



**Literacy Design
Collaborative**

The Sunflower: The possibilities and limitations of forgiveness (Nationally Juried)

by Jessica J. Urfer

This module is taught after winter break; the homework for break is to read and take notes on Simon Wiesenthal's *The Sunflower* and to come to class with a general answer to the question Wiesenthal poses at the end of his narrative "What would you do?" It is not an expectation that they have read the symposium that follows his narrative in the edition printed in 1998, but the remainder of the text in that edition is used for the close reading and analysis in this module.

This is AP Language and Composition, so this will be the student's first experience writing a synthesis essay. The symposium following Wiesenthal's narrative is where the students will draw their information for this essay.

When students are asked to identify the sentence structures they use, they use a format found in *The Art of Styling Sentences*. This is to help develop the "mastery of language" the AP Readers look for on the AP test.

GRADES

11

DISCIPLINE

 **ELA**

COURSE

 **AP Language
and Composition**

Section 1: What Task?

Teaching Task

Task Template 6 - Argumentation

After reading *The Sunflower* and the following symposium, write an essay to contribute to our class' symposium in which you discuss the arguments for and against forgiveness and evaluate Wiesenthal's choice. Support your position with evidence from the text(s).

D 1

Be sure to acknowledge competing views.

D 6

Use at least six different sentence structures (and identify those structures) to develop your work.

D 8

Include citations in MLA format.

Common Core State Standards

Reading Standards for Informational Text

RI.11-12.1

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.

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.

RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11—CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

Writing Standards

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.c

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.b

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.a

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9

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

W.11-12.9.b

Apply grades 11—12 Reading standards 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., The Federalist, presidential addresses]").

W.11-12.9.a

Apply grades 11—12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.10


Write routinely over extended time frames (time for research, reflection, and

revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

No standards selected

Texts

-  The Sunflower: On the Possibilities and Limits of Forgiveness, Wiesenthal. S
Students will be provided this text with the Symposium added.

LDC Student Work Rubric - Argumentation

| | Not Yet | Approaches Expectations | Meets Expectations | Advanced |
|------------------------------|---|--|---|---|
| | 1 | 2 | 3 | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. | Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially. | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim. |
| Controlling Idea | Attempts to establish a claim, but lacks a clear purpose. | Establishes a claim. | Establishes a credible claim. | Establishes and maintains a substantive and credible claim or proposal. |
| Reading/Research | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt. | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. |
| Organization | Attempts to organize ideas, but lacks control of structure. | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence. | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument. | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors. | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format. |
| Content Understanding | Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

Background for Students

Now that you have finished reading *The Sunflower* by Simon Wiesenthal, you will contribute to the symposium that follows Wiesenthal's question, "What would you do?" As we discuss forgiveness, please remember that this symposium is not a place to condemn or to preach, but to discuss our ideas through the texts we've read. You may convey your opinion, but be sure to address opposing views and to use the text.

As we discuss these ideas in class, it is extremely important that you remember to listen to understand, not just to speak your idea. Try your best to truly understand the thoughts of each of your classmates, even if you do not agree with them.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Writing Process

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.


DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.





REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?


| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
|--|---|--|--|--|
| Preparing for the Task | | | | |
| Not provided | TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric. | DESERT ISLAND You are about to be stranded on a desert island with the text, and you can only take six words with you from the prompt. Which six words do you take with you so that you can complete this task? | Meets expectations if students can list six words and explain (in class discussion) why they chose those words. | Discuss the words chosen and allow students the opportunity to justify their decisions. |
| Reading Process | | | | |
| 50 mins | PRE-READING > TEXT SELECTION: Ability to identify appropriate texts. | SOURCE EVALUATION, OR "USE/DON'T USE" Using at least two of the essays in the symposium, evaluate it for: <ol style="list-style-type: none"> 1. Readability: are you able to understand it? 2. What is their reputation/ what is their authority? 3. Is this essay in favor of forgiveness or against? 4. Will the inclusion of this essay enhance your argument? 5. Are there counterarguments in this essay? How do they also support or enhance your argument? | Student is able to: <ul style="list-style-type: none"> - Justify whether text should be used or not, evaluation -Summarize the text's main points (text-complexity is appropriate for that particular student) -Identify author and their authority -Identify bias when applicable - Identify how the text can be used as a dialogue - not just used for "citing's" sake. | <ol style="list-style-type: none"> 1. Teacher or librarian models evaluation of texts. Does "think aloud" to explain whether to use or not use, will use at least 2 texts: 1 that fails to meet criteria and 1 that meets criteria 2. Students complete evaluation, answering all five questions. 3. Students self- and peer-evaluate the use of the texts they've chosen with their initial "answer" to the question of forgiveness. |
| Standards: CCSS.ELA-LITERACY.CCRA.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS.ELA-LITERACY.CCRA.W.7 : Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | | | | |
| Additional Attachments:  Evaluating Sources | | | | |

