran accusing Israel of genocide in Gaza. However, a limitation of this counterclaim is that with no clear and agreed upon threshold of intervention, the alternative would be to sit by and wait for the ICC or other international tribunals to step in. However, we know that this takes time—precious time—and can cost too many lives.). <p>① See the Model Outline Tool and the annotated Evidence-Based Claims Criteria Checklist at the end of this lesson.</p>

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.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.9, W.11-12.1.b, W.11-12.7, SL.11-12.4 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Developing Counterclaims Strengths and Limitations Outline Tool and Assessment Closing 	<ol style="list-style-type: none"> 5% 15% 25% 15% 35% 5%

Materials

- Student copies of the Outline Tool (refer to 11.3.3 Lesson 1)
- Student copies of the Additional Evidence Tool (refer to 11.3.3 Lesson 1)
- Student copies of Evidence-Based Claims Criteria Checklist (refer to 11.3.2 Lesson 11)
- Student Research Portfolios (refer to 11.3.2 Lesson 1)

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 introducing the agenda and the assessed standards for this lesson: W.11-12.5 and W.11-12.9. Explain that in this lesson students are integrating additional evidence into their outline, developing counterclaims, and completing the Outline Tool.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their Additional Evidence Tools from 11.3.3 Lesson 1's homework assignment. (Search for another source to gather stronger or more relevant evidence for a supporting claim on your outline, and analyze how this evidence provides additional support for your claim. Record the evidence and analysis on the Additional Evidence Tool.)

Instruct students to talk in pairs and discuss the resource and evidence they found and recorded on the Additional Evidence Tool.

- ▶ Students form pairs and discuss the homework from the previous lesson.

💬 Student responses vary based on the individual research and outline.

❗ Consider posting the Model Additional Evidence Tool as a reminder of an exemplar response.

Return the previous lesson's assessment, the Outline Tool, to students. Instruct students to revise a claim on their Outline Tool, incorporating the additional evidence they found for homework.

- ▶ Students revise the Outline Tool.

Activity 3: Developing Counterclaims

25%

Direct students to the counterclaims portion of the Outline Tool. Explain to students that in this lesson, they develop both a counterclaim to their central claim and supporting claims for the counterclaim.

- ① Remind students that they developed counterclaims in the previous unit, 11.3.2 Lesson 12. Consider reviewing standard W.11-12.1.b and using the Forming Counterclaims Tool from 11.3.2 Lesson 12 to support student understanding in this lesson.

- ▶ Students follow along.

Explain to students that in order to present a balanced perspective in the research-based argument paper, it is necessary to develop fairly a counterclaim to an existing central claim. Incorporating a strong counterclaim in the research-based argument paper demonstrates to the audience that the writer has addressed opposing or divergent perspectives.

Display the model central claim and counterclaim portions of the Model Outline Tool. Instruct students to briefly Turn-and-Talk in pairs to discuss the following question about the relationship between the claim and counterclaim.

What is the view of the counterclaim? How does it refute the central claim?

- ☞ The counterclaim is that some critics believe boosting the power and resources of the international community would endanger the sovereignty of the United States and its allies. This counterclaim is opposed to the idea in the central claim that the international community should have power and resources to prevent future genocides using military intervention and prosecution of those who commit genocide.

Lead a brief whole-class discussion on student responses.

Instruct students to form pairs to review their central claims on the Outline Tool and form a counterclaim to their central claim. Remind students to refer to their Research Portfolios if necessary because over the course of their research, they have encountered opposing perspectives concerning their issues. Remind students that if they have several counterclaims to consider, they should think about which counterclaim would provide a more interesting or compelling exploration of the topic.

- ① Consider directing students back to the model example to explain that a counterclaim about the sovereignty of the United States being impacted is compelling because many people are opposed to outside forces intervening in their own country. Additionally, boosting the power of the international community means potentially putting international concerns ahead of American interests, a principle many people might oppose.

- ▶ Student pairs review their Research Portfolios and develop counterclaims on their Outline Tools.

- Student responses vary based on individual research. See the Model Outline Tool for a potential counterclaim.

Explain to students that presenting a counterclaim fairly means developing supporting claims and providing evidence as they would when developing a central claim.

- ▶ Students listen.

Display the following supporting claims for students.

- Model Counterclaim: Some critics believe boosting the power and resources of the international community would endanger the sovereignty of the United States and its allies.
- Claim: The R2P framework could create conflict for the United States and our allies, or be used as an excuse for military action by our enemies.
- Claim: The international community currently has too little power and too few resources to do an effective job protecting other countries from genocide.
- Claim: A framework like R2P infringes on the United States' right to act as a sovereign nation.

Ask student pairs to discuss the following question:

Which of the claims best supports the counterclaim and why? Which supporting claim does not effectively support the counterclaim and why?

- ① Consider reminding students that developing a chain of reasoning to support the counterclaim is the same as the exercise in 11.3.3 Lesson 1 in which they developed a chain of reasoning to support their central claim.

- Student responses should include:

- The first claim is strong because it supports the counterclaim and is supported by examples. It poses a specific outcome based on allocating greater power to an international force. It is developed fairly because it shows how many countries could be affected negatively.
- The counterclaim says that bolstering resources would be bad for sovereignty. The second claim directly refutes the counterclaim and therefore undermines it.
- The third claim is strong because it includes relevant evidence and supports the counterclaim: the United States would be forced to engage in conflicts it does not want to if the events in those countries rise to the level of those defined in R2P.

- ① Consider instructing students to review their Evidence-Based Claims Criteria Checklist in order to provide more scaffolding to determine if the claim and counterclaim are well developed.
- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, addressing alternate or opposing perspectives. Remind students that they will present

their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.

Remind students that their claims in support of the counterclaim should use evidence from their Research Portfolios, and demonstrate reasoning. Explain to students that developing supporting claims for the counterclaim is part of the lesson assessment.

- ▶ Students follow along.

Activity 4: Strengths and Limitations

15%

Explain to students that as they develop their counterclaims they are also assessing the strengths and limitations of the counterclaim in relation to their own central claims. While it is important to use the counterclaim to demonstrate an opposing perspective, ultimately, the paper's central claim is what is argued for and the counterclaim must be refuted. This demonstrates to the audience or reader that the central claim of the paper is the strongest perspective concerning the issue.

Explain to students that as they develop the supporting claims for the counterclaim, they are questioning their original central claim. In the Reasoning portion of the Outline Tool for the supporting claims of the counterclaim, instruct students to consider how this evidence is limited compared to the evidence they have for their supporting claims for their central claim.

Display and discuss a model supporting claim for the counterclaim from the Model Outline Tool:

- The model supporting claim is: A framework like R2P infringes on the United States' right to act as a sovereign nation.
- The evidence supporting this claim is: "As for the objections, the main concern has been (and remains) that the United States, by embracing R2P, will subject itself to the whims of the 'international community' on whether and when to intervene in fulfillment of the protection function. Thus, Steven Groves of the Heritage Foundation has expressed alarm that 'the United States would cede control—any control—of its armed forces to the caprice of the world community without the consent of the American people.' In the extreme case, in this view, the U.S. might incur a legal obligation to go to war whether it wants to or not" (Lindberg).
- Provide reasoning to connect the evidence to the claim: The evidence provides expert opinion about how the United States would have less control over how its armed forces would be used if R2P were enacted. Under a framework like R2P, the United States may be compelled to engage in international conflict in which it does not want to get involved.
- Explain how the evidence is limited in relation to the central claim: A limitation is that this hypothetical should not outweigh our (and the world's) responsibility to ensure the global safety of mankind.

Inform students that pointing out the limitations of the counterclaim's evidence is like finding flaws or weaknesses in the evidence. It is important to do this thinking on the Outline Tool so students can easily integrate it into the paper in subsequent lessons.

- ▶ Students listen and follow along with the modeling.

① Consider reminding students of the definition of *limitations* (“real or imaginary points beyond which a person or thing cannot go”), which was introduced in 11.3.2 Lesson 12.

Activity 5: Outline Tool and Assessment

35%

Explain to students the Outline Tool is the lesson assessment. Students are assessed on the counterclaim as well as the supporting claims, evidence, and reasoning for the counterclaim. Instruct students to record the supporting claims for the counterclaim on the Supporting Claim portion of the Outline Tool, the evidence on the Evidence portion of the Outline Tool, and the reasoning on the Reasoning portion of the Outline Tool. Remind students that when completing the Reasoning portion of the Outline Tool they should explain how the evidence supports the counterclaim and how the evidence is limited.

Inform students that the Evidence-Based Claims Criteria Checklist guides the evaluation of this assessment, and that students should refer to their checklists while completing their Outline Tools.

① Consider reminding students of the research writing skills inherent in W.11-12.7.

- ▶ Students complete the following portions of the Outline Tool: Counterclaim, Supporting Claims (for the counterclaim), Evidence, and Reasoning.

Distribute the Additional Evidence Tool and instruct students to record their counterclaims on their Additional Evidence Tools.

- ▶ Students turn in their Outline Tools after recording their counterclaims on their Additional Evidence Tools.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to search for another source to gather stronger or more relevant evidence for a counterclaim on their outline, and analyze how this evidence provides additional support for their counterclaim. Instruct students to record their evidence and analysis on the Additional Evidence Tool.

- ▶ Students follow along.

Homework

For homework, search for another source to gather stronger or more relevant evidence for a counterclaim on your outline, and analyze how this evidence provides additional support for your counterclaim. Record the evidence and analysis on the Additional Evidence Tool.

Model Outline Tool

Name:		Class:		Date:	
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Directions: Organize your claims on the Outline Tool below. State the significance of each claim, and then provide compelling and relevant evidence and reasoning to support each claim. Finally, provide a strong counterclaim that challenges your central claim. Include supporting claims, evidence, and limitations of the counterclaim.

[Introduction]

Problem-Based Question: How can genocide be prevented?

Central Claim: The international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.

[Body] **Supporting Claim:** In order to prevent genocide effectively, the scope of the definition needs to be comprehensive and adopted by all countries.

Significance of Supporting Claim:

If the international community is to be involved in preventing genocide, all countries must agree on what constitutes genocide, or the international community may rush in too soon. A strong, common definition will help with early detection and prevention.

<p>Evidence:</p> <p>“Certain aspects of the drafting history of the Convention have figured in subsequent interpretation of some of its provisions. For example, the definition of genocide set out in article II is a much-reduced version of the text [from the first version]. The Sixth Committee voted to exclude cultural genocide from the scope of the Convention, although it subsequently agreed to an exception to this general rule, allowing “forcible transfer of children from one group to another” as a punishable act ... References to these debates have bolstered judicial decisions that essentially exclude ‘ethnic cleansing’ from the scope of the definition.” (Schabas)</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>This evidence shows that there were difficulties with achieving consensus on defining the term genocide in its early years. Lack of a common definition would make it difficult for the international community to agree on when to intervene in and prevent genocides.</p>
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Supporting Claim: International tribunals need to be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide.

<p>Significance of Supporting Claim:</p> <p>It is important to make the case that international courts have been effective in punishing those who commit genocide because that is the current mandate of the United Nations Security Council and the International Criminal Court. This supporting claim shows the need for preventative action through military intervention in cases of genocide, which leads into the following claim.</p>	
<p>Evidence:</p> <p>“That such legal actions can prove effective is demonstrated not only by the media publicity generated worldwide but by a recent track record of prosecutorial success. For example, Jean Kambanda was sentenced to life imprisonment for genocide and related crimes committed while he was prime minister of Rwanda in 1994.” (“After Rwanda’s Genocide”)</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>The trial of Kambanda shows that international tribunals can be effective at prosecuting genocide. The ICC was responsible for this prosecution, as well as over 70 cases of genocide-related crimes.</p>
<p>Supporting Claim: In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages.</p>	
<p>Significance of Supporting Claim: This claim is important to the central claim because it shows one way in which international agencies can come together—through a combat task force—to prevent and punish genocide.</p>	
<p>Evidence:</p> <p>“[Stage] 8. PERSECUTION: Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often expropriated. Sometimes they are even segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group. At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared, or heavy assistance provided to the victim group to prepare for its self-defense. Humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.” (Stanton)</p>	<p>Reasoning: <i>How does the evidence support your claim?</i></p> <p>In this excerpt, Stanton points out clear signs that genocide is underway and indicates what should be done at that point to stop it. If the international community becomes aware of some of these actions occurring, it is time to ready their military response.</p>

Supporting Claim: The Responsibility to Protect should outweigh individual countries' interests.	
Significance of Supporting Claim: <p>The Responsibility to Protect (R2P) is a principle founded on the belief that the international community is responsible for the wellbeing and safety of mankind. R2P makes clear when to intervene in the affairs of sovereign nations. Any international force that might intervene in prosecuting or preventing genocide should use this as a guiding principle.</p>	
Evidence: <p>"But in 2001, Canada's International Commission on Intervention and State Sovereignty issued a report entitled The Responsibility to Protect. It takes the position that, when two criteria are met, there isn't merely a right to intervene but a responsibility to do so. The criteria offered are:</p> <ul style="list-style-type: none"> A. Large-scale loss of life, actual or apprehended, with genocidal intent or not, which is the product either of deliberate state action, or state neglect or inability to act, or a failed state situation; or B. Large-scale "ethnic cleansing," actual or apprehended, whether carried out by killing, forced expulsion, acts of terror or rape." (Edwards) 	Reasoning: <i>How does the evidence support your claim?</i> <p>R2P is a way for the international community to identify negligence, outright aggression, or failure of the government to protect one's population without worrying about interfering in the sovereign rights of the nation.</p>
Counterclaim (to the central claim): <p>Some critics believe boosting the power and resources of the international community would endanger the sovereignty of the United States and its allies.</p>	
Supporting Claim (for the counterclaim): <p>A framework like R2P infringes on the United States' right to act as a sovereign nation.</p>	
Evidence: <p>"As for the objections, the main concern has been (and remains) that the United States, by embracing R2P, will subject itself to the whims of the 'international community' on whether and when to intervene in fulfillment of the protection function. Thus Steven Groves of the Heritage Foundation has expressed alarm that 'the United States would cede control—any control—of its armed forces to the caprice of the world community without the consent of the American people.' In the extreme case, in this view, the U.S. might incur a legal obligation to go to war whether it wants to or not." (Lindberg)</p>	Reasoning: <i>How does this evidence support the counterclaim?</i> <p>Under a framework like R2P, the United States may be compelled to engage in international conflict in which it does not want to get involved.</p> <p>Limitation(s): A limitation is that this hypothetical should not outweigh our (and the world's) responsibility to ensure the global safety of mankind.</p>

Supporting Claim (for the counterclaim):

The framework could create conflict for the United States and our allies or be used as an excuse for military action by our enemies.

Evidence:

“A broader legal definition could also be a double-edged sword, making things worse for Western democracies who value human rights. In a U.N. Human Rights Council meeting in 2009, Libya and Iran both accused Israel of committing genocide in the Gaza Strip, while Yemen’s representative referred to Israel’s military response to Gaza rocket fire as the ‘Gaza Holocaust.’” (Rothstein)

Reasoning: How does this evidence support the counterclaim?

Adapting R2P could make things worse by potentially broadening the definition of genocide, as was the case with Libya and Iran accusing Israel of genocide in Gaza.

Limitation(s): A limitation of this counterclaim is that with no clear and agreed upon threshold of intervention, the alternative would be to sit by and wait for the ICC or other international tribunals to step in. However, we know that this takes time—precious time—and can cost too many lives.

[Conclusion]

Restate Central Claim: The international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.

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Model Additional Evidence Tool

Name:		Class:		Date:	
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Directions: Choose one supporting claim from your Outline Tool that requires stronger or more relevant evidence. Record the source, the new evidence, and why the evidence provides additional support for your claim.

Counterclaim: Some critics believe boosting the power and resources of the international community would endanger the sovereignty of the United States and its allies.

Source: “The Only Way to Prevent Genocide” Tod Lindberg, *Commentary*

<p>Evidence:</p> <p>“Breakthrough though it was, one unintended consequence of the Genocide Convention has been a serious problem. The definition of genocide is good as far as it goes, and the prevention mandate seems to allow latitude for timely action against would-be perpetrators. But whether ‘genocide’ as defined in the treaty is actually occurring or about to occur is a complicated question both epistemologically and legally. For if you act to prevent genocide and succeed, there is no genocide—and so you cannot prove you have prevented one. Moreover, those you act against can claim you have violated their sovereign rights, and the argument will carry weight.” (Lindberg)</p>	<p>Reasoning: <i>How does the evidence provide additional support for your counterclaim? What are the limitations of the evidence?</i></p> <p>This source provides additional evidence for the counterclaim because it suggests that a broader definition makes the window of when to act wider, and more open to disagreements about when to act. There are cases when genocide is imminent, and these supersede the sovereign rights of the nation. However, the question of what is imminent is open to interpretation.</p> <p>Limitation(s): However, a limitation of this counterclaim is that with no clear and agreed upon threshold of intervention, the alternative would be to sit by and wait for the ICC or other international tribunals to step in. However, we know that this takes time—precious time—and can cost too many lives.</p>
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EVIDENCE-BASED CLAIMS CRITERIA CHECKLIST		✓	COMMENTS
I. CONTENT AND ANALYSIS <i>An EBC is a clearly stated inference that arises from reading texts closely.</i>	Clarity of the Claim: States a conclusion that you have come to after reading and that you want others to think about.	✓	This counterclaim represents an alternate conclusion from the central claim.
	Conformity to the Text: Is based upon and linked to the ideas and details you have read.	✓	This counterclaim is supported by evidence from research.
	Understanding of the Topic: Demonstrates knowledge of and sound thinking about a text or topic that matters to you and others.	✓	There are supporting claims for this counterclaim and the synthesis of evidence demonstrates sound thinking.
II. COMMAND OF EVIDENCE <i>An EBC is supported by specific textual evidence and developed through valid reasoning.</i>	Reasoning : All parts of the claim are supported by specific evidence you can point to in the text(s).	✓	There is specific evidence to support the counterclaim.
	Use and Integration of Evidence: Uses direct quotations and examples from the text(s) to explain and prove its conclusion.	✓	Evidence is used from research and is explained well to support the counterclaim.
	Thoroughness and Objectivity: Is explained thoroughly and distinguishes your claim from other possible positions.	✓	This counterclaim distinguishes an alternate perspective from the central claim and from other possible counterclaims.
III. COHERENCE AND ORGANIZATION <i>An EBC and its support are coherently organized into a unified explanation.</i>	Relationship to Context: States where your claim is coming from and why you think it is important.	✓	This counterclaim presents a clear alternate perspective and is developed fairly.
	Relationships among Parts: Groups and presents supporting evidence in a clear way that helps others understand your claim.	✓	This counterclaim has supporting claims to provide additional coherence and clarity.
	Relationship to Other Claims: Can be linked with other claims to make an argument.	✓	Is linked as an alternate perspective to the central claim and also has supporting claims.
IV. CONTROL OF LANGUAGE AND CONVENTIONS <i>An EBC is communicated clearly and precisely, with responsible use/ citation of supporting evidence.</i>	Clarity of Communication: Is clearly and precisely stated, so that others understand your thinking.	✓	This counterclaim is clear and does not have any errors.
	Responsible Use of Evidence: Quotes from the text accurately.	✓	The quotes are accurate and referenced correctly.

11.3.3**Lesson 3****Introduction**

In this lesson, students learn how to integrate citation information into their research-based argument paper effectively, to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. Students learn Modern Language Association (MLA) conventions for in-text citation as well as for a Works Cited page. Drafting the Works Cited page—which is integral to the creation of any research paper—will help students avoid plagiarism. Student learning in this lesson is assessed via a Works Cited page.

For homework, students reference their Outline Tool from 11.3.3 Lessons 1 and 2, and insert in-text citation information for each piece of evidence listed.

Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via a Works Cited page.</p> <p>① This assessment is evaluated using the MLA Citation Handout (at the end of the lesson) as well as the W.11-12.8 portion of the 11.3.3 Rubric and Checklist. Students should properly cite references using the MLA guidelines.</p>

High Performance Response(s)

A High Performance Response should:

Demonstrate adherence to MLA formatting for a variety of source types (e.g., Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories*. 20 Apr. 1989: pp. 100–109. Print).

① For more support, see the Works Cited page from the Sample Student Research-Based Argument Paper found in 11.3.3 Lesson 12.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

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

- None.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> • Standards: W.11-12.4, W.11-12.8 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Citation Methods 4. Lesson Assessment 5. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 35% 4. 40% 5. 5%

Materials

- Student copies of the Additional Evidence Tool (refer to 11.3.3 Lesson 2)
- Copies of the MLA Citation Handout for each student
- Copies of the 11.3.3 Rubric and Checklist 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

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.4. In this lesson, students focus on proper citation methods in a research paper. Explain that the MLA citation style is a suggested format used by the Modern Language Association and indicated in their published style guide. Students use the MLA format to cite their references.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their Additional Evidence Tools from 11.3.3 Lesson 2's homework assignment. (Search for another source to gather stronger or more relevant evidence for a counterclaim on your outline, and analyze how this evidence provides additional support for your counterclaim. Record the evidence and analysis on the Additional Evidence Tool.)

Instruct students to talk in pairs and share one resource and one piece of evidence they found for homework.

- ▶ Students form pairs and discuss one resource and one piece of evidence from the Additional Evidence Tool.

Student responses vary based on their individual research and outline.

① Consider posting the Model Additional Evidence Tool as a reminder of an exemplar response.

Activity 3: Citation Methods

35%

In this lesson, students learn how to cite information in MLA format within their papers. Remind students they have gathered information about their topic and have begun to organize it in a way that supports their central claim. Explain to students that although they are the authors of their own papers, they are drawing on several other authors in order to make their arguments. Remind students that failing to give other authors credit when referencing their work is called *plagiarism*.

Explain that *plagiarism* is taking someone else's work or ideas and passing it off as one's own. *Plagiarism* is an ethical offense, and can often result in serious consequences. Explain to students that in addition to disciplinary consequences, *plagiarism* is counterproductive to the learning process, as stealing someone else's ideas will not build the deep understanding that results from learning on one's own.

- ▶ Students listen.

① Students were introduced to the term *plagiarism* in 11.3.2 Lesson 3.

