Please choose one of the options. All written work MUST be submitted on Turn It In.

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| **Research essay**6 – 8 paragraph essay. Same layout as Othello essay. 4- 6 quotes from secondary sources.**OR**A persuasive essaySee essay choices sheet. | **Timeline**On a large poster board, create a timeline of the history of Judaism and the Jewish people. Your timeline must include 15 -20 items and each “moment” must include a brief description of the event and its significance (5 – 10 sentences). A minimum of 10 visual items must appear on the timeline (pictures and symbols). The timeline should end with the most recent significant event for the Jewish people.  | **Graphic novel**Write and illustrate a 4 - page minimum graphic novel of one section of *Night*. Must be fully illustrated and have one direct quote per page. Page area minimum is 5X8 (letter size folded in half). Each page needs at least 3 illustrations. |
| **Holocaust Newspaper**Create a two page paper about the major events in *Night*. Write in column format and include pictures. **OR**You may create a digital paper.**Criteria****a**. Interesting **title** of paper**b. Lead Story** – one to two  summary paragraphs of the book  with a related picture.**c. Editorial** – your thoughts on the  Holocaust (one to two  paragraphs)**d. Where are they Now**: update  on Elie Weisel and what he is  doing today with a picture ( one  paragraph)**e. Faces in the Crowd** –  paragraphs highlighting two  minor characters – one  paragraph per character | **The Big Question**“How does indifference affect people as individuals and as a society?”a. Choose 4 quotes, with page numbers, from *Night*  that illustrate or address indifference.b. An explanation or interpretation of each quote in  your own words.c. Your creative or artistic response to the quotes  individually or as a group to demonstrate your  answer to “the big question.”  What have you learned from *Night* about  indifference and how it affects others?**Options are**:a. Collage 12 x 18 of symbols or illustrations;  include the quotes and be sure to answer the big  question.b. Poetry – 40 lines total (one poem or smaller  poems)c. Scrapbook or portfolio use text, visuals, poetry and mixed media to  display the 4 quotes and your interpretations.  Be sure you answer the “Big question. | **Genocide Poster**Create a poster project on an act of attempted genocide that occurred ***after*** the Holocaust. Some choices are:* The “Killing Fields” of Cambodia
* East Timor
* Darfur (Sudan)
* Rwanda
* Somalia
* Kosovo (Bosnia-Herzegovina)
* Serbia

Your work must include an informative and creative combination of written and visual information (paragraphs, charts, graphs, stats, pictures).Include the causes of the conflict and the groups involved, estimated number of people killed, the response of the global community (U.S.A., United Nations, Canada, etc.), and the after-effects of the attempted genocide (economic, social, political, etc.) |
| **Artwork**Create an original art piece that represents some important aspect of *Night*. You may use any form you wish; possible forms are painting, sculpture, diorama, music, etc. You must also submit a written description/analysis (250 words min.) that explains your work. The art should be more abstract than literal; it should be symbolic or metaphorical in nature. | **Capzle**Choose a topic:a. Analyze Elie’s change in faith over the course of  the memoir.b. Evaluate Elie’s relationship with his father and  how it changed.c. Highlight the major events Elie experienced  during his time as a Jewish prisoner in a camp  and how he was affected by them.You MUST have 8 slides on your Capzle (4 informational text, 4 pictures to enhance/explain text). All informational text must explain your topic by CITING the memoir. | **Student’s Choice**Option MUST be cleared with teacher *PRIOR* to commencing. I will give you written confirmation of what we have agreed upon.No confirmation – no project! |

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| Criteria | Level Four(80 -100 %) | Level Three(70 – 79%) | Level Two(60 -69%) | Level One(50 -59%) | Below Level(0 -49%) |
| Knowledge and Understanding |
| Consider the audience when developing a piece of work | Strong awareness of audience | Considerable awareness of audience | Some awareness of audience | Occasional awareness of audience | No awareness of audience |
| Edit and correct all expected conventions of language | Edits and corrects major and most minor errors | Edits and corrects many major and minor errors | Edits and corrects some major and minor errors | Edits and corrects few major and minor errors | Doesn’t edit and correct major and minor errors |
| Explain how the design of media works have been influenced by the purpose | Thoroughly explains  | Clearly explains  | Adequately explains  | Simply explains  | Doesn’t explain  |
| Identify and explain key elements and techniques used to create media piece | Identifies most elements and techniques used and thoroughly explains them | Identifies most elements and techniques used and clearly explains them | Identifies most elements and techniques used and adequately explains them | Identifies most elements and techniques used and simply explains them | Doesn’t identify elements and techniques used and doesn’t explain them |
| Thinking and Inquiry |
| Cite explicit information to show understanding of text | Cites obvious, complex and subtle information | Cites obvious and complex information | Cites obvious and some complex information | Cites obvious information | No citation of information |
| Communication |
| Adapt a work of literature into another media form | Adapts with remarkable skill | Adapts with considerable effectiveness | Adapts with some effectiveness | Adapts with limited effectiveness | Adapts with no effectiveness |
| Communicate information clearly | Communicates with high degree of clarity  | Communicates with considerable clarity | Communicates with some clarity | Communicates with limited clarity | Communicates with no clarity |
| Application |
| Able to describe information, ideas, opinions and themes | Thoroughly describes | Competently describes | Adequately describes | Simply describes | Limited to no description |

Comments: