



# Holocaust: Memory & Meaning

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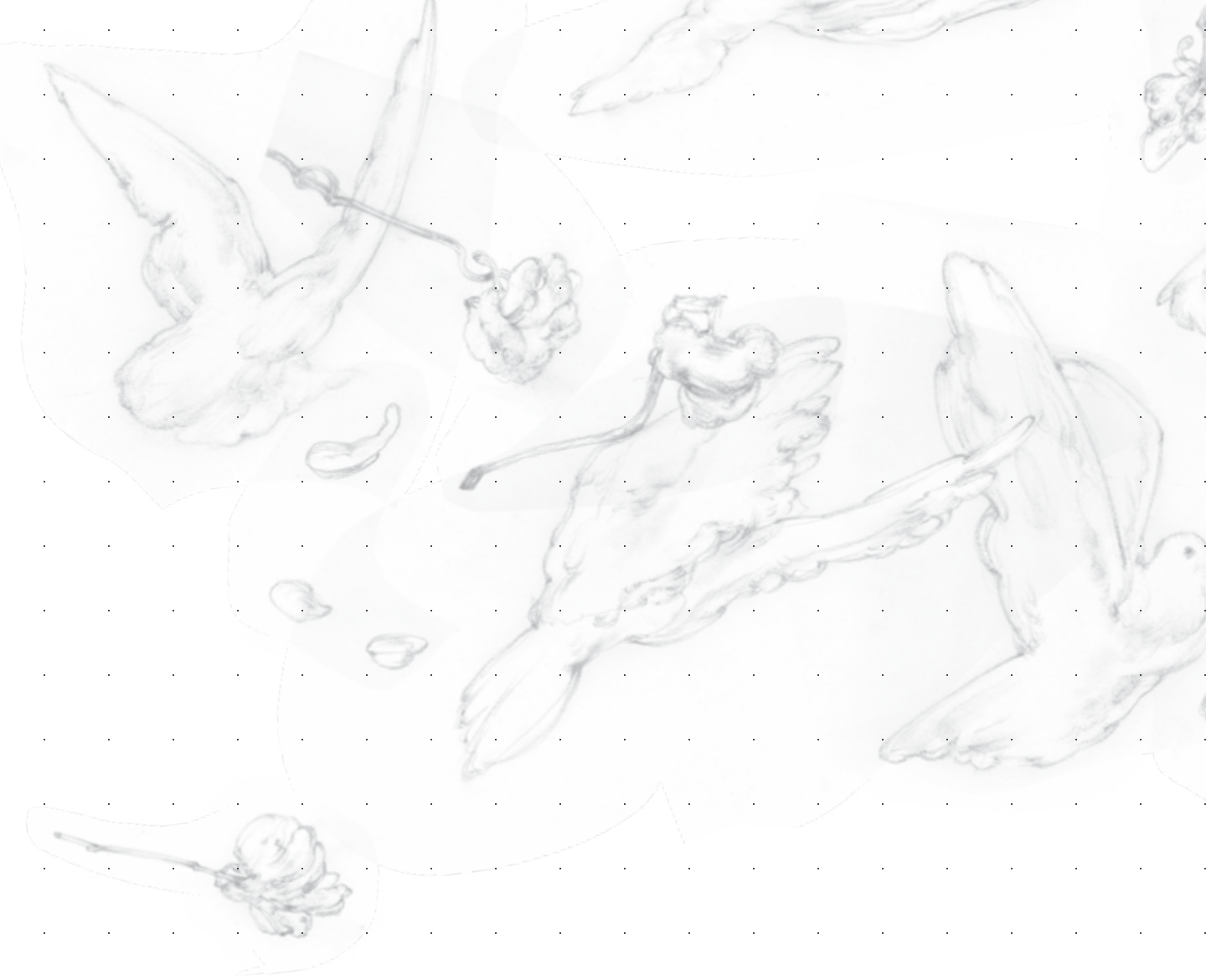
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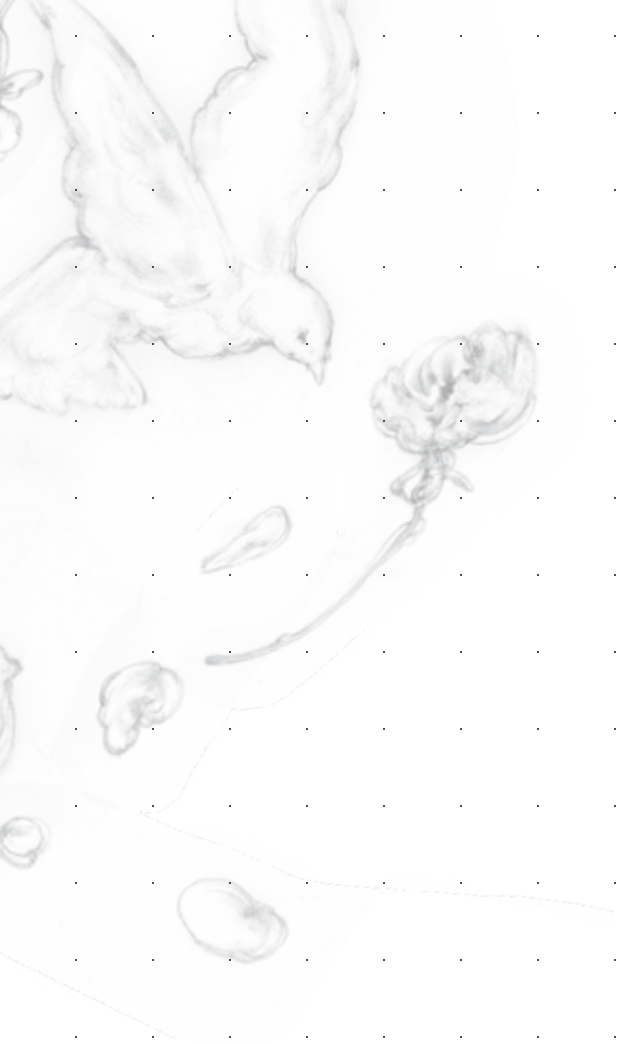


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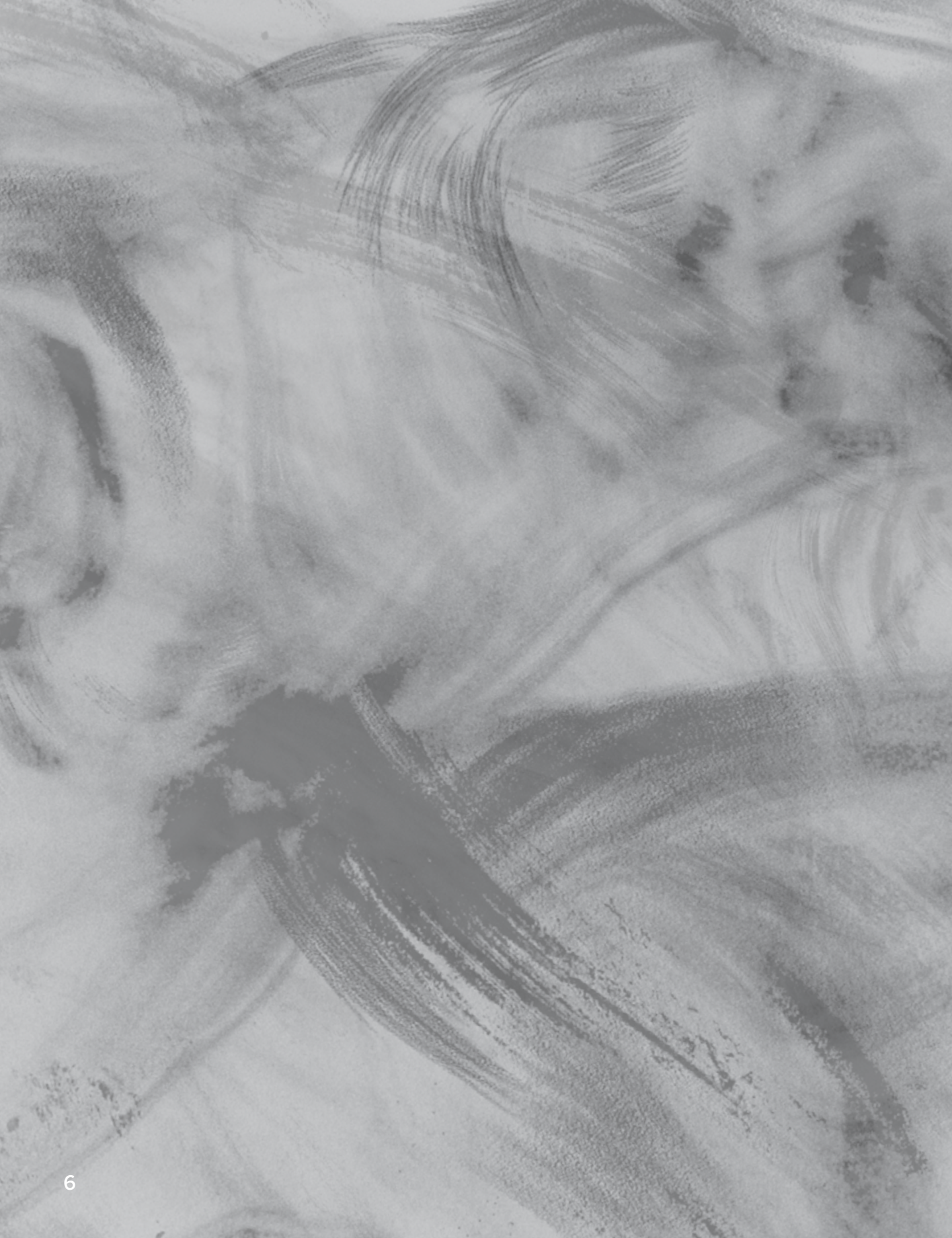
**Sub-Unit 6** • pages 68–91













Sub-Unit 1

**Why Remember?**

1. Describe Image A.

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2. Describe Image B.

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3. What is one thought you have when you compare the images?

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1. Where are the people at the beginning of the poem? Where are they at the end?

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2. Which line or image gives you a powerful sense of what Alexander Kimel experienced?

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3. Describe the world that Kimel remembers in this poem. What is the biggest impression you are left with?

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1. How do the changes in line 30 affect the meaning of Kimel's final answer to the question: Do I want to remember?

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2. Who does Kimel say is obligated to remember?

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3. Who does Kimel mean when he says "Never Let You Forget"?

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4. Why would Kimel say he will "never let you forget" events that he himself has said he doesn't want to remember?

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5. What do you think Kimel is trying to communicate about the power and importance of remembering the Holocaust?

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Sub-Unit 2

**“True” Germans**

1. How did Reni feel about her early childhood in Berlin? Use details from the selection in your answer.

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2. How did being Jewish affect her and her family?

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3. What do you think was most important to Reni as a child?

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4. What do you think Reni means when she says, "But what did I know? I was only five" (3)?

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5. Did Reni have this thought as a child or as an adult? How do you know?

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1. What are Reni and Werner doing?

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2. What details show that Pappi has always considered himself a loyal German citizen?

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3. How did Pappi feel about the way his non-Jewish friends were treating him and his family?  
What details explain why he felt that way?

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4. Why did Reni’s parents think they should consider leaving Germany?

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5. What was Werner trying to explain to Reni? Work with your partner to write the following quotes in your own words. Review the text as needed.

<b>What Reni thinks</b>	<b>What Werner is trying to explain</b>
“I didn’t know there were were Jewish snakes. I didn’t like any kind of snakes. Yuck.” (32)	
“Whenever we go on a train, it was for vacation, or to go someplace different and fun.” (34)	
“We’re German! And I have blue eyes!” (45)	

6. How did Werner know about the changes he described?

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7. What do you think Reni's father meant when he said, "Don't they know we've always been Jewish? Now. During the Great War. Forever" (19)?

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8. What did Reni mean when she said, "We're German! And I have blue eyes!" (45)?

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9. The author, Irene Butter, begins the chapter with the statement "Adolf Hitler had now been the *Führer*, or leader, of our country for four years. He liked people he said who were true Germans" (1). How does her description of her family's life in Berlin support or refute Hitler's idea of "true Germans"?

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1. Describe three things you notice first when you look at the poster.

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2. What do you think each of the details you noticed represents, or stands for?

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3. What is one question you have about the poster, its symbols, or its ideas?

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4. The Nazis used propaganda posters like these to convince people to share their beliefs and support their cause. What do you think this artist is trying to convince the audience to believe?

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5. Based on the text you read, what impact do you think this image had on the people of Berlin? Think about the impact on both Jews and non-Jews.

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6. Based on your understanding of the poster, what is one question you have about the impact of this kind of propaganda on ordinary Germans?

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1. What do these events tell us about Reni’s life and community at this moment in time?

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2. Review paragraphs 39–44. List the details Reni uses to describe the group of boys.

What were they wearing?	What were they doing?

3. What is one idea Irene Butter conveys about the Nazi Youth through her description of her encounter with them?

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4. Based on Reni's description of these events, how did children like Reni and Werner view themselves within the German community?

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1. What is the purpose of the Hitler Youth?

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2. Paraphrase the two beliefs of the Nazi creed.

Belief 1: "Belief in the innate superiority of the Germanic-Nordic race"

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Belief 2: "Total submission to the welfare of the state—personified by the Fuhrer"

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3. What does Heck mean when he says, "I had been thoroughly conditioned" (2)?

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4. Review the oath of the Hitler Youth in paragraphs 3–5. In your own words, explain the promise that the children are making.

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5. What aspects of the Hitler Youth do you think appeal most to 10-year-old Heck?

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6. Based on Heck’s description, how do children like Heck and others in the Hitler Youth view themselves within the country of Germany?

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7. List two ways that Irene Butter and Alfons Heck provide conflicting information about the Hitler Youth.

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Sub-Unit 3

The Olympic Games of Berlin

1. What do you think is happening in this image?

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2. What messages do you think the image conveys? What details in the image make you think so?

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1. Imagine you are attending these opening ceremonies. Your camera or phone has space for only three more photos. Which three things described in the article would you take pictures of? What do you think each image represents?

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2. Review your highlights in paragraphs 1–16 on pages 506–509.

Why does the author include so many numbers? What impression of the ceremonies do these numbers communicate?

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3. How does Hitler treat the “little girl in blue” (6)?

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4. What impression of Hitler does the article seem to convey?

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5. “Caesar” was a title given to ancient Roman emperors. Why did the author call Hitler “the new Caesar of this era” (3)?

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6. Based on your reading, what point of view (impressions, feelings, or ideas) do you think the author is trying to communicate about the opening ceremonies?

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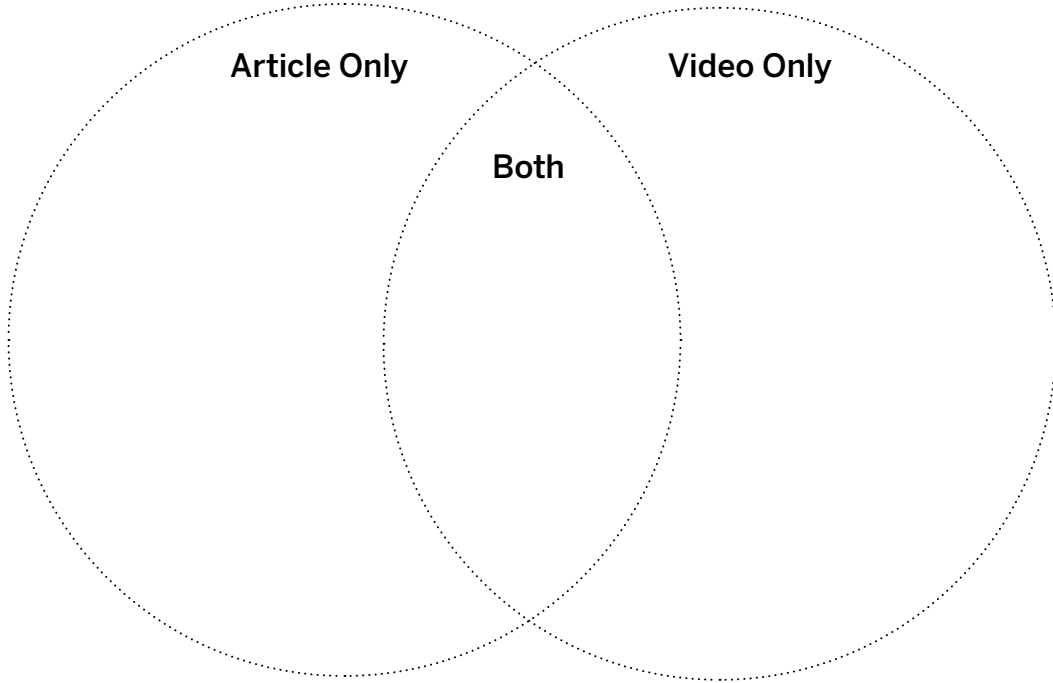
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1. Think about how the newspaper article and the news video each portray Hitler.

