

# 11.3.1 Lesson 11

## Introduction

In this final lesson of the unit, the 11.3.1 End-of-Unit Assessment, students complete a two-part assessment. In part one, students compose a multi-paragraph response examining how Wiesel develops the central ideas of memory, hope, solidarity, and suffering throughout the course of “Hope, Despair and Memory.” In part two, students reflect on the research process begun in this unit by writing about two to three areas of investigation that emerged from “Hope, Despair and Memory,” explaining how and from where these areas emerged. This lesson requires students to examine how two or more central ideas interact with and build on one another throughout the text. This lesson also assesses students’ comprehension of the research process that was introduced in this unit. Students use their areas of investigation to guide their research in 11.3.2.

For homework, students continue to read sources located during their pre-searches and identify, record, and use vocabulary strategies to define unknown words in their vocabulary journals.

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## Standards

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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.
W. 11-12.2.a, b, d, e, f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
W. 11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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]”).</li> </ul>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	

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W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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## Assessment

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**Assessment(s)**

Students craft a multi-paragraph response to the End-of-Unit Assessment prompts:

- Part one: How do two or more central ideas interact and build on one another over the course of the text?
- Part two: Articulate two to three distinct areas of investigation and where they emerge from the text.
- Part one will be assessed using the 11.3.1 End-Of-Unit Text Analysis Rubric and Checklist.
- Part two will be assessed using the Area Evaluation Checklist.

**High Performance Response(s)**

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**Part One**

A High Performance Response should:

- Identify two or more central ideas in the text (e.g., memory, hope, solidarity, suffering).
- Explain how these ideas interact and build on one another over the course of the text.

Student responses may include:

- The central ideas of memory, hope, and solidarity are developed over the course of the text as Wiesel increases the scope of their influence. First, he talks about memory, hope, and solidarity through the story of the Besht. Then, Wiesel connects the three central ideas to the real world by discussing his personal experience with them as a Holocaust survivor. Finally, he brings the ideas of combating despair and building hope through the power of memory to the world stage by underlining the current struggles of abused and displaced people.
- Wiesel builds the connection between the ideas of memory and solidarity by connecting these concepts to his own experiences in life. He points to the story of the Besht as an example of the “importance of friendship” (par. 3). Then, Wiesel evokes his memories of the concentration camps and the solidarity of the survivors by grouping them all together with the pronouns of *us* and *we* (par. 8), which helps support his appeal to all humankind in his final paragraph.
- The text contains a number of different uses of the word *memory*. For Wiesel, memory is both a source of hope and of despair. Memory serves as a shield against despair and as a thing that protects a person’s wounds (par. 10). However, memory is also a burden that haunts the survivors. Wiesel says that their silence “resounded with the memory of those who were gone” (par. 7), indicating that people are haunted by these memories; in this way, Wiesel connects memory to the thread of suffering throughout the text. Wiesel evokes memory as an ancient part of the human struggle against pain and suffering by referring again to the Besht at the end of his lecture, saying, “like the Besht, mankind needs to remember more than ever” (par.29).

**Part Two**

A High Performance Response should:

- Clearly identify two or three areas of investigation and reference their appearance in the text (e.g., Are we obligated to remember? Who is responsible for protecting the abused?).
- Provide areas of investigation that are distinct from one another.

Student responses vary based on individual research topics. Student responses may include:

- The concept of memory and why we remember is a prominent idea in this text. Wiesel starts the lecture with a story about memory and continually speaks about his own memories and the importance that was placed on memories and the recording of

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>None.*</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.*</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>None.*</li> </ul>

\*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](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.11-12.2; W.11-12.2.a, b, d, e, f; W.11-12.9.b; L.11-12.1; L.11-12.2; W.11-12.4</li> <li>Text: “Hope, Despair and Memory,” full text</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>11.3.1 End-of-Unit Assessment Part 1: “Hope, Despair and Memory”</li> <li>11.3.1 End-of-Unit Assessment Part 2: Areas of Investigation</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>50%</li> <li>30%</li> <li>5%</li> </ol>

## Materials

- Copies of the 11.3.1 End-of-Unit Assessment, Parts One and Two for each student

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- Copies of the 11.3.1 End-of-Unit Text Analysis Rubric and Checklist for each student
- Student copies of the Surfacing Issues Tool (refer to 11.3.1 Lesson 2)
- Student copies of the Exploring a Topic Tool (refer to 11.3.1 Lesson 8)
- Copies of the Area Evaluation Checklist for teacher use only

## 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

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.11-12.2; W.11-12.2.a, b, d, e, f; W.11-12.9.b; L.11-12.1; and L.11-12.2. Inform students they are going to complete a two-part End-of-Unit Assessment. First, students write a multi-paragraph response examining how Wiesel develops the central ideas in the text “Hope, Despair and Memory.” Second, students analyze two to three areas of investigation that emerged throughout their reading of “Hope, Despair and Memory.” Remind students to practice the skills outlined in W.11-12.4, to which they were introduced in 11.2.1 Lesson 17.

