

# 11.3.1 Lesson 1

## Introduction

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

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

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

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

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

## 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.

- Determine one or more central ideas in the text and explain how they develop in paragraphs 1-4.
- Throughout this unit, Quick Writes will be evaluated using the Short Response Rubric.

**High Performance Response(s)**

A High Performance Response should:

- Identify one or more central ideas (e.g., memory, hope, suffering, solidarity).
- Use evidence from the text to explain how these ideas develop in paragraphs 1-4 (e.g., The importance of memory is developed through the story of the Besht. The Besht was punished for trying to meddle with history. His powers were taken away and he lost his memory entirely. The Besht's servant, however, remembers the alphabet, which enables the Besht to remember and recover "his powers" (par. 2). Wiesel believes that a life without memory would be terrible and isolating: "without memory, our existence would be barren and opaque like a prison cell into which no light penetrates" (par. 3). Wiesel goes on to describe memory as an ultimate source of salvation for everyone: "memory saved the Besht, and if anything can, it is memory that will save humanity" (par. 3).).

## Vocabulary

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

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

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

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

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

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

## Lesson Agenda/Overview

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Student-Facing Agenda	% of Lesson
<p><b>Standards &amp; Text:</b></p> <ul style="list-style-type: none"> <li>Standards: RI.11-12.2, L.11-12.4.a, b</li> <li>Text: “Hope, Despair and Memory” by Elie Wiesel, paragraphs 1-4 (<a href="http://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-lecture.html">http://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-lecture.html</a>)</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>10%</li> <li>5%</li> <li>25%</li> <li>35%</li> <li>20%</li> <li>5%</li> </ol>

## Materials

- Copies of the Short Response Rubric and Checklist for each student
- Differentiation Consideration:** Copies of the Central Ideas Tracking Tool for each student

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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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

10%

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

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

- Students listen.

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

- Students look at the agenda.

## Activity 2: Homework Accountability

5%

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

- Students listen.

## Activity 3: Masterful Reading

25%

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

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

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

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

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

- Student responses may include:
  - The story of the Besht
  - All humanity was suffering too much
  - Memory
  - Inverted Tower of Babel
  - Children looked like old men, and old men whimpered like children
  - The little girl who hugged her grandmother, whispering, “Don’t be afraid, don’t be sorry to die ... I’m not”
  - Senselessness of murder
  - Terrorism must be outlawed by all civilized nations
  - The long list of names and events towards the end of the lecture
  - The story of Job
  - Mankind needs peace more than ever
  - Peace is not God’s gift to his creatures, it is our gift to each other
- Assure students that not all students will share the same reaction. If students struggle to identify specific words or phrases or to articulate why these are particularly striking, encourage them to think about words that repeat and ideas or phrases that evoke strong images.

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

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



## Activity 4: Reading and Discussion

**35%**

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

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

- Students reread paragraphs 1-4, annotating for central ideas.
- This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.
- Consider providing students with the Central Ideas Tracking Tool for additional support in identifying where central ideas emerge in the text and how they develop over the course of the text. Remind students to cite evidence to support their work with the Central Ideas Tracking Tool.

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

- Students write the definitions of *Messiah* and *litany* on their copy of the text or in a vocabulary journal.
- Students begin using a vocabulary journal to record research terms in Unit 1, Lesson 9.
- **Differentiation Consideration:** Consider providing students with the following definitions: *despair* means “loss of hope; hopelessness;” *meddle* means “to involve oneself in a matter without right or invitation; interfere officiously and unwantedly;” and *exercise* means “to make use of (one’s privileges, powers, etc.).”
  - Students write the definitions of *despair*, *meddle*, and *exercise* on their copy of the text or in a vocabulary journal.

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

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

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

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

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

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

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

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

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

- The Besht’s memory was jogged by repeating the alphabet. Language is the means by which the Besht accesses his forgotten memory, and ultimately his powers: “the two exiled men began to recite ... until, ultimately, the Besht regained his powers, having regained his memory” (par. 2).
- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

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

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

Lead a brief whole-class discussion of student responses.

