

Assessment of Student Learning Project

The purpose of all teaching is to help students to learn, whether that learning is of some particular content knowledge, certain skills, or certain attitudes about life or language. At some point during this semester, you will need to document your assessment of how well students have learned something you have taught them. You may select an entire unit, a specific long-term project, or a cluster of lessons and activities. This project is due during my last visit. I will need to keep this project for accreditation purposes, so make sure I am just receiving copies (or photographs) of what you do and not originals.

Components of the Assessment Project

Step One: Select a unit for this assessment. It may be a simple one-week unit or one that takes a month. Your plan for this unit must involve the teaching of **literature**, must include a **writing component including drafts**, and must engage students in **critical thinking**. (Advice: Keep this as simple as possible.)

Step Two: Describe the class and analyze its composition in terms of the **learning environment**: class grade and ability level, ethnicity, special needs, the title of the class if it is an elective, class size. Also, explain any particular strengths and challenges of this class, the ways in which they have responded to different kinds of instruction before this, or anything else that distinguishes this class from your others and that you will need to take into consideration in designing your lessons.

Step Three: Explain how the content of this project fits into what has been taught so far in this class and where the students are headed in their learning. You may explain this in terms of the school or the cooperating teacher's curriculum. Make sure that you place this project into the **context** of their progression of learning throughout the year/semester and in terms of **state standards** that are being met.

Step Four: Before beginning this project, you will need to devise an assessment tool that will inform you of students' current level of understanding. This may be a pretest of skill level or content knowledge, formal observations of behavior, a formal interview with your cooperating teacher, an evaluation of previous projects they have completed, or any other method that will allow you to **assess students' understanding of what you will teach before the project begins**.

Step Five: Write **lesson plans** for all the lessons included in this project. These lesson plans should be typed, but they should also be realistically what you would use to teach the class, not the formal lesson plans you did for methods.

Step Six: If possible, one of my visits should take place during this unit so that your project will include a **Danielson observation form from me**. However, because our schedule is so tight, if this does not work, your **cooperating teacher** should conduct one of his/her formal observations during this project, and that observation form should be included.

Step Seven: You will then devise a way to **assess what the students learned** during this project. You may use any of the assessment strategies we have discussed, **but it must contain the same information you asked for at the beginning of your project in Step Three**. You will need to provide a copy of your assessment tool and a copy of the rubric/grading criteria you used to evaluate their work. You also need to provide a brief explanation of why you chose this assessment tool and how you designed the rubric.

Step Eight: You will need to provide a copy of **three student samples** (a high, medium, and low) along with the feedback you provided them. Write a brief analysis of the differences among the three outcomes, how these differences might relate to the students themselves, and how they relate to the methods you used. What might you have done differently to improve student learning?

Step Nine: **Reflect on this project** and what you learned. What would you change about what you did to achieve better results? If the results met or exceeded your expectations, reflect on why you think the plan worked so well.