- If necessary, consider reviewing the components of W.11-12.4, which include producing clear, coherent writing that employs organization and style appropriate to the task, purpose, and audience.
  - Students follow along.



## Activity 2: Homework Accountability

10%

Instruct students to takeout their responses to 11.3.1 Lesson 10's homework assignment. (Review your notes and annotations on "Hope, Despair and Memory," as well as your notes from this lesson's discussion activity, in preparation for the End-of-Unit Assessment. Review your Surfacing Issues Tool and Exploring a Topic Tool. Additionally, continue with your pre-searches. Find three more potential sources and record the following information on your Pre-Search Tool: author's name, topic, source, location, publication date, and general content/ key ideas. Remember to consider an author's perspective and, when appropriate, summarize it in the margins of the Pre-Search Tool.) Instruct students to form pairs and discuss their homework responses by first articulating their inquiry question and then briefly explaining how each source relates to that question.

- Student responses vary based on their individual research questions and research conducted. Students should use the language of the Pre-Search Tool in discussion.

## Activity 3: 11.3.1 End-of-Unit Assessment Part One: "Hope, Despair and Memory"

50%

Instruct students to write a multi-paragraph response to the following prompt:

**How do two or more central ideas interact and build on one another over the course of the text?**

Distribute the 11.3.1 End-of-Unit Text Analysis Rubric. Remind students to use the 11.3.1 End-of-Unit Text Analysis Rubric to guide their written responses. Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by significant and relevant evidence, and a concluding statement or section that articulates the significance of the topic. Remind students to use proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone. Remind students as they write to refer to their notes, tools, and annotated text from the previous lessons.

- Display the prompt for students to see, or provide the prompt in hard copy.
  - Students independently answer the prompt using evidence from the text.
  - See the High Performance response at the beginning of this lesson.

## Activity 4: 11.3.1 End-of-Unit Assessment Part Two: Areas of Investigation

30%

Instruct students to write a multi-paragraph response to the following prompt:

**Articulate two to three distinct areas of investigation and where they emerge from the text.**

Remind students to use the Text Analysis Rubric to guide their written responses. Inform students that they may use their Surfacing Issues Tool, Exploring a Topic Tool, and their notes to assist them with composing this portion of the End-of-Unit Assessment.

- Display the prompt for students to see, or provide the prompt in hard copy.
  - Students independently answer the prompt using evidence from the text.
  - See the High Performance Response at the beginning of this lesson.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to read the sources they found during their pre-searches and identify, record, and define unknown vocabulary using their vocabulary journals. Ask students to check the definitions for at least five unknown vocabulary words. Remind students to be prepared to discuss these words and their definitions in the following lesson.

- The vocabulary journal is introduced in 11.3.1 Lesson 9.
  - Students follow along.

## Homework

Continue to read the sources you found during your pre-searches and identify, record, and define unknown vocabulary using your vocabulary journal. Check the definitions of at least five unknown vocabulary words. Be prepared to discuss these words and their definitions in the following lesson.

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## 11.3.1 End-of-Unit Assessment

### Part One: Text-Based Response

**Your Task:** Rely on your close reading of “Hope, Despair and Memory” to write a well-crafted multi-paragraph response to the following prompt:

**How do two or more central ideas interact and build on one another over the course of the text?**

Your writing will be assessed using the Text Analysis Rubric.

#### Guidelines:

##### Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

**CCSS:** RI.11-12.2; W.11-12.2.a, b, d, e, f; W.11-12.9.b; L.11-12.1; L.11-12.2

**Commentary on the Task:**

This task measures RI.11-12.2 because it demands that students:

- Analyze the development of two or more central ideas over the course of the text, including how they interact and build on one another to provide a complex analysis.

This task measures W.11-12.2.a, b, d, e, f and W.11-12.9.b because it demands that students:

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Apply grades 11-12 Reading standards to literary nonfiction.