Explain to students that someone can plagiarize by copying and pasting the exact words from a source without citing the source. *Plagiarism* also occurs when a writer uses different words to express the same idea as another author (e.g., if someone takes the central claim and evidence from another paper and writes it with different words, it is still *plagiarism* if the original source is not cited).

Inform students they can avoid *plagiarism* by always *citing* works properly. Proper *citation* gives credit to the author one is quoting, paraphrasing, or referencing.

Provide students with the following definition: *citation* means “quoting or referencing a book, paper, or author.”

① Display the definition of *citation*.

- ▶ Students write the definition of *citation* in their vocabulary journals.

Explain to students that there is a specific format for doing this, called MLA citation. Distribute the MLA Citation Handout. Instruct students to look at the in-text citation portion of the handout first.

- ▶ Students examine the in-text citation portion of the MLA Citation Handout.

Remind students that the information needed for proper citation is in their Potential Sources Tools, which they completed throughout 11.3.2. Inform students that, according to the MLA format, following the use of a quote, paraphrase, or idea in their research-based argument papers, students should cite authors by providing the author's last name and a page number (if any) in parentheses.

- **If the quote comes from page 4 of the article:** “If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if ‘genocide’ is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated” (Lindberg, 4).

If no page number is given, the author’s name should suffice.

- **If there is no page number:** “If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if ‘genocide’ is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated” (Lindberg).
 - ▶ Students follow along.

Explain to students that if the author’s name already appears in the sentence, the parentheses can simply include a page number.

- **If the quote comes from page 4 of the article:** According to Lindberg, “If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if ‘genocide’ is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated” (4).
- **If there is no page number:** According to Lindberg, “If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if ‘genocide’ is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated”.
- **If there is no page number, but there is more than one article by the same author:** According to Lindberg, “If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if ‘genocide’ is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated” (“The Only Way to Prevent Genocide”).

This practice is useful for Internet articles and other sources in which the author may not be given direct credit. Explain to students that a reference to a source within a document is called an “in-text citation.” In-text citations provide readers with details about where information originated.

- ▶ Students listen.

Explain that in some cases, the whole quote is too long for the section, or only a part is relevant to the argument. In this case, students should use the following marks to edit the quote, preserving the original context:

- Brackets to replace or clarify pronouns, or to replace indirect references with specific references.

- Ellipses to replace unnecessary text, such as extraneous phrases and clauses that do not impact meaning in the quotation.

Share the following original and revised sentences with students.

- **Original:** “If, on the other hand, there is a legal finding of genocide, then it is too late for prevention. All that is left is mitigation. Moreover, if ‘genocide’ is the trigger for action, then the bar is rather high: Atrocities short of genocide may somehow end up as tolerable, or at least tolerated” (Lindberg).
Revised: “If ... there is a legal finding of genocide, then it is too late for prevention ... If ‘genocide’ is the trigger for action, then the bar is rather high” (Lindberg).
- **Original:** “If we are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources, and of bearing the casualties, the reversals of fortune, and the inevitable complaints and second-guessing” (Lindberg).
Revised: “If [the USA is] serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources” (Lindberg).

Instruct students to discuss with a partner about the modifications of each original sentence using brackets and/or ellipses.

- ▶ Students discuss with a partner how brackets and ellipses are used to modify these quotes.

① **Differentiation Consideration:** Students may require additional practice with the specific formatting of in-text citations. Consider extending this into a longer activity where students practice citing quotes from and paraphrasing their sources.

Direct students’ attention to the second portion of the MLA Citation Handout under the heading “Works Cited Page.” Explain to students that a Works Cited page comes as the final page of a research paper and is a list of all the sources used to write the paper. Explain to students that the in-text citations direct students to the Works Cited page where the source’s full bibliographic information is listed. Instruct students to look at the example on their handout and notice the formatting differences between different types of sources.

- ▶ Students review the Works Cited examples on the handout.

Instruct students to Turn-and-Talk in pairs about the purpose of and difference between in-text citations and Works Cited pages.

- 💬 In-text citations provide readers with the exact location of information from a given source when it is referenced in a paper, while Works Cited pages provide extensive details about all cited sources used in the paper. The in-text citations are directly linked to the sources in the Works Cited page. The in-text citations are an abbreviated version of the source’s information

that can be found in the Works Cited page and the in-text citations lead readers to the source's full information in the Works Cited page.

Lead a brief whole-class discussion of student's reflections on in-text citations and Works Cited pages.

- ① Some students may think that a Works Cited page is the same thing as a bibliography. Tell students that indeed the two are different: a Works Cited page lists only sources actually cited in a paper, while a bibliography lists every source used in the preparation of a paper, whether they are cited or not.

Explain that different source types necessitate different citation formatting. Note the format used for citing a book:

Last Name, First Name. *Title of Book*. City of Publication. Publisher, Year of Publication. Medium of Publication.

Then, draw students' attention to the difference between this format and that of a website:

Editor, Author, or Compiler Name (if available). Name of Site. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Medium of Publication. Date of Access.

- Students examine the different source formatting for a Works Cited page.

Lead a brief whole-class discussion of the similarities and differences in the various source-dependent citation formats.

💬 Student responses may include:

- Book citations include author and book name, but periodical articles have to include author, article title, and the name of the periodical.
 - Website citations need to include the entire web address, the date of creation, and the date the information was accessed.
 - Instead of author information, motion picture citations list director information.
- ① Given the wide variety of source types students may have compiled over the course of their research, citation instruction for each medium may require extensive work. Consider focusing primarily on books or web publications, providing students with information from the Purdue University Online Writing Lab (OWL) for reference when citing sources: <http://owl.english.purdue.edu> (search terms: MLA formatting). Alternatively, depending on the size of the class, consider providing individual instruction for students with atypical sources (e.g., radio interviews).
- ① Information in this section adheres to MLA style.

- ① Consider reviewing the citation skills inherent in W.11-12.8.

Activity 4: Lesson Assessment

40%

Display and distribute the 11.3.3 Rubric and Checklist. Inform students that their research papers will be evaluated using the 11.3.3 Rubric. Explain to students that each part of this rubric is aligned to specific Common Core Standards that are targeted to assess components of argument writing as well as relevant language standards.

Inform students that the 11.3.3 Rubric and Checklist is a resource to which they will refer as they engage in the writing process throughout this unit. The rubric also guides teacher feedback and assessment. The first two pages of the handout are comprised of the 11.3.3 Rubric, which details four categories of assessed standards, a brief synthesis of what those categories entail, and a list of the standards contained in that category. Corresponding to each standard category are four levels of potential student response. The final page of the handout is a student checklist that corresponds with the rubric. Instruct students to review the 11.3.3 Rubric and Checklist briefly.

- ▶ Students follow along and review the 11.3.3 Rubric and Checklist.

Instruct students to gather all the sources they intend to use to write their research-based argument paper. Instruct students to work independently to create a Works Cited page for their paper, using the MLA Citation Handout and/or the Purdue University Online Writing Lab (OWL) <http://owl.english.purdue.edu> (search terms: MLA Formatting) as a guide. Instruct students also to refer to the L.9-10.3.a checklist in the 11.3.3 Rubric and Checklist.

- ▶ Students independently create their Works Cited pages.

- ① Check in with students individually as they work, assisting as necessary.
- ① Collect the Works Cited pages for assessment purposes.
- ① Remind students that as they draft and revise their papers, sources used may or may not be listed in this initial draft of the Works Cited page. Explain that this Works Cited page will be updated once they have published their final drafts to ensure all in-text citations match the sources listed in the final version of the Works Cited page.

Activity 5: Closing

5%

Instruct students to take out the Outline Tool they created in 11.3.3 Lessons 1 and 2. Display and distribute the homework assignment. For homework, instruct students to insert in-text citations for each source of evidence listed on their Outline Tool. Remind students these in-text citations should directly correspond with the Works Cited page they created for this lesson's assessment.

- ▶ Students follow along.

Homework

Using your Outline Tool from 11.3.3 Lessons 1 and 2, insert in-text citation information for each piece of evidence you have listed. Refer to the MLA Citation Handout for the correct citation format.

MLA Citation Handout

Name:		Class:		Date:	
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In-Text Citations

For in-text citations for an online source, use the following as examples:

- (page numbers provided) "If ... there is a legal finding of genocide, then it is too late for prevention.... If 'genocide' is the trigger for action, then the bar is rather high" (Lindberg, 28).
- (page numbers provided) According to Lindberg, "If ... there is a legal finding of genocide, then it is too late for prevention.... If 'genocide' is the trigger for action, then the bar is rather high" (28).
- (no page numbers) "If ... there is a legal finding of genocide, then it is too late for prevention.... If 'genocide' is the trigger for action, then the bar is rather high" (Lindberg).
- (no page numbers) According to Lindberg, "If ... there is a legal finding of genocide, then it is too late for prevention.... If 'genocide' is the trigger for action, then the bar is rather high."

① If the citation extends past one line, indent the second and subsequent lines half an inch.

Works Cited Page

Below are the different citation methods for various forms of media:

Book

Basic format:

Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Type of Publication.

Example:

Smith, Joe. *Joe Smith's Theory of the Universe*. New York: Books Limited, 2013. Print.

Magazine/Journal

Basic Format:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: Pages. Type of Publication.

Example:

Smith, Joe. "Joe Smith's Theory of the Universe." *Universe Theories*. 20 Apr. 1989: pp. 100–109. Print.

Website

Basic Format:

Editor, Author or Compiler Name (if available). *Name of Site*. Version Number. Name of Institution/Organization Affiliated with the Site (Sponsor or Publisher), Date of Resource Creation (if available). Type of Publication. Date of Access.

Example:

Smith, Joe. *Guide to My Theory of the Universe*. UniverseBlogs. 16 Apr. 2001. Web. 19 Dec 2013.

Motion Picture**Basic Format:**

Title of Motion Picture. Director. If relevant, list performers using 'perf.' to distinguish them from director. Distributor. Date of Release. Medium.

Example:

Theories of the Universe. Dir. Joe Smith. Perf. Joe Smith, Jane Smith, Robert Smith. Touchstone. 2012. DVD.

11.3.3 Rubric

/16

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. (W.11-12.1.a, W.11-12.1.b)	<p>Introduce precise, knowledgeable claim(s), establish the significance of the claims, and distinguish the claim(s) from alternate or opposing claims in an in-depth and insightful analysis. (W.9-10.1.a)</p> <p>Develop claim(s) and counterclaim(s) fairly and thoroughly by supplying the most relevant evidence for and pointing out the strengths and limitations of both. (W.11-12.1.b)</p> <p>Precisely anticipate the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Introduce a precise and somewhat knowledgeable claim, establish the significance of claims, and adequately distinguish the claim from alternate or opposing claims in an accurate analysis. (W.9-10.1.a)</p> <p>Develop claim(s) and counterclaim(s) by supplying evidence but not the strongest or most relevant evidence; address strengths or limitations of counterclaim(s). (W.11-12.1.b)</p> <p>Sufficiently anticipate the audience's knowledge level and concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Introduce a somewhat knowledgeable claim, but only partially or ineffectually distinguish the claim from alternate or opposing claims; analysis is somewhat unclear or confusing at times. (W.9-10.1.a)</p> <p>Develop claim(s) partially; lack compelling evidence to fully develop claim(s) and/or counterclaim(s); fail to point out strengths and limitations of claim(s) and counterclaim(s). (W.11-12.1.b)</p> <p>Partially anticipate the audience's knowledge level, concerns, values, and potential biases. (W.11-12.1.b)</p>	<p>Do not introduce a claim; analysis is mostly unclear or confusing. (W.11-12.1.a)</p> <p>Do not demonstrate analysis. (W.11-12.1.b)</p> <p>Inaccurately or inappropriately anticipate the audience's knowledge level, concerns, values, or potential biases or fail to consider the audience. (W.11-12.1.b)</p>
Command of Evidence and Reasoning: The extent to which the response presents evidence from the provided text(s) and uses reasoning to support analysis. (W.11-12.1)	<p>Support claims effectively and sufficiently by providing a wide range of relevant evidence.</p> <p>Use valid reasoning to establish clear relationships between and among claim(s) and evidence.</p> <p>Avoid overreliance on any one source.</p>	<p>Support claims sufficiently by providing relevant evidence.</p> <p>Use valid reasoning to relate claims and evidence on a basic level.</p> <p>Rely heavily on three to four sources, avoiding claims in others.</p>	<p>Support claims partially by providing insufficient but relevant evidence, or evidence loosely related to the claim(s).</p> <p>Use some reasoning to partially relate claims and evidence; use unclear reasoning.</p> <p>Rely heavily on one to two sources, avoiding contradictory claims in others.</p>	<p>Present irrelevant and/or little or no evidence from the text.</p> <p>Demonstrate unclear, unfounded or little to no use of reasoning; fail to establish relationships between and among claim(s) and evidence.</p> <p>Derive most evidence from a single source.</p>
Coherence, Organization, and Style: The extent to which the response logically organizes and links complex ideas, concepts, and information using formal style, precise language and general academic and domain specific vocabulary acquired throughout the research process. (W.11-12.1.a, W.11-12.1.c)	<p>Organize claims, counterclaims, evidence, and reasoning to establish clear and logical relationships among all components. (W.11-12.1.a)</p> <p>Exhibit skillful use of words, phrases, and clauses to link sections of the text, including varied syntax, to create cohesion, and clarify relationships among components of the argument. (W.11-12.1.c)</p>	<p>Exhibit basic organization of claims, counterclaims, evidence, and reasoning so as to create some logical relationships among the components. (W.11-12.1.a)</p> <p>Exhibit basic use of words, phrases, and clauses, as well as varied syntax, to link sections of the text, create cohesion, and clarify relationships among components of the argument.</p>	<p>Exhibit partial organization of claims, counterclaims, evidence, and reasoning; relationships among all components are not logical and at times unclear. (W.11-12.1.a)</p> <p>Exhibit inconsistent use of words, phrases, and clauses, with little variation in syntax, to link sections of the text. (W.11-12.1.c)</p>	<p>Exhibit little organization of claims, counterclaims, evidence and reasoning; relationships among components are for the most part unclear and do not demonstrate a logical organization. (W.11-12.1.a)</p> <p>Exhibit little or no use of words, phrases and clauses, and little to no variation in syntax, to link sections of</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
W.11-12.1.d, W.11-12.1.e, L.11-12.6)	<p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that supports the argument presented and offers a new way of thinking about the issue. (W.11-12.1.e)</p> <p>Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process. (L.11-12.6)</p>	<p>(W.11-12.1.c)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that supports the argument presented but does not offer a new way of thinking about the issue. (W.11-12.1.e)</p> <p>Demonstrate accurate use of general academic and domain-specific words and phrases acquired through the research process. (L.11-12.6)</p>	<p>Use inconsistent style and tone with some attention to formality and objectivity. (W.11-12.1.d)</p> <p>Provide a concluding statement that inadequately supports the argument presented or repeats claim(s) and evidence verbatim or without significant variation. (W.11-12.1.e)</p> <p>Demonstrate partially accurate use of general academic and domain-specific words and phrases acquired through the research process. (L.11-12.6)</p>	<p>the text. (W.11-12.1.c)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.11-12.1.d)</p> <p>Provide a concluding statement that is unrelated to the claims presented and/or provide no concluding statement. (W.11-12.1.e)</p> <p>Demonstrate little or inaccurate use of general academic and domain-specific words and phrases; do not exhibit acquisition of vocabulary through the research process. (L.11-12.6)</p>
<p>Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling, and conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> <p>(L.11-12.1, L.11-12.2, W.11-12.8)</p>	<p>Demonstrate control of conventions with essentially no errors, even with sophisticated language. (L.11-12.1, L.11-12.2)</p> <p>Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain no citation errors. (W.11-12.8)</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension. (L. 11-12.1, L. 11-12.2)</p> <p>Demonstrate proper citation of sources to avoid plagiarism when dealing with correct quotes and paraphrased material; contain only minor citation errors. (W.11-12.8)</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension. (L. 11-12.1, L. 11-12.2)</p> <p>Demonstrate partial or inconsistent use of citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain some major or frequent minor citation errors. (W.11-12.8)</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult. (L. 11-12.1, L. 11-12.2)</p> <p>Do not make use of citation or plagiarize. (W.11-12.8)</p>

- 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 a 0.

Assessed Throughout the Module (Research and Writing Process)

CCSS.ELA-Literacy.W.11-12.7 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.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11.3.3 Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Introduce precise, knowledgeable claims and distinguish the claims from alternate or opposing claims? (W.11-12.1.a)	<input type="checkbox"/>
	Supply the most relevant evidence to develop claims and counterclaims? (W.11-12.1.b)	<input type="checkbox"/>
	Point out the strengths and limitations of the claims and counterclaims? (W.11-12.1.b)	<input type="checkbox"/>
	Anticipate the audience's knowledge level, concerns, values, and potential biases? (W.11-12.1.b)	<input type="checkbox"/>
Command of Evidence and Reasoning	Support claims by providing a wide range of relevant evidence? (W.11-12.1)	<input type="checkbox"/>
	Use valid reasoning to demonstrate clear relationships between claims and evidence? (W.11-12.1)	<input type="checkbox"/>
Coherence, Organization, and Style	Arrange claims, counterclaims, evidence, and reasoning to establish a logically sequenced organization among all the components of the argument? (W.11-12.1.a)	<input type="checkbox"/>
	Use words, phrases, clauses, and varied syntax effectively to create clear relationships among components of the argument? (W.11-12.1.c)	<input type="checkbox"/>
	Establish and maintain a formal style, using precise language and sound structure? (W.11-12.1.d)	<input type="checkbox"/>
	Provide a conclusion that supports the argument and offers a new way of thinking about the issue? (W.11-12.1.e)	<input type="checkbox"/>
	Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process? (L.11-12.6)	<input type="checkbox"/>
Control of Conventions	Demonstrate control of standard English grammar conventions, with infrequent errors? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>
	Provide proper citation of quotes and paraphrases to avoid plagiarism? (W.11-12.8)	<input type="checkbox"/>

11.3.3

Lesson 4

Introduction

In this lesson, students begin writing their research-based argument papers. The lesson begins with peer review of the in-text citations students inserted in their Outline Tool. Students then learn about the purpose and components of an effective introduction. Through discussion and examination of an exemplar and non-exemplar introduction, students further develop their understanding of how to write an effective introduction. Student learning in this lesson is assessed via the first draft of the introduction for the research-based argument paper. For homework, students draft the first body paragraph of their research-based argument papers.

Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.11-12.1.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via the first draft of the introduction for the research-based argument paper.</p> <p>① This assessment will be evaluated using the W.11-12.1.a portion of the 11.3.3 Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Introduce readers to the topic in an engaging manner (e.g., Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions.). • Effectively communicate the writer's precise and knowledgeable central claim and establish its significance (e.g., The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides.). • Distinguish the central claim from alternative or opposing claims (e.g., While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide.). • Establish a path for the paper's organization of supporting claims, evidence, counterclaims, and reasoning (e.g., However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop.). • For more examples, view a model introduction from the sample student research paper on page 7 of this lesson, or the Sample Student Research-Based Argument Paper in 11.3.3 Lesson 12.

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)

- None.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.11-12.4, W.11-12.1.a, L.11-12.6 Text: “When the U.N. Fails, We All Do” by Fareed Zakaria 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Drafting an Introduction Analyzing Effective Introductions Lesson Assessment Closing 	<ol style="list-style-type: none"> 10% 10% 30% 20% 25% 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Student copies of the Outline Tool (refer to 11.3.3 Lesson 1)
- Student copies of the MLA Citation Handout (refer to 11.3.3 Lesson 3)

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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the lesson agenda and the assessed standard for this lesson: W.11-12.4. Inform students that in this lesson, they learn how to draft an effective introduction for the research-based argument paper.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.11-12.6. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard L.11-12.6.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Use domain-specific words and phrases.
- Demonstrate vocabulary knowledge by using academic words to aid comprehension.

Explain to students that they will work with domain-specific language as they craft their research-based argument papers.

- ① Students have done significant work to gather domain-specific language in their vocabulary journals throughout this module. The introduction of this standard will synthesize this work and prepare students to demonstrate mastery by using domain-specific language in the drafting of their research-based argument paper.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to 11.3.3 Lesson 3's homework assignment. (Using your Outline Tool from 11.3.3 Lessons 1 and 2, insert in-text citation information for each piece of evidence you have listed.) Instruct students to form pairs, exchange Outline Tools with their peer, and examine their peer's use of in-text citations, identifying any formatting problems and inconsistencies.

- ▶ Students form pairs and review in-text citations for formatting problems and inconsistencies.

💬 Student responses vary by individual sources.

- ① It may be necessary for students to refer to the MLA Citation Handout from 11.3.3 Lesson 3 for correct citation format.
- ① **Differentiation Consideration:** As students begin drafting their research papers in this lesson, it may be necessary to review some of the building blocks for effective writing, including parts of speech, complete sentences, and sentence complexity.

Activity 3: Drafting an Introduction

30%

Explain that with the completion of the outline, students can now begin drafting the research-based argument paper, starting with the introduction.

Explain that an introduction begins the research-based argument paper. The introduction should be interesting to catch the reader's attention, provide context for the content of the research-based argument paper, include the central claim and distinguish this central claim from opposing claims. An effective introduction should be one to two paragraphs long, and written in a clear, organized fashion that establishes clear relationships among claims, counterclaims, reasons, and evidence. The introduction should state the central claim, which may be the last sentence of the introduction. Finally, explain to students that although they should mention their strongest supporting claims in the introduction, all of the evidence and reasoning that supports the claims will come as the body of the research paper unfolds.

- ▶ Students listen.

Display W.11-12.1.a and the exemplar introduction from the article “When the U.N. Fails, We All Do,” by Fareed Zakaria. Instruct students to read the substandard and consider its components (Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.) as they review the exemplar introduction.

- ① W.11-12.1.a was introduced in 11.3.1. Lesson 4.

- ▶ Students read W.11-12.1.a and the exemplar introduction.

Instruct students to Turn-and-Talk in pairs about how this introduction effectively exemplifies the components of W.11-12.1.a.

💬 Student responses may include:

- The author introduces his precise, knowledgeable claim in this sentence: “The United Nations failed in Rwanda because we failed” (par. 3). The knowledge of this claim is demonstrated by his frank, bold statements about what happened in Rwanda: “In the 100

- days beginning April 6, 1994, Hutu gangs, aided by the Hutu Army, killed almost one million Tutsis and moderate Hutus—the fastest genocide in human history.”
- He establishes clear relationships among claims, reasons, and evidence throughout the introduction, and then he references those connections in the statement, “Rwanda was a failure at almost every level, but certainly it was a failure of the United Nations. But let us be clear what we mean by that. It was the major powers—the United States, Britain, France—that determined the exact nature of the peacekeeping mission. It was they who insisted that the force stay neutral” (par. 3).
 - He does not distinguish his claim from an alternate or opposing claim early in the text. However, in paragraph 5 the author makes a concession, saying that the U.N. has functioned well in certain interventions: “It has some remarkable successes to its credit—Mozambique, East Timor, El Salvador.” Paragraph 6 refutes this counterclaim, returning to the central claim that the United Nations is not strong enough to do real good, as the U.S. would be able to: “But real reform means realistic reform, not more fantasies. U.N. peacekeeping in particular needs fundamental rethinking.”

Now that students have an understanding of what comprises an effective introduction, ask them to discuss the following question in pairs.

How is an introduction different than the body of an essay or paper?

- 💬 An introduction is the first part of an essay or paper. The introduction should clearly communicate the central claim of the paper. It can also be the “hook” that grabs readers’ attention. The introduction should provide a high-level overview of the research-based argument paper without including all of the supporting and counterclaims in the body of the paper.

Explain that there are different methods for creating an interesting introduction, but regardless of approach, an effective introduction not only grabs a reader’s attention, but also makes clear the writer’s purpose. Writers can frame an introduction by describing a problem, posing a question, or piquing readers’ curiosity with interesting facts associated with the research. Introductions can also begin using an interesting story found during the course of the writer’s research.

Instruct students to discuss the following question about the exemplar introduction in pairs before discussing with the entire class.

What method did the writer use to get the attention of the reader? Is this an effective method?

- 💬 The writer described the true story (retold in the movie, *Hotel Rwanda*) of Paul Rusesabagina who saved more than 1,200 people during the Rwandan genocide. He describes the “herculean effort” of Rusesabagina, and then follows by describing the international community’s failure to

act, saying “the world does nothing” or “worse than nothing.” This is a very effective method because of the stark contrast between the heroism of one man and the lack of heroism of the U.N., a body that represents the entire world.

- ① **Differentiation Consideration:** Consider transitioning students into the pre-established research teams and have them brainstorm interesting ways to introduce their research paper. Allow each student to write a sample, and then instruct students to engage in a round-robin style discussion wherein each student passes his or her sample to a member of the group and the group discusses each sample and how interesting or engaging it is and why.
- ① Encourage students to keep in mind the Module Performance Assessment as they discuss and analyze effective introductions. Remind students that they will present their research orally at the end of the module and grabbing a listener’s attention is just as important as grabbing a reader’s attention. This activity provides an opportunity to begin preparing for the assessment presentation.

Activity 4: Analyzing Effective Introductions

20%

Explain to students that in this activity they review two additional introductions with similar content: one exemplar and one ineffective introduction. Instruct students to compare the two introductions. Remind students to keep the components of W.11-12.1.a in mind as they compare the introductions.

- ▶ Students read and contrast both introductions.

- ① **Differentiation Consideration:** If more structure is necessary to support analysis, consider instructing students to annotate each introduction (boxing/circling unfamiliar words or ideas, starring important or repeating ideas, writing a question mark by sections that they are questioning or confused by, writing an exclamation point by sections that strike or surprise them, underlining areas that represent major points, and numbering idea sequences that trace the development of an argument).

Exemplar Introduction:

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop. The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides.

Ineffective Introduction:

Genocide is a terrible plight of many people every day, and something needs to be done about it. The international community does not effectively enforce R2P protocols, and as a result, many people die. The United Nations was created to deal with international problems like genocide, but usually it does nothing. While sometimes dictators are punished, most of the time the U.N. is simply ineffective at intervening when things get out of control. The international community needs to be united to fight genocide, including agreeing on one definition of what genocide is. If we give enough power and resources to the international community, it will fix things, but it will not make everything better. Genocide must be stopped, and in order to do so it will take the international community intervening according to the definition put forth by R2P.

Instruct students to briefly discuss the two introductions, focusing on what makes the first one effective and the second one ineffective.

- ▶ Students briefly contrast the introductions.

Lead a whole-class discussion of the following questions:

What makes the first introduction effective?

💬 Student responses may include:

- The first introduction is effective because it begins by grabbing the reader's attention by describing the horrors of genocide. The introduction captures the interest of a general audience and provides context for what will be covered in the paper by connecting the role of the international community as a protector from the horror of genocide described in the first sentence.
- The claim is strong and knowledgeable: "the international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides."
- It also touches on relationships between claims, counterclaims, reasoning, and evidence. ("The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop."), without providing details that will be presented later in the paper.
- It clearly leads up to the central claim: "In addition, the international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides."

Contrast the effective introduction with the second introduction; what makes it ineffective?

☞ Student responses may include:

- The second introduction is ineffective because it does not grab the reader's attention with an engaging, clearly written introductory statement.
- It does not provide a clear context for what will be discussed in the paper and uses terms that the reader is likely unfamiliar with, like R2P.
- It is difficult to determine the claims, counterclaims, reasoning, and evidence that will be provided in the paper.
- The ideas appear out of order and the transitions do not help the reader follow what is happening.
- The central claim appears to be convoluted, partly defining genocide and partly referencing the power international agencies should wield. The author appears to be contradicting him/herself as well in this introduction: "If we give enough power and resources to the international community, it will fix things, but it will not make everything better."

Activity 5: Lesson Assessment**25%**

Instruct students to independently draft their own introductions for the lesson assessment. Remind students that this is a first draft, and while they should be focusing on the conventions established for an effective introduction, they will edit and refine their writing in later lessons. Inform students that this assessment will be evaluated using W.11-12.1.a on the 11.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are writing their introductions.

Transition students to the assessment.

- ▶ Students independently draft the introduction of their paper.
- ☞ See the High Performance Response at the beginning of this lesson.
- ① Remind students that they should work to incorporate in their introductions the domain-specific words and phrases they have been acquiring through their research and vocabulary work.
 - ① Remind students to refer to their copies of the MLA Citation Handout as they draft their introductions.
 - ① The process of writing a research paper will involve drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (Microsoft Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to draft the first body paragraph of the research-based argument paper using their Outline Tool to guide their writing. Inform students that they will receive instruction on crafting strong body paragraphs in subsequent lessons. This first body paragraph is a first draft, but should be a full paragraph using complete sentences and properly formatted in-text citations. It should clearly articulate the relevant information about the first claim presented on their Outline Tool and Additional Evidence Outline Tool.

- ▶ Students follow along.

Homework

For homework, draft the first body paragraph of your research-based argument paper. Be sure to clearly articulate the relevant information about your first claim (as detailed in your Outline Tool) and include properly formatted in-text citations when referencing evidence.

11.3.3

Lesson 5

Introduction

In this lesson, students focus on building cohesion and clarity as they continue to draft their research-based argument papers. Students work to improve the effectiveness of their writing by focusing on the use of transitional words and phrases and building strong relationships between evidence, claims, and counterclaims within their papers. In addition, students focus on using syntax to enhance the rhythm and flow of their paragraphs.

Students begin by examining model paragraphs that demonstrate mastery of cohesion and transitional words and phrases. Students then have an opportunity to draft additional body paragraphs to improve their use of transitional words and phrases. Student learning in this lesson is assessed via students' use of transitional words and phrases and varied syntax to craft cohesion and improve impact in two body paragraphs. For homework, students use the Connecting Ideas Handout to annotate one of their sources, paying close attention to the use of words and phrases that link sections of the text together.

Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.11-12.1.c	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via students' use of transitional words and phrases and varied syntax to craft cohesion and improve impact in two body paragraphs.</p> <p>① This assessment will be evaluated using the W.11-12.1.c portion of the 11.3.3 Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Provide adequate and appropriate use of words, phrases, and clauses to link sections of the text and create cohesion (e.g., "Despite this broad definition, many critics consider it inadequate. In order to prevent genocide effectively, the scope of the definition needs to be comprehensive and adopted by all countries. Schabas notes, 'The definition of genocide set out in article II is a much-reduced version' of the definition proposed in earlier drafts. For example, the terms 'ethnic cleansing' and 'cultural genocide' were both excluded from the final wording of the Convention."). • Clarify the relationships between reasons and evidence by using transitional words and phrases (e.g., "In addition to sentencing Jean Kambanda to life in prison 'for genocide and related crimes committed while he was prime minister of Rwanda in 1994,' the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government" (Edwards; "After Rwanda's Genocide").). <p>① For more examples, see the sample student research paper in 11.3.3 Lesson 12.</p>

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.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from 11.3.2 into their research-based argument papers, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.4, W.11-12.1.c, L.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Building Clear Sentences Crafting Cohesion in Argument Writing Drafting and Assessment Closing 	<ol style="list-style-type: none"> 10% 10% 20% 20% 35% 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Copies of the Connecting Ideas Handout for each student
- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Students copies of the MLA Citation Handout (refer to 11.3.3 Lesson 3)

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

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.4. Explain to students that in this lesson, they focus on improving their papers by deepening their understanding of how words and phrases can link together and reinforce the relationships between evidence, claims, and counterclaims within their papers. Students first participate in a class discussion about the use of transitional words and phrases. Students then have an opportunity to draft additional body paragraphs with attention to their use of transitional words and phrases.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.1.c. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard W.11-12.1.c.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- Use words and phrases to connect sections of an essay.
- Use words and phrases to make sure ideas flow together.
- Use words and phrases to show the relationships between claims and reasons, reasons and evidence, and claims and counterclaims.

Explain to students that this lesson focuses on creating cohesion as students draft their research-based argument paper.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to 11.3.3 Lesson 4's homework assignment. (Draft the first body paragraph of your research-based argument paper. Be sure to clearly articulate the relevant information about your first supporting claim (as detailed in your Outline Tool) and include properly formatted in-text citations when referencing evidence.)

Place students in pairs and instruct them to briefly look over one another's citations and supporting claims in the paragraphs they drafted for homework. Students should provide both positive and constructive feedback where appropriate and highlight any errors in citation. Students should reference the MLA Citation Handout they received in 11.3.3 Lesson 4, comparing their peers' work to the examples in the handout.

- ▶ Students work in pairs to look over each other's paragraphs they drafted for homework, and provide feedback on the supporting claims and citation.
- 💬 Student responses vary by individual research but may include the following language:
 - The supporting claim in this paragraph is well supported by evidence but reasoning or explanation of how the evidence supports the claim is missing.
 - MLA guidelines require naming the author of the article but no author's name was included.
 - Consider improving the reasoning used to connect these two claims. The evidence presented is not strong enough to support it.

Activity 3: Building Clear Sentences

20%

Explain to students that in the practice of argument writing, the strength of the paper is based upon the strength of their sentences. The primary goal of a sentence in formal writing is to provide the reader with information in a clear and understandable way. To craft clear and concise sentences reliably, students should focus on using similar phrases and clauses to support their text.

Display the following two sentences for students:

- However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing.
- The prevention of mass killings should be done by the U.N. but it probably cannot prevent them because it does not intervene when it should most of the time.

Lead a class discussion on the sample sentences using the following questions:

Which of these sentences is clearer and why?

- 💬 The first sentence is much clearer. It uses punctuation effectively and uses specific nouns.

How does the order of the first sentence help its clarity?

- 💬 The sentence presents the subject of the U.N. first, then explains its shortcomings, namely that the U.N. has failed to intervene or respond to acts of mass killing.

Explain to students that this sentence is an example of writing in the “active voice.” In a sentence using active voice, the “active” subject of the sentence is placed at the beginning of the sentence. Active voice is useful in argument writing because it gives the reader the most important information first, and then goes on to describe what is happening to this important subject. The use of active voice provides greater clarity for the reader and makes the sentence more forceful.

- ▶ Students listen.

What words and phrases in the second sentence weaken its claim?

🗨 Student responses should include:

- Probably.
- Most of the time.

Inform students that they should keep sentence structure in mind as they progress with their argument writing. As they develop the introduction, body, and conclusion paragraphs throughout this unit, they should pay special attention to how they use different clauses, words, and phrases to support a compelling argument. Encourage students to periodically look back over the writing that they have completed to find ways to make their writing clearer and more coherent.

▶ Students listen.

Inform students that varied use of syntax is a powerful rhetorical device that can lend significant power to their arguments. Varying the length and structure of their sentences can help readers engage with the text and strengthen the power, pacing, and flow of the argument. Explain to students that they should be especially mindful of the variety of sentences that they use throughout their paper.

① Students were introduced to varied syntax as a rhetorical technique (W.11-12.1.c) in 11.3.1 Lesson 2.

What is syntax?

🗨 Changes in sentence length, style, or complexity for stylistic effect.

What does the phrase varied syntax mean?

🗨 Student responses should include:

- There are different sentence lengths.
- It means not all of the sentence sound or look the same.
- It means there is a variety of different patterns or formations.

① **Differentiation Consideration:** If students struggle, consider using a visual aid to assist in their understanding of how varied sentence length can affect the form and rhythm of a piece of writing.

How does varied syntax affect a piece of writing?

🗨 Student responses should include:

- It makes the writing more interesting because there are different formations.

- It engages the listener or reader by making him or her pay attention to changes in sentence structure.
- It allows the reader to read fast over certain parts and slow down for others.
- It can provide emphasis by making certain important sentences stand out by being longer or shorter.

Display the following simple examples of varied syntax from Elie Wiesel's lecture "Hope, Despair and Memory":

- "A recollection. The time: After the war. The place: Paris."
- "Mankind, jewel of his creation, had succeeded in building an inverted Tower of Babel, reaching not toward heaven but toward an anti-heaven, there to create a parallel society, a new "creation" with its own princes and gods, laws and principles, jailers and prisoners."
- "We tried. It was not easy. At first, because of the language; language failed us. We would have to invent a new vocabulary, for our own words were inadequate, anemic."

Explain to students that varied syntax is built by changing the length of a sentence or paragraph to alter the tone and rhythm of a piece of writing. In the example set, the first sentence uses short sentences and repeated punctuation, which conveys an immediate sense of memory. The second uses commas to give balance to the structure of Wiesel's extensive description. The third example mixes short and long sentences and uses varied punctuation, which conveys the struggle Wiesel describes. Explain to students that their sentences are crucial tools that contribute to the readers' understanding and that they should be purposeful with their use of syntax. Encourage students to look for places to use varied syntax while they are drafting and revising their papers.

- ▶ Students listen.

Display the following sentence for students:

- In order to address these concerns, a principle called the Responsibility to Protect was developed in 2001 by the International Commission on Intervention and State Sovereignty, a Canadian government initiative (Edwards).

How does this author use syntax to organize this sentence?

- 💬 The author separates his ideas into three sections: the first, a statement that something has been done to address concerns, the second, a reference to the "principle" of the "Responsibility to Protect," and the third, an explanation of when the principle was created, as well as who sponsored its development.

Inform students that syntax is a powerful tool for connecting and clarifying sentences, paragraphs, and claims within a research-based argument paper. An author can use syntax to establish cohesive relationships between words, phrases, claims, and counterclaims.

- ▶ Students listen.
- ① To aid student understanding of varied syntax, consider reading these example sets aloud. This practice may support students' understanding of varied syntax by allowing them to hear the effect of structure on the rhythm of the sentence.
- ① **Differentiation Consideration:** Consider providing the examples of varied syntax before the discussion to allow students time to assess the sentences independently or in pairs.
- ① Varied syntax is part of standard W.11-12.1.c. Consider reminding students of their work with varied syntax in 11.3.1 Lesson 2.
- ① **Differentiation Consideration:** If necessary to support student work and understanding, consider spending additional time reviewing how to establish clarity through sentence structure. As 11.3.3 Lessons 4, 5, 6, and 7 are focused on the technical crafting of the student research-based argument paper and feature extensive time for student drafting, this may be an ideal opportunity to pursue deeper instruction on crafting effective sentences.

Activity 4: Crafting Cohesion in Argument Writing

20%

Introduce students to the ideas of *cohesion* and *transitions*. Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole, which, in the case of argument writing, serves to inform and convince the reader. Explain to students that *cohesion* is achieved by carefully demonstrating links between ideas.

Provide students with the following definition: *cohesion* means “the state of uniting or sticking together.” Explain to students that achieving *cohesion* in their writing is the result of careful revision and editing.

Provide students with the following definition: *transition* means “a passage in a piece of writing that clearly links two topics or sections to each other.”

- ▶ Students write the definitions of *cohesion* and *transition* in their vocabulary journals.

Distribute the Connecting Ideas Handout. Briefly explain the handout to the class.

- ▶ Students examine the Connecting Ideas Handout.
- ① A more in-depth examination of this handout appears after the examination of the two model paragraphs. Consider using this initial introduction to the handout as an opportunity to field any potential student questions.

Provide students with the following two examples and ask them to consider which they think is more cohesive and logical.

Sample 1:

Murderers who commit genocide are not motley bunch of individuals, but organized groups leading violence against those groups who they oppress. We must quickly stop the genocide in the critical stages of "persecution and extermination" so military force has to be used. (Stanton). If they are separated, starved or were forced to live in ghettos, it is only a matter of time before death begins (Stanton). In Rwanda, 800,000 men, women and children died ("After Rwanda's Genocide "). Peacekeeping U.N. forces would not help, because countries did not approve a sufficiently strong force to go into battle: "Belgian peacekeepers...watched as the carnage unfolded" (Zakaria). If the UN had an active military force on the ground, these lives could have been saved. "In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory" (Lindberg). This is an example of the problem. There are people who believe that if the UN troops can be used incorrectly and ignore the right of a country to manage their own affairs. The responsibility to protect was established to decide when it is necessary for the international community to participate in possible cases of genocide. Given the regularity of recent genocides, it is clear that the international community "need(s) to set up international contingency plans to deal with mass atrocities" ("After Rwanda's Genocide "). An international organization like the UN needs to get more resources in the fight against genocide. Access to weapons and troops require the participation of major global players like the United States: "If we [the USA] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources" (Lindberg).

Sample 2:

In order to prevent genocide, a combat task force must be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of persecution and extermination, it is necessary to use military force (Stanton, "The Ten Stages of Genocide"). If citizens are being segregated, starved, or forced to live in ghettos, then it is only a matter of time before the killing begins (Stanton, "The Ten Stages"). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days ("After Rwanda's Genocide"). U.N. peacekeepers stood by unable to help because countries would not approve a force robust enough to engage in combat: "Belgian peacekeepers ... watched as the carnage unfolded" (Zakaria). However, if the U.N. had an active military force on the ground, those lives could have been saved, as was the case in Kosovo: "In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory" (Lindberg). Given the regularity of recent genocides, it is clear that the international community "need(s) to set up international contingency plans to deal with mass atrocities" ("After Rwanda's Genocide"). This means giving an international body like the U.N. more resources to fight genocide. Access to weapons and troops will require the participation of major global players like the United States: "If we [the USA] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms,

the troops, and the resources” (Lindberg). However, there are still some who believe that if the U.N. has troops, they may be used improperly and ignore a country’s right to govern their own affairs. In order to address these concerns, a principle called the Responsibility to Protect was developed in 2001 by the International Commission on Intervention and State Sovereignty, a Canadian government initiative (Edwards). The purpose of this framework is to clarify the international community’s responsibility to intervene in possible cases of genocide.

① This model body paragraph is located in the Model Final Research-Based Argument Paper located in 11.3.3 Lesson 12.

After students have had time to consider the two paragraphs, lead a discussion on coherence and the differences between the two samples by using the following questions.

Which of these paragraphs is more cohesive and why?

- ☞ The second paragraph is more cohesive. The language is easier to follow and it connects the ideas of the sentences together much better than the first paragraph.

Which of these paragraphs is less cohesive and why?

- ☞ The first paragraph is less cohesive. It feels choppy and the sentences and ideas seem disconnected. It also has a confusing opening and it seems to jump around from point to point without explaining how ideas are related.

What specific words and phrases in the more cohesive paragraph contribute to its success?

- ☞ Student responses should include:
 - “This means”
 - “However”
 - “In order”
- ① If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs, annotating the changes and improvements and the transitional words and phrases.
- ① **Differentiation Consideration:** If necessary to support student understanding, consider spending additional time discussing these transitional words and phrases.

Explain to students that cohesion should exist between paragraphs as well as between sentences. In both cases, transitional words and phrases can help link ideas and support the logic of the paper. Instruct students to look at the Connecting Ideas Handout. Explain that the Connecting Ideas Handout provides a variety of transitional words to use in specific cases. To show how ideas are similar, students

might use phrases like *in the same way* or *similarly*. Instruct students that these words can be used within a paragraph but also to connect two different paragraphs. Words like *furthermore* and phrases like *in addition* can be used to continue a line of reasoning or sustain a thought between paragraphs.

- ▶ Students listen and examine the handout.

Instruct students to form pairs. Present student pairs with the following two paragraphs and instruct them to identify and annotate for words and phrases that support transition and cohesion between sentences and paragraphs.

Paragraph 1

International tribunals must be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide. The ICC and the World Court are two important international tribunals dedicated to pursuing global justice. The ICC, the most well-known, has had some success prosecuting leaders of genocide. In addition to sentencing Jean Kambanda to life in prison “for genocide and related crimes committed while he was prime minister of Rwanda in 1994,” the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government (Edwards; “After Rwanda’s Genocide”). However, the ICC is in desperate need of additional support. Because its job is to legally prosecute genocide, the ICC is not capable of preventing genocide—the very thing the world needs it to do most. Some critics of the ICC believe the idea of stopping genocide by putting perpetrators on trial is problematic. As Lindberg explains, “If ... there is a legal finding of genocide, then it is too late for prevention. ... If ‘genocide’ is the trigger for action, then the bar is rather high.” In other words, once crimes reach the ICC, irreversible damage and killing has already been done. Stanton explains that in the Darfur region of Sudan, President Omar al-Bashir’s reaction to being referred to the ICC for crimes against humanity and genocide has been to “just laugh[]” (Stanton, “Why Do We Look the Other Way?”). Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn-out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders; how can bringing several men to justice make up for the thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

Paragraph 2:

In contrast, some critics believe boosting the power and resources of the international community—including bolstering R2P—would endanger the sovereignty of the United States and its allies. The argument is that if a framework like R2P were adopted and backed with military resources to prevent genocide, the United States would be subject to the desires of the international community about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on its right to act as a sovereign nation. However, this hypothesis and its implications should not outweigh the responsibility of the United States (and the world) to ensure the global safety of mankind. Unfortunately, politics often gets in the way of moral responsibility: “halting or failing to halt a genocide

has come down to whether the political will exists within the United States to act” (Lindberg). As a global leader, it is the responsibility of the U.S. to set the example for early genocide intervention and prevention, whether or not genocide is occurring in countries where the United States does not have economic or political interest.

① These model body paragraphs are located in the Model Final Research-Based Argument Paper located in 11.3.3 Lesson 12.

Ask student volunteers the following question, using the Connecting Ideas Handout as a reference.

What words support transition and cohesion?

💬 Student responses should include:

- “however”
- “in other words”
- “in contrast”

Explain to students that the Connecting Ideas Handout is a resource to use as they write the research-based argument paper, and beyond this unit as they continue to write formally. Instruct students to use the Categories column to direct their choice of transitional words and phrases as they write. For example, if they are looking to add more information about what they are talking about, they can look in the Add Related Information section and choose the word *furthermore* to help them connect their ideas.

- ▶ Students listen and examine the handout.

Explain to students that creating effective transitions is crucial to supporting their argument writing. Effective use of transitional words and phrases improves the logical presentation of information and is important to presenting a chain of reasoning in an understandable way. In addition to having concrete details and relevant examples to support a claim, the information has to be presented in a way that is appropriate to the audience’s knowledge of the topic. Explain that writing a research-based argument paper requires careful use of transitional words and phrases to guide the reader. Students should use these words and phrases to connect their claims and evidence in a chain of reasoning that convinces the reader of their central claim. In order to achieve this, students must present their findings and claims in an accessible, clear, and cohesive manner, with each statement flowing into the next to build a united research-based argument. Remind students that arriving at a point of cohesion is the result of a process that involves several rounds of revision and editing.

① Remind students of the work they have done with the identification of solid reasoning. Remind students of the definition of *reasoning* as it pertains to this module: “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

Activity 5: Drafting and Assessment

35%

Inform students that in this activity they draft the rest of the body paragraphs for their papers, paying specific attention to the use of transitional words and phrases to build cohesion between and among the paragraphs. Inform students that they are assessed on their use of transitional words and phrases to craft cohesion in two body paragraphs.

Direct students to turn to the Coherence, Organization, and Style portion of the 11.3.3 Rubric and Checklist and look for substandard W.11-12.1.c. Inform students that this assessment is evaluated using substandard W.11-12.1.c on the 11.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are writing their body paragraphs.

- ▶ Students read substandard W.11-12.1.c on the 11.3.3 Rubric and Checklist.

- ① Remind students to refer to the MLA Citation handout as they draft their body paragraphs.
- ① **Differentiation Consideration:** Consider instructing students to mark W.11-12.1.c on the 11.3.3 Rubric and Checklist to focus their attention on this standard only.
- ① Consider drawing students' attention to the application of standard L.11-12.1 by using correct grammar when writing as they draft their body paragraphs. L.11-12.1 was first introduced in module 11.1.2 Lesson 8.

Instruct students to use the checklist as they are drafting, organizing, and adjusting their paragraphs for cohesion and development of central claims, supporting claims, counterclaims, reasoning, and evidence. Inform students that they will be assessed according to this document when they submit the final draft of the paper.

- ▶ Students listen.

Instruct students to organize their paragraphs and make any adjustments to what they have written to ensure:

- There is cohesion and logic to their paragraphs.
- The information is presented in a way that effectively reinforces a claim made by the writer. Remind students that they may need to add concrete details, transition words, or delete sentences/passages to polish their paper.

Transition students to the assessment.

- ▶ Students work independently on their drafts to ensure cohesion and logical reasoning.

- ① As students work, walk around the class and address individual concerns.

Instruct students to submit two of the paragraphs they worked on in class, and assess the paragraphs for the use of transitional words/phrases and logical presentation of information.

- ▶ Students submit two paragraphs they worked on in class.

① Use the W.11-12.1.c section of the 11.3.3 Rubric and Checklist to assess the submitted paragraphs.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use the Connecting Ideas Handout to annotate one of the sources they have selected for their research-based argument paper, paying close attention to the use of words and phrases that link sections of the text together. Additionally, students should briefly explain how the connecting ideas highlighted support the evidence and claims of the text.

Homework

For homework, select one of your sources and circle or highlight the transitional words and phrases that serve to link sections of the text together. Use the Connecting Ideas Handout to note where different words and phrases are used to support and clarify the use of evidence and link together claims. Additionally, prepare to explain how the connecting ideas highlighted support the evidence and claims of the text.

CONNECTING IDEAS

USING TRANSITIONAL WORDS AND PHRASES

Transitional words and phrases create links between your ideas when you are speaking and writing. They help your audience understand the logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. And remember, transition words work best when they are connecting two or more strong ideas that are clearly stated. Here is a list of transitional words and phrases that you can use for different purposes:

ADD RELATED INFORMATION	GIVE AN EXAMPLE OR ILLUSTRATE AN IDEA	MAKE SURE YOUR THINKING IS CLEARLY UNDERSTOOD	COMPARE IDEAS OR SHOW HOW IDEAS ARE SIMILAR	CONTRAST IDEAS OR SHOW HOW THEY ARE DIFFERENT
<ul style="list-style-type: none"> furthermore moreover too also again in addition next further finally and, or, nor 	<ul style="list-style-type: none"> to illustrate to demonstrate specifically for instance as an illustration for example 	<ul style="list-style-type: none"> that is to say in other words to explain i.e., (that is) to clarify to rephrase it to put it another way 	<ul style="list-style-type: none"> in the same way by the same token similarly in like manner likewise in similar fashion 	<ul style="list-style-type: none"> nevertheless but however otherwise on the contrary in contrast on the other hand
EXPLAIN HOW ONE THING CAUSES ANOTHER	EXPLAIN THE EFFECT OR RESULT OF SOMETHING	EXPLAIN YOUR PURPOSE	LIST RELATED INFORMATION	QUALIFY SOMETHING
<ul style="list-style-type: none"> because since on account of for that reason 	<ul style="list-style-type: none"> therefore consequently accordingly thus hence as a result 	<ul style="list-style-type: none"> in order that so that to that end, to this end for this purpose for this reason 	<ul style="list-style-type: none"> First, second, third... First, then, also, finally 	<ul style="list-style-type: none"> almost nearly probably never always frequently perhaps maybe although

11.3.3

Lesson 6

Introduction

In this lesson, students learn to craft a concluding statement that follows from and further supports the argument and appropriately connects sections of the text. Students deepen their understanding of how transitional words and phrases connect ideas and contribute to an effective conclusion to the research-based argument paper.

Students begin the lesson by examining a model text conclusion in a teacher-led discussion. Students then have an opportunity to draft their research-based argument paper conclusions. Student learning is assessed via the first draft of the conclusion for the research-based argument paper. For homework, students revise the body paragraphs of their draft papers to enhance the support for the conclusion.

Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.11-12.1.c, e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment

Assessment(s)
<p>Student learning is assessed via the first draft of the conclusion for the research-based argument paper.</p> <p>① This assessment will be evaluated using the W.11-12.1.c, e portion of the 11.3.3 Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Contain clear and coherent writing (e.g., It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide.). Include evidence-based claims that are supported by the text (e.g., The U.N. definition of genocide, born out of the atrocities of the Holocaust, was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas).). Provide adequate and appropriate use of words, phrases, and clauses to link sections of the text (e.g., Certainly the task of providing an international body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”).). Provide a concluding statement that supports the argument presented (e.g., The international community must take immediate action by empowering the U.N. and intervening places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.). Include valid reasoning that follows from previous claims (e.g., While prosecution has improved in recent years, prevention has not.). <p>① For more support, see the model student research paper in 11.3.3 Lesson 12.</p>

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.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research-based argument paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.4, W.11-12.1.c, e, L.11-12.6 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Building to a Conclusion 4. Drafting a Conclusion and Assessment 5. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 30% 4. 45% 5. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Connecting Ideas Handout (refer to 11.3.3 Lesson 5)
- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Student copies of the MLA Citation Handout (refer to 11.3.3 Lesson 3)

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

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.4. Explain to students that in this lesson they examine the components of an effective conclusion and its place in the research-based argument paper. Students first examine a model conclusion paragraph to deepen their understanding of the conclusion of a research-based argument paper. Students then have an opportunity to draft a conclusion paragraph that uses words, phrases, and clauses to create cohesion between and provide a conclusion to the argument presented. This draft of a conclusion serves as the assessment for this lesson.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.1.e. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read W.11-12.1.e on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard W.11-12.1e.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

💬 Student responses should include:

- The standard is about providing a conclusion or final statement.
- A conclusion should follow from the presented claims and support the presented argument.

Explain to students that they are going to further their understanding of how to craft an effective conclusion in this lesson.

- ▶ Students listen.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the homework assignment from the previous lesson (Select one of your sources and circle or highlight the transitional words and phrases that serve to link sections of the text together. Use the Connecting Ideas Handout to note where different words and

phrases are used to support and clarify the use of evidence and link together claims. Additionally, prepare to explain how the connecting ideas highlighted support the evidence and claims of the text).

Instruct students to form pairs to briefly share the transitional words and phrases they found in their sources, explaining how those words help to connect ideas. Remind students to refer to their Connecting Ideas Handout as a resource for transitional words and phrases.

- ▶ Student pairs briefly share the transitional words and phrases they found in their sources, explaining how those words help to connect ideas.
- 🗨 Student responses vary by their individual sources.

Activity 3: Building to a Conclusion

30%

Explain to students that the focus of today's lesson is writing the conclusion for the research-based argument paper.

Display a definition of *conclusion* for students: *conclusion* means “the last main division of a formal discussion in speech or writing, usually containing a summing up of the points and a statement of opinion or decisions reached.” Explain to students that the *conclusion* of a research-based argument paper is the writer's final opportunity to reinforce the argument and provide a convincing statement to the reader. A *conclusion* serves as a final statement that synthesizes the evidence provided in the paper and shows how this evidence supports the central claim.

Explain to students that an effective conclusion restates the central claim of the paper and briefly summarizes the supporting claims, evidence, and reasoning presented in the paper to reinforce that central claim. A conclusion should include a synthesis of any additional information that was uncovered in the course of the research of the paper that would inform a reader's understanding of the issue.

- ▶ Students listen.

Present students with the following example of a model introduction and conclusion and instruct students to read and compare the organization, claims, and articulation of the central claim in the two paragraphs:

① Students were introduced to the model introduction in 11.3.3 Lesson 4.

Introduction:

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of

intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide, one equipped with the means to effectively intervene before mass catastrophes develop. The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides.

Conclusion:

The U.N. definition of genocide, born out of the atrocities of the Holocaust, was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas). While prosecution has improved in recent years, prevention has not. It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide. Certainly the task of providing an international body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening in places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.

① The model conclusion is located in the [Model Final Research-Based Argument Paper](#) located in [11.3.3 Lesson 12](#).

Instruct students to discuss the following questions as a class:

What is similar about the conclusion and the introduction? What is different?

💬 Student responses should include:

- They both explain how the U.N. has been instrumental in the establishment of a definition of genocide and in the prevention and prosecution of it.
- They both emphasize the need for more resources for the U.N. in order to take a stronger stance on genocide prevention.
- The conclusion uses stronger language and rhetoric, such as words like *vital* and *essential*, to stress the urgency of the point.
- The introduction and conclusion have a similar organizational structure, they both reference their claims in the same order although the conclusion is more specific.

What claims are presented in the conclusion?

- 💬 It presents a final statement that supporting the U.N. will contribute to ending genocide in the world. It follows up on previous statements that the U.N. is responsible for holding “nations and groups accountable for committing genocide.” It reiterates the claim that the international community must provide additional resources and aid to the U.N. in order to stop atrocities.

How does the conclusion enhance or alter the initial central claim?

- It points readers to a disparity between the prosecution and the prevention of genocide.

Inform students that they are to begin drafting their conclusions in the following activity. Direct students to the Coherence, Organization, and Style portion of the 11.3.3 Rubric and Checklist and look for sub-standards W.11-12.1.c and W.11-12.1.e. Remind students to reference this checklist as they are drafting their conclusions. Encourage students to reference the Connecting Ideas Handout as they are writing their conclusions.

- Students read sub-standards W.11-12.1.c and W.11-12.1.e on the 11.3.3 Rubric and Checklist as well as examine the Connecting Ideas Handout.

Explain to students that the work done in the previous two lessons to build understanding of cohesion and the use of varied syntax should also be employed in the crafting of a conclusion.

- Encourage students to keep in mind the Module Performance Assessment as they discuss and analyze effective conclusions. Remind students that they will present their research orally at the end of the module and that delivering a strong concluding statement is important in written and oral arguments. This activity provides an opportunity to begin preparing for the assessment presentation.

Explain to students that the careful crafting of a conclusion is an essential part of their research-based argument papers. Building an effective conclusion allows students to deliver a strong, persuasive closing point that serves to reinforce a central claim. The concluding paragraph is a powerful synthesis of all of the evidence-based claims in the paper, combined with the final link of an effective chain of reasoning. It serves not only to remind the reader of all of the evidence presented in the paper but also to support the reasoning and overall claims of the writer. It is the writer's last opportunity to present the central claim to the reader. Remind students that building an effective and convincing conclusion is the result of a process that involves significant revision and editing.

- Students follow along.

Activity 4: Drafting a Conclusion and Assessment**45%**

Inform students that this assessment is evaluated using W.11-12.1.c, e on the 11.3.3 Rubric and Checklist. Remind students to refer to the checklist as they draft, organize, and adjust their conclusions for cohesion, clarity, and development of a claim.

- Students listen.

Instruct students to organize their concluding paragraph and make any adjustments to what they have written to ensure:

- There is cohesion and logic to their final statements.
- The information is presented in a way that effectively restates their central claim and summarizes supporting claims, evidence, and reasoning. Remind students that they may need to add concrete details or transition words, or delete sentences or passages to polish their conclusions.

Remind students that they should pay close attention to their use of domain-specific words and phrases. The accurate use of these words and phrases serves to improve the tone and content of their conclusions and paper as a whole.

- ▶ Students work independently on the drafts of their conclusions.

① As students work, circulate around the class and address individual concerns.

① Remind students to refer to their MLA Citation Handout as they draft their conclusions.

① Consider reminding students of the skills inherent in L.11-12.6, the standard that was introduced in 11.3.3 Lesson 4.

Instruct students to submit the conclusions they worked on in class. Assess students' use of transitional words/phrases and logical presentation of information.

- ▶ Students submit their conclusion paragraphs.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their body paragraphs to better support their concluding statements. Remind students to refer to sub-standards W.11-12.1.c, e on the 11.3.3 Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

Homework

Review and revise your body paragraphs to better support your concluding statements and chain of reasoning. Refer to sub-standards W.11-12.1.c, e on the 11.3.3 Rubric and Checklist to guide your revisions.

11.3.3

Lesson 7

Introduction

In this lesson, students learn how to identify and use formal style and objective tone when writing the research-based argument paper. Students then use the first drafts of their papers to participate in peer review and teacher conferences. Student learning is assessed via incorporation of peer and teacher feedback regarding formal style and objective tone in two body paragraphs.

For homework, students continue to revise the remainder of their research paper for formal style and objective tone.

Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.11-12.1.d	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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Assessment

Assessment(s)
Student learning is assessed via incorporation of peer and teacher feedback regarding formal style and objective tone in two body paragraphs.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Demonstrate thoughtful consideration of feedback received in class. • Incorporate formal style and objective tone into two body paragraphs (e.g., editing from “The United States helped make the Convention but it’s totally absurd that we didn’t approve the Convention for another 40 years” to “Even though it was a chief architect of the Convention, the United States Senate failed to ratify the Convention for the next 40 years.”). <p>① Refer to the sample research paper for further examples of formal style and objective tone.</p>

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.*

* Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.1.d, SL.11-12.1, SL.11-12.4, L.11-12.3 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Formal Style and Objective Tone 4. Peer Review and Teacher Conference 5. Lesson Assessment 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 15% 4. 40% 5. 20% 6. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (Refer to 11.3.1 Lesson 2)
- Student copies of the 11.3.3 Rubric and Checklist (Refer to 11.3.3 Lesson 3)

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

10%

Begin by reviewing the agenda and assessed standard for this lesson: W.11-12.5. Inform students that this lesson guides them in using formal style and objective tone for their research-based argument

papers. Students engage in peer-review and teacher conferences for the purpose of revising their first drafts.

- ▶ Students look at the agenda.

① Students were introduced to the standard W.11-12.5 in 11.3.3 Lesson 1.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.1.d. This standard is part of the 11.3.3 Rubric and Checklist.

Provide students with the following definitions: *norms* means “standards or patterns” and *discipline* means “the branch of learning.” In other words, students should use patterns of writing appropriate for the English Language Arts *discipline* in which they are writing.

- ▶ Students write the definitions of *norms* and *discipline* in their vocabulary journals.

Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with substandard W.11-12.1.d.

① Students were introduced in Modules 11.1 and 11.2 to formal style and objective tone in relation to W.11-12.2.e.

Inform students that W.11-12.1.d is the focus of revisions for this lesson, specifically the part of the standard addressing formal style and objective tone.

- ▶ Students listen.

Activity 2: Homework Accountability

10%

Instruct students to take out the homework from the previous lesson. (Review and revise your body paragraphs to better support your concluding statements and chain of reasoning. Refer to substandards W.11-12.1.c, e on the 11.3.3 Rubric and Checklist to guide your revisions.)

Instruct students to form pairs to briefly share their revisions to their body paragraphs, focusing on how they support the conclusion and their chain of reasoning. Remind students to refer to the 11.3.3 Rubric and Checklist as a resource for their revisions and discussion.

- ▶ Student pairs briefly share their revisions to their concluding statements and reasoning.
- 💬 Student responses vary by their individual sources.

Activity 3: Formal Style and Objective Tone

15%

Explain to students the importance of maintaining a formal style in academic writing. Inform students that a formal style is used for writing academic papers in college and the workplace. It is important when writing a research paper to use a formal style because it makes the paper appealing and accessible to a wide audience, and establishes credibility. A formal style uses correct and specific language, correct grammar, and complete sentences. Remind students to avoid the use of contractions (e.g., don't), abbreviations (e.g., gov't), or slang (e.g., ain't), unless they are directly quoting from a text that uses such words.

- ▶ Students listen.

① For further discussion of appropriate formal style, consider using:
<http://grammar.ccc.commnet.edu/grammar/composition/tone.htm>

Display two sentences for students:

- The United States helped make the Convention but I think it's totally absurd that we didn't approve the Convention for another 40 years.
- Even though it was a chief architect of the Convention, the United States Senate failed to ratify the Convention for the next 40 years.

Instruct student pairs to Turn-and-Talk to discuss which sentence is formal and which is informal.

💬 Student responses should include:

- The first sentence is informal and the second is formal. The main difference is that the first sentence uses conversational words like *totally* and contractions like *it's* and *didn't*. It also uses "I" and "we" instead of the more objective third person. These words sound more casual, like someone is talking to a friend.
- The second sentence uses more formal and academic words like *architect* and *ratify* and does not use contractions. It also maintains an objective tone and is written in the third person. This gives the second sentence a more authoritative and academically credible tone.

① **Differentiation Consideration:** Consider offering students some examples of informal vs. formal writing. Inform students that text messages and e-mails are usually informal, whereas formal writing is found in academic sources, like textbooks, or credible sources like newspapers and published research papers. Consider sharing with students the following source for further discussion of formal vs. informal style: <http://blog.ezinearticles.com/2011/03/formal-vs-informal.html>.

① Consider drawing students' attention to their application of standard L.11-12.3 through the process of applying appropriate knowledge of language to making more effective choices for meaning and style.

Explain to students that along with using a formal style in their paper, it is equally important to use an objective tone. When writing with an objective tone, writers should avoid expressing their unverified personal opinions and focus on presenting the information and conclusions gathered from the research. Writing with an objective tone also means using the third person point-of-view (i.e., he, she, it, they, one) instead of the first person point-of-view (i.e., I, we) or the second person point-of-view (i.e., you). Provide students with the following definition: *objective* means “a style of writing not influenced by personal feelings or opinions that is based on fact and makes use of the third-person point-of-view.”

- ▶ Students write the definition of *objective tone* in their vocabulary journals.

Display the following examples for students:

- In contrast, some critics believe boosting the power and resources of the international community—including bolstering R2P—would endanger the sovereignty of the United States and its allies.
- I read that some people believe that if the U.N. has troops they might not use them well and also invade countries that are able to govern their own affairs, but I don’t think this would actually be a problem.

Ask student pairs to Turn-and-Talk to discuss which sentence uses an *objective tone*.

- ▶ Students Turn-and-Talk in pairs.

💬 Student responses should include:

- The first sentence uses *objective tone* because it does not have “I” or “we” in the sentence. It makes a claim, but does it in a straightforward way in the third person.
- The second sentence uses phrases like “but I don’t think,” and “I read that,” which makes it personal and less objective; it sounds like someone is trying to convince a peer of his/her point of view in conversation. The second sentence is also a run-on sentence, which makes it sound even more conversational and less academic than the first.

① Consider creating examples tailored to students' degree of experience and fluency with *objective tone*.

Provide students with the following definition: *subjective tone* means “the style of writing that involves personal opinion and expression.” Instruct students to write the definition in their vocabulary journals.

- ▶ Students write the definition of *subjective tone* in their vocabulary journals.

① Consider using the evidence-based perspective writing assignment as an example of an informal written assignment that uses the first person point-of-view and subjective tone.

- ① Consider adding more practice with formal style and objective tone by instructing students to select and revise one or two sentences from their papers for formal style and objective tone. Students could then share their revised sentences in pairs for feedback.

Activity 4: Peer Review and Teacher Conference

40%

Explain to students that they will have the opportunity for both peer review and teacher conferencing during this portion of the lesson. Assign students an individual time for a teacher conference to receive feedback on their research paper.

Instruct students to take out the 11.3.3 Rubric and Checklist. Direct students to turn to the Coherence, Organization, and Style portion of the 11.3.3 Rubric and Checklist. Remind students to refer to this checklist while reviewing and editing for formal style and objective tone.

- ① The peer review and teacher conference continues in the following lesson, 11.3.3 Lesson 8.

- ▶ Students read W.11-12.1.d on their 11.3.3 Rubric and Checklist.

Inform students they should focus only on the formal and objective tone elements of this substandard.

- ① **Differentiation Consideration:** Consider instructing students to mark W.11-12.1.d on their 11.3.3 Rubric and Checklist to concentrate their focus on this substandard only.
- ① Encourage students to keep in mind the Module Performance Assessment and SL.11-12.4 as they review their peers' work, to ensure that the organization, substance, and style are appropriate to the purpose, audience and task. Remind students that they will present their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.

Explain that students have a scheduled time to discuss their research papers in a student-teacher conference. Instruct students to meet in their pre-established research teams when they are not in their conference, so they can engage in peer review. Instruct students to share their work with a peer in their pre-established research group and provide feedback. Remind students to peer review for W.11-12.1.d using the relevant portion of the 11.3.3 Rubric and Checklist.

Transition to individual student conferences and peer review.

- ▶ Students meet with the teacher and engage in peer review.
- ① Remind students that in this lesson, they continue the work of collaborative discussion practices outlined in SL.11-12.1, to which they were introduced in previous modules.

Activity 5: Lesson Assessment

20%

Instruct students to revise two body paragraphs independently, based on peer and teacher feedback regarding formal style and objective tone.

① Students will revise the entire paper for formal style and objective tone for homework.

Inform students that the assessment is based on their editing and incorporation of peer and teacher feedback. Inform students that this assessment is evaluated using the W.11-12.d portion of the 11.3.3 Rubric and Checklist.

- ▶ Students revise two of the body paragraphs of their paper based on peer and teacher feedback regarding formal style and objective tone.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their entire research paper to ensure they are using formal style and objective tone. Remind students to refer to substandard W.11-12.1.d on the 11.3.3 Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

Homework

Review and revise your entire research paper for formal style and objective tone using W.11-12.1.d on the 11.3.3 Rubric and Checklist to guide your review and revisions.

11.3.3

Lesson 8

Introduction

In this lesson, students learn how to revise for formal tone and conventions in writing arguments. Students further explore W.11-12.1.d by learning how to incorporate argument norms and conventions into their writing. Additionally, students continue to analyze and revise their claims and counterclaims fairly, applying the skills inherent in W.11-12.1.b. After receiving instruction on the norms and conventions of research-based argument writing, students receive feedback on their first drafts from peer review and teacher conferences. Student learning is assessed via effective incorporation of formal tone, norms, and conventions of argument writing in two body paragraphs.

For homework, students continue to revise their research paper for argument norms and conventions.

Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.11-12.1.b, d	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
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.

SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Assessment

Assessment(s)

Student learning is assessed via effective incorporation of formal tone, norms, and conventions of argument writing in two body paragraphs.

 This assessment will be evaluated using the W.11-12.1.d portion of the 11.3.3 Rubric.

High Performance Response(s)

A High Performance Response should:

- Demonstrate revision to the paper, including removing weak qualifiers such as “I believe,” and “I think.”
- Ensure all claims are substantiated with fact (e.g., In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of “persecution and extermination,” it is necessary to use military force (Stanton). If citizens are being segregated, starved, or forced to live in ghettos, then it is only a matter of time before the killing begins (Stanton). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days (“After Rwanda’s Genocide”).
- Ensure the opposite view is treated with thorough critical analysis (e.g., Critics of R2P also believe the framework could create conflict for the U.S. and its allies or be used as an excuse for military action by its enemies. Libya and Iran have also brought charges of genocide against Israel for their actions in the Gaza Strip (Rothstein) and an international mandate of R2P could, “simply be used against Israel” (Lindberg). Because the U.S. and Israel are such close allies, this presents a potentially challenging situation for both countries. Adopting R2P might force the U.S. to act against an ally like Israel because of potential Israeli human rights violations like the annexation of Palestinian land. However, these concerns are not sufficient to abandon R2P. The U.S. and its allies

must be held to the same standards as the rest of the international community. Increasing international scrutiny on countries like the U.S. and Israel may even be a good thing; it may help enforce a more rigorous standard for all countries of the world to follow).

- ① Refer to the sample research paper in 11.3.3 Lesson 12 for further examples of formal tone, norms, and conventions.

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.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.1.b, d, SL.11-12.1, SL.11-12.4 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Conventions of Research-Based Argument Writing 4. Peer Review and Teacher Conferences 5. Lesson Assessment 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 20% 4. 40% 5. 20% 6. 5%

Materials

- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Copies of the Argument Conventions Checklist 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 assessed standard for the lesson: W.11-12.5. Inform students that this lesson guides them in using formal tone, norms, and conventions for their research-based argument paper, focusing on the other aspects of W.11-12.1.d. Students engage in peer review and teacher conferences for the purpose of editing their first drafts for these norms and conventions.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to briefly Turn-and-Talk in pairs and discuss two revisions to their research paper based on the feedback for formal style and objective tone in the previous lesson. (Review and revise your entire research paper for formal style and objective tone using W.11-12.1.d on the 11.3.3 Rubric and Checklist to guide your review and revisions.) Remind students to use the appropriate portion of the 11.3.3 Rubric and Checklist (W.11-12.1.d) from the previous lesson to guide their discussion.

- ▶ Students Turn-and-Talk in pairs and discuss two revisions they completed for homework.
- 💬 Student responses will vary based on their individual writing.

Activity 3: Conventions of Research-Based Argument Writing

20%

Explain to students the importance of adhering to the *conventions* of research-based argument writing.

Provide students with the following definition: *convention* means “the rule, method, or practice established by usage; custom.”

- ▶ Students write the definition of *convention* in their vocabulary journals.

Explain to students that while formal and academic papers generally require the author to maintain an objective tone in a research-based argument paper, the writer must take a firm stance and establish a specific perspective. While taking a firm stance on an issue, it is easy to slip away from formal style and objective tone and add phrases like “I feel,” “I believe,” or “I think,” in order to make a point. It is also easy to insert opinion that has no basis in fact (e.g., “My gut tells me the U.N. should have an independent military force.”) Both of these approaches should be avoided. Remind students that objective arguments are based in a well-rounded presentation of the facts, and not in the way the author “feels” or what the author “believes.” Explain to students that taking a stance is not the same as having a bias. A strong argument and stance naturally arises from an organized analysis of facts.

Instruct students to use strong academic language when they are writing an argument paper (e.g., “furthermore” and “therefore”), and avoid first person phrases like “I believe,” “I feel,” or “I think.” In addition, it is important to cite experts who support students’ perspectives, and who use evidence including facts and statistics to support their central and supporting claims. Explain that if the argument is sound, the facts alone should be enough to convince the reader. There is no need to use emotional appeals in a research-based argument.

Finally, explain to students that it is impossible to write an effective argument essay without addressing the opposite side of the issue. Consider the phrase, “The best defense is a good offense.” It is best to anticipate the opposite argument as you are writing your own argument. Explain that the best way to do this is to present the opposing view (counterclaim) objectively, and critique it objectively and without emotion. Remind students that persuading an audience with facts instead of emotion adds credibility to the author and his/her argument, thereby strengthening the argument. Ultimately, the goal should be to bring the reader to an intellectual conclusion.

- ▶ Students listen.

① Remind students they have worked on developing counterclaims fairly to present an opposing point of view in 11.3.3 Lesson 2.

Display the following two passages for students:

- The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has

shown that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop.

- The United Nations is really important; it introduced genocide to the world and set up criminal tribunals to punish those who have committed genocide. It's obvious that the United Nations is a complex body and has a lot of members' interests at stake and no one is saying that it is perfect; it has made mistakes in the past but that's because it was too weak. The number of atrocities still being committed today makes it clear that someone needs to step up and take care of all the problems and the U.N. is the best organization to accomplish the task. I know it needs a task force that can work effectively and use military force to stop genocide and any other solution is nonsensical.

Ask student pairs to Turn-and-Talk briefly to answer the following question:

Which passage better adheres to the conventions of argument writing? Why?

- ☞ The first passage better adheres to the conventions of argument writing, because it makes a claim but does so clearly and without emotion. The second passage makes a claim in a biased and emotional way. The second passage also uses phrases like “it’s obvious” and “nonsensical” which are overly emotional and potentially undermine the reader. The first passage also uses a more formal tone and avoids first person language, while the second passage is much more informal (“someone needs to step up” “It’s obvious”) and uses the first person (“I”).

Distribute the Argument Conventions Checklist to students for reference. Instruct students to use this checklist as they edit their papers for formal tone and conventions in argument writing. Instruct students to assess their papers for each of the qualities listed, and either check or leave blank the middle column. In the third column, students can make comments as reminders about how to edit their paper so it meets the listed conventions of argument writing.

- ▶ Students listen.

Activity 4: Peer Review and Teacher Conferences

40%

Inform students that this portion of the lesson is for both peer review and a conference with the teacher. Assign students an individual time for a teacher conference to receive feedback on their research-based argument paper.

Instruct students to read the Content and Analysis, Coherence, Organization, and Style portions of the 11.3.3 Rubric and Checklist. Instruct students to look for substandards W.11-12.1.b, d, focusing on the “norms and conventions” portion of the W.11-12.1.d substandard and assess their familiarity and mastery of the substandards. Remind students to refer to this portion of the 11.3.3 Rubric and Checklist while revising their papers for argument writing conventions.

Explain to students that their discussions should continue the work of collaborative discussion outlined in SL.9-10.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- ▶ Students read and assess their familiarity with substandards W.11-12.1.b, d on the 11.3.3 Rubric and Checklist.

① **Differentiation Consideration:** Consider instructing students to mark W.11-12.1.b, d on their 11.3.3 Rubric and Checklist to concentrate their focus on these substandards only.

Explain that students have a scheduled time to discuss their research papers in a student-teacher conference. Instruct students to meet in their pre-established research teams when they are not in their conference, so they can engage in peer review. Instruct students to share their work with a peer in their pre-established research group and provide feedback. Remind students to focus on W.11-12.1.b and d for this peer review.

Transition to individual student-teacher conferences and peer review.

- ▶ Students meet with the teacher and gather for peer review.
- ① The peer review and teacher conference will continue in the following lesson.
- ① This collaborative feedback and discussion supports students' engagement with SL.11-12.1, which addresses the structure of collaborative discussion as well as building on ideas and expressing their own clearly and persuasively.
- ① Encourage students to keep in mind the Module Performance Assessment and SL.11-12.4, as they review their peers' work to ensure that the organization, substance, and style are appropriate to the purpose, audience, and task. Remind students that they will present their research orally at the end of the module, and this activity provides an opportunity to begin preparing for the assessment presentation.

Activity 5: Lesson Assessment

20%

Instruct students to independently revise two body paragraphs based on peer and teacher feedback for the norms and conventions of argument writing.

- ▶ Students follow along.

Inform students that the assessment is based on their revisions and incorporation of peer and teacher feedback, and will be evaluated using W.11-12.1.d on the 11.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are working.

Transition students to the lesson assessment.

- ▶ Students revise two of the body paragraphs of their paper based on peer and teacher feedback for the norms and conventions of argument writing.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their entire research paper to ensure they are adhering to the conventions of argument writing throughout the paper. Remind students to refer to substandard W.11-12.1.d on the 11.3.3 Rubric and Checklist to guide their revisions.

- ▶ Students follow along.

Homework

Review and revise your entire research paper to adhere to the conventions of argument writing. Refer to substandard W.11-12.1.d on the 11.3.3 Rubric and Checklist to guide your revisions.

Argument Conventions Checklist

Name:		Class:		Date:	
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Argument Convention	Check Yes/No	Comments
Formal Style/Objective Tone: Even while making argument claims, is the style formal and objective (e.g., no “I,” “you,” or contractions)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Strong Academic Language: In presenting facts and making claims, does the paper use strong academic language (e.g., “furthermore” and “therefore”)? Does it avoid weak verbs (e.g., “I think”)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Addressing Other Sides: Does the paper effectively address all major sides of an issue? Is the counterclaim presented with valid reasoning and sufficient and relevant evidence?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
No Emotion: Does the paper avoid using emotional language to make a point (e.g., “Come on! Isn’t is obvious yet?!”)? Is the reasoning logical and sound? Are the facts presented in such a way that no appeal to emotions needs to be made in order to advance the argument?	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Model Argument Conventions Checklist

Name:		Class:		Date:	
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Argument Convention	Check Yes/No	Comments
Formal Style/Objective Tone: Even while making argument claims, is the style formal and objective (e.g., no “I,” “you,” or contractions)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	I accidentally used first person in a few places (“I”), and will remove it to make it more formal and objective.
Strong Academic Language: In presenting facts and making claims, does the paper use strong academic language (e.g., “furthermore” and “therefore”) ? Does it avoid weak verbs (e.g., “I think”) ?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	My paper could use stronger academic language in some places. For instance, I say, “But wait, there’s more,” when I could say, “Furthermore.”
Addressing other sides: Does the paper effectively address all major sides of an issue? Is the counterclaim presented with valid reasoning and sufficient and relevant evidence?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	My paper addresses the sides of the issue that I do not agree with and treats them fairly. For example, I discuss why an international force could be harmful for the United States, and supply evidence from critics’ arguments that support this perspective.
No Emotion: Does the paper avoid using emotional language to make a point (e.g., “Come on! Isn’t is obvious yet?!”) ? Is the reasoning logical and sound? Are the facts presented in such a way that no appeal to emotions needs to be made in order to advance the argument?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	My paper does not use strong emotion to make an argument, like “come on,” or “can’t you see that?”

11.3.3

Lesson 9

Introduction

In this lesson, students continue to refine and revise their research papers. The instruction in this lesson focuses on editing for flow and the cohesiveness of the entire research paper. Students continue to provide peer feedback as well as conference with the teacher. Students use the 11.3.3 Rubric and Checklist to guide their peer review and make revisions to their research papers. Student learning is assessed via incorporation of peer and teacher feedback regarding overall cohesiveness and flow of their research-based argument paper.

For homework, students revise their introductions and conclusions.

Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.11-12.1.a, c, e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Provide a concluding statement or section that follows from and supports the argument presented.
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</i>

	<i>issues</i> , building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
L.11-12.3.a	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Assessment

Assessment(s)
Student learning is assessed via incorporation of peer and teacher feedback regarding overall cohesiveness and flow of their research-based argument paper.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Demonstrate thoughtful consideration of feedback received in class. • Edit the body of the paper to include transitional words and phrases to improve cohesion. For example: <ul style="list-style-type: none"> ○ Original: Slobodan Milosevic who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn out delays (Edwards). A combat task force needs to be assembled and ready in order to stop genocide in its early stages. <p>Direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide. To quickly stop genocide in the critical stages of "persecution and extermination" it is necessary to use military force (Stanton).</p> <ul style="list-style-type: none"> ○ Revised: Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed

because of drawn out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders—how can bringing several men to justice make up for the thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

In order to prevent genocide, a combat task force needs to be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of “persecution and extermination,” it is necessary to use military force (Stanton, “The Ten Stages of Genocide”).

① Refer to the sample research paper in 11.3.3 Lesson 12 for further examples of cohesiveness and flow.

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*

*Students should be use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their argument research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.4, W.11-12.1. a, c, e, SL.11-12.1, SL.11-12.4, L.11-12.3.a 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Flow and Cohesiveness of the Argument-Based Research Paper	3. 20%
4. Peer Review and Teacher Conferences	4. 35%
5. Lesson Assessment	5. 20%
6. Closing	6. 5%

Materials

- Student copies of the 11.3.3 Rubric and Checklist (Refer to 11.3.3 Lesson 3)

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 introducing the agenda and assessed standard for this lesson: W.11-12.4. Inform students that in this lesson, they are focusing on revising for cohesiveness and flow for the entire research paper.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to briefly Turn-and-Talk in pairs and discuss the revisions to their research paper based on the homework prompt from the previous lesson. (Review and revise your entire research paper to adhere to the conventions of argument writing. Refer to substandard W.11-12.1.d on the 11.3.3 Rubric

and Checklist to guide your revisions.) Instruct students to use the W.11-12.1.d substandard on the 11.3.3 Rubric and Checklist to guide their discussion.

- ▶ Students Turn-and-Talk in pairs and discuss the revisions they completed for homework.

Activity 3: Flow and Cohesiveness of the Argument-Based Research Paper 20%

Inform students that they in this activity, they build on what they have already learned about how to give their research papers cohesion and *flow*. This work builds on their work in previous lessons to allow students to examine their paper as a whole.

Provide students the following definition: *flow* means “a logical, smooth progression of words and ideas to clearly communicate and support a central claim or idea.”

- ▶ Students write the definition of *flow* in their vocabulary journals.

Remind students they have already learned about writing logically and using transitional words to aid cohesion. In this lesson, they look at their entire paper for cohesion as well as consistency between the introduction and conclusion. Explain to students that it is possible to use transitional words and phrases correctly, especially between paragraphs, but still not have a paper that flows well.

- ▶ Students listen.

Display the following example of one paragraph leading into another paragraph for students:

The Soviets continued to be opposed to a broader definition of genocide after the war, and they continued to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, the United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from southern lawmakers (specifically lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide.

However, the role of the international tribunals has been just as full of problems. Not only does the international community need to come to a broad consensus of what it means to commit genocide; it also needs to reinforce the power of institutions like the International Criminal Court (ICC) and other international tribunals, so they can administer justice appropriately.

- ▶ Students follow along and read the example.

Ask students:

What transitional word is used to connect the paragraphs in this example?

- ▶ However

Explain to students that even though these two paragraphs are linked by a transitional word, the ideas do not flow together. It is important that a paper's ideas flow together and that the cohesion goes beyond adding words that link paragraphs together. This can be achieved by reiterating a small portion of the idea expressed in the previous paragraph as a way of introducing and leading into the next paragraph. This is an example of a transitional phrase. Explain to students that transitional phrases help sub-claims work together and connect within the paper. It is important for the overall cohesion of the paper that these sub-claims strongly connect to support the central claim of the paper. Display the revised example for students:

The Soviets continued to be opposed to a broader definition of genocide after the war, and they continue to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, the United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from civil rights lawmakers (specifically in relation to lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide. Even though the Convention makes clear that prosecution of genocide cannot be retroactively enforced, American lawmakers continued to fear adoption for decades after its drafting (unhumanrights.org).

As troubled as the Convention was, the role of the international tribunals has been just as full of problems. International tribunals are a type of international court of law created through treaties between nations, whose primary responsibility is to prosecute perpetrators of genocide, war crimes, and crimes against humanity. In recent years, tribunals have played an increasingly important role in prosecuting genocide.

- ▶ Students follow along and read the example.

① **Differentiation Consideration:** Consider providing students with more examples of effective cohesion from the pre-revision and post-revision in the High Performance Response in this lesson.

Explain to students that along with transitional phrases, students should also ensure they have a logical sequence of claims. The organizational sequence they developed on their outline may have changed, but students should make sure that their claims are logically ordered. Inform students the principle of organization may vary depending on the content of their research paper. One type of organizational structure is *climactic* order, which “builds so the strongest claim comes at the end to support the central claim.” Another type of organizational structure is *chronological* order, which “orders the information based on time.”

- ▶ Students follow along and write the definitions of *climactic* and *chronological* in their vocabulary journals.

① Remind students that they have done this thinking when they developed their outline and ordered their claims in a logical sequence.

- ① **Differentiation Consideration:** If students are struggling with the concepts of *climactic* and *chronological* order, consider reviewing the sample argument-based research paper in this unit as a strong example of *climactic* order.

Explain to students that to write a paper with cohesion and *flow*, they must also make certain the introduction and conclusion fit well together. Remind students that they have learned the structure of an introduction and conclusion in previous lessons in this unit. When they are reviewing, students should ensure that the central claim is present in both the introduction and conclusion. Students should ensure the introduction is interesting and engaging, and the conclusion offers a new way of thinking about the issue.

- ▶ Students follow along.

Explain to students that there are many things to consider when ensuring clarity in an argument text. It is important to consider flow, transitions, formal tone, and argumentative norms when editing their argument-based research paper. It may be helpful to take multiple editing passes through the paper, focusing on a different aspect of flow and cohesion each time.

- ▶ Students listen.

Activity 4: Peer Review and Teacher Conferences

35%

Inform students that during this part of the lesson, they continue to peer review and meet in conferences with the teacher. Review the individual assigned times to meet with students to provide feedback for their research paper. Instruct students to meet in their pre-established research teams when they are not in their conference, so they can engage in peer review. Instruct students to share their work with a peer in their pre-established research group and provide feedback. Remind students to refer to the W.11-12.1.c checklist in the 11.3.3 Rubric and Checklist to guide their peer review.

- ① Suggest to students that an effective strategy for review is to read a paper aloud as it will help highlight any areas that may not flow very well.
- ① This collaborative feedback and discussion supports students' engagement with SL.11-12.1, which addresses the structure of collaborative discussion as well as building on ideas and expressing their own clearly and persuasively.
- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.4, conveying a clear perspective through effective use of reasoning. Remind students that they will present their research orally at the end of the module and this activity provides an opportunity to begin preparing for the assessment presentation.

Transition to individual student-teacher conferences and peer review.

- ▶ Students who are scheduled for a teacher conference meet with the teacher to discuss their research papers.
 - ▶ Students not participating in a conference continue to peer review each other's body paragraphs.
- ① **Differentiation Consider:** Depending on class size, this could be a chance to continue peer review from the previous lesson or give the teacher a chance to meet with students a second time.

Activity 5: Lesson Assessment

20%

Instruct students to independently revise their drafts by focusing on the entire paper and using the W.11-12.1.c section of the 11.3.3 Rubric and Checklist. Students will be assessed on the flow and cohesiveness of their entire draft.

- ① The conventions established in previous modules, as well as in Lesson 4, will be used to evaluate students in this lesson. Students are expected to use the established protocols for hard-copy writing, editing, and drafting. Otherwise, students may use the track changes function on a digital version of their research paper.
 - ① This assessment supports student engagement with L.11-12.3.a, which requires students to apply knowledge of language as well as vary syntax for cohesion and flow.
 - ▶ Students independently revise their drafts based on peer and teacher feedback.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to revise their introductions and conclusions based on feedback on the cohesion and consistency between their introduction and conclusion. Refer students to the W.11-12.1.a, e section in the 11.3.3 Rubric and Checklist to guide their revisions and review. Instruct students to come to class prepared to discuss the revisions to their paper.