Rating Indicator	1 Little or No Evidence	2 Limited Evidence	3 Clear Evidence	4 Clear, Consistent, and Convincing Evidence
Selection of unit Literature (3.5.1) Writing (3.4.1-2) Critical Thinking (2.4)	Unit selected does not incorporate literature, writing, and critical thinking	Unit contains all three areas but they are not well integrated	Unit contains all three areas and they are logically linked ✓	Unit carefully incorporates all three skills so they build on each other and clearly promote student learning
Class description (2.1)	Distinguishing characteristics of this class are not clear	Some distinguishing characteristics are discussed but full picture of class is not presented	Class is described thoroughly	Detailed descriptions of the class clearly indicate an in-depth awareness of students and their learning environment ✓
Project Context (1.3, 4.1)	Context of unit is not stated	Context is stated but not analyzed	Context is described in terms of curriculum and standards	Context is explained thoroughly, related to students' learning process and progress and to state standards ✓
Pre-assessment (4.10)	Pre-assessment does not establish clear criteria for measuring learning or does not correspond to final assessment	Pre-assessment criteria are vague or only partially correspond to final assessment ✓	Pre-assessment criteria are clear and match final assessment	Pre-assessment criteria are carefully chosen to provide maximum information about student learning ✓
Lesson Plans (4.1)	One or more parts of the lesson plans are not completed	All parts of the lesson plan are present but not completed in a careful or thorough manner	All parts of the lesson plan are complete, clear, and logical	All parts of the lesson plan are designed carefully so as to maximize student learning, promote critical thinking, writing skills, and an understanding of literature ✓
Observations (1.2-3)	Danielson observation forms are missing	Danielson forms are predominantly NI	Danielson forms are predominantly ME ✓	Danielson forms are predominantly ME and EE
Assessment (4.1) Tool Rubric Explanation	Assessment tool does not establish clear criteria that are reflected in the rubric, correspond to pre-assessment, and is not explained	Assessment tool, criteria, and rubric are not clear, do not correspond to pre-assessment, and are not explained thoroughly	Assessment tool, criteria, and rubric are clear, correspond to pre-assessment, and are explained ✓	Assessment tool clearly shows what students have learned based on pre-assessment, establishes clear and meaningful criteria for ✓

				evaluation that are outlined on the rubric, and the process in thoroughly explained
Student samples Analysis (4.10)	Three samples are missing, not clearly distinguishable in terms of levels, and not analyzed	Three samples are included but not clearly distinguishable or analyzed for improving student learning	Three samples are included, clearly distinguishable into high, medium, and low categories, and include an analysis of differences ✓	Three samples are clearly illustrating what defined successful learning and analyzed thoroughly in terms of the students and necessary revisions needed to optimize student learning
Reflection (2.3)	Reflection superficial	Reflection completed but not clearly related to results ✓	Reflection completed and used as a guide for reflecting on the results	Reflection thorough in terms of changes needed or analysis of success

Daniel Petit

April 27, 2009

ESEC 450

Mr. LeDuc

Assessment of Student Learning Project

Step One

We are studying the Holocaust for during this unit. The lessons will be completed in two and a half weeks. As a part of this unit we are reading *Night*, by Elie Wiesel. During this time students will have opportunities to study human nature and the effects of thinking patterns and behavior. There will be a presentation, art activity, test, and essay associated with this unit.

Step Two

The name of this class is English 9 Comprehensive. It is mandatory for graduation. It meets five days a week, from 9:07 am to 10:33 am. There are twenty-three students in this course. They are all from the Monadnock region. They come from Keene, Nelson, Westmoreland, Chesterfield, and Marlow. There are twenty-two Caucasian students and one Latin American student in this course. This class is of heterogeneous composition. About one third of the students read at a post high school level. Less than half of these students read at the appropriate grade level. A few of them read at the eighth grade level. There is one student who reads at the sixth grade level. If we include the student reading at a sixth grade level, then there are three IEP students in this class: two learning disabled and one emotionally handicapped. One of the students in this class should have been placed in an honors section; however, she was sick with the flu at the start of school and it was too late to switch her class when she came back. Another student also has the ability to complete honors-level work, but instead chooses to be defiant and disruptive. If successful, he is able to halt the progress of the class.

This is the second unit we are starting. The first unit was the short story unit. This unit came with mixed results. The ability levels of the students in this class fit a wide spectrum. One needs to be careful not to set the pacing of the lessons too fast, so that some students aren't confused. One also cannot go too slow, or else some student will grow bored and unmotivated. Another caveat that must be considered when pacing is attendance. There are a few students absent each day. There is one student who is suffering from an undisclosed medical condition: she misses a few days a week.

This is the class in which *Gardner's Theory of Multiple Intelligences* is essential. The most effective method in keeping this class engaged has been to vary the instruction practices. At times, the students work independently. At other times, the students work in groups. During the short story unit the students performed skits, created artistic plot diagrams, and even authored their own short stories. We have found that varying the types of instruction keeps all of the students at least somewhat engaged. We are definitely trying to build skills in this class; however, we try not to cover too much at a time so as not to leave the absent students behind.

Step Three

This is the diversity unit in the curriculum. In the state of New Hampshire, it is mandatory that the Holocaust be covered at some point during the ninth grade. We have prepared the students for this topic through the previous unit. In the short story unit, we studied character, setting, plot, and themes. We also read stories about characters that come from foreign origins. This unit is meeting the following state standards:

Curriculum Standard 1- Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.

Curriculum Standard 2- Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.

Curriculum Standard 3- Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.

We have been adhering to Curriculum Standard 1 for most of the semester. This is the first time we are covering standard 2, as this is their first writing assignment. This is also our first time delving deep into standard 3, because we have not used many media sources in this class.

Step Four

There are a few assessment tools that we will be using before we start reading the book *Night*. First of all, the student will participate in two class projects. The first class project is research a Holocaust-related theme and then p the findings in front of the class. This will be done in pairs.

The next assessment tool being used is a stereotype poster project. Students will be divided into groups of 4-5. Students will then select a stereotype from a list of choices. The groups will then look through magazines for pictures of individuals who might confirm, or disprove the stereotype. For example, if students selected all politicians are glib, then the group would have to find pictures of politicians who are considered glib, as well as pictures of those who do not fit this stereotype.

Lastly, we will read the book *Terrible Things* in class. This is an allegory of the Holocaust written by Eve Bunting in which different types of animals in a forest are being

hunted for no apparent reason. The other species of animals show no interest in what is happening until they become the victims.

Step Five

Lesson Plans

Day 1

- Students will be given the instructions to the Holocaust project assignment. Instructor will carefully review assignment with the students. Students are to select a topic related to the Holocaust, conduct research, and present their findings to the class. A visual representation must be included with this presentation.
- Teacher will allow students to select partners for the assignment.
- Teacher will then have students pick numbers from a container. The number will decide the order that the students will select their topic.
- Class will go to library and look for three internet sources on their selected topics

Day 2

- Students will read their "Reading For Fun" books
- Instructor will hand out source page. The students are to write down any books used as reference for this project. Teacher will explain how to use fill out the sheet.
- Class will go to the library to select three print sources for their projects.

Day 3

- Instructor will give lesson on prepositions.
- Class will go to the library to seek more material for their projects. Students must have a least ten to twelve pages of material for their projects, and all the important information must be highlighted.

Day 4

- Students will read their "Reading For Fun" books.
- Teacher will read the book *Terrible Things* to the class. Class will then discuss the book.

- Class will view the documentary *One Survivor Remembers* and answer accompanying questions.

Day 5

- Instructor will give a lesson on adverbial and adjectival prepositional phrases.
- Students will be divided into groups of four or five. Students will then select a stereotype from a list of choices. The groups will then look through magazines for pictures of individuals who might confirm, or disprove the stereotype.

Day 6

- Students will continue to work on their stereotype posters. Students will then present posters to the class.
- Teacher will initiate a classroom discussion on stereotypes. He will ask students if they have ever been labeled, and see what students think could be the possible effects of stereotyping.

Day 7

- Students will read their “Reading For Fun” books.
- Students will begin presenting their Holocaust projects.
- Class will read the poem “First They Came for the Jews” by Pastor Martin Niemoller.
- Class will begin the book *Night*.

Day 8

- Class will review chapter 1 in *Night*.
- Instructor will conduct a lesson on ending sentences with prepositions.
- Students will present their Holocaust projects.

Day 9

- Students will read their “Reading For Fun” books.
- Class will review chapter 2 in *Night*.
- Students will present their Holocaust projects.

Day 10

- Class will review chapters 3 and 4 in *Night*.
- Grammar lesson on subjects and verbs
- Students will watch “Shadow of Hate: A History of Prejudice in America” and answer focus questions.

Day 11

- Students will review “Shadow of Hate” review sheet.
- Teacher will then assign students to groups of four. Each student will have a task: illustrator, summarizer, analyst, and presenter. Students will select a passage from the text, interpret it, and then report back to class. Teacher will take a few minutes to explain procedure.

Day 12

- Students will read their “Reading For Fun” books.
- Teacher will then assign students to groups of four. Each student will have a task: illustrator, summarizer, analyst, and presenter. Students will select a passage from the text, interpret it, and then report back to class. Teacher will take a few minutes to explain procedure.

Day 13

- Grammar lesson on simple predicates.
- Class will review chapters 7-9 in *Night*.
- Class will watch the film “Life is Beautiful” and fill out questions sheet.

Day 14

- *Night* unit test.
- Reading For Fun.
- Finish “Life is Beautiful”

Day 15

- Grammar Lesson on run on sentences
- *Night* essay prewriting assignment

Day 16

- Reading For Fun
- Students will peer review their essays in groups of 3
- Class will read “To The Little Polish Boy With His Arms Held Up”

Step Seven

Please see attached assignment and rubric. The students have not had an analytical writing assignment at this point in the semester. We needed to begin writing practice. This is a difficult piece of literature to teach for various reasons. First of all, this is a memoir, not a fictional piece. Considering the subject matter, it would be a disservice to both the author and the topic to analyze the work in respects to plot, climax, etc. I thought it would be more effective to assess the students on what they learned about human nature from reading this book.

Since the students have not written a high school essay before, I decided to help them with the introduction and conclusion paragraphs. The grades were based primarily on the body paragraphs. The students were essential 40 points for this assignment. I assessed them on their ability to establish an argument, find a quotation that supports the argument, and then explain why the quotation supports their ideas.

Step Eight

Please see attached samples. Sample 1 is an example of an essay that scored high. This student clearly understood both the book and the assignment. Sample 2 is a good essay; however, the student did not master the assignment fully. The student who completed sample 3 did not follow the guidelines as stated. There are formatting issues, and all aspects of the essay were not covered.

These results are a reflection of the students. Student one is always engaged, participates in discussion, and attempts to seek clarity. Student 2 tries hard to stay engaged, but does not always participate and/or seek clarity. Although student 3 has ability, she is rarely engaged and does not always complete the required work. The assessment was successful, mostly. I should have given the students more time to craft their essays, and stressed that I was available for assistance. I also should have been clearer on my expectations for formatting. I would have also provided the grading rubric beforehand.

Step Nine

I was very nervous about beginning this unit. The disruptive student I mentioned earlier has shown some very evident signs of anti-Semitism. I was not quite sure how he would respond to the information. Of course I hoped he would come out of the unit enlightened, but I was more concerned with how his presence could take away from the other students' learning experience.

In terms of the unit, I think it went well. If I had the opportunity to plan this unit again, I would have began planning the assessment first, and then craft the lessons to match my desired results. I think that I had a plethora of resources available to me, and that made it somewhat difficult to choose which step to take. The results did meet my expectations, but I wish I had planned better. The students were able to learn a lot from this unit, so it was a success.

KSC Clinical Observation Form

Candidate DAN PETT
 Observer DARRELL LEDUC
 Date: 5/9/09

School KEENE HIGH SCHOOL
 Grade/Class 9/HISTORY GEN ED

Comments

I. Planning and Preparing for Instruction

- A. Knowledge of Students and School Context 3
- B. Knowledge of Content and Associated Pedagogy 2
- C. Instructional Goals/Activities/ Assessments/Learning Outcomes 1

EVIDENT THAT YOUR UNDERSTANDING OF THE HIGH SCHOOL STUDENT IN CONTEXT OF THEIR ENVIRONMENT AND THEIR AGE HAS EVOLVED SINCE YOUR LAST OBSERVATION.
GOALS/OBJECTIVES: WHY "PLEASE COME?"
OFFERED ON HOMEWORK QUESTIONS AND COLLECTED HOMEWORK.

