11.3.1 | Lesson 8

Introduction

In this lesson, students continue their research work and develop areas of investigation from a surfaced topic from "Hope, Despair and Memory." Students examine a new standard, W. 11-12.7, which is a research standard, and participate in a collaborative discussion to further develop perspectives and understandings of the variety of topics surfaced. Students discuss and independently record potential areas of investigation on their Exploring a Topic Tools. This lesson informs student work in 11.3.1 Lesson 9, in which students learn how to pre-search and explore their potential areas of investigation. Student learning in this lesson is assessed via the Exploring a Topic Tool. Students develop factual, interpretive, and evaluative questions for further exploration of the topics.

For homework, students identify another topic of interest and develop a potential area of investigation for that topic.

Standards

Assessed Standard(s)	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Addressed Standard(s)	
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics*, *texts*, and *issues*, building on others' ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)
Student learning is assessed via the Exploring a Topic Tool. Students develop factual, interpretive, and evaluative questions for further exploration of the topics.
High Performance Response(s)
A High Performance Response should: • Incorporate notes from the collaborative small group discussion (e.g., My group also discussed the means of preventing genocide. Have the stories from the Holocaust helped people be more peaceful? What are some other ways that genocide can be prevented?). • Identify potential areas of exploration and articulate an explanation of interest for each area of investigation (e.g., I am interested in knowing more about the means of preventing genocide and would like to know if the stories of the Holocaust survivors have helped prevent genocide from happening and how people go about trying to prevent genocide.). • Refine the interest in the potential area into a question (e.g., How have people tried to prevent genocide?). • See the Model Exploring a Topic Tool at the end of this lesson.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• None.*

Because this is not a close reading or a research lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: • Standards: RI.11-12.1.a, W.11-12.7, SL.11-12.1 **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Introduction to the Exploring a Topic Tool 4. Collaborative Group Discussion and Lesson Assessment 5. Closing	 1. 15% 2. 10% 3. 20% 4. 50% 5. 5%

Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Surfacing Issues Tool (refer to 11.3.1 Lesson 2)
- Copies of the Exploring a Topic Tool for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
●	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   15%

Begin by reviewing the agenda and the assessed standards for this lesson: RI.11-12.1.a and W. 11-12.7. In this lesson, students continue their research work by considering and choosing areas of investigation from surfaced topics from "Hope, Despair and Memory." These areas of investigation are gleaned from the larger topics and inquiry questions students posed in the previous lessons and are cultivated in this lesson through collaborative discussion and independent work.

- Consider reminding students that a *topic* is any subject that can be researched, while an *issue* is a *topic* that can be debated. The term *issue* is used in the context of argument writing.

  - Students follow along.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.7. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

  - Students read and assess their familiarity with standard W.11-12.7.

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

  - Student responses should include:

- Conduct research for short and long projects.

- Use research to answer a question or solve a problem.

- Expand or limit the inquiry based on the project or the research topic.

- Read and put together multiple sources on the subject, showing what they understand about the subject based on what they learned from the sources.

- Consider providing students with the following definitions: *sustained* means "kept up or continued, as an action or process" and *self-generated* means "made without the aid of an external agent; produced spontaneously."

  - Students write the definitions of *sustained* and *self-generated* in a notebook or in a vocabulary journal.

Ask students to consider the meaning of *inquiry* in the context of the standard.

- Student responses may include:

  - The standard is about conducting research, which means looking for information.

  - The verb is "to inquire," which means to look for information.

- Consider providing students with the following definition: *inquiry* means "the act of seeking information by questioning." Also, explain that the research process taught in 11.3.1 is based on *inquiry* and that questioning plays a vital role in exploring a specific research topic/area of investigation.

  - Students write the definition of *inquiry* in a notebook or in a vocabulary journal.

Ask students what it means to "*synthesize* multiple sources."

- The standard says that you *synthesize* multiple sources in order to demonstrate "understanding of the subject under investigation." To understand a subject from more than a single source you have to compare, discuss, and draw conclusions from multiple sources; this is likely what *synthesize* means.

- Consider providing students with the following definition: *synthesize* means "to combine into a single unit or unified entity or thing," and explain to students that after plenty of research, they draw conclusions or *synthesize* the research to make claims about the research topic/area of investigation. However, this action happens near the end of 11.3.1, after significant research and analysis has been conducted.

