

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.

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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]”).

Assessment

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Assessment(s)

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

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

High Performance Response(s)

A High Performance Response should:

- 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)

- 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)

- eradicated (v.) - removed or destroyed completely

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

- 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

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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"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Inquiry Question Development 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 30% 4. 15% 5. 25% 6. 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)
- **Differentiation Consideration:** Student copies of the Central Ideas Tracking Tool (refer to 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.11-12.2. 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"

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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.)

- 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

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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.
- 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

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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.

- 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.

- This focused annotation supports students' engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.
- **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.
- **Differentiation Consideration:** Consider posting the following guiding question to support students during this rereading:

How does Wiesel describe the modern world?

- **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.”

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- 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.
- **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 worshiping 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.

- **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.
- **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.

- **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.

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- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.
- **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.
- **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.
- Circulate around the classroom assisting student pairs as needed.
- 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.

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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
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.”

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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

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>

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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>