

Name:

Date:

Period:

***Night* Take Home Test**
English 9 Honors

Directions: Write a well-developed CR on one of the below topics. The prep sheet and *Night* text should assist you with writing the response. Any discussion regarding your essay response is prohibited. You have until the conclusion of the book to complete the CR; this take home is due for period **4A: Wednesday, 10/3/12** and period **4B: Tuesday, 10/2/12**. The final response should be typed 12 point font, Times New Roman, double-spaced and is worth 40 points.

Topic 1:

Write a well-organized CR that analyzes Elie Wiesel's use of the metaphor 'night' throughout the text *Night*. Provide specific examples, quotations, and explanations. Be sure that the essay is fully developed, logically organized, and that the word choice expresses clear ideas.

Topic 2:

Consider the following statement by Elie Wiesel:

"In every area of human creativity, indifference is the enemy; indifference of evil is worse than evil..."

Write a well-organized argumentative CR in response to this statement. Explain your position with specific examples/quotations from *Night*, your studies, experiences, or observations. Be sure your essay is fully developed, logically organized, and that the word choice expresses clear ideas.

Topic 3:

Write a well-organized CR that identifies three ways the painting "Unable to Work" (see attached) foreshadows the effects of concentration camps on the lives of the people. Provide specific examples and quotations from *Night* with explanations. Be sure your essay is fully developed, logically organized, and that the word choice expresses clear ideas.

Topic 4:

Write a well-organized CR that identifies how the painting "Their Last Steps" (see attached) presents relationship dynamics. Clearly identify the relationship (Jews with Jews, Jews with concentration camp officers, etc) and how it is represented. Provide specific examples and quotations from *Night* with explanations. Be sure your essay is fully developed, logically organized, and that the word choice expresses clear ideas.

*A CR rubric follows.

Name:

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“Unable to Work” (Topic 3)

David Olère

1944



Name:

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“Their Last Steps” (Topic 4)

David Olère

1946



Name:

Date:

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CR Rubric

- 4 The response is a well-developed essay that fulfills the writing purpose.**
Develops ideas using relevant and complete support/elaboration
Includes several direct quotations from the text
Uses an effective organizational structure
Uses purposeful word choice
Demonstrates attention to audience understanding and interest
Errors in usage and conventions do not interfere with meaning
- 3 The response is a complete essay that addresses the writing purpose.**
Develops ideas using adequate support and elaboration
Includes some direct quotations from the text
Uses an organizational structure that supports the writing purpose
Uses clear word choice
Demonstrates awareness of audience understanding and interest
Errors in usage and conventions do not interfere with meaning
- 2 The response is an incomplete/oversimplified attempt to address the writing purpose.**
Has incomplete or unclear support and elaboration
Includes few direct quotations from the text
Attempts to use an organizational structure
Demonstrates little awareness of audience understanding/interest
May have errors in usage/conventions that interfere with meaning
- 1 The response provides evidence of an attempt to address the prompt.**
Has minimal or no support or elaboration
Includes few to no direct quotations from the text
May be too brief to demonstrate an organization structure
Demonstrates little or no awareness of audience
May have errors in usage/conventions that interfere with meaning
- 0 The response is completely irrelevant or incorrect.**

Checklist

- Topic sentence restates the prompt
- Implements organization (ideas and paragraphs)
- Develops ideas with support and elaboration
- Provides specific examples and quotations with page numbers
- Answers all parts of the CR prompt equally
- Utilizes effective word choice
- Offers on-topic details for audience understanding
- Avoids errors that interfere with meaning