

Night Reading and Discussion Project

Robert McAfee Brown has this to say about Elie Wiesel's *Night* in the forward to the Bantam Books edition:

“Lean, taut, and sparse in style, employing no tricks, but providing no avenues of escape for its readers, it remains today a book we must read and reread if we are to accept responsibility for our past and to learn from that past for the sake of our future.”

Night is the kind of book that is best read fairly quickly, not broken into small chunks and overly dissected; however, we do want you discussing and digging deeply into the text with your tablemates. You will discuss this book four times with your group, each time taking on a different, yet somewhat creative, task to share at your table. Because of the importance of everyone's contribution to your table discussion, **NO LATE WORK OR PROCRASTINATOR PASSES ARE ACCEPTED. IF YOU ARE ABSENT ON A DAY WHEN WORK IS DUE, EMAIL THAT WORK TO MR. OR MRS. DAVIS PRIOR TO CLASS STARTING.**

Date reading and work is due	Pages for your task	Your task for this section
Friday, March 17	pp. 1-26	
Thursday, March 30	pp. 27-62	
Wednesday, April 4	pp. 63-92	
Monday, April 9	pp. 93-109	
By 11:59 p.m., April 10	Paste the three writings you did for Tasks 1-3 into one document and upload to Turnitin.com	

Task 1 – ARTIST: Your job is to read the section. Think about the most visual, important scene in that span of pages. On an 8 ½ by 11 piece of white printer paper, illustrate that scene in one of the four styles we discussed as art styles after World War I (expressionism, futurism, cubism, or surrealism). Fill up the whole space with your ORIGINAL illustration and color it. At the bottom of your picture, write the name of your composition (use some kind of original title) and your own name (sign your artwork). On the back, paste a word-processed 150-200 word summary of the significant events in the span of pages you read. In addition to the summary, also write a short paragraph of two to three sentences telling what style you chose for your picture and how you tried to emulate that style. Bring your drawing to class on the due date to share with your table.

Task 2 – FREUD INTERN: Your task is to get inside Elie's mind as he experiences the horror of the Holocaust. Using the “open mind” template we will provide, you are to fill his mind with images and thoughts relating to the span of pages assigned for that section. The open mind should be colorful; fill the space; and make use of a variety of symbols, words, images. You may use a collage approach here where you grab images from elsewhere, but you must also have original work, too. Label on the front the span of pages for the Open Mind. On the back, paste a 150-200 word summary of Elie's state of mental/emotional health, as you see it, from this reading section. Make sure you refer to specific textual evidence from the pages you were assigned.

Task 3 – POET: As you read the assigned section, keep a piece of paper handy and jot down powerful, interesting, or beautiful phrases Wiesel uses in his writing of that section. Do not just write down words;

phrases or partial sentences are what we are after. After reading, close your book and study your phrases. Put them into an interesting arrangement to make a poem of 25 lines or more. Do not try to make the poem rhyme, but do give thought to the arrangement of your words. You may repeat words, add punctuation, divide the poem into stanzas, but the poem should reflect the tone of the section we read as well as sound interesting when read aloud. Type your poem so that it looks like a poem. Give it a title and write your name at the bottom as the poet. On the back, write a 150-200 word explanation of how the poem relates to the overall section we read and to the themes present in Mr. Wiesel’s memoir. Include the page numbers from which you took the phrases and sentences in your poem.

Task 4 – HISTORIAN: As you read the assigned section, write down any references to places, people, events, or religious references that might not be understood to a reader not versed in the history of World War II, the Holocaust or Jewish faith. Choose four of these that you are interested in investigating further (not farther ☺) and that represent a range of pages and subject matters (history *and* religion, for example). Use the template from Mrs. Davis’s Google Classroom (join class with following codes: Block 2 – t3k1ge; Block 3 – stm7x9). You need to type your responses on the chart, filling in all the information completely and with specific detail that is paraphrased (not copied!) from the sources you read. Also, be sure to explain how this term relates to the events in the chapter(s) you read. Print this Google Drive document and bring it to class on your assigned day.

Scoring Guide

<p>5 – 20/20 Project Grade</p>	<ul style="list-style-type: none"> • work exceeds requirements; is exceptionally and creatively executed • work represents excellent breadth and significance of section • attention to detail and directions is exceptional • student demonstrates active engagement with text, classmates, and ideas during discussion time • excellent attendance
<p>4 – 18/20</p>	<ul style="list-style-type: none"> • work admirably meets requirements, is thoughtfully and carefully executed • work represents good breadth and significance or section • good attention to detail and directions • student demonstrates engagement with text, classmates, and ideas during discussion time • good attendance
<p>3 – 15/20</p>	<ul style="list-style-type: none"> • work mostly meets requirements, but may not be as thoughtful or show great care • work may be complete but not demonstrate strong breadth or significance • perhaps a few gaps in following directions • student is mostly engaged with text, classmates, and ideas during discussion, but may be observed not participating at times or leaving group. • attendance may be an issue
<p>2 – 13/20</p>	<ul style="list-style-type: none"> • work is present but lacks much thinking or care • work may be incomplete or very general/vague • student is may lack engagement either with classmates, text, or ideas • gaps in following directions • OR teacher rarely sees engagement on part of participant • attendance may be an issue
<p>1 – 11/12</p>	<ul style="list-style-type: none"> • lacks work or is so poorly done to demonstrate no care on the part of the student • student rarely contributes meaningfully to discussion because of no connection to group members, ideas or text • attendance may be an issue