

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.

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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

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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

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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"> Introduction of Lesson Agenda Homework Accountability Rhetorical Impact Tracking Tool Reading and Discussion Quick Write Surfacing Issues Closing 	<ol style="list-style-type: none"> 5% 15% 10% 30% 15% 20% 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)

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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 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.

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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
- 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.
- 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.

- 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.

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

- **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.
- 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.
- **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.
- 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.
- 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.

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- 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.
- 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.”
- 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.
- 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;

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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.
- **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.
- Imagery was introduced in Module 11.2.1 and analyzed in 11.2.2.
- **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.
- **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.
- **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.

- **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.”

- Consider facilitating a brief whole-class discussion about how “silence ... resounded” is a *paradox*.
- Paradox was introduced in Module 11.2.1 Lesson 8. Instruct students to add *paradox* and its definition to their Rhetorical Impact Tracking Tools.
- 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.
- 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
- 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.
- 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

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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	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		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	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.			



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	<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>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>			
W. 11-12.1 .e	<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>e. Provide a concluding statement or section that follows from and supports the argument presented.</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. 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.			
L. 11-12. 2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.			

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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.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

Na me:		Clas s:		Dat e:	
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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)



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Model Rhetorical Impact Tracking Tool

Na me:		Cla ss:		Dat e:	
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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	<p>“A recollection. The time: After the war. The place: Paris.” (par. 5)</p> <p>“He is alone. On the verge of despair. And yet he does not give up.” (par. 5) These sentences are unusually short.</p>	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	<p>“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)</p>	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	<p>“children looked like old men, old men whimpered like children,” and “nameless and faceless creatures” (par.7)</p> <p>“Waking among the dead, one wondered if one was still alive.” (par. 7)</p>	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.	<p>“Even their silence was the same for it resounded with the memory of those who were gone.” (par. 7)</p>	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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