

Let's Prepare!



You will need:

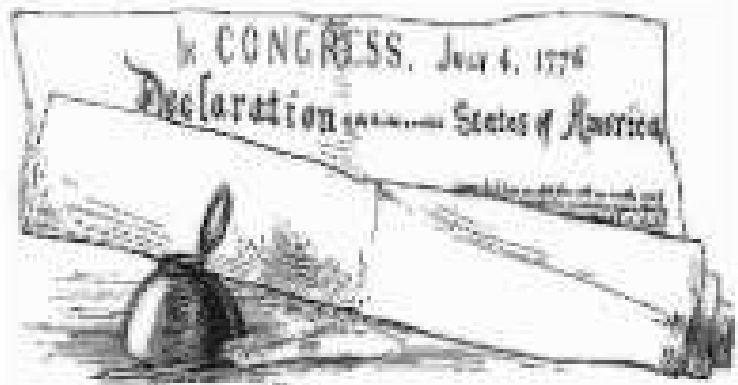
- "Hope, Despair, and Memory"
- Annotation Guide
- Highlighters -----two
- Dictionaries .different colors.



Hope, Despair, and Memory

Lesson 4

Let's Review!



We learned how an author conveys
the central idea of a text.

Let's Prepare!



Today we will:

- Read "Hope, Despair, and Memory" by Elie Wiesel.
- Annotate the text.
- Discuss how an author develops a claim.

Let's Discuss!



- Listen as I read aloud paragraphs 1-4 of "Hope, Despair, and Memory" by Elie Wiesel.
- As I read draw a box around words you do not know.
- In your groups, annotate your copy of "Hope, Despair, and Memory."
- Use the Annotation Guide on page 1 of your handout to determine your annotation steps.

I will be guiding you through these steps in the next few slides to help you focus on analyzing MULTIPLE elements at a time:
Denotative Meanings
Connotative Meanings
Rhetorical appeals

This will help you to develop a process for analyzing complex texts which you can apply to

Synonym Swap



- Listen as I read aloud paragraphs 1-4 of "Hope, Despair, and Memory" by Elie Wiesel.
- As I read draw a box around words you do not know.
- In your groups, annotate your copy of "Hope, Despair, and Memory."
- Use the Annotation Guide on page 1 of your handout to determine your annotation steps.



Step 1: Put a box around unknown words.

Highlight & Write it's Discuss!



- Listen as I read aloud paragraphs 1-4 of "Hope, Despair, and Memory" by Elie Wiesel.
- As I read draw a box around words you do not know.
- In your groups, annotate your copy of "Hope, Despair, and Memory."
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Step 2:
Highlight any
CLAIMS Wiesel
makes in his
passage.

Patterns
3
minute

It's Discuss!



- Listen as I read aloud paragraphs 1-4 of "Hope, Despair, and Memory" by Elie Wiesel.
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Step 3: Determine the meanings of words and phrases with **FIGURATIVE** or **CONNOTATIVE** meanings. What patterns emerge? Highlight the patterns, and note the effects of these

Rhetorica
1 Appeals
3 Appeals
2 Appeals

It's Discuss!



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Step 4: Label Wiesel's development of ethical, logical, or emotional claims (ethos, pathos, logos).

Summa 5 rite 's Discuss!



- Listen as I read aloud paragraphs 1-4 of “Hope, Despair, and Memory” by Elie Wiesel.
- As I read draw a box around words you do not know.
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Step 5: Write a brief
**OBJECTIVE
SUMMARY** of the
passage in the space
provided on your
handout.

Synonym Swap m Swap m Swap it's Discuss!



- Listen as I read aloud paragraphs 5-8 of "Hope, Despair, and Memory" by Elie Wiesel.
- As I read draw a box around words you do not know.
- In your group, annotate your copy of "Hope, Despair, and Memory."
- Use the Annotation Guide on page 1-2 of your handout to determine your annotation steps.



Step 1: Put a box around unknown words.

Highlight & Annotate It's Discuss!



- Listen as I read aloud paragraphs 5-8 of "Hope, Despair, and Memory" by Elie Wiesel.
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Patterns
3
minute

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Rhetorica
1 Appeals
3 Appeals
1 minute



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It's Discuss!

