

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 complete written/artistic assignments four times, 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	Pages	Work?
Monday, March 11	pp. 1-26	Task #?
Wed., March 13	pp. 27-43	NO TASK
Fri., March 15	pp. 45-62	Task #?
Tues., March 26	pp. 63-80	Task #?
Mon., April 1	pp. 81-92	NO TASK
Wed., April 3	pp. 93-109	Task #?
By 11:59 p.m., April 5	Paste the three writings you did for Tasks 1-3 into one document and upload to Turnitin.com	

Task 1 – ARTIST: Think about the most **important** scene in the span of pages. On an 8½ 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. Sign your own name (sign your artwork) on the bottom of the artwork. On the backside of the paper, write the name of your composition (use some kind of original title) and **paste** a word-processed, 150-200-word explanation of why this event/scene portrayed in the artwork is the most significant from the assigned section. Discuss the scene in context of the range of pages to justify why you felt this the most worthy scene. In addition to this writing, write a separate 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 on our website, you are to fill his mind with images and symbols which represent things on Elie's mind from 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 typed 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. Also, create a key for any symbols you use in the “open mind” so that the viewer understands all the visuals in Elie's mind.

Task 3 – POET: As you read the assigned section, keep a piece of paper handy and jot down powerful, interesting, or beautiful phrases (with their page numbers) from 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 “working list” of phrases. Experiment with putting them into an interesting arrangement to make a poem of 25 lines or more. Do not try to make the poem rhyme, but 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, typed explanation of how the poem relates to the overall section we read and to the themes present in Mr. Wiesel’s memoir. Bring your poem to class **ALONG** with the separate, original piece of paper where you jotted down all the phrases and page numbers (your “working list”).

Task 4 – HISTORIAN: As you read the assigned section, write down any references to places, people, events, or the Jewish faith that need more research to appreciate fully Mr. Wiesel’s memoir. Choose four of these that you are interested in investigating further (not farther ☺), that seem significant in the section, and that represent a range of pages and subject matters (history *and* religion, for example). Create a chart that looks like ours (see Clark Humanities website) and type your information, making sure to include all the required components as indicated on our sample chart. Make sure you paraphrase and put research in your own words. Research should not only look like a definition but should be notes about the term from at least two reliable sources.

Scoring Guide - Project Grade

5 – 20/20	<ul style="list-style-type: none"> • work exceeds requirements; is exceptionally and/or creatively executed • work represents excellent breadth and significance of section • attention to detail and directions is exceptional • student demonstrates respectful, active engagement with classmates • excellent attendance
4 – 18/20	<ul style="list-style-type: none"> • work admirably meets requirements, is thoughtfully and carefully executed • work represents good breadth and significance of section • good attention to detail and directions • student demonstrates respectful, active engagement with classmates • good attendance
3 – 15/20	<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 respectful, but may leave group or appear disengaged at times • attendance may be an issue
2 – 13/20	<ul style="list-style-type: none"> • work is present but lacks much thinking or care • work may reflect insignificant ideas or poor breadth • student is may lack engagement either with classmates OR teacher rarely sees engagement on part of participant • gaps in correctly following directions often • attendance may be an issue
1 – 11/12	<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 • attendance may be an issue

Note: A student who does no written work all four times will receive a grade of zero.

Late to Turnitin receives a one-point deduction; no submission will result in lowering your grade by four points.