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ENG 395

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Pedagogical Demonstration Two: *Night* p. 20-26 Comprehension and Discussion

FOCUS:

This lesson will address the comprehension and class discussion of pages 21-26 of *Night* by Elie Wiesel. As a class, we will be discussing aspects of the reading such as uncertain vocabulary, further understanding of Judaism and its significance in Wiesel's life and in the novel, and discussion questions based on certain passages of the second section of *Night*. By diving into vocabulary, figurative language within the novel, in-depth discussion of passages, and information regarding Wiesel's religion, the students will be able to better comprehend this specific reading section and will be able to continue reading the novel with an effective understanding of these aspects of this reading section for further comprehension in the upcoming reading assignments.

OBJECTIVES:

When it comes to the analyzation and discussion of the reading, my students will be able to cite strong textual evidence to support the analysis of what a text says explicitly, along with interpretations drawn from the text (11-12.RL.2.1). They will also be able to analyze a text in which the reader will have to distinguish between what is directly stated and what is intended in order to understand the point of view of the narrator (11-12.RL.3.2). To add, my students will

also analyze and evaluate the effectiveness of the structure an author uses in his argument (11-12.RN.3.2) and will be able to use context to determine or clarify the meaning of words, along with analyzing the meaning of words as they are used in works of literature, including figurative meanings (11-12.RV.3.1). Likewise, my students will be able to interpret figures of speech in the context of the reading (11-12.RV.3.3).

MATERIALS:

For materials, I will include a printed vocabulary sheet, a YouTube video, and a discussion sheet, which will be used as my assessment. The vocabulary sheet will be printed by myself prior to class and will include five terms from pages 21-26 that I deemed beneficial to define for further understanding of the passages in which the terms are used in. If the students understand the vocabulary within the reading, then they will most likely be able to better understand the reading in general.

In regards to the YouTube video, I will be using Hip Hughes's "Judaism Explained: Religions in Global History". I chose to include this video into this lesson because I believe that the students will be able to achieve enhanced comprehension of the novel if they understand Judaism and its significance to Elie Wiesel, other characters, and the story of *Night*. So, I want to make sure that the students have a general understanding of the idea of Judaism so that they can better understand Elie as a character, as a narrator, and so that they can connect their comprehension of Elie's religion to their own - if my students follow a religion. The link to this video is provided here: <https://www.youtube.com/watch?v=PWsKZ2Xto4Y>.

My discussion sheet will be printed by myself prior to class and will be handed out nearer to the end of the class period. I will discuss more about the discussion sheet in the Assessment section of this lesson plan.

STRATEGIES:

Given that the students will be going over Judaism in a video format, I will be incorporating technology and visualization into my lesson. I will also be using class discussion so that my students will be able to share answers, interpretations, and their own perspective on the content of the reading. I will also be including oral reading because I will have my students read from the Judaism YouTube video and read aloud passages from the reading.

PROCEDURE:

At the beginning of class, I will give my students a printed list of vocabulary terms from today's reading that may cause confusion to the reader. The students and I will discuss the terms, the passages in which they are found in, and go over the definitions to the words as a class. I will ask the students if they are familiar with each term, let the students have a chance to assume the definition based on the context in which the word is used in the reading or if they have previous knowledge with using the term. If a definition can't be placed, I will give the students the definitions to write down on the page, for their benefit and further comprehension, along with giving them synonyms if necessary. This part of the lesson will take approximately 10 minutes of class time.

After discussing the vocabulary, I will introduce the YouTube video, "Judaism Explained: Religions in Global History" YouTube video by Hip Hughes. Throughout the first ten minutes of

the video, I will stop every so often to reiterate important points made in the video, add information, and ask questions regarding the information in the video. This part of the lesson will take approximately 15-20 minutes. Below is a tentative schedule of times during the video that we will start and stop and why I would do so:

0:36-1:39 Introduction

- When stopped at 1:39, I will mention that this is a really interesting point - that Judaism and aspects of the Jewish religion is very influential in regards to Christianity and Islam and a foundation to those religions as well.

2:46-3:46 Monotheism

- When stopped at 3:46, I will ask the students whether they have a good grasp on the idea of monotheism or not, possibly ask for a student's own definition of monotheism, and/or give a definition of monotheism in my own words before continuing the video.

3:46- 4:04 The Covenant

- When stopped at 4:04, I will have a student read the passage that God said to Abraham once more because I believe that the voice that they used to portray God is a little too humorous for comfort. It would be more efficient for another student or myself to read that passage once more so that the students can better understand the passage and what it is saying without being distracted by the funny voice in the video.

4:04-5:20 The Covenant Continued and God's Test

- When stopped at 5:20, I will ask the students if they understood God's test, why God tested Abraham in this moment, and reiterate that this covenant is the root of Judaism. I will also reiterate the idea of the covenant - that if you do what God tells you and you listen to God, then he will reward you and your people. In this case, God tells Abraham to leave his home and his way of life to go to Canaan or Israel.