II. Creating a Positive Learning Environment

- A. Respect/Rapport 3
- B. Managing Routines and Procedures 2
- C. Managing Student Behavior 1

WROTE HOMEWORK ON THE BOARD AT THE BEGINNING OF CLASS RATHER THAN WAITING UNTIL THE END OF CLASS - A BET PRACTICE.
STATE STANDARDS: WHAT STANDARDS DOES THE GRAMMAR/PREDICTION ACTIVITY ADDRESS?

III. Instruction

- A. Activating and Maintaining Engagement 2
- B. Flexibility/Responsiveness 2
- C. Activities 2
- D. Pacing and Timing 1

STUDENTS IN TENS DON BEING TOLD - WHILE YOU MAINTAINED A POSITIVE APPROACH, YOU ALSO HAD TO ADDRESS HIS TROUBLE BEHAVIOR - ASK BILL FOR HIS ADVICE IN DEALING WITH THESE SITUATIONS.
AT THE SAME TIME, I WOULD LIKE TO SEE YOU WORKING HARD TO ENCOURAGE A RESPECTFUL ENVIRONMENT IN YOUR CLASS.

IV. Professional Responsibility

- A. Clear and Accurate Communication with All Audiences 2
- B. Professional Interactions and Pursuit of Professional Development N/O
- C. Use of Technology N/O
- D. Reflective Practice 3

PREDICTIONS - MAKE CLEAR YOUR AUDIENCE EVALUATION EXPECTATIONS BEFORE YOU ASK PRESENTER TO COME TO FRONT OF ROOM. THE PREDICTIONS - AN EXCELLENT ACTIVITY.
PACING/TIMING: DID NOT GET TO THE GRAMMAR/PRED. ACTIVITY - 20-25 min.

Daniel Pett

D. Leduc

Signature of Teacher Candidate (following conference)

Signature of Observer (following conference)

Field placement: Methods/Practicum
 (check one) Student Teaching/Internship

(check one) Cooperating/Mentor Teacher
 Methods/Practicum Instructor College Supervisor
 Site Supervisor Other Course Instructor
 Other Professional Educator (please describe)

Key: 1=Needs Improvement 3=Exceeds Expectations
 2=Meets Expectations N/O=Not Observed

English 9

Night Essay Assignment

Directions - your assignment is to write an essay about the book Night. In this essay, you will need to state three things that you learn about the Holocaust from reading this memoir. For every reason mentioned in your essay, you must provide two examples from the text. Your essay must contain five paragraphs: an introduction paragraph, three supporting paragraphs, and a conclusion paragraph.

PREWRITING WORKSHEET

Introduction paragraph

Night, by Elie Wiesel, is a memoir that describes the author's experience as a prisoner in a concentration camp during the Holocaust. Wiesel's book is written from the point of view from a fourteen-year-old boy. His story gives valuable insight because he gives his readers a personal look into the life of a camp prisoner. There are many lessons that can be learned from reading this book. There are three specific lessons that I have learned

A) Paragraph Two

I) 1. One of the lessons I learned from this book is:

2. Write one quotation from the book that supports this lesson:

3. Write a sentence explaining how this quotation supports this lesson:

II) 1. Write another quotation from the book that supports this lesson:

2. Write a sentence explaining how this quotation supports this lesson:

B) Paragraph Three

I) 1. Another lesson I learned from this book is:

2. Write one quotation from the book that supports this lesson:

3. Write a sentence explaining how this quotation supports this lesson:

II) 1. Write another quotation from the book that supports this lesson:

2. Write a sentence explaining how this quotation supports this lesson:

C) Fourth Paragraph

D) 1. The final lesson I learned from this book is:

2. Write one quotation from the book that supports this lesson:

3. Write a sentence explaining how this quotation supports this lesson:

II) 1. Write another quotation from the book that supports this lesson:

2. Write a sentence explaining how this quotation supports this lesson:

Conclusion Paragraph

Some pieces of literature have the ability to teach lessons in a way that is more effective than learning from a teacher. Night is one of these books. My experience of reading this book will help me look at certain parts of life in different ways.

