

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

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Assessment(s)

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.

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

High Performance Response(s)

A High Performance Response should:

- 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)

- 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)

- testify (v.) - to bear witness; give or afford evidence

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

- 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"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Refining Inquiry Questions 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 40% 4. 15% 5. 25% 6. 5%

Materials

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- 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.
- 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%

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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.

- 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.

- 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.

- **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?

- **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.
- **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.
- **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).
- 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.

- 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.
- **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.
- 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).

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

- 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.
- **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).

- 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.
- **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.
- 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?
- 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.

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- 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.

- 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.

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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.

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- 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.

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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 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

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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.

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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.