- Before playing the next section of the video, I will let the students know that the Jewish tribe that followed Abraham to this new land finally found where they were supposed to end up, Israel, but the land was very dry and bare. If they stayed there, then they would've risked starvation and famine. So, the tribe crossed the Red Sea and settled in Egypt. At first, the Egyptians were very welcoming, but eventually the Jewish people would become slaves to the Egyptians.

6:40-7:42 Moses

- When stopped at 7:42, I will reiterate that this emphasizes the idea of the covenant - that you have to listen to God and do what he tells you.

7:42-8:28 The Messiah

- When stopped at 8:28, I will ask the students if they caught the reason why Jewish people don't believe that Jesus is the Messiah. If they did not, I plan to explain that Jewish people believe that a Messiah is someone that will come down from heaven, bring the Jews back to Israel, rule over that kingdom, and bring peace on Earth. When Jesus came down, there was still struggles and hardships - no universal peace. So, Jewish people do not believe that Jesus is the Messiah - just a good prophet.

8:28-9:17 Moses and the Ten Commandments

- When stopped at 9:17, I will ask the students if any of them can list the ten commandments, and I will write them on the board as they are called off
1. Thou shalt have no other Gods before me. - Only believe in one God.
 2. Thou shalt not make unto thee any graven images. - Do not compare God to God's creation because no aspect of the creation could adequately stand in for God.
 3. Thou shalt not take the name of the Lord thy God in vain. -
 4. Remember the Sabbath day to keep it holy. - do not work on the sabbath day and only use it

- To test their understanding of the ten commandments, if there is any, I will ask the following questions: When is the Sabbath Day for Christians? When is the Sabbath for Jews?
5. Honor thy father and thy mother.
 6. Thou shalt not kill.
 7. Thou shalt not commit adultery.
 8. Thou shall not steal
 9. Thou shalt not bear false witness against thy neighbor. - don't lie or talk bad about your neighbor
 10. Thou shalt not convey thy neighbor's goods. - banish your desires for things that don't belong to you.

After we have finished the video segment of the lesson, we will begin the class discussion over some passages within page 21-26 of *Night*. During this discussion, we will be going over the figurative language that Wiesel uses in the reading, such as symbolism, similes, metaphors, etc., some scenes in the novel that may have been confusing, such as Madame Schächter and the fire that she sees at night but is never there, and connections between Judaism and faith to the prisoners' terrifying situation. We will also discuss the concept of "cruelty breeds cruelty" and how that is present in the reading, along with the human capacity of evil and how this evil affects the prisoners. The discussion segment of the lesson will take approximately 20-25 minutes.

Some examples of questions that I will be asking for class discussion include the following:

- Why did the other prisoners tie up, gag, and strike Madame Schächter? (24)
- How does this treatment connect to the idea of cruelty breeds cruelty?
- What were the circumstances that the prisoners were in that led to this
- How does Madame Schächter see a fire that is not really there?

○ Could Madame Schächter seeing a fire that is not there be considered an example of foreshadowing in the novel? Why or why not?

○ What does the fire symbolize in the novel?

○ Why does Madame Schächter only see the fire at night?

What does night symbolize in the novel?

○ Is Madame Schächter simply crazy or is she the only sane one in the cattle car?

- Why do the prisoners refuse to accept their horrifying fate (in the context of faith and Judaism)?

○ Would their optimism derive from their faith in God? How or why not?

○ Is this optimism ignorance on their part? Why or why not?

○ Does suffering lead to a loss of faith or a growth in faith? How do you see this occurring throughout the novel?

- And more

ASSESSMENT:

I will be providing my students with what I call the *Night* Discussion Sheet, which will be printed prior to the beginning of class and will be passed out for the students to fill out and turn in to me near the end of the class period. On the sheet, the students will have three topics - Judaism, Human Cruelty, and Madame Schächter and when she speaks of a fire - on the page. These would be topics that would be discussed in-class. There will be a scale of 1-10 where the students will be able to circle their understanding of the topic based on the 1-10 scale. There will also be space for the students to write a range of information about the topic such as what we talked about in regards to the topic in discussion, themes, symbolism, text-to-text, text-to-self, or text-to-world connections regarding the topic, figurative language used in passages regarding the topic, anything that they were confused about when discussing the topic, etc. This assessment

section of my lesson will take approximately 10 minutes or the remainder of the class period if necessary.

I believe that this will be an efficient assessment for the end of the class period because I will be able to evaluate what was successfully comprehended by the students and what was still confusing by the end of the period. This will be through evaluating what they write down and their circled understanding of the topic on a scale of 1-10. Then, I would be able to pinpoint any weak spots in my lesson and would also be able to see what may need to be reiterated or elaborated the next day if necessary.