Fill in the Venn diagram with his characteristics as shown in the article, in the video, and in both.



2. Based on the details included in the article and newsreel, do the article and newsreel have similar or different effects on you? Explain your answer.

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1. How does the author's description of Mayer compare with the Aryan ideal?

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2. Why was Mayer studying in the United States instead of Germany?

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3. Compare and contrast Helene Mayer's life before and during Nazi rule.

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4. In paragraph 7, Mayer describes the two letters she has framed side-by-side. Why does she call this one of “the little ironies of life” (7)?

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5. The writer reports Mayer as laughing as she described the two letters. How does this detail add to your image of Mayer?

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6. Consider the title and the details the writer includes in this profile of Helene Mayer. What overall idea does this article present about the challenges Helene Mayer faced as a Jewish citizen of Germany and how she thought about her role as an athlete?

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1. Based on the text, why do you think Mayer gave the Nazi salute?

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2. Why do you think Mayer agreed to join the German team, even if it meant giving the Nazi salute?

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1. What is the moment the writer describes at the start of the article (paragraphs 1–6)?

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2. Individually, paraphrase the writer’s description of this moment by rewriting it in your own words: “an incredible moment of truth when the son of a sharecropper and the grandson of slaves temporarily derailed the Nazi juggernaut and gave the lie to Hitler’s theories on Aryan (read White) supremacy” (7).

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3. Compare your paraphrase with your partner’s. Which one do you think best expresses the ideas in the original? What makes you think so?

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4. Based on this initial description, explain why this moment “gave the lie to Hitler’s theories on Aryan supremacy” (7).

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5. Describe how the crowd reacts to Owens’s victory in the newsreel video.

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6. The article describes Owens as the object of the crowd’s “adulation.” What does this suggest about the crowd’s attitude toward Jesse Owens?

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7. If this was the moment that “gave the lie to Hitler’s theories on Aryan supremacy,” how do you explain why the German spectators responded as they did even as their leader, Hitler, left the stadium?

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## Group 1

1. The writer states: “He had been running hard against the Hitlers of the world since he was sent to the cottonfield to pick cotton at the age of seven” (11).

What does the writer mean by this phrase?

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2. What information does the writer include to support this idea?

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3. Why do you think the writer includes this information?

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4. Reread paragraphs 19–25 and list Owens’s achievements at the Olympics.

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5. Reread the writer’s description of the broad jump competition and the event that followed in paragraphs 22 and 23. What do you think this victory and the moment with Long meant for Owens?

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6. Review paragraphs 23–27. How did Owens’s achievements impact his life? Use evidence to support your answer.

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7. Based on your analysis, do you think the writer showed that Owens “gave the lie to Hitler’s theories on Aryan (read White) supremacy”?

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## Group 2

1. What does the writer mean when he writes that Hitler wanted the Olympics to be “an athletic plebiscite for the ideals and political aims of the Third Reich”?

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2. What is the strongest evidence that the writer includes to support this claim?

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3. Reread paragraphs 19–25 and list Owens’s achievements at the Olympics.

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4. Reread the writer’s description of the broad jump competition and the event that followed in paragraphs 22 and 23. What do you think this victory and Owens’s moment with Long meant for Hitler?

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5. Now you will evaluate the writer’s claim that Owens disproved the myth of Aryan Supremacy. Consider the evidence that is presented in the article and whether or not Hitler himself was affected.

What impact did Owens’s achievements have on Hitler? Use evidence to support your answer.

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6. Based on your analysis, has the writer presented enough evidence to make the argument that Owens’s performance at the Olympics “gave the lie to Hitler’s theories on Aryan (read White) supremacy”?

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2. In what ways do you think Hitler accomplished his goals?

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3. In what ways did Hitler not accomplish his goals?

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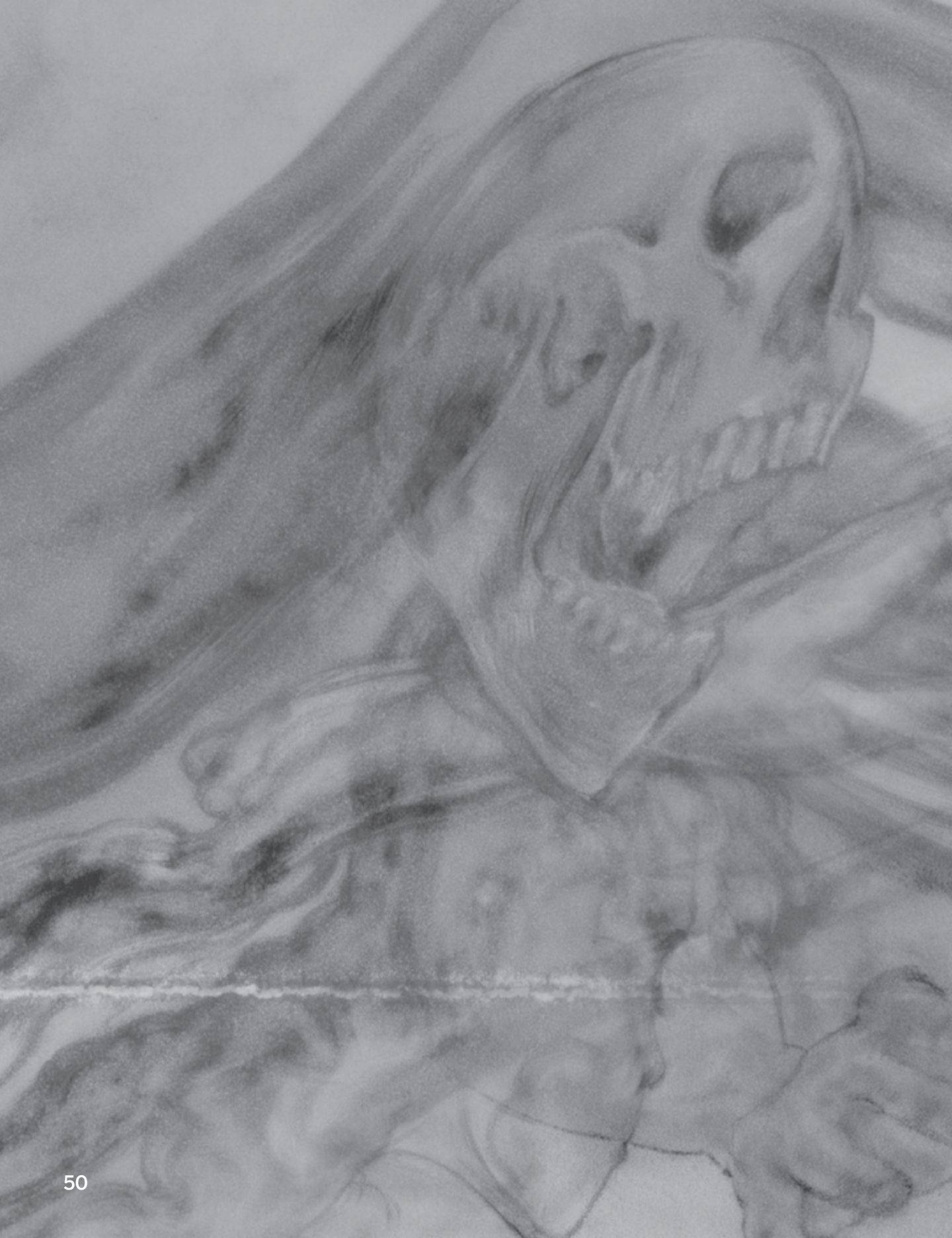
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Sub-Unit 4

## Descending Into Darkness

1. With your partner, briefly describe each person Alfons identifies in this passage:

- Paul Wolff:

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- Anton Blum:

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- Helmut:

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- Franz:

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- Herr Marks:

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- Frau Marks:

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2. How did these people react to the events around them?

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3. List the different forms of “brutality” young Alfons witnesses.

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4. Paraphrase the sentence, “The brutality of it was stunning, but I also experienced an unmistakable feeling of excitement” (3).

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5. How do you think Heck feels about his reaction that night when he is describing it as an adult? What makes you think so?

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6. Which specific people are “you” in the description? How can you tell?

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7. Which specific people are “us” in the description? How can you tell?

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8. Heck describes the people Frau Marks yells at as “the circle of silent faces,” but also as “neighbors she had known all her life” (4). Why does he put these two descriptions together?

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1. What is one word you would use to describe life in 1936, before the Nazis came to power? Why did you select that word?

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2. What is one word you would use to describe life just two years later, the time of Kristallnacht? Why did you select that word?

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3. At the end of her description, Reni says, “But what did I know? I was only five” (3). What didn’t she know at that time?

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1. Which of the events listed on page 550 of your Student Edition did Wiesel seem to find most shocking or upsetting? How do you know?

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2. Throughout the unit, you've seen how the Nazis used different strategies to dehumanize Jews and take away their individuality. How do the Nazi SS and guards in the camp continue to do both?

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3. After the prisoners have been processed, Wiesel writes, "In a few seconds, we had ceased to be men." What does he mean by this? Use details from the text to support your answer.

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1. Look at the words and phrases you highlighted. Explain how Wiesel's feelings about each of the following things are changing:

- His understanding of the world and humanity

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- His relationship with God

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Discuss the following questions with your partner, then respond on your own:

2. Review the first four lines of the poem. What part of Wiesel's narrative do those lines refer to?

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3. Choose another line or image in the poem that you thought was powerful or important. Why did you choose it?

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4. Why does Wiesel repeat the phrase “Never shall I forget” throughout the poem?

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5. What are possible meanings of the word “flames”?

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6. What do you think Wiesel means by “my faith”?

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7. What is the “nocturnal silence” Wiesel refers to? (Hint: Where does Wiesel use the word “silence” in his description of his journey to the pit, paragraphs 51–67?)

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8. How could this “nocturnal silence” take away Wiesel’s desire to live?

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9. At the end of the night, Wiesel writes: “I too had become a different person” (96). How has Elie become a different person? What has changed in him?

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10. Choose a paragraph from the reading that shows Elie becoming a different person. What change is happening, and how does the structure of the paragraph communicate this change?

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How do you think the events of the Holocaust affected Weisel as an adult?