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|--|---|---|--|---|
| 35 mins | ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing. | FINAL WORD PROTOCOL NOTE-TAKING SHEETS Using the final word protocol, complete the note-taking template in groups. Every group member should have their own template. | Product meets expectations if: <ul style="list-style-type: none"> • ...selected quotes directly relate to the answer students plan on using • ...quotes are explained and explore • ... quotes enhance the dialogue, they are not just there for show | First class: <ol style="list-style-type: none"> 1. Teacher models the thinking and writing process while filling out the final word protocol note taking template on the projector for the class. If there is a text the entire class is familiar with, use this to model. Otherwise, choose a short story. Think aloud should sound something like. "Hmm... I'm going to take another look at the essential question and make sure this quote is really addressing it" while working through. 2. Provide students will "sentence starters for discussing quotes" including: *This is important because *This quote illustrates/ explains... 3. Give students final word protocol note taking template and give them the EQ and text they will be using. (Teacher determines text and EQ) 4. HOMEWORK: Review text and find quotes you think are relevant to the EQ. Next class: <ol style="list-style-type: none"> 1. Pass out and discuss the protocol. 2. Fishbowl a discussion from the model text. Those watching should fill out a +/- chart based on how the discussion goes. 3. Lead a class discussion on what went well and didn't go well during the fish bowl. Talk about potential challenges of the discussions. Share a copy of a completed note taking template for reference. 4. Group students. Students engage in FWP using note-taking worksheet for guidance/accountability. |
| Standards: CCSS.ELA-LITERACY.CCRA.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.CCRA.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
|-----------------|---|--|---|--------------------------|
| | <div>Additional Attachments:</div> <div><div></div><div> final_word.pdf</div></div> <div><div></div><div> Final Word R.Corace.pdf</div></div> | | | |
| 40 mins | POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately. | INTEGRITY AND WHY IT MATTERS What is plagiarism? - Define as a class, then find definitions. Listen to Sara Bareilles' "Brave" and Katy Perry's "Roar" separately. Discuss thematic similarities, what is the theme of both songs? How are they different? Do they sound the same? (They do.) Katy Perry's came after, is she guilty of plagiarism? (Discuss) Listen to overlay - http://thegeorgemott.tumblr.com/post/58067547489/i-combined-katy-perrys-roar-with-sara-bareilles Did she plagiarize? Why or why not? Even if she did not, what does this do to our perception of her as an artist? What does plagiarism (or extremely similar work) do to our perception of authors? Why is it so important to correctly cite our sources? | Students will receive credit if they can justify their evaluation of Katy Perry's guilt or innocence and if they can contribute to the discussion of our perception of those who do plagiarize. | Not Provided |
| | <div>Standards:</div> <div>CCSS.ELA-LITERACY.W.11-12.8 : Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.</div> | | | |
| Writing Process | | | | |

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|---|--|--|--|---|
| 30 mins | DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task. | INTRODUCTION PARAGRAPH Develop an effective and engaging introduction paragraph for your essay incorporating a hook, explanation, and thesis. | Meets expectations if: <ul style="list-style-type: none"> Hook is engaging and relevant Explanation successfully bridges hook and argument. Thesis is specific, well articulated, and the actual topic of the paper. | *This tool should be used with students who already know their thesis, not as a tool to develop one. <ol style="list-style-type: none"> Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isnt always the best). Allow students to complete the handout independently. Finish with a share, either class wide or between partners. |
| Standards: CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | | | |
| Additional Attachments:  Intro Handout | | | | |
| Not provided | PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task. | OUTLINE/ORGANIZER Create an outline based on your introduction paragraph and what you plan on discussing in your contribution to the symposium on forgiveness. Remember that the five-paragraph structure may not be the best. Select your structure through this outline based on your analysis (compare-contrast, definition, etc.). | <ul style="list-style-type: none"> Creates an outline or organizer. Supports opening claim. Uses evidence from texts read earlier. The structure of the outline enhances the argument the student is planning on making. | <ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions. |
| Not provided | DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure. | INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite textual evidence. | <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. | <ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track. |

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
|--------------|---|---|---|---|
| Not provided | REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. | MULTIPLE DRAFTS Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include. Students will need to come to class with two different versions of their essay - with the paragraphs in different orders. During the writing workshop they will discuss with their group which is more effective and why. | <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. | <ul style="list-style-type: none"> Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues. |
| Not provided | REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective. | CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text. | <ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. | <ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time. |
| Not provided | REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations. | FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece. | <ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. | None |

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided