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| INSIDERS |
| Observation & Designing Instruction |
| Jennifer Sharpe  Spring 2012 |

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**Artifact #1**

**Observation of a Student**

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| **Time** | **Observations** | **Interpretations** |
| **10:57** | Students come in and start to follow habit routine of getting laptops out, Mrs. Iron corrects them saying there’s no laptop’s. Only a few kids had gotten them anyway, so they returned them with no real complaints. | Mrs. Iron has done a good job establishing a regular routine for her classroom and she’s also good at keeping them under control when she has to change the norm. |
| **10:58** | Mrs. Iron collects homework (to complete an outline for the “limited essay” the students will be writing—Mrs. Iron gave them a handout with an outline format that they had to fill in)  Rich did not have his outline completed and ready to turn in. | Last week, Mrs. Iron told us that Rich rarely does his homework and has A’s in all of his classes except hers—which he is failing.  Rich seems like a brilliant student that has challenging behavioral issues and since he has already acted-out, doesn’t want to please his authorities and show that he is capable of getting the A. |
| **10:59** | Mrs. Iron gives the students “silent reading” time while she looks over their outlines. She tells Rich to write his outline during that time. | If Rich had done his outline for homework like he was supposed to, he could have relaxed with a book during this time. |
| **11:06** | Rich is working intently on his outline and is only distracted by the girl (Grace) next to him.  Grace got up to visit her locker—when she returned a few minutes later, Rich stopped working on his outline. It looked like he was asking Grace for help and she answered him. | Watching Rich and Grace interact is interesting. Rich seemed like he was working well while she wasn’t near him but when she sat down, neither of them were 100% focused on their work anymore. |
| **11:10** | Rich brings his outline to Mrs. Iron. She looks it over and sends him back to his seat with it. (She then comes to us and tells us that his outline was perfect…if only he’d have done it for homework like he was supposed to.)  Rich goes to the class bookshelf and signs out “The Last Lecture” (a book I heard him ask Mrs. Iron about at the start of class) | Between Rich’s other grades and his ability to write a perfect outline in about 6 minutes proves that he is academically apt to succeed in Mrs. Iron’s class.  I hope to find out why he is so against satisfying Mrs. Iron during my interview with him.  I also want to look up the book that he signed out, it might help me understand his interests. |
| **11:13** | Rich joins in on the “silent reading.” He stops to talk and flirt with Grace quite a few times as he tries to read the first few pages of his book. | I am impressed by how focused Rich looks on his book until Grace distracts him. |
| **11:15** | Grace puts her hand on Rich’s arm and distracts him from reading again to chat. |  |
| **11:16** | Rich returns to reading and actually seems really focused on it. Grace is looking at him more than at her own book for the rest of class. | It looked like Rich was beginning to get annoyed that Grace kept interrupting his reading. It was pretty obvious that Grace did not want to read at all since she never turned a page—she watched Rich read most of the class period. |
| **11:26** | Mrs. Iron comes over to show us some of the outlines that students turned in.  He keeps reading and is only distracted by a friend walking by. Grace still looks like she’s not reading her own book. | I was surprise to look over Mrs. Iron’s shoulder and see that Rich was still focused on reading even when Mrs. Iron wasn’t watching him. |

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| **11:30** | Grace tries to talk to Rich three times. He shakes his head after each time. | Because I couldn’t hear what Grace was saying to Rich, I couldn’t tell what Rich shaking his head meant. I figured he was either responding “no” to questions she asked or trying to get her to stop talking to him… |
| **11:35** | Rich had been focused reading another 5 minutes. Grace finally distracted him by kicking his chair. | It was difficult to only observe Rich when he spent most of the class interacting with Grace. I think Rich might have gotten farther in his book if Grace wasn’t sitting next to him. |
| **11:36** | Mrs. Iron is going through Grace’s outline with her—she also did it very well.  Rich keeps reading and is not distracted by Mrs. Iron and Grace talking right next to him.  Someone knocks in a door down the hall and he looks up immediately, but returns to his book very quickly. |  |
| **11:37** | Rich closes his book—he knows the bell will ring in 2 minutes.  Mrs. Iron sees him close the book—he talks to her briefly about how he liked what he read. Rich talks to Grace until the bell rings. It sounds like they’re talking about another class. | Rich looked satisfied with himself when he closed his book and crossed his arms for the last two minutes of class. |
| **11:39** | The bell rings—Rich stood up in perfect timing with the bell, grabs his bag and leaves. |  |

**After Class Debriefing**

Mrs. Iron debriefs us on the status of our focus students grade-wise. She said that Rich won’t get full credit for his outline, even though it was perfect, because he did not have it done at the proper time. She said that homework is frequently a problem for Rich. When Rich finally does turn it in, he get angry that he can’t have full credit and that restarts the cycle of him not wanting to do his homework.

Mrs. Iron also told us about the new classroom rules that she put into effect on Monday. She put 8 specific changes into effect and reminded the class of the responsibilities they already know. Two of the new rules (that are a direct result of homework problems that she sees from all of her students) are: “all late homework receives a zero with no partial credit given” and “not taking the time to follow directions will result in a zero.” One of the reminders is about homework too: “no printing of homework during class, all printing should take place the day before or during homework.” Mrs. Iron stressed the importance of finishing assignments on time and turning them in at the deadline.

After observing Rich and hearing about his homework difficulties, I thought of a strategy that might help him turn in some work on time. While “homework” is to be done at home, maybe in-class assignments could be given during class that are due at the end of class. If all of the work on an assignment is done during class time and students are expected to be able to finish without taking it home, there might not be any reason for that assignment to be late.

**Artifact #2**

**Interview with a Student**

Friday, we took our focus students out of class for their interviews. We were able to sit outside on a picnic table—the weather was sunny and warm and the kids seemed really happy to be out of class. Rich is a “pretty chill” student in general, his answers were short and he kept his hand by his mouth most of the time, like he was a little nervous to be interviewed. Danielle and her focus student sat with us at the same table so we overheard them most of the time—her focus student is a big talker and gave very lengthy and detailed answers. I was worried that Rich might have said more to me if the other student wasn’t there but once we were done with the questions I had prepared, we joined in on their chat too and I was able to learn a little extra—though he was still pretty quiet and let her do most of the talking.

What follows is the best transcript that I can conjure from my memory and the brief notes that I did write. I’ve bolded pieces of information that I think will be helpful to me while I plan lessons for Part II.

**Me:** Rich, I know you’re in the 11th grade but how old are you now?

**Rich:** I’m **16**.

**Me:** Cool, so what do you enjoy doing when you’re not at school?

**Rich:** (hesitates) Uhh..

**Me:** Like, do you have any hobbies? Or play any games or anything?

**Rich:** Oh yeah, **I like to hang out with my friends and we play football sometimes**.

**Me:** So you guys just chill basically?

**Rich:** (laughs) Yeah, we don’t do much.

**Me:** Alright, so is that was you enjoy doing the most? Football?

**Rich:** Yeah, I’m not on a team or anything but we have fun playing it.

**Me:** Do you have a favorite type of music? Or movies and television?

**Rich:** Uhh, I kind of listen to whatever I don’t have a favorite. I like to watch **cartoons** on TV, my favorite is the “Regular Show.”

**Me:** If you had to go to a desert island, what are three things you’d bring?

**Rich:** (hesitates, thinking) Well anything electronic is out, right?

**Me:** Not if you bring a power source!

**Rich:** Ah, well I think **I’d bring clothes, traps and stuff to hunt and get food…and a lighter to make fires**.

**Me:** Survival stuff! Nice, you want to keep on living then? Not just take your favorite things. Never gotten and answer that practical. (laughs)

**Rich:** (laughs) Yeah I’d rather live till somebody comes to get me.

**Me:** So have you thought about what you’d like to be doing 10 years from now?

**Rich:** I dunno, have a **job** definitely (laughs) **I want to be out of trouble**, not in jail or anything.

**Me:** How do you feel about school? Like, just in general? Do you like it?

**Rich:** Eh, it’s okay. I mean it depends on what’s going on but sometimes it gets boring

**Me:** Do you have a favorite subject and why?

**Rich:** I think **history. I like learning about what happened in the past and stuff.**

**Me:**  Do you like any kind of history in particular? Like I know I didn’t like American history as much as world history. (laughs)

**Rich:** (laughs) Nah, it’s all interesting to me

**Me:** Alright what about your least favorite?

**Rich:** (hesitates, thinking) I don’t know, it depends on what we’re doing in most classes. I guess **math is my least favorite**, all the numbers give me headaches. (laughs)

**Me:** So is there anything significant from your previous English classes that you remember? Like some activity you did that you’ll never forget or something?

**Rich:** (hesitates, thinking) Hmmm, well I remember coming in 4th place for our 6th grade spelling bee. (laughs)

**Me:** (laughs) Impressive! Is there a particular was you prefer to learn?

**Rich:** Uhh, **I’m more active I guess, I like group work better than listening to the teacher**.

**Me:** What do you think of the class you’re in now?

**Rich:**  Well it’s a lot of writing stuff since it’s a communications class, it’s okay. Sometimes it’s a pain though.

**Me:** How much time do you usually spend on homework for all of your classes? Like per day

**Rich:** Umm, when I actually do my homework I’d say about 45 minutes to an hour. (laughs)

**Me:** So would you say you like to read? I know it’s hard to say yes. (laughs)

**Rich:** Depends on the book, like if it’s a novel I like then yeah.

**Me:** What was the last book you read all the way through?

**Rich: *Night***

**Me:** Oh that holocaust book? **That book made me cry!**

**Rich: Yeah, it’s pretty sad but it was good. I liked how it was about the emotional parts of the Nazi camps and took that other perspective, you know what I mean?**

**Me:** Definitely, it’s interesting to read about the “other side” of history that you don’t focus on in your history classes. So, do you have a favorite book in particular? Maybe one you’ve read more than once?

**Rich:** (laughs) Well I’ve never read a book more than once but (hesitates) **I really liked the Mossflower series.** I read that for AR. I also read the Alex Riders series on my own, that wasn’t assigned and that was cool.

**Me:** Cool, do you read anything besides books at home?

**Rich:** I look at the newspaper sometimes just to see what’s going on. I don’t really read magazines, I’ll flip through them for something interesting sometimes though.

**Me:** Do you like to write in general?

**Rich:** It depends on what it’s for. **Like if it’s for school and I have a set topic I’m supposed to write about I usually don’t like it but if it’s something I can choose it’s not so bad.**

**Me:** So do you write on your own then?

**Rich:** No (laughs)

**Me:** (laughs) I figured not, so how do you feel about the writing instruction you’ve already been through?

**Rich:** Well, uhh, every class teaches me something new. Like, how to add more detail and stuff.

**Me:** So you’ve been helped? Your teachers have been able to improve your writing?

**Rich:** Yeah, my writing has gotten better over the years.

**Reflection**

Eventually the four of us were chatting and Rich seemed a little intimidated that the other student was talking so much but didn’t seem to mind—he was enjoying listening also. He put in his two-cents a few times but the other student would continue talking unfortunately. If I could do the interview again I’d definitely do it with just the two of us so he can focus on himself. (I plan to do another interview anyway if I can, after I’ve talked to his teacher and looked at his work—I can ask him what he was thinking when he wrote, or ask him about other things that are relevant.) I found out that Rich likes to go camping once in a while. We also learned that him and the other focus student grew up on the same street but aren’t really “friends” (not in a negative way, they’re just totally different people).

Overall Rich seems like a good student even though Mrs. Iron’s class is the only class that he doesn’t have an A in. I wasn’t able to get to the bottom of that issue because I thought it was too sensitive to ask. He didn’t say that he hated the class—he just doesn’t do his homework for reasons that he didn’t give me.

The most important piece of information about Rich that I gather from this interview that would help me teach him better is his preference for choice in his assignments. Also, since he doesn’t particularly like homework, it would be best to have the bulk of assignments worked on and completed during class time.

**Artifact #3**

**Sample of Student Work**

The following is an essay written by Rich. It is the product of many revisions while Mrs. Iron was getting the class through a unit on PSSA writing. She had given them very specific instruction about how to structure the essay. The unit gradually built writing skills—the students started with outlines, then made a thesis, then added detail, etc. According to the checklist that Mrs. Iron gave me along with Rich’s essay, the process was divided into seven revisions:

Revision #1: Organization of topic sentence and transitions

Revision #2: Organization of introduction story, motivators, thesis

Revision #3: Organization of conclusion, links to motivators, etc

Revision #4: Content, specific examples and details, not too general

Revision #5: Style— no contractions

Revision #6: Style—forbidden junk words (you, very, thing, stuff, well, etc.)

Revision #7: Style—strengthen weak verbs (get, have, do, etc.)

Initially, I thought that this process might be tedious but Mrs. Iron assured us that her students need structure like this to be able to write. She said that their writing is getting weaker each year and when they are given a “writing assignment,” they freeze up, freak out, and have no idea where to begin. My interpretation of this writing issue is that maybe students are looking for the final product too quickly and expecting to write out four pages non-stop, with no guidance.

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| Rich  Mrs. Iron’s Communication Studies  12 March 2012  Extracurricular Activities  MHS has many different extracurricular activities in which students may participate in. Some are more creative while others are more active. Some last the whole year while others only last for a few months. Despite its small size MHS offers its students a plethora of quality extracurricular activities in which they may participate in, including a championship sports program, clubs and organizations, and multiple award winning performing arts programs. All activities get the students pumped for the school day.  MHS offers student many different sports programs to its students. Two that stand out the most are football and soccer, both championship sports programs. MHS Tiger football is known around the county for defending the MHAC championship title. On top of that MHS football has went to district finals on multiple occasions and have exceeded in their athletic ability. MHS soccer is a well-rounded sport. The work players put into it shows during their season. MHS soccer has gone to district almost every year and competes in multiple tournaments throughout their season.  Along with sports programs MHS offers students multiple clubs and organizations, such as robotics or FEA. Robotics is taught by Mr. Copperbolt, a highly knowledgeable man that has been working with robots for probably all his life. The robots that his team builds excel in all competitions they go to. The state competitions they have gone to have always placed in the top three. After winning states the robotics class advances to nationals in which they always place in the top three. FEA is another club ran by Mrs. Cogsworth. FEA does many activities trying to help kids and educate them. FEA goes to different elementary school and reads to their students. To help support FEA the participants also participate in fundraiser to help raise money.  Along with clubs and organizations MHS also offers multiple performing arts programs. The performing arts that MHS offers stand out more than any other in the county. MHS band and theatre are outstanding in what they do. MHS band is offered for students grade eight through twelve. MHS band plays for the football team as well as they do their own tournaments. Band plays halftime shows or the beginning of every varsity games. The band always excels in their competitions as well as ACC’s at the end of every season. As for MHS theatre they put on outstanding play. Theatre members practice hard for weeks until their first showing. At the end of their shows the theatre always receives a standing ovation for their outstanding performance.  MHS extracurricular activities help to mold student’s inner egos. They show what its hidden deep down in a student. Between sports, clubs, and performing arts, MHS offers students a large variety of activities that students could enjoy. MHS is outstanding in offering students extracurricular activities. |

This piece of writing from Rich is what Mrs. Iron called “typical.” I noticed two distracting patterns: repetition of ideas due to lack of detail and consistent descriptions of how these groups perform instead of what they actually do. I think that if Rich had considered more what each activity entails he would have been less repetitive about how many different things there are to do at his school. His writing style is quite good with the exception of that repetition—it feels like he’s said the same things in every paragraph.

When teaching Rich, I would focus on gathering details before writing. I would stress the importance of strong evidence and vivid imagery over vague facts. To improve upon this essay, Rich should research the most important aspects to each sport and performance. Adding those details would make for more informative writing.

**Artifact #4**

**Interview with the Teacher**

Mrs. Iron was able to give me a few new insights about Rich. She also teaches his brother and knows a little bit about their home life. They live with their grandparents, do not know where their mother is, and their father is practically out of the picture. Unfortunately, when I asked Mrs. Iron if this family set up is getting more common among her students, she nodded and said that the population of students with non-traditional families has been growing significantly. Due to their situation, Rich and his brother have been moving and switching schools often. This is Rich’s first year at this high school.

Mrs. Iron’s first comment about Rich was that he “despises school.” Rich is also apparently rather close mind and does not like being told what to do or how something should be done. He got into trouble a few times at his other schools and made no exception here. Last year, he spent three days in ISS (in-school suspension) after he vandalized school computer files. Mrs. Iron said that some days he is accessible and does his work but other days he is rebellious and rude. She said for one month straight he’ll do all of his homework and participate in class, then for the next month he’ll refuse to do anything at all. She thinks Rich and his brother feed off of each other sometimes and team up against her. There was one point last semester when she had to call in their grandfather and have a conference with each boy individually. She said that Rich was more reachable than his older brother, who refused to cooperate during the meeting.

As far as his academic ability is concerned, Mrs. Iron was able to tell me that he has As in most of his classes, one B, yet a D in her class—that he is currently improving. She believes that his writing style is actually better than most of the class. When he decides to his work, it is usually A material but she is disheartened when she cannot give him credit when he turns it in late (Mrs. Iron is incredibly strict about sticking to her policies and rules). Mrs. Iron said that Rich learns best when he listens—he is an auditory learner. When I asked which books he has chosen to read, she said he mostly chooses books at a 5th grade reading level. The last book he read was *The Last Lecture* which, apparently, he finished during his 3 ISS days then got a perfect score on its AR test (AR is the “accelerated reading” program in which books are assigned point values and students take pre-made comprehension tests to prove they read the books and earn points). This seemed strange to me since I learned that *The Last Lecture* is not on a 5th grade reading level. However, after the few times I have spoken with Mrs. Iron about Rich, it is evident that she has a wavering attitude towards him—sometimes she talks about his strengths but most of the time she reveals a bit of contempt for him as she under-estimated his ability. I’m not sure how this attitude is justified but it seems to me that, unfortunately, the interaction between Mrs. Iron and Rich is cold and subversively hostile and it gets in the way of his education.

I think the most important pieces of information that I can draw from my interviews with Rich and Mrs. Iron and the sample of his work that will help in my lesson planning are:

* Rich’s background has made him angry and his attitude often gets in the way of his academic performance
* Rich is an auditory learner, yet likes to work in groups
* Rich is interested in laying low and staying out of trouble now
* Rich has a strong aptitude for writing and does well with little restrictions
* Rich would prefer to decide on his own assignments

**Artifact #5**

**Interview with another Teacher**

Mrs. Iron introduced me to Mr. Franklin, Rich’s history teacher. He did not have as much time to talk with me that Mrs. Iron did but I was still able to ask him a few questions about Rich. His perception of Rich is similar to that of Mrs. Iron but he is less harsh on him—probably because Rich is excelling in his history course work.

Mr. Franklin was able to tell me that Rich has a passion for history and thoroughly enjoys learning about the past. Mr. Franklin thinks that he likes history because it is true and absolute yet is open to interpretation depending on what perspective you learn from. I related this to Rich’s comment about the book *Night* and how he enjoyed the different point of view from what he’s used to. Mr. Franklin responded with enthusiasm and suggested that I use some sort of history novel for any lessons that I’d write specifically to reach Rich.