- ▶ Students follow along.

Homework

Revise your introductions and conclusions based on feedback on the cohesion and consistency between the introduction and conclusion. Refer to the W.11-12.1.a, e checklists to guide your revisions. Be prepared to discuss your revisions in the following lesson.

11.3.3

Lesson 10

Introduction

In this lesson, students continue to edit and revise their papers. Students are introduced to language standards L.11-12.2.a-b, as well as to common hyphenation conventions through the Hyphenation Conventions Handout. Students continue the peer review process by editing for capitalization, punctuation, and spelling. Student learning in this lesson is assessed via effective edits and revisions for use of hyphens, capitalization, punctuation, and spelling for two paragraphs of their drafts.

For homework, students continue to revise and edit their drafts in preparation for the following lesson's final peer review and the 11.3.3 End-of-Unit Assessment.

Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
L.11-12.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
L.11-12.2.a-b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via effective edits and revisions for use of hyphens, capitalization, punctuation, and spelling for two paragraphs.</p> <p>The assessment in this lesson will be evaluated using the L.11-12.2 portion of the 11.3.3 Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Observe correct hyphenation conventions where necessary (e.g., Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn out delays (Edwards)). Make minor grammatical and syntactical edits to the paper. For example: <ul style="list-style-type: none"> Original: For example the terms ethnic cleansing and cultural genocide were both excluded from the final wording of the Convention, some believed the exclusion of the latter terms, which, includes political and social groups was made to satisfy Joseph Stalin, the leader of the Soviet Union. Revised: For example, the terms “ethnic cleansing” and “cultural genocide” were both excluded from the final wording of the Convention. Some believe the exclusion of the latter term, which includes political and social groups, was made in an effort to satisfy Joseph Stalin, then the leader of the Soviet Union. Edit spelling, capitalization, and punctuation. For example: <ul style="list-style-type: none"> Original: In contrast some critics believe boosting the power and resources of the International Community including bolstoring R2P would danger the sovereignty of the united states and it’s allies, Revised: In contrast, some critics believe boosting the power and resources of the international community, including bolstering R2P, would endanger the sovereignty of the United States and its allies.

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.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.5, SL.11-12.1, SL.11-12.6, L.11-12.a-b 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Instruction on Editing 4. Peer Review 5. Revision and Lesson Assessment 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 15% 4. 40% 5. 20% 6. 5%

Materials

- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Copies of the Hyphenation Conventions Handout for each student

① Differentiation Consideration: Copies of the Colon and Semicolon Handout for each student

Learning Sequence

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

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and assessed standard of this lesson: W.11-12.5. Inform students that this lesson focuses on capitalization, punctuation, and spelling. Students are also introduced to hyphenation conventions, and engage in peer review in preparation for the following lesson's final peer review and the End-of-Unit Assessment in 11.3.3 Lesson 12.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson, they begin to work with two new standards: L.11-12.1.b and L.11-12.2. These standards are part of the 11.3.3 Rubric and Checklist. Instruct students to individually reread these standards as well as the substandards, L.11-12.1.b and L.11-12.2.a-b, and assess their familiarity with and mastery of the standards.

- ▶ Students read and assess their familiarity with standards L.11-12.1.b and L.11-12.2.a-b.

Instruct students to talk in pairs about what they think each standard means. Lead a brief discussion about these standards.

- 💬 Student responses should include:
 - L.11-12.1.b: This standard is about using references like usage dictionaries to resolve issues of contested usage when needed.
 - L.11-12.2.a-b: This standard is about the writing conventions of standard English capitalization, spelling, and punctuation, including hyphenation conventions.

Activity 2: Homework Accountability

10%

Instruct students to Turn-and-Talk in pairs about the homework they completed based on the instruction and feedback around the cohesion and consistency of their research-based argument paper. (Revise your introductions and conclusions based on feedback on the cohesion and consistency between the introduction and conclusion. Refer to the W.11-12.1.a, e checklists to guide your revisions. Be prepared to discuss your revisions in the following lesson.)

- ▶ Students Turn-and-Talk in pairs and discuss two revisions they made for homework.
- 🗣 Student responses will vary based on their individual revisions.

Activity 3: Instruction on Editing

15%

Explain that students should always incorporate proper capitalization, spelling, and punctuation into their writing. Remind them that these conventions have been addressed in previous modules.

- ① **Differentiation Consideration:** If individual students need more focused instruction on specific capitalization, punctuation, and spelling conventions, consider providing web resources for students reference such as <https://owl.english.purdue.edu/> (search terms: *capitalization*; *spelling conventions*).
- ① **Differentiation Consideration:** If individual students need additional assistance with the proper use of colons and semi-colons, consider distributing and providing instruction on the Colon and Semi-Colon Handout, which was also used in previous research modules 9.3 and 10.3.

Distribute the Hyphenation Conventions Handout to students. Explain that students can strengthen their writing, communication skills, and their credibility as writers by using proper language conventions.

- ▶ Students examine the Hyphenation Conventions Handout.

Explain to students that hyphens are a specific type of punctuation used to connect two words. Display the following example for students:

- “The war ravaged country had no hope, but there were well meaning people who decided to do their part.”

Now display the sentence with proper use of hyphens:

- “The war-ravaged country had no hope, but there were well-meaning people who decided to do their part.”
 - ▶ Students follow along

Explain to students that another use of hyphens is to ensure clarity of meaning in writing and to avoid potentially confusing sentences. Display the following example from the handout for students:

- I resent a petition to my congresswoman about stopping genocide.

Explain to students that the word *resent* means “to feel bitter.” A hyphen must be added in order to provide clarity and achieve the appropriate word meaning (re-sent means “sent again”):

- I re-sent a petition to my congresswoman about stopping genocide.
 - ▶ Students follow along.

Finally, explain to students that another hyphenation convention is to include hyphens when using certain prefixes with words such as: self-, all-, anti-, mid-, and ex-. Remind students to consult a reference if they are unsure whether the use of a hyphen would be appropriate. Display the following examples for students:

- Anti-government
- All-encompassing
- Self-serving
 - ▶ Students follow along.

Activity 4: Peer Review

40%

Instruct students to work in pairs to continue to peer review their drafts for correct use of capitalization, punctuation, and spelling. Instruct students to look for instances in their classmates’ papers where hyphens could be used. Ask students to take out their 11.3.3 Rubric and Checklist. Direct students to turn to the Control of Conventions portion of the 11.3.3 Rubric and Checklist and look for standard L.11-12.2. Remind students to refer to this checklist during their peer review. Instruct students to finalize their drafts during the next two lessons.

- ▶ Students get into pairs and read standard L.11-12.2 on their 11.3.3 Rubric and Checklist, and continue to revise their papers through peer review.
- ① This focused editing and revision supports students’ engagement with L.11-12.2.a-b, which addresses the correct use of hyphens and correct spelling.
 - ① **Differentiation Consideration:** Consider instructing students to mark L.11-12.2 on the 11.3.3 Rubric and Checklist to concentrate their focus on this standard.
 - ① This collaborative feedback and discussion supports students’ engagement with SL.11-12.1, which addresses the structure of collaborative discussion as well as building on ideas and expressing their own clearly and persuasively.

- ① Encourage students to keep in mind the Module Performance Assessment as they practice the skills of SL.11-12.6, demonstrating a command of formal English. Remind students that they will present their research orally at the end of the module; this activity provides an opportunity to prepare for the assessment presentation.
- ① Consider completing any remaining teacher conferences with students.
- ① **Differentiation Consideration:** Consider instructing student pairs to read their drafts aloud, focusing on reading for punctuation (e.g., pausing based on the use of commas, periods, etc.). This strategy can help students identify where punctuation may be needed or where its use is problematic. Remind students to consult references such as <https://owl.english.purdue.edu/> (search terms: *capitalization; spelling conventions; punctuation*) if they notice recurring misuse of punctuation, spelling, or capitalization (L.11-12.1.b). (This strategy is incorporated from Odell Education’s Building Evidence-Based Argumentation Unit Plan.)
- ① **Differentiation Consideration:** Consider instructing students who have a strong grasp of language conventions to use this peer review activity to strengthen their paper based on a selected area of improvement from the 11.3.3 Rubric and Checklist. For instance, some students may require additional editing for formal style and objective tone while others may need work on their use of argument norms and conventions. This additional peer editing benefits students as they prepare for the small group review in the following lesson and finalize their research-based argument papers in the final lesson of this unit.

Activity 5: Revision and Lesson Assessment

20%

Instruct students to independently review and edit two paragraphs of their drafts based on the peer review. Inform students that the assessment is based on their revisions and incorporation of peer and teacher feedback, and will be evaluated using L.11-12.2 on the 11.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are working.

- ▶ Students listen.

Transition students to the lesson assessment.

- ▶ Students independently edit two paragraphs of their paper using L.11-12.2 on the 11.3.3 Rubric and Checklist.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to make further edits to the entire draft of their paper. Remind students to refer to standard L.11-12.2 on the 11.3.3 Rubric and Checklist in preparation for final peer review in the following lesson.

- ▶ Students follow along.

Homework

Continue to edit your research papers using L.11-12.2 on the 11.3.3 Rubric and Checklist, and be prepared to discuss one or two edits in the following lesson.

Hyphenation Conventions Handout

Name:		Class:		Date:	
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Common and Proper Uses of Hyphens:

- Use a hyphen to join two words (particularly adjectives) into a single thought.
 - The well-known document defining genocide was created in 1948.
- Use a hyphen when writing out a compound number.
 - There are sixty-six different agencies dedicated to improving genocide prevention.
- Use a hyphen to promote clarity in writing and avoid unclear combinations of letters.
 - “I re-sent a petition to my congresswoman about stopping genocide” instead of “I resent a petition to my congresswoman about stopping genocide.”
- Use a hyphen with certain prefixes such as: self-, all-, anti-, and mid-.
 - Anti-war
 - Self-sustaining
 - All-seeing
 - mid-1900s

Further reference: The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu>
(search terms: *hyphen*, *hyphenation convention*).

Colon and Semicolon Handout (from Modules 9.3 & 10.3)

Name:		Class:		Date:	
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① **Differentiation Consideration:** Consider providing this handout if students need additional support with the use of colons and semicolons.

Common and Proper Uses of the Colon:

- Use a colon when introducing a quotation after an *independent clause*. An *independent clause* contains both a subject and a verb, and can stand alone as a complete sentence.
 - U.N. Peacekeepers just stood by unable to help because countries would not approve a force robust enough to engage in combat: “Belgian peacekeepers ... watched as the carnage unfolded” (Zakaria).
- Use a colon when introducing a list.
 - There are several important countries with military strength that need to support the U.N.: the United States, Britain, France, China, and Russia.

Common and Proper Uses of the Semicolon:

- Use a semicolon to connect two *independent clauses* that are related to one another.
 - This may sound like a compelling argument, but this is not a sufficient reason to abandon R2P; the U.S. and its allies should be held to the same standards as the international community.

Further reference: The Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu> (search terms: *semi-colons, colons, quotation marks*).

11.3.3**Lesson 11****Introduction**

In this lesson, students participate in a peer review activity during which they offer constructive feedback to their classmates about the entire research-based argument paper. Students review their peers' papers for elements of the W.11-12.1 standard and supporting standards (W.11-12.1.a-e) that have been introduced in this unit. Additionally, students peer review for English grammar, usage, and writing conventions. Students are assessed via the completion of the Peer Review Accountability Tool and the quality of the implementation of the peer revisions to their own papers.

For homework, students continue to implement revisions based on peer feedback and complete the Final Decision and Explanation portion of peer feedback on the Peer Review Accountability Tool. Additionally, students read their drafts aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic.

Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.11-12.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

	<p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2.a, b	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
L.11-12.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via:</p> <ul style="list-style-type: none"> • Implementation of peer review edits (from the Peer Review Accountability Tool) to the research-based argument paper • Individual student responses to the peer editing on the Peer Review Accountability Tool (Final

Decision and Explanation Column only)
① Student implementation of peer review edits are assessed using the relevant portion of the 11.3.3 Rubric and Checklist.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Include thoughtful responses on the Peer Review Accountability Tool (Final Decision and Explanation Column) that describe how the student chose to address their peers' concerns and suggestions (e.g., Above it says that R2P is just a framework; I think you need to provide more clarity about what else is needed.). • Effectively integrate at least one suggestion and/or revision, as appropriate, into the draft of the research-based argument paper (e.g., I revised this section to include "enforcing it with an international military force" to provide more clarity about what else is needed in addition to R2P.). <p>① See the Model Peer Review Accountability Tool for more information.</p>

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• None.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their argument research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards:</p> <ul style="list-style-type: none"> • Standards: W.11-12.5, W.11-12.1.a-e, W.11-12.8, SL.11-12.1, L.11-12.1, L.11-12.2.a, b, L.11-12.3.a 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Peer Review Round Robin Instruction	3. 10%
4. Peer Review Round Robin	4. 50%
5. Lesson Assessment	5. 20%
6. Closing	6. 5%

Materials

- Sticky notes, colored pens or pencils, or computer-based peer review software (such as Track Changes in Microsoft Word or Google Docs editing tools)
- Copies of the Peer Review Accountability Tool for each student
- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)

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 assessed standard for this lesson: W.11-12.5. In this lesson, students participate in a peer review of the entire research-based argument paper. Students read drafts of three of their classmates' papers addressing specific elements of W.11-12.1.a-e and several language standards, and respond to their classmates using constructive criticism. Students use their classmates' constructive criticism to revise and improve their drafts.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Ask student volunteers to briefly share one or two grammatical edits they made for homework and to explain their decisions, referencing L.11-12.2 on their 11.3.3 Rubric and Checklist. (Continue to edit your research papers using L.11-12.2 on the 11.3.3 Rubric and Checklist, and be prepared to discuss one or two edits in the following lesson.)

- ▶ Students share one or two grammatical edits with their peers and explain their decisions.
- ▶ Responses will vary based on individual students' papers.
- ① Students may have questions about grammar and usage, which can be addressed during Homework Accountability if there is time.

Activity 3: Peer Review Round Robin Instruction

10%

Instruct students to get into their pre-established research teams. Students remain in these teams throughout the peer review process. Instruct students to take out their research-based argument paper drafts.

- ▶ Students get into their research groups and take out their research-based argument paper draft.
- ① Consider placing students into new groups instead of their pre-established research teams to provide a broader range of peer review for the students.

Explain to students that in this lesson, they continue the work of collaborative discussion outlined in SL.11-12.1, to which students were previously introduced. Remind students these discussion strategies have been taught in previous modules.

- ▶ Students listen.
- ① Encourage students to prepare for the Module Performance Assessment by considering the skills inherent in the Speaking and Listening Standards during this discussion activity. Remind students that they will present their research orally at the end of the module and that this activity provides an opportunity to prepare for the assessment presentation.

Instruct students to number the paragraphs on their paper in the left margin. Explain that this helps student peers review one another's work.

- ▶ Students number the paragraphs.

Explain that students should provide constructive criticism to their peers during this peer review process.

Provide students with the following definition: *constructive criticism* means “criticism or advice that is useful and intended to help or improve something, often with an offer of possible solutions.” Explain to

students that *constructive criticism* helps them share advice with their peers in a positive and academic manner.

► Students listen.

① Remind students that they have been progressing toward this more formal peer review by participating in mini-peer reviews in previous lessons.

Ask students to Turn-and-Talk with their small groups to discuss the following question:

What are some examples of how to offer constructive criticism, specifically sentence starters for providing constructive criticism?

💬 Student responses may include:

- “This could be stronger if you add...”
- “If you move this paragraph and this paragraph, it would...”
- “This might make more sense if you explain...”
- “Instead of this word, why not use...?”

Lead a share out of student responses.

① Remind students that the word *construct*, which means “build,” is in *constructive criticism*. This means that students’ comments should always be intended to build a better paper. Students should add suggestions or comments that give the writer some way to fix the problem, instead of just identifying the problem. Consider providing non-examples of *constructive criticism* and showing how they can be made constructive (e.g., “This doesn’t make sense” vs. “This might make more sense if you explain...”).

Explain to students that in college or in the working world, adults often have peers or colleagues review their writing before they submit their final draft. They may get a peer’s opinion on an important e-mail draft, a business proposal, or a college thesis. Ask students:

What is the value of having someone else read a research-based argument paper draft before it is submitted?

💬 Student responses may include:

- A peer review can point out whether or not ideas make sense.
- A reviewer can help the writer find errors in convention or grammar.
- A reviewer can tell the writer where the central or supporting claims are weak or not convincing, or where additional evidence is needed.
- Reviewing can show the writer where more background information is needed.
- A reviewer can provide insight on the audience’s knowledge level, concerns, values, and potential biases.

- The reviewer can provide more precise words or specific terms to explain something.
- A reviewer can help identify problems in formality or tone.

Inform students that this activity involves reading three papers in three rounds of peer review. For each round of feedback, students will focus on different standards that appear in the 11.3.3 Rubric and Checklist.

Display and explain the peer review process to students:

- During the first review, students read for the central claim, supporting claims, and counterclaims while also evaluating reasoning and evidence (W.11-12.1.a, W.11-12.1.b, and W.11-12.1.e).
- During the second review, students focus on transitions between sentences, paragraphs, and larger ideas and the paper's overall cohesiveness (W.11-12.1.c, W.11-12.1.d).
- During the third review, students focus on formatting and conventions, including MLA format, formal style and objective tone, and mechanical and grammatical conventions (L.11-12.1, L.11-12.2.a, b, and W.11-12.8).
- After the third and final review, writers revise their papers based on the peer feedback provided.
- ▶ Students examine the peer review process.

Activity 4: Peer Review Round Robin

50%

Instruct students to pass their research-based argument paper drafts to the student on the right. They also need sticky notes and/or colored pens or pencils to aid in their review.

- ▶ Students pass their drafts to the peer on the right and gather necessary materials.
- ① If students write directly on the papers, they may want to use different colored pens or colored pencils to distinguish different reviewers' feedback. Students can also use color-coded sticky notes.
- ① Students can peer review tracking their changes in a word processing program. Google Docs and other document sharing programs have their own protocols for tracking changes. Make sure your students know how to use these tools before they begin modifying their peers' drafts. Remind students to save their original documents with a different file name to safeguard against accidental deletions or corruption.
- ① If handwriting is a barrier to the peer editing process, allow students to read aloud their drafts to one another to provide clarity.

Distribute one Peer Review Accountability Tool to each student. Remind students that part of the assessed standard W.11-12.5 is to select the most significant change for revision concerning purpose and audience. Once the student reviewer completes a review, the reviewer should record the most

significant revision to their peer's paper on the Peer Review Accountability Tool. Each reviewer uses one row of the tool per review.

- ▶ Students examine the Peer Review Accountability Tool.

Explain that during the first round of revision, peer reviewers focus on the strength of substandards W.11-12.1.a, W.11-12.1.b, and W.11-12.1.e. Instruct students to take out their copies of the 11.3.3 Rubric and Checklist and look at these substandards.

- ▶ Students look at substandards W.11-12.1.a, W.11-12.1.b, and W.11-12.1.e on their 11.3.3 Rubric and Checklist.

Instruct students to focus on these skills for their constructive criticism in this first round of review.

Model an example of identifying errors for substandards W.11-12.1.a, b, e, and adding constructive criticism, using the sample student paper as the example. Make the following points:

- Explain that if the central claim is not stated precisely in a peer's paper, it is a good idea to identify where in the introduction it would be most effectively stated.
- Explain to students that if, in a peer's paper, there is no counterclaim, a good suggestion would be to add a counterclaim. If possible, identify where the counterclaim would work best.
- If a claim is not strongly supported by evidence, suggest including more or diverse evidence as valuable constructive criticism.
- If the paper does not demonstrate consideration of audience knowledge level, concerns, values, and potential biases about the issue, suggest a change of tone or revision to the claims to make them more accessible to an academic audience.

① W.11-12.1.a was taught in 11.3.3 Lessons 1 and 4; W.11-12.1.b was taught in 11.3.3 Lesson 2 and reviewed in 11.3.3 Lesson 8; W.11-12.1.e was taught in 11.3.3 Lessons 6 and 9.

Ask students to name other suggestions, based on the W.11-12.1.a, b, e skills listed in the 11.3.3 Rubric and Checklist.

💬 Student responses may include:

- Suggest a peer remove evidence that does not effectively support a claim.
- Propose that a peer rearrange claims or pieces of evidence to better support the argument.
- Suggest limitations that might be included in the development of a claim, if the writer has not included any limitations.
- Suggest ways to address possible audience knowledge level, concerns, values, and potential biases.
- Suggest that the concluding statement tie more closely to the arguments presented.

Instruct students to complete the first round of review, adding constructive feedback regarding substandards W.11-12.1.a, b, e. Circulate and support students, as necessary.

- ▶ Students review peer papers, adding constructive criticism in the margin, on sticky notes, or electronically.
-

Display the Model Peer Review Accountability Tool for all students to see. Model where Reviewers 1, 2, and 3 enter their most significant revision for the writer.

- ▶ Students listen, following along with the modeling.

Point to the first column, labeled Original. Explain that in this section, students write the paragraph number and a few words from the sentence to indicate where in the paper the revision needs to be made.

Point to the second column, labeled Peer Suggestion. Explain that students make a suggestion for how to revise the paper in this section. Student reviewers should think about how they would revise the paper as if it were their own, and give constructive criticism accordingly. For example, if the writer did not include a counterclaim, it is not enough to just write, “Add a counterclaim.” Instead, students should provide some suggestions of possible counterclaims.

- ▶ Students listen.

Instruct peer reviewers to determine the most significant revision regarding the standards analyzed in this first round of review. Allow peer reviewers time to select the most significant revision from this first round of review, and add it to the first row of the Peer Review Accountability Tool. Students should complete both the Original and the Peer Suggestion columns of the first row of the tool.

- ▶ Peer reviewers select the most significant revision and add it to the first row of the Peer Review Accountability Tool by completing the Original and Peer Suggestion columns of the first row of the tool.
-

Instruct students to pass the research-based argument papers to the right again, so each student has a new draft to peer review for the second round of review.