This task measures L.11-12.1 and L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar when writing.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## 11.3.1 End-of-Unit Assessment

### Part Two: Articulating Areas of Investigation

**Your Task:** Rely on your Surfacing Issues Tool and Exploring a Topic Tool along with your notes from “Hope, Despair and Memory” to write a well-crafted multi-paragraph response to the following prompt:

**Articulate two to three distinct areas of investigation and where they emerge from the text.**

Your writing will be assessed using the Area Evaluation Checklist.

#### Guidelines:

**Be sure to:**

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: W.11-12.9.b; L.11-12.1; L.11-12.2

#### Commentary on the Task:

This task measures W.11-12.9 because it demands that students:

- Draw evidence from literary or informational texts to support analysis, reflection, and research.

This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar when writing.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## 11.3.1 End-of-Unit Text Analysis Rubric

\_\_\_\_/16

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<b>Content and Analysis</b> The extent to which the response determines and analyzes central idea(s) clearly and accurately in order to respond to the task and support an analysis of the text. <b>CCSS.ELA-Literacy.RI.11-12.2</b> 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.	Determine two or more central ideas from the text and analyze their development by providing precise and sufficient examples of how the ideas interact and build on one another.	Determine two or more central ideas from the text and analyze their development by providing relevant and sufficient examples of how the ideas interact and build on one another.	Determine two or more central ideas from the text and analyze their development by providing undeveloped, insufficient, or irrelevant examples of how the ideas interact and build on one another.	Fail to identify and/or explain two or more central ideas from the text. Provide no examples or irrelevant and insufficient examples of how ideas interact or build on one another.

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p><b>Command of Evidence and Reasoning</b></p> <p>The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.b</b></p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CCSS.ELA-Literacy.W.11-12.9</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>The extent to which responses apply grade 11-12 Reading standards to literary nonfiction.</p> <p><b>CCSS.ELA-Literacy.W.11-12.9.b</b></p> <p>Apply <i>grades 11-12 Reading standards</i> to literary nonfiction.</p>	<p>Develop the response and support analysis with the most relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>



Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p><b>Coherence, Organization, and Style</b></p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.a</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</p> <p><b>CCSS.ELA-Literacy.W.11-12.2.e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.11-12.2.a)</p> <p>Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.11-12.2.a)</p> <p>Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.11-12.2.a)</p> <p>Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.11-12.2.a)</p> <p>Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.11-12.2.e)</p> <p>Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<b>Control of Conventions</b> The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <b>CCSS.ELA-Literacy.L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CCSS.ELA-Literacy.L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.	Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.	Demonstrate partial control of conventions with some errors that hinder comprehension.	Demonstrate little control of conventions with frequent errors that make comprehension difficult.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

## 11.3.1 End-of-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my writing...	✓
<b>Content and Analysis</b>	Identify a central idea from the text and analyze its development? (RI.11-12.2)	<input type="checkbox"/>
	Provide examples of the emergence and refinement of the central idea using specific details? (RI.11-12.2)	<input type="checkbox"/>
	Include a summary of the text to frame the development and refinement of the central idea? (RI.11-12.2)	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.11-12.2.b, W.11-12.9.b)	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? (W.11-12.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.11-12.2.a)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.11-12.2.d, e)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.11-12.2.f)	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate control of the conventions with infrequent errors? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>

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## Area Evaluation Checklist

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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Area Evaluation Checklist		✓	Comments
<b>I. COHERENCE OF AREA</b> What is the area of investigation?	The researcher can speak and write about the area of investigation in a way that makes sense to others and is clearly understood.	<input type="checkbox"/>	
<b>II. SCOPE OF AREA</b> What do you need to know to gain an understanding of the area of investigation?	The questions necessary to investigate for gaining an understanding require more than a quick review of easily accessed sources. The questions are reasonable enough so that the researcher is likely to find credible sources that address the issue in the time allotted for research.	<input type="checkbox"/>	
<b>III. RELEVANCE OF AREA TO ARGUMENT</b> Are there multiple claims that compose the area of investigation?	The area of investigation is relevant to an argument because multiple claims can be made about that area of investigation.	<input type="checkbox"/>	
<b>IV. INTEREST IN AREA</b> Why are you interested in this area of investigation?	The researcher is able to communicate genuine interest in the area of investigation. Gaining an understanding of the area would be valuable for the student.	<input type="checkbox"/>	

Evaluate the strength of your selected area of investigation. Explain whether you plan to use this as your final topic and explain why or why not.

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