In the behavior realm, Mr. Franklin said that he’s never had any problems with Rich acting up in his class or turning in assignments late. When I talked to him about how Mrs. Iron sometimes has difficulty reaching him, he told me that he thinks it is because Rich likes history and but doesn’t like writing. Because of his predisposition against structured assignments, Rich rebels when he is told exactly how to do something. When I asked if Mr. Franklin thinks that Rich prefers a specific type of activity over another, he thought for a moment then told me that Rich definitely prefers listening and doing group work. He also said that Rich sometimes struggles to take notes or just doesn’t.

I can add a few insights to my lesson-writing list from Mr. Franklin:

* Rich has a passion for history
* Rich likes to learn about alternative perspectives
* Rich likes unstructured group work
* Rich needs help with note-taking

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| Part II |
| *Night* |
| Instructional Sequence for the Memoir of  Elie Wiesel |

**“To be silent is impossible, to speak is forbidden.”**

**Rationale**

**–Elie Wiesel**

The following lessons are not necessarily intended to be used consecutively since it’s not realistic to read the entire memoir *Night* by Elie Wiesel in three days. They might be best put to use once a week or so. Also, these lessons are designed with my focus student’s interests and aptitude in mind. Rich told me how much he liked Elie Wiesel’s *Night* when he read it as one of his AR books. Because he never had instruction based upon it, I thought it would be perfect for him. He said he was interested in history and liked *Night* because it gave an entirely new perspective on a story he already knew: the Holocaust.

The methods used in these lessons are also meant to improve upon Rich’s strengths while still giving valuable, relevant tasks. He is an excellent writer when compared with his classmates and prefers writing assignments without many restraints. His teachers told me that he is an auditory learner that performs well with group assignments and usually gives valuable input to discussions. Each of these lessons prompts students to free write in a Writing Journal that is to be collected after the *Night* unit is complete. This is not so much focused on the technicalities of their writing as the prompts allow students to cast a wide net—these writing assignments are meant to get the students thinking as well as give them less-pressured writing practice. Class wide discussions and group work are also central here. Although it is difficult to keep a 10th grade class efficiently participating in “discussion,” there are enough good questions that can be posed about *Night* to keep them talking. The Writing Journal is also a strategy to fuel discussion—if students have already written something down, they can’t say they have nothing valuable to add!

Although the Holocaust isn’t necessarily “fun” to study and *Night* may seem like a depressing book to have 15 year olds read, I believe that it’s an incredibly valuable book. When we are taught about the cruelties of the Nazis in history, it seems horrendous. But it’s still easy to stay detached from it when we study is objectively like that. By reading *Night*, it gives a new, more authentic feel for what was truly happening: not just cruelty, but dehumanization. I remember reading *Night* in 10th grade and the effect it had on me. Yes, it made me cry but it also gave me insight into the reality of what human beings just like me went through—and the cruelty that some inflicted upon others. The reality of that cruelty strikes hard too when we consider how relatively recent this was and how advanced Europeans were—yet they still fell under Adolf Hitler’s power and allowed mass genocide to happen right in front of them.

Today, tolerance—and even embracing others—is more important than ever. Our country especially is so diverse and our schools are filled with students and faculty of countless backgrounds, beliefs, and appearances. It is also relevant because in a few places around the globe, things like this are still happening—consider the genocide that just happened in Darfur, Sudan in the last 10 years. In the words of Elie Wiesel, “the world is not learning anything” but we can learn a lot from him about peace, acceptance, and holding strong to our traditions without hurting others.

**Big Question**

What defines humanity and how does it survive?

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**Objectives**

1. **Authentic Learning**

* Students will experience literature as authentic learning in order to connect the English classroom with the History classroom through truth and facts.
* Students will write a letter to Moche the Beadle in order to demonstrate their understanding of *Night’s* context.

1. **Humanity’s ability to survive**

* Students will consider what it means to be human in order to discover the source of resilience.
* Students will examine symbols and motifs within the text in order to discover how art (writing, drawing, etc.) transcends time and can help people survive.