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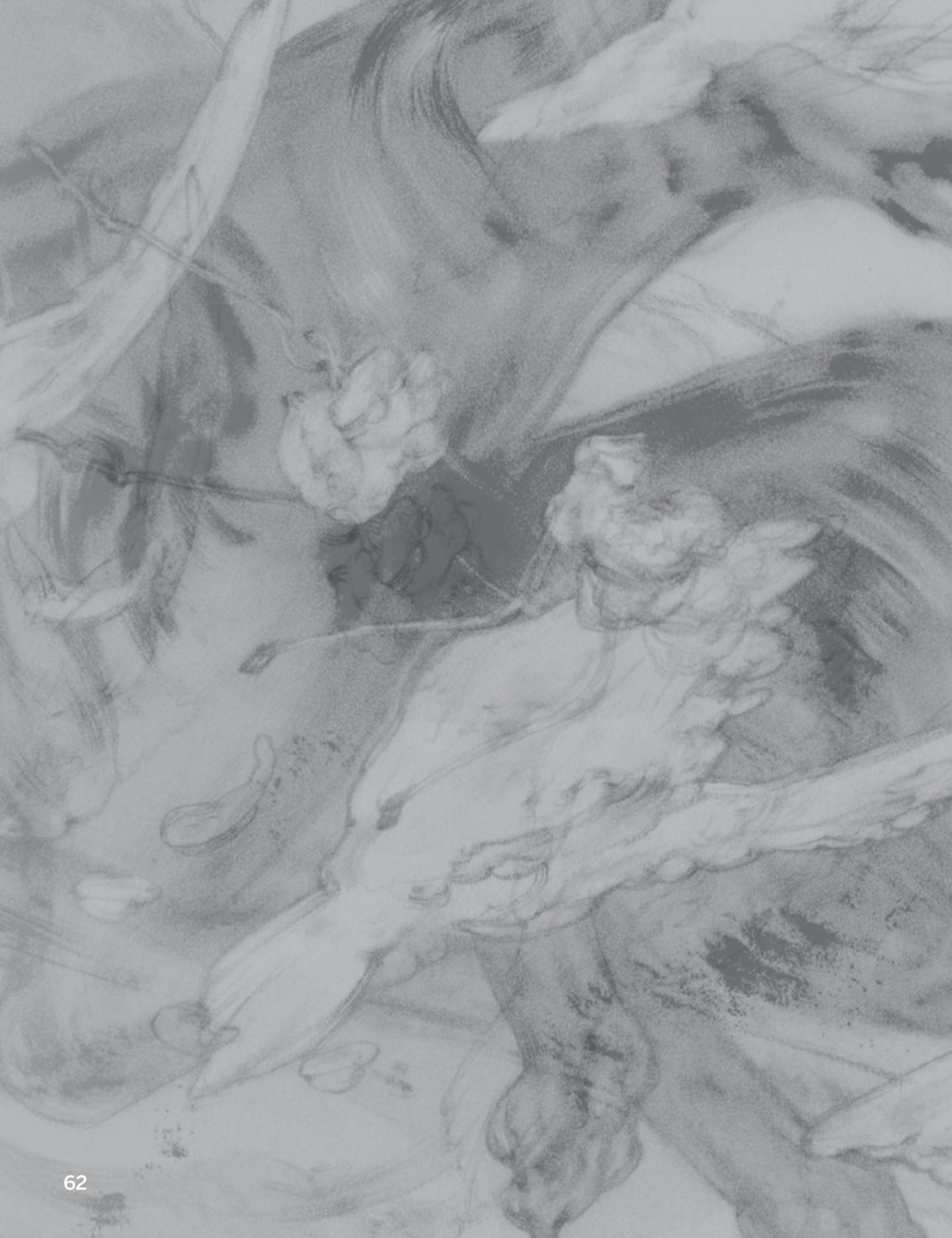
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Sub-Unit 5

**Never Forget**

1. Irene states that, initially she “very rarely spoke about the past.” Did this enable her to forget what had happened? Choose one detail to support your answer.

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2. What central idea is Irene developing by showing the reader how she has changed over time?

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3. Irene says she was inspired by the words of Elie Wiesel, who said “If you were there, if you breathed the air and heard the silence of the dead, you must continue to bear witness...to prevent the dead from dying again.” Restate what he wrote in your own words.

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4. What is one detail from the text that you think supports Irene’s mission of speaking out?

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1. What details do you notice in this poem now that you didn't notice or understand before?

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2. How do the texts you read and the authors you heard from in this unit help you better understand Kimel's purpose in writing the poem?

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3. What images or feelings stand out to you in the Jesse Owens passage?

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4. Write a line of poetry that you think best represents this scene of Jesse Owens at the 1936 Olympics.