- ▶ Students pass papers to the right.

Inform students that during this second round of review, peer reviewers focus on the strength of substandards W.11-12.1.c and W.11-12.1.d.

- ▶ Students examine substandards W.11-12.1.c and W.11-12.1.d on the 11.3.3 Rubric and Checklist.

Remind students to focus their constructive criticism of their peer’s papers on these skills.

- ▶ Students listen.

- ① W.11-12.1.c was taught in 11.3.3 Lessons 6 and 9, W.11-12.1.d was taught in 11.3.3 Lessons 7 and 8.
- ① Remind students to refer to the Connecting Ideas Handout in Lesson 5 of this unit for more support if needed.

Ask students:

What are some examples of constructive criticism that would focus on the skills in substandards W.11-12.1.c and W.11-12.1.d?

💬 Student responses may include:

- Suggest a different transition word than what is provided to clarify the relationship between two ideas.
- Suggest a phrase be added to clarify the relationship between a claim and evidence.
- Identify portions of the text where the tone is less formal and suggest revisions.
- Suggest varied syntax to create cohesion and link ideas together in the paper.

Instruct students to review their peers' papers, adding constructive feedback based on substandards W.11-12.1.c and W.11-12.1.d. Allow students time to select the most significant revision and add it to the Peer Review Accountability Tool.

- ▶ Students review their peers' papers and add constructive feedback for substandards W.11-12.1.c and W.11-12.1.d, select the most significant revision, and add it to the second row of the Peer Review Accountability Tool.

Circulate and support students as necessary.

Instruct students to pass the papers to the right again, so each peer reviewer has a new draft to read for the third round of review.

- ▶ Students pass papers to the right.

Explain to students that during this third round of review, peer reviewers focus on the skills in substandards L.11-12.2.a, b, L.11-12.1, L.11-12.3.a, and standard W.11-12.8.

- ▶ Students examine substandards L.11-12.2.a, b, L.11-12.1, L.11-12.3.a, and standard W.11-12.8 and on their 11.3.3 Rubric and Checklist.

Remind students to focus on these skills as they add constructive criticism to their peers' drafts.

- ▶ Students listen.

- ① Consider displaying the student model paper to show criticism focused on these skills.
- ① L.11-12.1 was taught in 11.3.3 Lesson 5 and L.11-12.3.a was taught in 11.3.3 Lesson 9; L.11-12.2.a, b were taught in 11.3.3 Lesson 10; W.11-12.8 was taught in 11.3.3 Lesson 3.

Ask students:

What types of *constructive criticism* would focus on the skills in substandards L.11-12.2.a-b, L.11-12.1, L.11-12.3.a, and standard W.11-12.8?

💬 Student responses may include:

- Identify grammatical errors and suggest a revision.
- Identify misspelled words and provide the correct spellings.
- Suggest the use of specific or precise terms relevant to the topic rather than general terms.
- Identify misuse of hyphens and suggest a correction.
- Identify an overreliance on one source in the claims and evidence and suggest a broader scope of evidence.
- Identify varied syntax for effect and make suggestions about the effectiveness of this choice, consulting references as needed.
- Identify places where MLA format is improperly applied and suggest corrections.

Instruct students to review their peers' papers, adding constructive feedback based on the focus standard L.11-12.1, and substandards L.11-12.2.a, b, L.11-12.3.a and W.11-12.8. Allow students time to select the most significant revision and add it to the Peer Review Accountability Tool in the third row.

- ▶ Students review their peers' papers, adding constructive feedback, and select the most significant revision and add it to the third row of the Peer Review Accountability Tool.

Circulate and support students as necessary.

- ① Consider having students share out about the peer review process, identifying ways in which the process strengthens their writing and reading skills, and naming challenges inherent in the process.

Activity 5: Lesson Assessment

20%

Instruct students to collect the draft paper and the Peer Review Accountability Tool from their peers.

- ▶ Students retrieve their draft papers and the Peer Review Accountability Tools that contain significant revisions from their peers.

Explain to students that when they receive the feedback from their peers, they do not have to accept all the suggestions, but they should consider each suggestion carefully before revising their papers.

Remind students that they have three revisions that their peers have identified as the most significant on the Peer Review Accountability Tool. Explain that in this section, students decide whether to implement the feedback or not and explain why.

- ▶ Students examine the Peer Review Accountability Tools.

Instruct students to read through all the constructive criticism carefully, and complete one row of the Peer Review Accountability Tool (Final Decision and Explanation) for a revision they plan to implement. Instruct students to make that revision in the paper. Remind students that their responses will be assessed.

- ▶ Students complete one row of the Peer Review Accountability Tool individually, and implement the selected feedback into their papers.

① Consider modeling a completed Final Decision and Explanation section of the Peer Review Accountability Tool if students need support.

Consider circulating and checking students' revision work to hold them accountable for this lesson assessment.

Collect Peer Review Accountability Tools and research paper drafts from each student for assessment.

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

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to implement revisions based on peer feedback. Additionally, instruct students to read their drafts aloud (to themselves or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.

- ▶ Students follow along.

Homework

Continue to implement revisions based on peer feedback. Additionally, read your drafts aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.

Peer Review Accountability Tool

Name:		Class:		Date:	
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Directions: Use this tool to record suggestions for revisions from your peers review. Provide the original text, peer suggestion, and explanation of your decision about the final revision.

Original	Peer Suggestion	Final Decision and Explanation

Model Peer Review Accountability Tool

Name:		Class:		Date:	
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Directions: Use this tool to record suggestions for revisions from your peers review. Provide the original text, peer suggestion, and explanation of your decision about the final revision.

Original	Peer Suggestion	Final Decision and Explanation
Paragraph 2 “The term genocide was approved by the United Nations the 9th of December 1948 in the Convention on the Prevention and Punishment of the Crime of Genocide.” (Schabas)	The origin of the definition of genocide should be stated here in case the audience does not know where the definition came from.	I went back to the Schabas text and found out who first defined the term genocide and added it to the paper to make sure the audience knows where the term came from.
Paragraph 5 “In order to address these concerns, a principle, the Responsibility to Protect, has been created to determine when it is necessary for the international community to get involved in possible genocide cases.”	In order to meet audience knowledge level concerns I think you should include more information about the Responsibility to Protect here. When was it developed? Who developed it?	I went back to the my sources and looked for more evidence about who developed the Responsibility to Protect and when it was first introduced in order to accurately inform my audience.
Paragraph 6 “Following R2P would also help avoid potential U.N. Security Council deadlocks.”	Above it says that R2P is just a framework; I think you need to provide more clarity about what else is needed.	I revised this section to include “enforcing it with an international military force” to provide more clarity about what else is needed in addition to R2P.

Model Sample Paper with Revisions

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has showed that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop. The international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.

The term *genocide* was approved by the United Nations on the 9th of December 1948 in the Convention on the Prevention and Punishment of the Crime of Genocide (Schabas). Article II of the Convention defines genocide as the following:

... Genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Despite this broad definition many critics consider it inadequate. In order to effectively prevent genocide, the scope of the definition needs to be comprehensive and adopted by all countries. Schabas

notes, “The definition of genocide set out in article II is a much-reduced version” of the original. For example, the terms “ethnic cleansing” and “cultural genocide” were both excluded from the final wording of the Convention. Some believe the exclusion of the latter term, which includes political and social groups, was made in an effort to satisfy Joseph Stalin, then the leader of the Soviet Union. As Rothstein explains, the authors of the Convention “did not want to upset Stalin who, despite brutally exterminating political groups in the Soviet Union, was vital to the Allied war effort against Hitler.” The Soviets continue to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, The United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from civil rights lawmakers (specifically in relation to lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide. Even though the Convention makes clear that prosecution of genocide cannot be retroactively enforced, American lawmakers continued to fear adoption for decades after its drafting (unhumanrights.org).

The role of the international tribunals has been just as problematic as the Convention. International tribunals are a type of international court of law created through treaties between nations; the primary responsibility of the international tribunals is to prosecute perpetrators of genocide, war crimes, and crimes against humanity. In recent years, tribunals have played an increasingly important role in prosecuting genocide. However, prosecution is not enough. Not only does the international community need to come to a broad consensus of what it means to commit genocide, it also needs to reinforce the power of institutions like the U.N.-founded International Criminal Court (ICC) and other international tribunals. To be fully unified in the fight against genocide means giving these tribunals the resources to administer justice appropriately independent of the U.N. and the international community.

International tribunals must be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide. The ICC and the World Court are two important international tribunals dedicated to pursuing global justice. The ICC, the most well known, has had some success prosecuting leaders of genocide. In addition to sentencing Jean Kambanda to life in prison “for genocide and related crimes committed while he was prime minister of Rwanda in 1994,” the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government (Edwards; “After Rwanda’s Genocide”). However, the ICC is in desperate need of additional support. Because its job is to legally prosecute genocide, the ICC is not capable of preventing genocide—the very thing the world needs it to do most. Some critics of the ICC believe the idea of stopping genocide by putting perpetrators on trial is problematic. As Lindberg explains, “If ... there is a legal finding of genocide, then it is too late for prevention. ... If ‘genocide’ is the trigger for action, then the bar is rather high.” To say that a different way is that once crimes reach the ICC, irreversible damage and killing has already been done. Stanton explains that in the Darfur region of Sudan, President Omar al-Bashir’s reaction to being referred to the ICC for crimes against humanity and genocide has been to “just laugh[]” (Stanton, “Why Do We Look the Other Way?”). Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn-out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders—how can bringing several men to justice make up for the thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

In addition to legal action, direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide in the critical stages of “persecution and extermination” it is necessary to use military force (Stanton, “The Ten Stages of Genocide”). If citizens are being segregated, starved, or forced to live in ghettos, then it is only a matter of time before the killing begins (Stanton, “The Ten Stages”). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days (“After Rwanda’s Genocide”). U.N. Peacekeepers stood by unable to help because countries would not approve a force robust enough to engage in combat: “Belgian peacekeepers ... watched as the carnage unfolded” (Zakaria). However, if the U.N. had an active military force on the ground, those lives could have been saved, as was the case in Kosovo: “In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory” (Lindberg). Given the regularity of recent genocides, it is clear that the international community “need(s) to set up international contingency plans to deal with mass atrocities” (“After Rwanda’s Genocide”). This means giving an international body like the U.N. more resources to fight genocide. Access to weapons and troops will require the participation of major global players like the United States: “If we [the USA] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources” (Lindberg). However, there are still some who believe that if the U.N. has troops, they may be used improperly and ignore a country’s right to govern their own affairs. In order to address these concerns, a principle, the Responsibility to Protect, has been created to determine when it is necessary for the international community to get involved in

possible genocide cases. The purpose of this framework is to clarify the international community's responsibility to intervene in possible cases of genocide.

The Responsibility to Protect (R2P) is a principle that helps to make clear when to intervene in the affairs of sovereign nations. The U.N. and the international community must make sure this principle is embraced and supported. R2P is a way for the international community to identify negligence, outright aggression, or failure of government to protect one's population. R2P defines the circumstances that give the international community cause to assume responsibility for the safety of a population:

- A. Large-scale loss of life, actual or apprehended, with genocidal intent or not, which is the product either of deliberate state action, or state neglect or inability to act, or a failed state situation; or
- B. Large-scale "ethnic cleansing," actual or apprehended, whether carried out by killing, forced expulsion, acts of terror or rape. (Edwards)

R2P provides a framework, but in order for the framework to successfully prevent genocide, an international force is necessary. R2P should outweigh individual countries' interests; the document is founded on the belief that the international community is responsible for the well-being and safety of mankind: "the principle of noninterference gives way in circumstances of mass atrocities" (Lindberg). Following R2P would also help avoid potential U.N. Security Council deadlocks. During "persecution," the eighth stage of genocide, Dr. Gregory Stanton says, "If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared" ("The Ten Stages"). Adhering to R2P and enforcing it with an international military force would also help avoid potential U.N. Security Council deadlocks. If R2P were the guiding mandate of the U.N., response to potential genocide would be automatic and not subject to potential vetoes (Stanton, "The Ten Stages"). In the case of Kosovo, where ethnic cleansing had begun, Russia decided to veto involvement (due to political reasons) but NATO still went ahead with the operation because they

recognized the threat of genocide to hundreds of thousands of Kosovars (Lindberg). The U.N. needs a force like NATO along with guiding humanitarian goals, like R2P, in order to prevent genocide.

In ignorant opposition, some critics believe boosting the power and resources of the international community—including bolstering R2P—would endanger the sovereignty of the United States and its allies. The argument is that if the international community enforced and expected resources to prevent genocide, the United States would be subject to their desires about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on our right to act as a sovereign nation. However, this hypothetical should not outweigh our (and the world’s) responsibility to ensure the global safety of mankind. Unfortunately, politics often gets in the way of moral responsibility: “halting or failing to halt a genocide has come down to whether the political will exists within the United States to act” (Lindberg). As a global leader, it is the responsibility of the U.S. to set the example for early genocide intervention and prevention, whether or not genocide is occurring in countries where we do not have economic or political interest.

Critics also believe that R2P would create conflict for our allies or be used negatively by our enemies. Libya and Iran have brought charges of genocide against Israel’s actions in the Gaza Strip (Rothstein) and an international mandate of R2P could, “simply be used against Israel” (Lindberg), forcing the U.S. to act against a strategic partner. Because the U.S. and Israel are such close allies, this presents a potentially challenging situation for both countries. Adopting R2P might force the U.S. to act against an ally like Israel because of potential Israeli human rights violations like the annexation of Palestinian land. However, these concerns are not sufficient to abandon R2P. The U.S. and its allies should be held to the same standards as the rest of the international community. Increasing

international scrutiny on countries like the U.S. and Israel may even be a good thing; it may help enforce a more rigorous standard for all countries of the world to follow.

What the global community needs is an international body that has the resources and strength necessary to effectively intervene in countries that are at risk, before power is abused or lives are lost (Stanton, “Why Do We”). It is also important that all nations are subject to review by an international organization to ensure atrocities large and small are avoided wherever possible and prosecuted when necessary.

The U.N. definition of genocide born out of the atrocities of the Holocaust was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas). While prosecution has improved in recent years, prevention has not. It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide. Certainly the task of providing an international body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening in places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.

Model Sample Paper with Revisions

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has showed that what is most needed is a task force independent of the U.N. charged with preventing genocide—one equipped with the means to effectively intervene before mass catastrophes develop. The international community needs to be unified in the fight against genocide and needs to ensure that they have the power and resources to prevent future genocides.

Commented [R3_1]: Since you are using the verb “has” this should be “shown” and not “showed.”

The term genocide was approved by the United Nations on the 9th of December 1948 in the Convention on the Prevention and Punishment of the Crime of Genocide (Schabas). Article II of the Convention defines genocide as the following:

Commented [R1_2]: You may want to give some more information about the history of the definition of the term genocide for your audience.

... Genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
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Despite this broad definition many critics consider it inadequate. In order to effectively prevent genocide, the scope of the definition needs to be comprehensive and adopted by all countries. Schabas

notes, “The definition of genocide set out in article II is a much-reduced version” of the original. For example, the terms “ethnic cleansing” and “cultural genocide” were both excluded from the final wording of the Convention. Some believe the exclusion of the latter term, which includes political and social groups, was made in an effort to satisfy Joseph Stalin, then the leader of the Soviet Union. As Rothstein explains, the authors of the Convention “did not want to upset Stalin who, despite brutally exterminating political groups in the Soviet Union, was vital to the Allied war effort against Hitler.” The Soviets continue to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, The United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from civil rights lawmakers (specifically in relation to lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide. Even though the Convention makes clear that prosecution of genocide cannot be retroactively enforced, American lawmakers continued to fear adoption for decades after its drafting (unhumanrights.org).

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Commented [R1_3]: What is the “original” you’re referencing here? This needs to be presented accurately to strengthen your claim about the definition of genocide.

Commented [R1_4]: This doesn’t fully connect to the claim about the definition of genocide, do the Soviets still resist the definition or just the tribunals?

Commented [R2_5]: This transition is a bit awkward, it might be better to start with the Convention since that was the focus of the previous paragraph and then talk about Tribunals.

International tribunals must be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide. The ICC and the World Court are two important international tribunals dedicated to pursuing global justice. The ICC, the most well known, has had some success prosecuting leaders of genocide. In addition to sentencing Jean Kambanda to life in prison “for genocide and related crimes committed while he was prime minister of Rwanda in 1994,” the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government (Edwards; “After Rwanda’s Genocide”). However, the ICC is in desperate need of additional support. Because its job is to legally prosecute genocide, the ICC is not capable of preventing genocide—the very thing the world needs it to do most. Some critics of the ICC believe the idea of stopping genocide by putting perpetrators on trial is problematic. As Lindberg explains, “If ... there is a legal finding of genocide, then it is too late for prevention. ... If ‘genocide’ is the trigger for action, then the bar is rather high.” To say that a different way is that once crimes reach the ICC, irreversible damage and killing has already been done. Stanton explains that in the Darfur region of Sudan, President Omar al-Bashir’s reaction to being referred to the ICC for crimes against humanity and genocide has been to “just laugh[]” (Stanton, “Why Do We Look the Other Way?”). Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was competed because of drawn-out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders—how can bringing several men to justice make up for the thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

Commented [R3_6]: Consider using a hyphen here to create one idea with these two words since they are describing the ICC.

Commented [R2_7]: Rephrase this transition, the Connecting Ideas Handout has some good suggestions, maybe “In other words” or “That is to say.”

Commented [R3_8]: Spelling, should be “completed”

In addition to legal action, direct military intervention is necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide in the critical stages of “persecution and extermination” it is necessary to use military force (Stanton, “The Ten Stages of Genocide”). If citizens are being segregated, starved, or forced to live in ghettos, then it is only a matter of time before the killing begins (Stanton, “The Ten Stages—”). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days (“After Rwanda’s Genocide”). U.N. Peacekeepers stood by unable to help because countries would not approve a force robust enough to engage in combat: “Belgian peacekeepers ... watched as the carnage unfolded” (Zakaria). However, if the U.N. had an active military force on the ground, those lives could have been saved, as was the case in Kosovo: “In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory” (Lindberg). Given the regularity of recent genocides, it is clear that the international community “need(s) to set up international contingency plans to deal with mass atrocities” (“After Rwanda’s Genocide”). This means giving an international body like the U.N. more resources to fight genocide. Access to weapons and troops will require the participation of major global players like the United States: “If we [the USA] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources” (Lindberg). However, there are still some who believe that if the U.N. has troops, they may be used improperly and ignore a country’s right to govern their own affairs. In order to address these concerns, a principle, the Responsibility to Protect, has been created to determine when it is necessary for the international community to get involved in

Commented [R2_9]: Is this a more advanced stage of genocide than the “threat of or early stage execution of” that you reference in the previous sentence? I understand the terms but I am not sure how they apply in the case of genocide or genocide prevention.

Commented [R2_10]: In order to meet audience knowledge level concerns I think you should include more information about the Responsibility to Protect here. When was it developed? Who developed it?

possible genocide cases. The purpose of this framework is to clarify the international community's responsibility to intervene in possible cases of genocide.

The Responsibility to Protect (R2P) is a principle that helps to make clear when to intervene in the affairs of sovereign nations. The U.N. and the international community must make sure this principle is embraced and supported. R2P is a way for the international community to identify negligence, outright aggression, or failure of government to protect one's population. R2P defines the circumstances that give the international community cause to assume responsibility for the safety of a population:

- A. Large-scale loss of life, actual or apprehended, with genocidal intent or not, which is the product either of deliberate state action, or state neglect or inability to act, or a failed state situation; or
- B. Large-scale "ethnic cleansing," actual or apprehended, whether carried out by killing, forced expulsion, acts of terror or rape. (Edwards)

R2P provides a framework, but in order for the framework to successfully prevent genocide, an

international force is necessary. R2P should outweigh individual countries' interests; the document is founded on the belief that the international community is responsible for the well-being and safety of mankind: "the principle of noninterference gives way in circumstances of mass atrocities" (Lindberg).

Following R2P would also help avoid potential U.N. Security Council deadlocks. During "persecution," the eighth stage of genocide, Dr. Gregory Stanton says, "If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared" ("The Ten Stages..."). Adhering to R2P and enforcing it with an international military force would also help avoid potential U.N. Security Council deadlocks. If R2P were the guiding mandate of the U.N., response to potential genocide would be automatic and not subject to potential vetoes (Stanton, "The Ten Stages..."). In the case of Kosovo, where ethnic cleansing had begun, Russia decided to veto involvement (due to political reasons) but NATO still went ahead with the operation because they

Commented [R1_11]: I think you need some more clarification and evidence to support your claim here.

Commented [R2_12]: Above it says that R2P is just a framework, I think you need to provide more clarity about what else is needed.

Commented [R1_13]: There hasn't been any mention of stages of genocide so far, consider providing more context for the audience.

Commented [R2_14]: In order to maintain formal style you should change this to "asserts" or "states." This just sounds too casual.

recognized the threat of genocide to hundreds of thousands of Kosovars (Lindberg). The U.N. needs a force like NATO along with guiding humanitarian goals, like R2P, in order to prevent genocide.

In ignorant opposition, some critics believe boosting the power and resources of the international community—including bolstering R2P—would endanger the sovereignty of the United States and its allies. The argument is that if the international community enforced and expected resources to prevent genocide, the United States would be subject to their desires about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on our right to act as a sovereign nation. However, this hypothetical should not outweigh our (and the world's) responsibility to ensure the global safety of mankind. Unfortunately, politics often gets in the way of moral responsibility: "halting or failing to halt a genocide has come down to whether the political will exists within the United States to act" (Lindberg). As a global leader, it is the responsibility of the U.S. to set the example for early genocide intervention and prevention, whether or not genocide is occurring in countries where we do not have economic or political interest.

Critics also believe that R2P would create conflict for our allies or be used negatively by our enemies. Libya and Iran have brought charges of genocide against Israel's actions in the Gaza Strip (Rothstein) and an international mandate of R2P could, "simply be used against Israel" (Lindberg), forcing the U.S. to act against a strategic partner. Because the U.S. and Israel are such close allies, this presents a potentially challenging situation for both countries. Adopting R2P might force the U.S. to act against an ally like Israel because of potential Israeli human rights violations like the annexation of Palestinian land. However, these concerns are not sufficient to abandon R2P. The U.S. and its allies should be held to the same standards as the rest of the international community. Increasing

Commented [R1_15]: This is biased language and doesn't present the counterclaim fairly, try revising to something that connects the idea but in an objective way.

Commented [R3_16]: It is unclear who "their" is in this sentence, are you talking about the international community?

Commented [R1_17]: You should include a qualifying statement about what the "Critics" are critics of, is it R2P?

Commented [R2_18]: This seems like a good opportunity to use more specific language about what negative things could happen, perhaps "create conflict" or "incite violence"?

international scrutiny on countries like the U.S. and Israel may even be a good thing; it may help enforce a more rigorous standard for all countries of the world to follow.

What the global community needs is an international body that has the resources and strength necessary to effectively intervene in countries that are at risk, before power is abused or lives are lost (Stanton, “Why Do We...”). It is also important that all nations are subject to review by an international organization to ensure atrocities large and small are avoided wherever possible and prosecuted when necessary.

The U.N. definition of genocide born out of the atrocities of the Holocaust was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas). While prosecution has improved in recent years, prevention has not. It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide. Certainly the task of providing an international body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening in places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.

Commented [R1_19]: Since your counterclaim is about the United States I think you should end talking about the U.S. This is a compelling last sentence but it doesn’t fully connect with the counterclaim.

Commented [R3_20]: This should be separated with commas.

11.3.3**Lesson 12****Introduction**

In this last lesson of the unit, students work in class to finalize their research-based argument papers (End-of-Unit Assessment) by editing, polishing, and rewriting as necessary. Students are evaluated on the final draft's alignment to the criteria of the 11.3.3 Rubric and Checklist. The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning. The draft should be well organized and distinguish claims from alternate and opposing claims. It should use language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should show control of the conventions of written language and maintain a formal style and objective tone.

For homework, students identify two to three potential audiences for their presentations as well as view two videos in order to prepare for the Module Performance Assessment.

Standards

Assessed Standard(s)	
W.11-12.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

	<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Addressed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
L.11-12.1.b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>
L.11-12.2.a, b	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>

L.11-12.3.a	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
L.11-12.6	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Assessment

Assessment(s)
<p>End-of-Unit Assessment: Student learning in this lesson is assessed via the research-based argument paper.</p> <p>① This assessment is evaluated using the 11.3.3 Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Adhere to the criteria in the 11.3.3 Rubric and Checklist. <p>① See the attached model research-based argument paper.</p>

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.*

*Students should use their vocabulary journals to incorporate domain-specific vocabulary from Unit 11.3.2 into their research paper, as well as to record process-oriented vocabulary defined in the lesson.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.1.a-e, L.11-12.1, L.11-12.2, L.11-12.3, W.11-12.4, W.11-12.8, W.11-12.9, SL.11-12.5, L.11-12.1.b, L.11-12.2.a, b, L.11-12.3.a, L.11-12.6 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability End-of-Unit Assessment: Final Research-Based Argument Paper Closing 	<ol style="list-style-type: none"> 10% 10% 75% 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Research Portfolios (refer to 11.3.2 Lesson 1)
- Copies of the 11.3.3 End-of-Unit Assessment for each student
- Copies of the Speaking and Listening Rubric and Checklists for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6 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

10%

Begin by introducing the lesson agenda and assessed standards in this lesson: W.11-12.1.a-e, L.11-12.1, L.11-12.2, L.11-12.3. In this lesson, students complete their final draft of their research-based argument papers to be evaluated for the 11.3.3 End-of-Unit Assessment. Students work independently and hand in the final products at the end of class.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: SL.11-12.5. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard SL.11-12.5.

Instruct students to talk in pairs about what they think the standard and substandard means. Lead a brief discussion about these standards.

💬 Student responses should include:

- Use different kinds of digital media in presentations.
- Use media to make presentations clear and engaging.

Activity 2: Homework Accountability

10%

Ask student volunteers to briefly share one or two edits they made for homework based on the peer review session and to explain their decisions by referencing the corresponding checklist(s) in their 11.3.3 Rubric and Checklist. (Implement revisions based on peer feedback. Additionally, read your drafts aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic in order to prepare for the following lesson's End-of-Unit Assessment.)

- ▶ Students share one or two edits made for homework.
- 💬 Student responses will vary by individual research paper.

Activity 3: End-of-Unit Assessment: Final Research-Based Argument Paper

75%

Instruct students to spend the remaining portion of the class completing the final draft of their research-based argument papers. Inform students that they may use their Research Portfolios, all checklists and rubrics used in this unit, and previous versions of their research-based argument papers with peer comments to guide the creation of the final draft. Advise students they should use this time to edit, polish, and rewrite as they see fit, using all the skills they have learned over the course of this unit.

Students should also finalize their Works Cited page and format their paper according to MLA citation. Remind students that the final draft will be assessed using the 11.3.3 Rubric. The draft will be evaluated on its alignment to the conventions of an argument text, including reference to citations as well as proof that students developed an evidence-based central claim from research and supported it with sufficient evidence.

- ▶ Students work independently to finalize their research-based argument papers.
- ① If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.
- ① Remind students to use textual evidence to support their analysis as explained in W.11-12.9.
- ① Remind students to consider the instruction on hyphenation conventions and spelling in 11.3.3 Lesson 10, varied syntax in 11.3.3 Lesson 5, and correct use of domain-specific vocabulary (L.11-12.2.a, b, L.11-12.3.a, L.11-12.6) when finalizing their drafts.
- ① Remind students to cite sources properly as detailed in W.11-12.8.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to identify two to three potential audiences for their presentations in the Module Performance Assessment. Remind students the Module Performance Assessment is a video presentation, and their audience should be one that is familiar with their research issue.

Additionally, instruct students to watch the following videos to prepare for the Module Performance Assessment: “Instruction for Preparing an Ignite Presentation” (<http://youtu.be/Arqm7lvzCKs>) and Arthur Benjamin’s TED Talk “Teach Statistics Before Calculus!” (<http://youtu.be/BhMKmovNjvc>). The first video provides suggestions about delivering a short and engaging presentation, and the TED Talk serves as an exemplar for this Module Performance Assessment. The homework also introduces a Speaking and Listening Rubric that will be used to evaluate their video presentations.

Distribute the Speaking and Listening Rubric and Checklist for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6. Instruct students to use this rubric to guide their viewing of Arthur Benjamin’s TED Talk. Review the rubric with students.

- ▶ Students examine the Speaking and Listening Rubric and Checklist for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6 and ask any clarifying questions.
- ① Completion of this homework is necessary to ensure students are prepared for the Module Performance Assessment.
- ① Consider drawing students’ attention to their application of standard SL.11-12.5, which requires the strategic use of digital media in presentations.

Homework

Identify two to three possible audiences appropriate for the research issue you are discussing in your presentation for the Module Performance Assessment. Come to class prepared to share your findings.

Additionally, watch the following videos to prepare for the Module Performance Assessment:

“Instruction for Preparing an Ignite Presentation” (<http://youtu.be/Arqm7lvzCKs>) and Arthur Benjamin’s TED Talk “Teach Statistics Before Calculus!” (<http://youtu.be/BhMKmovNjvc>). The first video provides suggestions about delivering a short and engaging presentation, and the TED Talk serves as an exemplar for this Module Performance Assessment.

Use the Speaking and Listening Rubric and Checklist for standards SL.11-12.3, SL.11-12.4, SL.11-12.5, and SL.11-12.6 to guide your viewing of the TED Talk. This rubric will also be used to evaluate your video presentation.

11.3.3 End-of-Unit Assessment

Final Research-Based Argument Paper

Your Task: Rely on the evidence you have gathered to write the final draft of your research-based argument paper. In crafting your paper, include a precise central claim that is derived from your research and supported by relevant and sufficient evidence and valid reasoning. Be sure to use evidence from at least five of your identified sources, distinguishing claims from alternate and opposing claims. Use specific and objective language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Use your Research Portfolios, checklists and rubrics, and previous versions of your research-based argument paper with peer comments to guide the creation of your final draft.

Guidelines

Be sure to:

- Review your writing for alignment with all components of W.11-12.1.a-e.
- Establish your precise central claim about the problem-based question.
- Distinguish your central claim from alternate or opposing claims.
- Establish and organize the central claim, supporting claims, counterclaims, reasoning, and evidence.
- Develop supporting claims and counterclaims equally while explaining the strengths and limitations of both as well as anticipating the audience's knowledge level, concerns, values, and possible biases.
- Use relevant and sufficient evidence and valid reasoning from at least five of the sources to develop your argument without overreliance on one source.
- Identify the sources that you reference in MLA format.
- Organize your ideas in a cohesive and coherent manner that clarifies the relationships between supporting claims and reasoning, between reasoning and evidence, between supporting claims and counterclaims, and uses varied syntax to create cohesion.
- Maintain a formal and objective style of writing while attending to the norms and conventions of argument writing.
- Follow the conventions of standard written English.
- Accurately use general academic and domain-specific words and phrases appropriate to the subject of the research-based argument paper.

CCRS: W.11-12.1.a–e, L.11-12.1, L.11-12.2, L.11-12.3

Commentary on the Task:

This task measures W.11-12.1.a-e because it demands that students:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

This task measures L.11-12.1 and L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

This task measures L.11-12.3 because it demands that students:

- Understand how language functions in context and make effective choices for meaning and style.

Model Final Research-Based Argument Paper

How Can Genocide Be Prevented?

Throughout history, genocide has raged on every continent, ravaging peoples by the thousands, hundreds of thousands, millions. While the international response to preventing genocide has grown stronger over the years, there is still much work to be done to stop genocide before it starts. The United Nations has played a major role both in introducing the concept of genocide to the world, and in helping to set up criminal tribunals to punish those who commit acts of genocide. However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing. Recent history has shown that what is most needed is a task force independent of the U.N. charged with preventing genocide, one equipped with the means to effectively intervene before mass catastrophes develop. The international community must be unified in the fight against genocide and must ensure that they have the power and resources to prevent future genocides.

The term genocide was coined by Raphael Lemkin and was approved by the United Nations on the 9th of December 1948 in the Convention on the Prevention and Punishment of the Crime of Genocide (Schabas). Article II of the Convention defines genocide as the following:

... Genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Despite this broad definition, many critics consider it inadequate. In order to effectively prevent genocide, the scope of the definition must be comprehensive and adopted by all countries. Schabas notes, “The definition of genocide set out in article II is a much-reduced version” of the definition proposed in earlier drafts. For example, the terms “ethnic cleansing” and “cultural genocide” were both excluded from the final wording of the Convention. Some believe the exclusion of the latter term, which includes political and social groups, was made in an effort to satisfy Joseph Stalin, then the leader of the Soviet Union. As Rothstein explains, the authors of the Convention “did not want to upset Stalin who, despite brutally exterminating political groups in the Soviet Union, was vital to the Allied war effort against Hitler.” The Soviets continued to be opposed to a broader definition of genocide after the war, and they continue to oppose a permanent U.N. tribunal (Rothstein). Even though it was a chief architect of the Convention, The United States Senate failed to ratify the Convention for the next 40 years. Historians attribute this delay to several different reasons, among them threats to U.S. sovereignty, fear of accusations of genocide from civil rights lawmakers (specifically in relation to lynching and Ku Klux Klan activity), and retroactive accusations of Native American genocide. Even though the Convention makes clear that prosecution of genocide cannot be retroactively enforced, American lawmakers continued to fear adoption for decades after its drafting (unhumanrights.org).

As troubled as the Convention was, the role of the international tribunals has been just as problematic. International tribunals are a type of international court of law created through treaties between nations; the primary responsibility of the international tribunals is to prosecute perpetrators of genocide, war crimes, and crimes against humanity. In recent years, tribunals have played an increasingly important role in prosecuting genocide. However, prosecution is not enough. Not only does the international community need to come to a broad consensus of what it means to commit genocide,

it also must reinforce the power of institutions like the U.N.-founded International Criminal Court (ICC) and other international tribunals. To be fully unified in the fight against genocide means giving these tribunals the resources to administer justice appropriately independent of the U.N. and the international community.

International tribunals must be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide. The ICC and the World Court are two important international tribunals dedicated to pursuing global justice. The ICC, the most well-known, has had some success prosecuting leaders of genocide. In addition to sentencing Jean Kambanda to life in prison “for genocide and related crimes committed while he was prime minister of Rwanda in 1994,” the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government (Edwards; “After Rwanda’s Genocide”). However, the ICC is in desperate need of additional support. Because its job is to legally prosecute genocide, the ICC is not capable of preventing genocide—the very thing the world needs it to do most. Some critics of the ICC believe the idea of stopping genocide by putting perpetrators on trial is problematic. As Lindberg explains, “If ... there is a legal finding of genocide, then it is too late for prevention. ... If ‘genocide’ is the trigger for action, then the bar is rather high.” In other words, once crimes reach the ICC, irreversible damage and killing has already been done. Stanton explains that in the Darfur region of Sudan, President Omar al-Bashir’s reaction to being referred to the ICC for crimes against humanity and genocide has been to “just laugh[.]” (Stanton, “Why Do We Look the Other Way?”). Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn-out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders; how can bringing several men to justice make up for the

thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

In order to prevent genocide, a combat task force must be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of persecution and extermination, it is necessary to use military force (Stanton, “The Ten Stages of Genocide”). If citizens are being segregated, starved, or forced to live in ghettos, then it is only a matter of time before the killing begins (Stanton, “The Ten Stages”). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days (“After Rwanda’s Genocide”). U.N. peacekeepers stood by unable to help because countries would not approve a force robust enough to engage in combat: “Belgian peacekeepers ... watched as the carnage unfolded” (Zakaria). However, if the U.N. had an active military force on the ground, those lives could have been saved, as was the case in Kosovo: “In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory” (Lindberg). Given the regularity of recent genocides, it is clear that the international community “need(s) to set up international contingency plans to deal with mass atrocities” (“After Rwanda’s Genocide”). This means giving an international body like the U.N. more resources to fight genocide. Access to weapons and troops will require the participation of major global players like the United States: “If we [the USA] are

serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources” (Lindberg). However, there are still some who believe that if the U.N. has troops, they may be used improperly and ignore a country’s right to govern their own affairs. In order to address these concerns, a principle called the Responsibility to Protect was developed in 2001 by the International Commission on Intervention and State Sovereignty, a Canadian government initiative (Edwards). The purpose of this framework is to clarify the international community’s responsibility to intervene in possible cases of genocide.

The Responsibility to Protect (R2P) is a principle that helps to make clear when to intervene in the affairs of sovereign nations. The U.N. and the international community must make sure this principle is embraced and supported. R2P is a way for the international community to identify negligence, outright aggression, or failure of government to protect one’s population. R2P defines the circumstances that give the international community cause to assume responsibility for the safety of a population:

- A. Large-scale loss of life, actual or apprehended, with genocidal intent or not, which is the product either of deliberate state action, or state neglect or inability to act, or a failed state situation; or
- B. Large-scale "ethnic cleansing," actual or apprehended, whether carried out by killing, forced expulsion, acts of terror or rape. (Edwards)

R2P provides a framework, but in order for the framework to successfully prevent genocide, an international force is necessary. Dr. Gregory Stanton states that military intervention must occur during “persecution,” a critical late stage of genocide immediately before the “extermination” stage. Dr. Gregory Stanton states, “If the political will of the great powers, regional alliances, or the U.N. Security Council can be mobilized, armed international intervention should be prepared” (“The Ten Stages”). R2P should outweigh individual countries’ interests; the document is founded on the belief that the

international community is responsible for the well-being and safety of mankind: “the principle of noninterference gives way in circumstances of mass atrocities” (Lindberg). Adhering to R2P and enforcing it with an international military force would also help avoid potential U.N. Security Council deadlocks. If R2P were the guiding mandate of the U.N., response to potential genocide would be automatic and not subject to potential vetoes (Stanton, “The Ten Stages”). In the case of Kosovo, where ethnic cleansing had begun, Russia decided to veto involvement (due to political reasons) but NATO still went ahead with the operation because they recognized the threat of genocide to hundreds of thousands of Kosovars (Lindberg). The U.N. needs a force like NATO along with guiding humanitarian goals, like R2P, in order to prevent genocide.

In contrast, some critics believe boosting the power and resources of the international community—including bolstering R2P—would endanger the sovereignty of the United States and its allies. The argument is that if a framework like R2P were adopted and backed with military resources to prevent genocide, the United States would be subject to the desires of the international community about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on its right to act as a sovereign nation. However, this hypothesis and its implications should not outweigh the responsibility of the United States (and the world) to ensure the global safety of mankind. Unfortunately, politics often gets in the way of moral responsibility: “halting or failing to halt a genocide has come down to whether the political will exists within the United States to act” (Lindberg). As a global leader, it is the responsibility of the U.S. to set the example for early genocide intervention and prevention, whether or not genocide is occurring in countries where the United States does not have economic or political interest.

Critics of R2P also believe the framework could create conflict for the U.S. and its allies or be used as an excuse for military action by its enemies. Libya and Iran have also brought charges of genocide against Israel for their actions in the Gaza Strip (Rothstein) and an international mandate of R2P could “simply be used against Israel” (Lindberg). Because the U.S. and Israel are such close allies, this presents a potentially challenging situation for both countries. Adopting R2P might force the U.S. to act against an ally like Israel because of potential Israeli human rights violations like the annexation of Palestinian land. However, these concerns are not sufficient to abandon R2P. The U.S. and its allies must be held to the same standards as the rest of the international community. Increasing international scrutiny on countries like the U.S. and Israel may even be a good thing; it may help to enforce a more rigorous standard for all countries of the world to follow.

What the global community needs is an international body that has the resources and strength necessary to effectively intervene in countries that are at risk, before power is abused or lives are lost (Stanton, “Why Do We”). As a global leader, the U.S. must start this charge and set an example for the world by making genocide prevention a global priority (Lindberg). It is also important that all nations are subject to review by an international organization to ensure atrocities large and small are avoided wherever possible and prosecuted when necessary.

The U.N. definition of genocide, born out of the atrocities of the Holocaust, was designed both to prevent future genocide and to hold accountable those nations and groups that commit genocide (Schabas). While prosecution has improved in recent years, prevention has not. It is of vital importance that the international community provides resources and support to the U.N., the ICC, and other international coalitions focused on preventing genocide. Certainly the task of providing an international

body with these resources is not without its challenges, but it is essential that the global community makes genocide prevention an urgent priority. The international community must take immediate action by empowering the U.N. and intervening in places such as Syria and the Sudan to prevent mass atrocities (“After Rwanda’s Genocide”). The opportunity for peace and safety must extend to all peoples of the world and the U.N. is the institution that can write the final chapter in the history of genocide.

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11.3 Speaking and Listening Rubric

Assessed Standards: SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6

Presentation of Knowledge and Ideas

	2-Point Participation	1-Point Participation	0-Point Participation
Listening SL.11-12.3	Identifies and accurately and respectfully critiques the speaker's point of view, reasoning, and use of evidence and rhetoric, including assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Identifies and comments on the speaker's point of view, reasoning, and use of evidence and rhetoric, including describing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Inaccurately or disrespectfully critiques the speaker's main premise, reasoning, and use of evidence and rhetoric, including naming some links among ideas, word choice, points of emphasis, and tone used.
Clarity SL.11-12.4	Presents information with a clear and distinct perspective, such that listeners can follow the line of reasoning and alternative or opposing perspectives are addressed. The organization, development, substance, and style of the presentation are effective and appropriate to the purpose, audience, and task.	Presents information clearly and logically such that listeners can follow the line of reasoning. The organization, development, substance, and style of the presentation are appropriate to the purpose, audience, and task.	Presents information unclearly or illogically, making it difficult for listeners to follow the line of reasoning. The organization, development, substance, and style of the presentation are inappropriate for the purpose, audience, and task.
Media Utilization SL.11-12.5	Skillfully and strategically uses digital media in presentations to add interest and to enhance understanding of findings, reasoning, and evidence.	Makes effective use of digital media in presentations to add some interest and to enhance some understanding of findings, reasoning, and evidence.	Makes little or ineffective use of digital media in presentations to add interest or to enhance understanding of findings, reasoning, and evidence.
Speech SL.11-12.6	Effectively demonstrates a strong command of formal English and the ability to adapt speech to the task and context of the presentation. Includes subject-area terminology, and specific word choice to add interest.	Demonstrates a command of formal English and the ability to adapt speech to the task and context of the presentation. Includes some subject-area terminology, rhetoric, and specific word choice to add interest.	Demonstrates some command of formal English and some ability to adapt speech to the task and context of the presentation. Includes little to no subject-area terminology, rhetoric, and specific word choice to add interest.

11.3 Speaking and Listening Checklist

Assessed Standards: SL.11-12.4, SL.11-12.5, SL.11-12.6

Presentation of Knowledge and Ideas

	Did I...	✓
Clarity (SL.11-12.4)	Prepare my video in a manner that ensures it conveys a clear and distinct perspective such that my audience will be able to follow my line of reasoning?	<input type="checkbox"/>
	Ensure that my video presentation's organization, development, substance, and style are appropriate for my purpose, audience, and task?	<input type="checkbox"/>
Media Utilization (SL.11-12.5)	Make strategic use of digital media, including images or animations, to add interest to my video?	<input type="checkbox"/>
	Use the technology to enhance my findings, reasoning, and evidence?	<input type="checkbox"/>
Speech (SL.11-12.6)	Demonstrate a command of formal English?	<input type="checkbox"/>
	Adapt my speech accordingly to the task and the context of using video technology?	<input type="checkbox"/>
	Include specific and powerful word choice, language, rhetoric, and specific subject-area terminology to convey information clearly and keep the audience engaged?	<input type="checkbox"/>

11.3 Peer Feedback Speaking and Listening Checklist

Assessed Standards: SL.11-12.3

Comprehension and Collaboration

Feedback	Did I...	✓
	Provide feedback related to my peer's point of view or stance?	<input type="checkbox"/>
	Provide feedback related to my peer's use of evidence and points of emphasis?	<input type="checkbox"/>
	Provide feedback related to my peer's use of rhetoric?	<input type="checkbox"/>
	Provide feedback related to my peer's clarity and links among ideas?	<input type="checkbox"/>
	Provide feedback related to my peer's tone or word choice?	<input type="checkbox"/>