  - Students write the definition of *synthesize* in a notebook or in a vocabulary journal.

- Consider pointing out that the prefix *syn-* means "with" or "together."

Activity 2: Homework Accountability   10%

Instruct students to take out their responses to 11.3.1 Lesson 7's homework assignment. (Use annotation to track a rhetorical technique in "Hope, Despair and Memory" and then respond briefly in writing to the following prompt: How does Wiesel's use of this rhetorical device support his purpose?). Instruct students to talk in pairs and discuss their response to the homework assignment.

- Student responses may include:

  - I annotated for the rhetorical device of repetition in Wiesel's lecture.

  - Annotation of repetition in paragraph 19 "it would be enough."

  - Annotation of repetition in paragraph 24 "we would not have believed it."

  - Annotation of repetition in paragraph 25 of "outrage."

  - In "Hope, Despair and Memory," Wiesel uses the rhetorical device of repetition several times to draw attention to: the plight of the survivors to testify of their experiences "describe death-camp 'Selection'"(paragraph 19), the shock of the injustices of the modern world in spite of the exposure of the stories of the victims and survivors "children would be dying of starvation" (paragraph 24), and the anger expressed about all the injustices in the world "the outrage of terrorism" (paragraph 25). The use of repetition advances Wiesel's purpose in the lecture because it contrasts hope with the injustice happening today and leads into his final call to action for man to strive for peace, "Mankind needs peace more than ever" (paragraph 29).

Activity 3: Introduction to the Exploring a Topic Tool   20%

Explain to students that in this lesson they develop three to four areas of investigation within an topic surfaced in "Hope, Despair and Memory." Distribute the Exploring a Topic Tool. Remind students that they have explored several topics, generated inquiry questions for these topics, and are now going to identify areas of investigation for research.

Explain that while earlier research discussions produced many topics, in this lesson they narrow their investigation by focusing on specific aspects of the topic, known as "areas of investigation." Through discussions and pre-searches, students work to focus on specific questions and topics for further investigation in this module. Explain that students are going to explore aspects of their research topics and look for different opinions about the issue.

- Students listen.

Post or project the Exploring a Topic Tool. Explain to students that there is a section on this tool for recording their small-group discussions about the topic, and four separate sections for each area of investigation within the topic. Each of these sections serves a specific purpose to guide their investigation. In each section, students must include a well-articulated statement or question. Explain to students that a sample topic for this investigation is "preventing genocide."

Instruct students that the first step in this process is to engage in a collaborative group discussion about three topics of interest. Explain to students that they must choose one of these topics to independently complete their Exploring a Topic Tool. After discussing each topic, students individually record notes from their discussion in order to independently develop their potential areas of investigation.

Direct students to the first Potential Area of Investigation section on their Exploring a Topic Tool. Model the following three steps for completing each Potential Area of Investigation section. Explain to students that they are going to complete all four Potential Areas of Investigation on their Exploring a Topic Tools in the next activity.

> In a few words, describe an area within the topic that you would like to know more about.
>
> *Elie Wiesel wrote about being a Holocaust survivor and the hope that recording and communicating the atrocities of the past would bring peace to the future. I am wondering if their stories or knowledge has helped prevent genocide from happening.*

Instruct students to consider why they are curious about this particular area of investigation and how it may connect to the original topic.

> Explain why you are interested in this area of the topic.
>
> *I am interested in knowing more about the prevention of genocide. I would like to know if the stories of the Holocaust survivors have helped prevent genocide from happening and how people go about trying to prevent genocide.*

Explain to students that in conducting research, one must ask questions. The pre-search begins with one question that eventually leads to others.

> Express your potential area of investigation as a question or a problem:
>
> *What are ways that people have tried to prevent genocide?*

- Students follow along.

Activity 4: Collaborative Group Discussion and Lesson Assessment   50%

Direct students to take out their completed Surfacing Issues Tools for reference during this activity. Instruct students to form groups of four or five. Inform students that they are going to participate in a collaborative discussion to choose three to four potential areas of investigation.

- **Differentiation Consideration**: Consider continuing to project the Model Exploring a Topic Tool for students to reference as they work to complete their individual tools.