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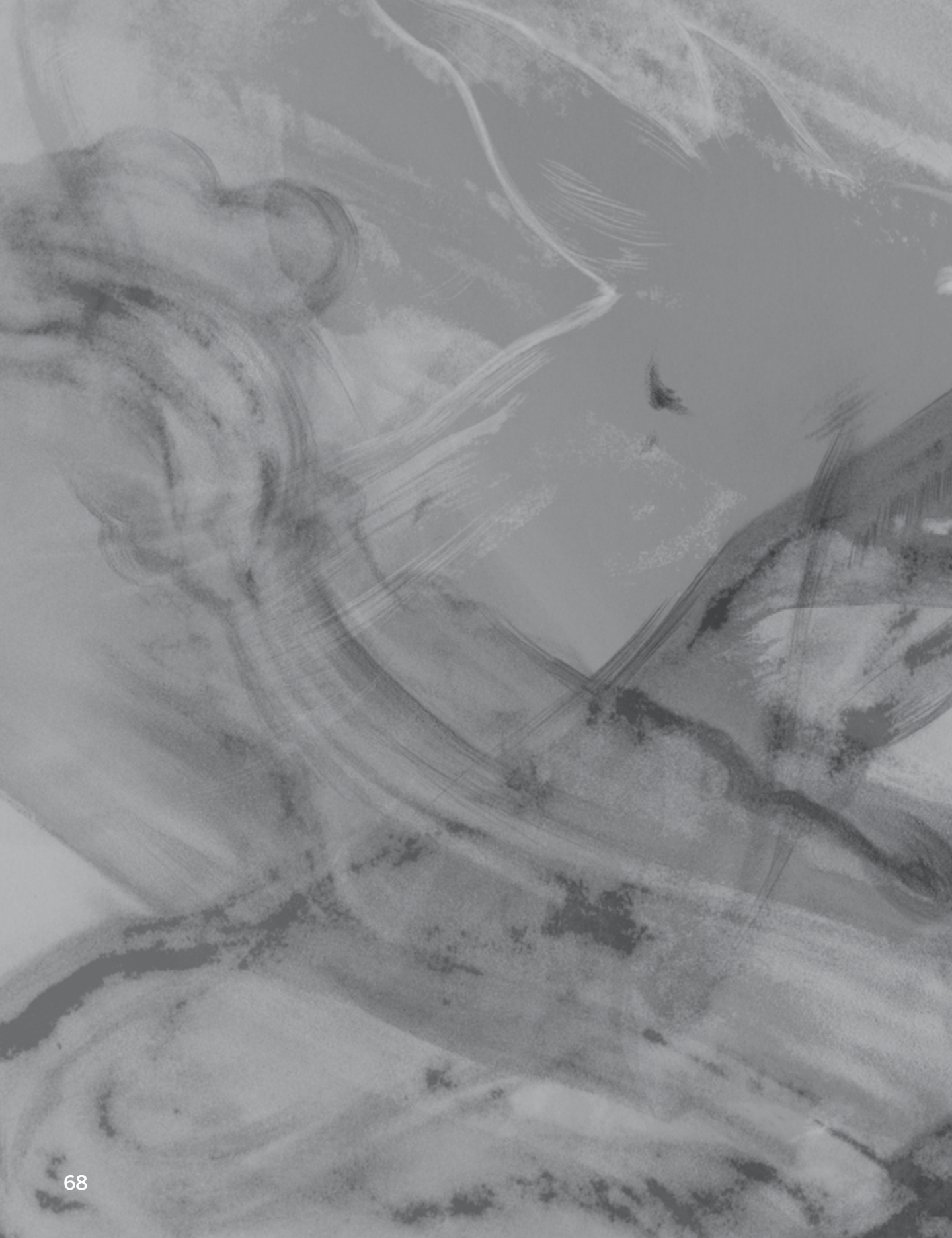
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## Sub-Unit 6

### Write an Essay



## Gathering Evidence

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## Write a Claim

Based on the evidence you reviewed, write one or two sentences to summarize the key idea you will develop in response to this prompt.

### Claim Statement #1

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## Notes for Sample Essay

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A series of horizontal dotted lines for writing an essay.







## Revise Body Paragraphs

### Partner Work:

1. Reread your essay with your partner, asking him or her to pay attention to the evidence you use and describe to support your claim.
2. Have your partner underline and annotate two places to revise in your body paragraphs:
  - One place where your evidence is strong and well-explained.
  - One place where you could add more evidence or describe your evidence more completely.
3. Once your partner explains his or her suggestions, review the moments from the text that connect to the parts of your essay you want to revise.
4. Highlight any additional details in the text that provide evidence for your claim.

### Individual Work:

5. For each place you've identified as needing revision, write 3–5 sentences that present additional evidence to support your claim or describe your evidence further.

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## Add Transitions

1. In the spaces below, experiment by writing a new transition to go between each body paragraph in your essay.

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2. Reread your essay with your new transitions.

3. Decide if you prefer your original transitions or your new transitions. Mark which transitions you'd like to use in the final draft of your essay.