Synonym
m Swap
m Write



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3
minute

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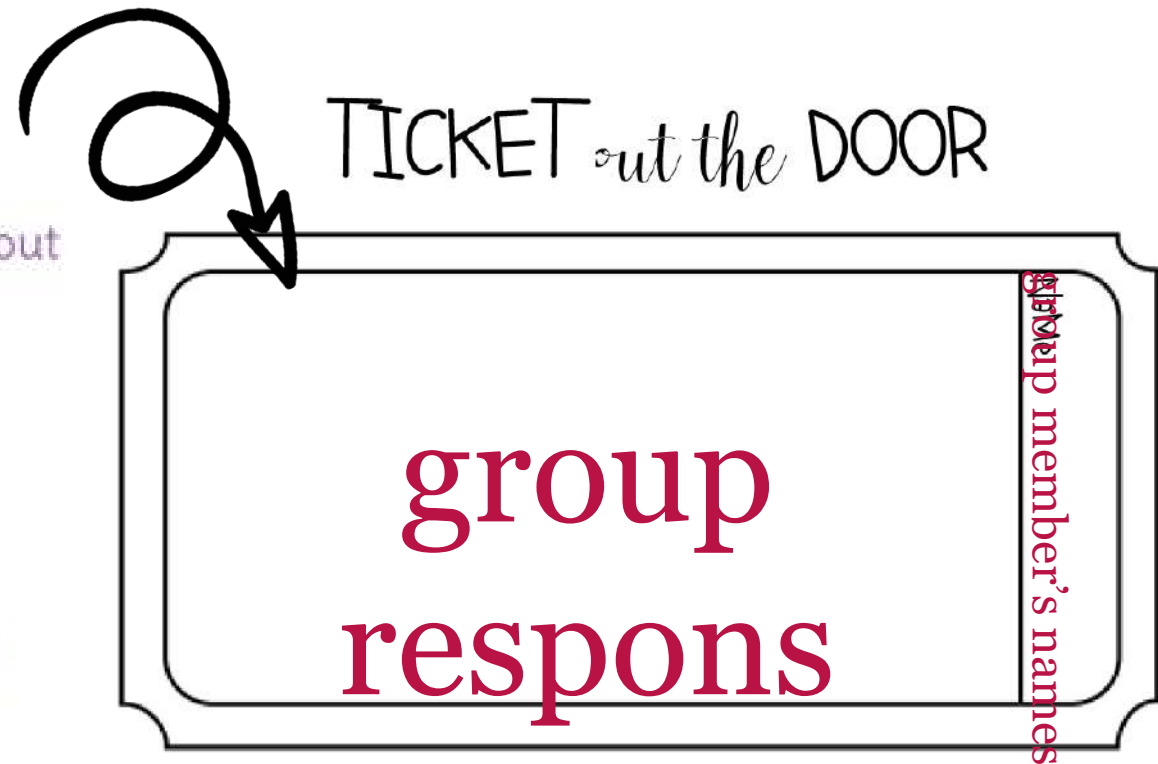
Discussi
5-6
on
minute

Let's Express Our Understanding!

"Remembering is a noble and necessary act. The call of memory, the call to memory, reaches us from the very dawn of history"



- In your group, discuss the following question:
 - What is Wiesel saying about memory in the first 13 paragraphs of "Hope, Despair, and Memory"?
 - After your discussion, instruct one member to record a response to the question for the group.



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Let's Review!



We learned how an author conveys
the central idea of a text.

Let's Prepare!



Today we will:

- Read "Hope, Despair, and Memory" by Elie Weisel.
- Annotate the text.
- Discuss how an author develops a claim.

Let's Prepare!



You will need:

- "Hope, Despair, and Memory"
 - Annotation Guide
 - Highlighters -----two
 - Dictionaries -----different colors.
- BYOT is allowed.

Today's Outcomes

- TSWBAT use annotating skills, specifically for words and phrases that convey an idea, to further comprehension.
- TSWBAT discuss how an author develops a claim.
- TSWBAT read, comprehend, and evaluate a

It's Discuss!

Synonym
m Swap
m Write



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Writer's Review!

Copy down any definitions that you do **NOT** know in the **READER RESPONSE** part of your binder.

- **ANECDOTE**: a short story to make listeners think about a topic.
- **ALLUSION**: a reference made to a well-known person, event, or place, from history, music, art, or another literary work.
- **CLAIM**: a statement describing the position the writer is taking on the issue.
- **DENOTATION**: the precise meaning of a word
- **CONNOTATION**: the associations and emotional overtones attached to a word beyond its literal definition: positive, negative, neutral
- **RHETORICAL APPEALS**: emotional, ethical, and logical arguments used to persuade an audience
 1. **ETHOS**: persuading audience with credibility (knowledgeable)
 2. **PATHOS**: persuading audience by appealing to their emotions

It's Discuss!

Rhetorica
1 Appeals
3 Appeals
1 minute



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Summa 5 rite t's Discuss!



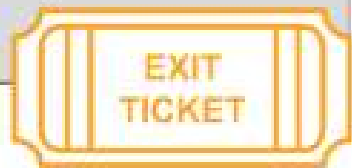
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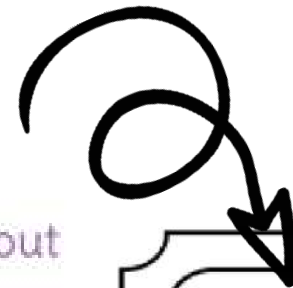
Discussi
5-6
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Let's Express Our Understanding!

"Remembering is a noble and necessary act. The call of memory, the call to memory, reaches us from the very dawn of history"



- In your group, discuss the following question:
 - What is Wiesel saying about memory in the first 13 paragraphs of "Hope, Despair, and Memory"?
 - After your discussion, instruct one member to record a response to the question for the group.



TICKET out the DOOR

group respons	group member's names
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Let's Close!

In this lesson, you learned how to annotate a text in groups to further understanding of how an author uses words and phrases to convey an idea.

You also learned the importance of memory in overcoming social injustices.

Help!



got this!



Hope, Despair, and Memory

Lesson 5

Let's Review!



We've been reading and annotating "Hope, Despair, and Memory" and beginning to discuss how Wiesel develops a central idea in this text.

Let's Prepare!

The top worksheet is titled "Nobel Lecture" and "Hope, Despair, and Memory". The bottom worksheet is titled "Claims Chart" and contains a table with 10 rows and 3 columns. The table has the following headers:

Text	Claim	Support

Today we will:

- Reread paragraph 7 of "Hope, Despair, and Memory" by Elie Wiesel.
- Discuss Wiesel's use of syntax in paragraph 7.
- Complete a Claims Chart about the text.

Let's Prepare!



You will need:

- Your annotated copy of "Hope, Despair, and Memory" by Elie Wiesel
- The claims chart handout
- The tone words handout

Today's Outcomes

- TSWBAT interpret an author's use of syntax to develop tone.
- TSWBAT determine how an author uses diction, imagery, and figurative devices and rhetorical devices to convey a central idea and purpose.
- TSWBAT read, comprehend, and evaluate a novel to

Reading
Aloud
Write

Let's Read!



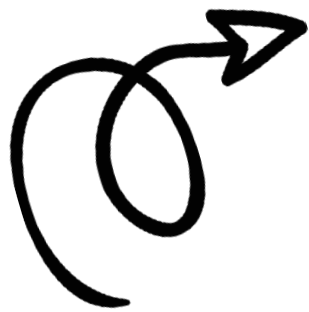
- Listen as I read aloud paragraph 7 of "Hope, Despair, and Memory."



We're going to discuss how the connotative diction, imagery, and figurative language in this paragraph help the author convey a specific tone. So as I read, add to your annotations any words or

Turn
3
and
write

It's Discuss!



Look at the pattern of words in paragraph 7.

What tone is developed as a result of the connotations of these words?

Guiding Questions:

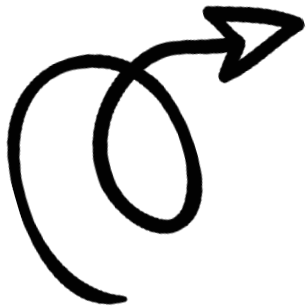
You have **3 MINUTES** to discuss this question with your shoulder partner. Be prepared to **SHARE**

- What are some words we annotated as examples of strong connotative diction in this paragraph?

Turn
3
and
write

It's Discuss!

What effect do the words and imagery in paragraph 7 have on the reader?



You have **3 MINUTES** to discuss this question with your shoulder partner. Be prepared to **SHARE**

Guiding Questions:

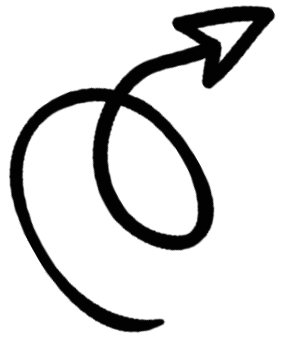
- What are some examples of imagery present in this paragraph?

Turn
5

and
write

It's Discuss!

What is the tone of the first 13 paragraphs? How does the tone contribute to the central idea of the speech?



You have **5 MINUTES** to discuss this question with your shoulder partner. Be prepared to **SHARE**

Guiding Questions:

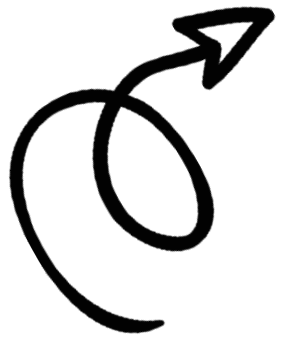
- Is the diction in the first 13 paragraphs positive or negative?
- Looking at the diction, what tone would you say the author is creating?
- What is the central idea of the speech?
- How does the tone of the first 13

Turn
5

and
write

It's Discuss!

What might be Wiesel's purpose for writing this speech? How does he use language or strategies to achieve his purpose?



You have **5 MINUTES** to discuss this question with your shoulder partner. Be prepared to **SHARE**

Guiding Questions:

- What is Wiesel trying to achieve by writing this speech?
- How does he use figurative language, connotative diction,



Let's Express Our Understanding!

A template for a Claims Chart from the Department of Education. It features a table with three columns: "Claimant's Name", "Description of the Claim", and "Evidence to Support the Claim". The first two rows of the table are highlighted in yellow. The table is titled "Claims Chart" and "Department of Education" is printed at the top left. At the bottom right, it says "Claims Chart (Revised 10/10/10)".

Claimant's Name	Description of the Claim	Evidence to Support the Claim

With your partner use paragraphs 1-13 of "Hope, Despair, and Memory to:

- Complete two rows of the Claims Chart.

Let's Close!

In this lesson, you learned how authors use diction, imagery, figurative devices and rhetorical devices to convey a central idea and fulfill their purpose.

You also practiced discussion skills.

Help!



Got this!