    - Students form groups and retrieve their Surfacing Issues Tools.

Instruct groups to review their Surfacing Issues Tools and decide on a minimum of three topics for small group discussion. Instruct each student to record one of these three topics on the Exploring a Topic Tool. Instruct student groups to begin discussing each topic and remind students to record notes of the conversation on their chosen topic on the Exploring a Topic Tool.

- Consider reminding students of their work with SL.11-12.1, to which students were previously introduced in Modules 11.1 and 11.2.
- Consider providing the Speaking and Listening Rubric and Checklist to guide discussion.

Circulate around the room to assist student discussion as needed.

- Student groups discuss their chosen issues and take notes on their Exploring a Topic Tool.

After all the topics have been discussed, instruct students to independently work on crafting four potential areas of investigation on their tools. Instruct students to remain in their small groups for discussion after they have completed their Exploring a Topic Tools.

- Students independently work on the Exploring a Topic Tool.

Instruct student groups to discuss one potential area of investigation per student. Then ask volunteers to share out with the class.

- Lead a brief, whole-class discussion based on student responses.
- Student responses vary based on the individual research conducted. See the Model Exploring a Topic Tool for example student responses.

Transition students out of small groups and instruct students to review and evaluate their Exploring a Topic Tools independently. Remind students to revise any spelling or grammatical errors before submitting their tools.

- Students independently review their Exploring a Topic Tool.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to identify another topic of interest on their Surfacing Issues Tool and develop a potential area of investigation for that topic. Instruct students to be prepared to discuss their additional topic and area of investigation in the following lesson.

- Students follow along.

Homework

Identify another topic of interest using your Surfacing Issues Tool and develop a potential area of investigation for that topic. Be prepared to discuss your additional topic and area of investigation in the following lesson.

Name .... Topic ....

Write a brief account of the class conversation about the topic, describing what you know at this point about some of its aspects:

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POTENTIAL AREA OF IN

In a few words, describe an area wit would like to know more about:

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Explain why you are interested in th

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Express your potential area of inves problem:

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EXPLORING

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Name .... Topic ....

POTENTIAL AREA OF INVESTIGATION 2	POTENTIAL AREA OF INVESTIGATION 3	POTENTIAL AREA C
In a few words, describe what you would like to know more about within the topic:	In a few words, describe what you would like to know more about within the topic:	In a few words, describe v more about within the to
Explain why you are interested in this:	Explain why you are interested in this:	Explain why you are inter
Express your potential area of investigation as a question or problem:	Express your potential area of investigation as a question or problem:	Express your potential ar question or problem:

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Name ....   Topic **Preventing Genocide**

POTENTIAL AREA OF INVESTIGATION 2	POTENTIAL AREA OF INVESTIGATION 3	POTENTIAL AREA OF INVESTIGATION 4
In a few words, describe what you would like to know more about within the topic:	In a few words, describe what you would like to know more about within the topic:	In a few words, describe what you would like to know more about within the topic:
I am interested in knowing more about who is supposed to prevent genocide in the world. I know the United Nations had a conference that defined genocide from my brief search about the term earlier in the unit.	I would like to know more about historical information in the area of preventing genocide. If there have been genocides in the past then maybe there are common factors among the events.	I would like to know more about the psychological science behind those who have committed genocide. If there are mental illnesses or medicine that people could take perhaps that would help prevent genocide.
Explain why you are interested in this:	Explain why you are interested in this:	Explain why you are interested in this:
I am interested in knowing more about who is supposed to prevent genocide. There could be one country or more countries that are trying to prevent genocide but I would like to know whose job it is to prevent genocide.	I am interested in this area because I enjoy learning about history and I think it would be interesting to try to find a common link or reason for genocide which might be a way to help prevent it from taking place.	I am interested in the psychology and science of the brain as well as the kind of people that have committed genocide. I would like to know if they were sick physically or mentally.
Express your potential area of investigation as a question or problem:	Express your potential area of investigation as a question or problem:	Express your potential area of investigation as a question or problem:
Who is responsible for preventing genocide?	What are the factors that have led to instances of genocide?	Is there a mental or physical illness associated with people who have committed genocide?

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EXPLORING A TOPIC

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