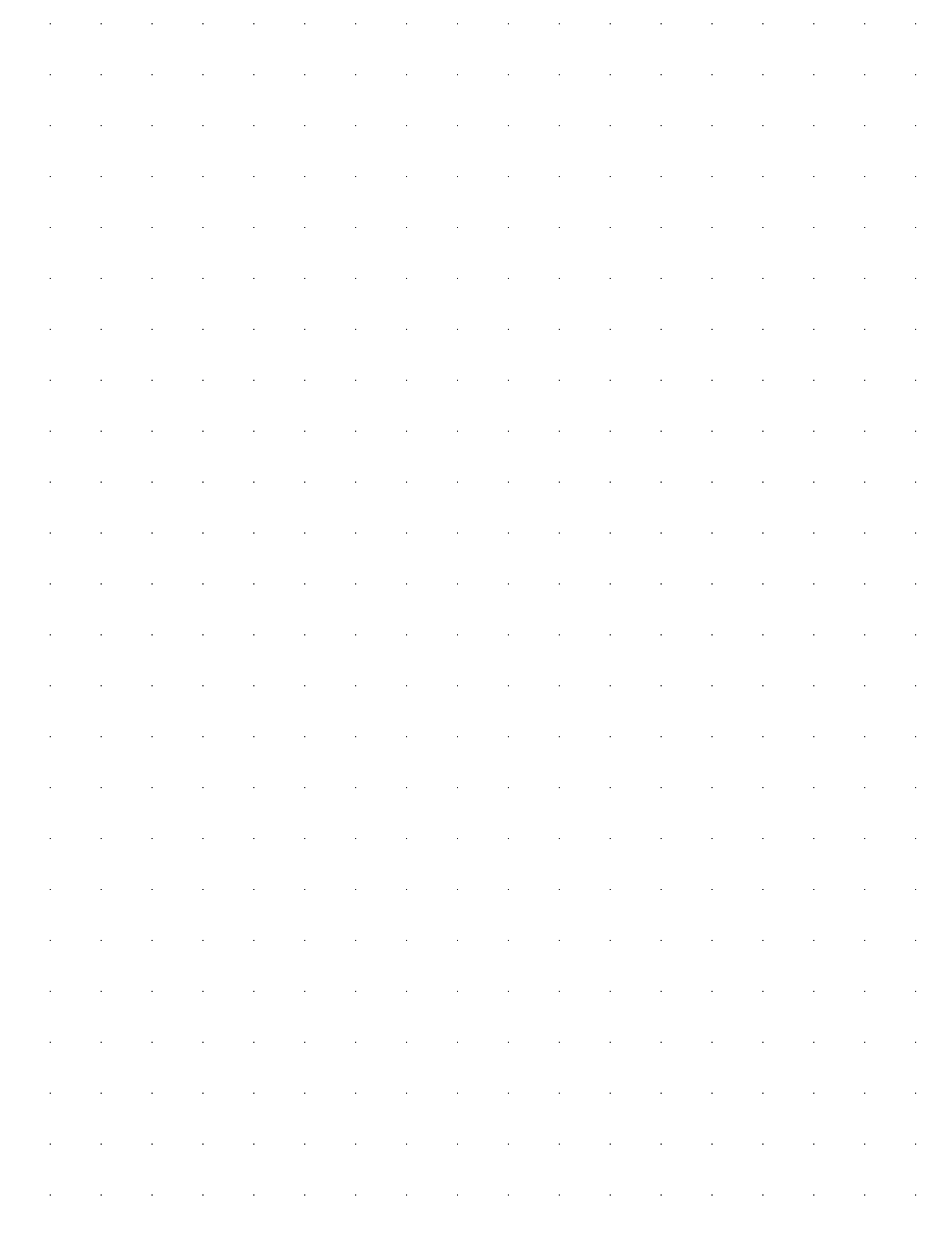


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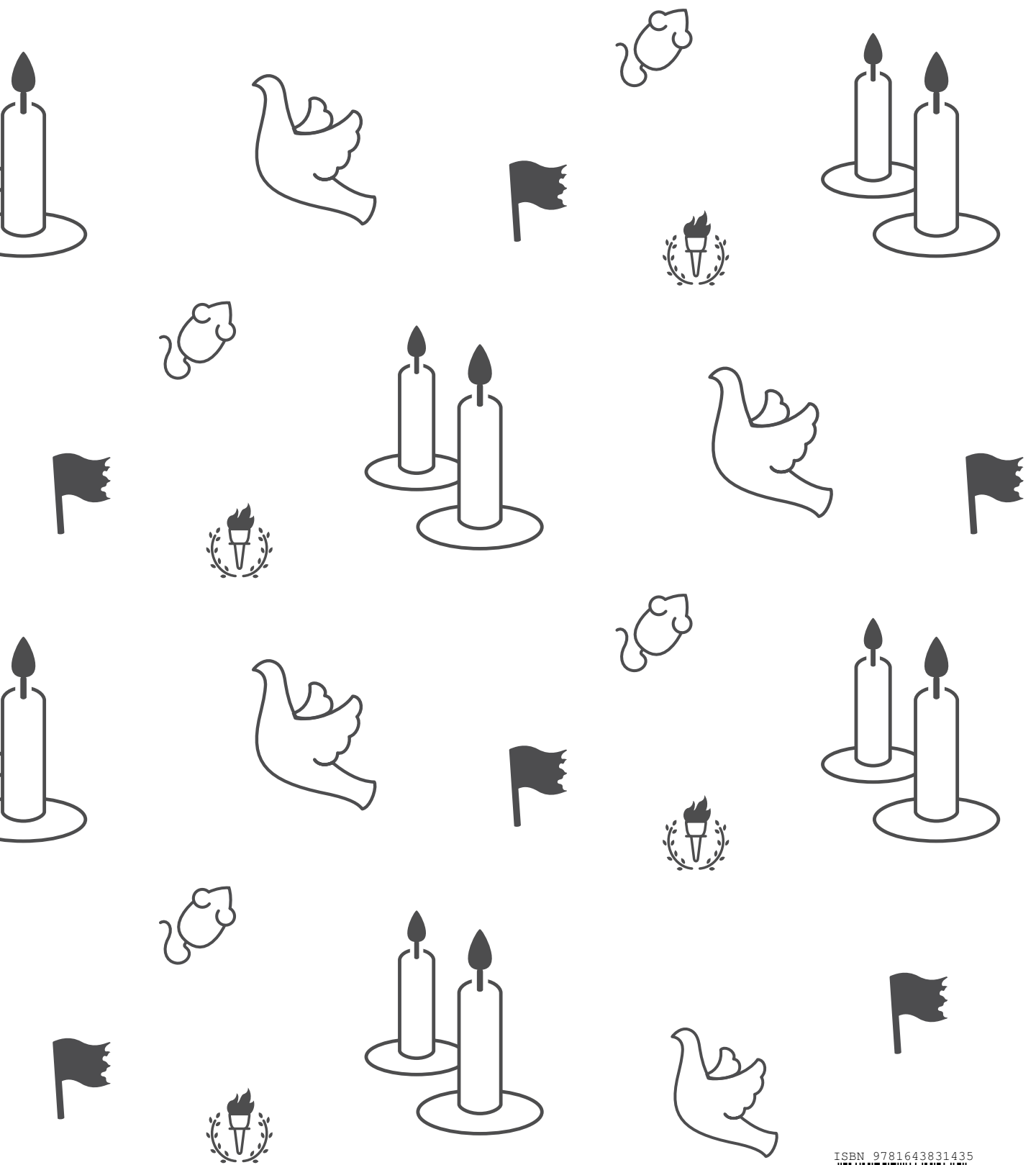












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