1. **Tolerance**

* Students will discuss how the Holocaust has and has not changed the way the world operates in order to address the fact that, throughout history, mistakes are be repeated.
* Students will consider the work that Elie Wiesel continues to do around the world in order to realize the importance of tolerance in our multicultural world.

**Lesson 1: Authentic Learning**

**Objective**

* Students will experience literature as authentic learning in order to connect the English classroom with the History classroom through truth and facts.
* Students will write a letter to Moche the Beadle in order to demonstrate their understanding of *Night’s* context.

**Materials**

* *Night* by Elie Wiesel
* Writing Journals

**Activities**

* 10 min—Introduction to *Night*. (Students will have read chapters 1 and 2 before this lesson)
  + Go over a timeline highlighting key dates from the Memoir :
    - 1933: Adolf Hitler elected Chancellor of Germany
    - 1937: Buchenwald concentration camp opens
    - May 1944: The Wiesels are taken from their home
    - January 1945: Elie and his father are taken to Buchenwald
    - April 1945: American troops free inmates at Buchenwald
    - 1958: Elie publishes *Night*
    - 1986: Elie receives the Nobel Peace Prize
  + Discuss the significance of the gaps in these dates: The Nazi’s were running concentration camps about 7 years before Elie’s family was brought to one—when they were removed from their home, they had no idea what actually went on inside the camps (because it had been kept a secret from them).
  + How did Elie’s community react to the Germans when they arrived? Do you think they would have behaved differently if they knew exactly where they were being taken and for what purpose?
* 15 min—Students will be given time to respond to the following prompt in their Writing Journals: How does young Elie view the world and his place in it? What in *Night* makes you think that? What makes him *human*?Find at least one specific example that supports one of your ideas to write in your journal.
* 5 min—Ask a few students to share responses about what makes Elie “human” at this point in the text. Encourage students to be aware of this theme as they continue reading the text and mark particular moments in the book that show Elie’s humanity or how he changes.
* 5 min—Draw attention to Moche the Beadle next, who is only present in the book for a few pages, and ask students why they think he ran away. Did he know where they were being taken? Do you think he somehow had more information?
* 15 min—Students will spend the remainder of class writing a letter to Moche, using the following prompt as a guide: Assuming that Moche escaped to safety, what would you want to say to him? What feelings would you want to express about the dire circumstances in which he left his community?

**Assessment**

* The letter to Moche will be the student’s ticket out of the door. Students will have met the objectives for this lesson if their letters include the following: where Elie’s community was, where they were being taken, how Elie must have felt, what Moche left behind, speculations about why Moche left, posing questions to Moche.
* Students’ letters do not need to include everything mentioned above but those are the essential pieces that I am looking for.

**Lesson 2: Humanity & Survival**

**Objectives**

* Students will consider what it means to be human in order to decide what qualities “survivors” embody.
* Students will examine symbols and motifs within the text in order to discover how art (writing, drawing, etc.) transcends time and can help people survive.

**Materials**

* *Night* by Elie Wiesel
* Construction paper, markers
* Writing Journals

**Activities**

* 10 min—Just working with the person next to them, students will write down two symbols or motifs from *Night* (They should have read through chapter 5 by this lesson) and give a reason why they chose each. They will share this with the class so we can keep a running list on the board
  + Students should reach: night, silence, faith, cruelty, decay, humanity, etc.
* 30 min—Students will spend time in pre-assigned Literature Circles (each student will have a specific job to do to ensure participation) to complete the following task and discussion.
  + (15 min) Task: Create a new cover to *Night* considering the symbols and motifs that we’ve gathered. Groups will share this new cover with the class and explain their design/drawing decisions.
  + (15 min) Discussion: After each group has briefly presented their cover (they’ll be displayed on the wall after class), they will be reoriented towards a small-group discussion about humanity.
    - On the board will be the following thought-provoker: according to political scientist Raul Hilberg, Holocaust survivors shared these common features: “realism, rapid decision making, and tenacious holding on to life.”
    - Does Elie embody these features? What moments in the text make you think that? Have we already seen some characters fight to hold onto hope while others surrender? What kinds of events impact the loss of hope and what helps people hold onto their humanity?
* 10 min—Students will write in their Writing Journals for the last task. On the board in addition to the Hilberg quotation, will be the big question: What defines humanity and how does it survive? Drawing off their small-group discussions, students will use an example from *Night* to support their idea about what makes Elie human and gives him strength to survive.

**Assessment**

* Group covers for *Night*: check for understanding as each groups explains their choices, they should be able to explain the significance of the symbols or motifs they chose to put on their covers.
* Writing Journal entries should include one relevant quotation from *Night* that supports the student’s claim about Elie’s humanity.

**Lesson 3: Tolerance**

**Objectives**

* Students will discuss how the Holocaust has and has not changed the way the world operates in order to address the fact that, throughout history, mistakes are be repeated.
* Students will consider the work that Elie Wiesel continues to do around the world in order to realize the importance of tolerance in our multicultural world.

**Materials**

* Computer, Projector & Screen
* Writing Journals
* “The world is not learning anything” Clip (0:00:00-0:01:50) <http://www.youtube.com/watch?v=uqcfZZR7_v0>
* Weisel Lecture Clip (0:25:00-0:35:00)

<http://www.youtube.com/watch?v=kC5MbVsyFh8>

**Activities**

* 7 min—Pose the question: “How can learning about historical events guide (or hinder) people’s behavior?” and allow students time (5 min) to write a brief response in their Writing Journals in preparation for the videos of Wiesel
* 7 min—Watch the clip (2 mins) of Elie Wiesel’s interview
  + Wiesel thinks “the world is not learning anything” as we still fight and kill
  + Ask students if this clip makes them alter their first answer and allow time (5 min) for them to write—Initially we all want to believe that we learn from mistakes (especially those as drastic as the Holocaust) but when we look at what’s happening globally, it’s unfortunately not completely true.
* 25 minutes—Watch the clip (10 mins) of Elie Wiesel’s speech
  + (10 min) Discussion focus: “The opposite of love is﻿ not hate, it’s indifference.

The opposite of education is not ignorance, it’s indifference.

The opposite is art is not ugliness, but indifference.

The opposite of life is not death, but indifference.”

* + Ask students again if their opinion is altered by Wiesel’s words and our discussion—allow more time (5 min) for students to add to their response or change pieces of it (encourage students not to erase or cross out if they are changing anything—that way they can see how their thinking may have changed/not changed)
* 10 min—Students discuss their writing with a partner and share their ideas before adding to their answer one more time (if their partner had thought of anything different that made them think more)

**Assessment**

* Writing Journals will be collected and checked for completion—responses to each of the 3 writing opportunities. It is more important that I see a student acknowledge how their thinking changed or didn’t change in response to Elie Wiesel’s speeches and talking to their peers than what they’re beliefs are—I am not interested in knowing whether they agree with my beliefs or not, I want to see their understanding of how thoughts can be altered and influenced by the words and actions of others.

**Final Assessment**

* This assessment is meant to combine authenticity and humanity’s survival or tolerance. Students will create their own authentic journal entry about a moment in their life—in which their “self” was in question or they faced intolerance—that changed them in some way.
* Think back on a significant event—a proud moment, a happy moment, a tragic moment, etc.—in your life that you can relate to our class discussions. How has that event shaped who you are today? Helped or hindered the survival of your ‘”humanity” or “self”? Were you faced with intolerance or were you watching someone else face intolerance? Write a journal entry, in the style of Elie Wiesel, that lets a reader see that event through your eyes. Write in the first person point of view, mention your feelings, your reactions, how you interpreted your situation, and give a reader a clear sense of that moment—let the reader feel like they are going through that moment with you in real time.