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

- **Differentiation Consideration:** Consider providing students with the following definitions: *condition* means “a state of being” and *sacrifice* means “a surrender of something of value as a means of gaining something more desirable or of preventing some evil.”
  - Students write the definitions of *condition* and *sacrifice* on their copy of the text or in a vocabulary journal.
- **Differentiation Consideration:** If students struggle to determine word meanings from context, provide the following definitions: *barren* means “unproductive; unfruitful; bare” and *opaque* means “not transparent or translucent; impenetrable to light; not allowing light to pass through.”
- Consider sharing the following definition of *messianic expectation*: the *messianic expectation* is the belief held in the Jewish and Christian religions that a messiah, or savior, is destined to liberate its people from suffering.

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

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

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

- Student responses may include:
  - Through memory. The Besht and his servant were able to escape or move beyond their suffering by remembering the alphabet (par. 2).
  - Through language. The two men remembered only the most basic elements of language, the alphabet, but were able to use their common understanding to regain memory (par. 2).
  - Through friendship. The Besht and his servant were able to transcend their condition of despair by working together to recite the alphabet. This illustrates

the “importance of friendship to man’s ability to transcend his condition” (par. 3).

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

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

- He is suffering because he has been exiled and lost his memory.
- If necessary, consider providing students with the following definition: *transcend* means “to rise above or go beyond; overpass; exceed.”

**Why does Wiesel “love this story” (par. 3)?**

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

**How does Wiesel describe existence without memory in paragraph 3?**

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

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

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

**How does hope “summon” the future?**

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- If “hope summons the future” (par. 4), it means that hope is a call to the future or a desire for the future. In the story of the Besht, hope was a guide out of despair. Even the slight hope in the remembered alphabet helped the Besht and his servant escape: “At that, the Besht cried out joyfully: ‘Then what are you waiting for?’” (par. 1).
- **Differentiation Consideration:** The word *dreams* has several meanings. Explore with students what meaning they think Wiesel is implying in this passage. Encourage them to defend their responses.
  - Student responses may include the following:
    - Dreams are images seen during sleep which “reflect the past” (par. 3).
    - By dreams, Wiesel may mean fantasies that are too outrageous or unrealistic to come true. They could reflect desires from the past.
    - These could be daydreams that reflect upon the past or goals for the future.
- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

What prevents “the absence of future”?

- Hope.

What prevents “the absence of past”?

- Memory.

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

- “A rejection of the past” (par. 4) does not build the future because “hope without memory is like memory without hope” (par. 3). Rejecting the past is a rejection of memory, and “hope summons the future” (par. 4). By rejecting memory, hope and the future are sacrificed.
- **Differentiation Consideration:** If students struggle with these abstract ideas, work with students to create a graphic representation to show how hope, dreams, the past, and the future are connected.

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

- Through the legend of the Besht, Wiesel shows that memory and hope are intertwined. In losing his memory, the Besht had “forgotten everything” (par. 2), including his past.

His tears and “despair” (par. 1) reflect his loss of hope. The servant’s memory of the alphabet gives the Besht hope, with which the Besht succeeds at regaining his memory—the only way to “transcend his condition” (par. 3).

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

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

Lead a brief whole-class discussion of student responses.

## Activity 5: Quick Write

20%

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

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

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

- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt, using evidence from the text.
- See the High Performance Response at the beginning of this lesson.
- **Differentiation Consideration:** If students used the Central Ideas Tracking Tool during the Reading and Discussion, instruct them to refer to these tools for evidence.

## Activity 6: Closing

5%

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

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

## Homework

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

## Central Ideas Tracking Tool

<b>Name</b> :		<b>Class</b> :		<b>Date</b> :	
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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.

<b>Text:</b>	
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Paragraph #	Central Ideas	Notes and Connections

## Model Central Ideas Tracking Tool

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

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## Short Response Rubric

Assessed Standard: \_\_\_\_\_

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

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## Short Response Checklist

Assessed Standard: \_\_\_\_\_

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

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