Night Essay Rubric

Name _____

Area	Criteria	Score/ Comments 3/6/9 = always/excellent 2/4/6 = sometimes/good 1/2/3 = never/needs improvement	Student Score for each area
First Lesson	Topic sentence states the lesson learned. (6 POINTS)		
	Solid, substantial quotation is selected. (3 POINTS)		
	Elaboration to back the quotation is clear and persuasive. (6 POINTS)		
	A second, solid, substantial quotation is selected. (3 POINTS)		
	Elaboration to back the quotation is clear and persuasive. (6 POINTS)		
	Topic sentence states the lesson learned. (6 POINTS)		
Second Lesson	Solid, substantial quotation is selected. (3 POINTS)		
	Elaboration to back the quotation is clear and persuasive. (6 POINTS)		
	A second, solid, substantial quotation is selected. (3 POINTS)		
	Elaboration to back the quotation is clear and persuasive. (6 POINTS)		
	Topic sentence states the lesson learned. (6 POINTS)		
	Solid, substantial quotation is selected. (3 POINTS)		
Third Lesson	Elaboration to back the quotation is clear and persuasive. (6 POINTS)		
	A second, solid, substantial quotation is selected. (3 POINTS)		
	Elaboration to back the quotation is clear and persuasive. (6 POINTS)		
	Mechanics Sentences make sense (3 POINTS)		
	Spelling (3 POINTS)		
	Capitals, punctuation (3 POINTS)		
TOTAL POINTS (out of 99)			
Scale A = 92-99 +B=84-87 -B=78-80 C=72-74 +D=66-68 F=64< -A= 88-91 B=81-83 +C=75-77 -C=69-71 D= 65			

Night, by Elie Wiesel, is a memoir that describes the author's experience as a prisoner in a concentration camp during the Holocaust. Wiesel's book is written from the point of view of a fourteen-year-old boy. His story gives valuable insight because he gives his readers a personal look into the life of a camp prisoner. There are many lessons that can be learned from reading his book. There are three specific lessons that I have learned.

Supporting
idea

One of the lessons I have learned is that humans will do anything to survive. This quote supports my lesson. (Pg. 101) " 'Meir, My little Meir, don't you recognize me... Your killing your father... I have bread... For you too... For you too...' He collapsed. But his fist was still clutching a small crust. He wanted to raise it to his mouth. But the other threw himself on him. The old man mumbled something, groaned, and died. Nobody cared. His son searched him, took the crust of bread and began to devour it." This quote is supporting because the son was willing to kill his father, after everything they've been through, for a crust of bread. Another quote that supports my lesson is this one. (Pg. 90) When he came near me, Rabbi Eliahu whispered, "It happened on the road. We lost sight of one another during the journey. I fell behind a little at the rear of the column. I didn't have the strength to run anymore. And my son didn't notice. That's all I know. Where has he disappeared? Where can I find him. Perhaps you've seen him somewhere?" "No, Rabbi Eliahu, I haven't seen him." and so he left, as he had come: a shadow swept away by the wind. He had already gone through the door when I remembered his son running beside me. I had forgotten so I had not mentioned it to Rabbi Eliahu! But then I remembered something else: his son had seen him losing ground, sliding back to the rear of the column. He had seen him. And he had continued to run in front, letting the distance between them become greater." This is a supporting quote because the son saw his father falling behind and did not drop back with him. He didn't do this because it was one less thing that he didn't have to worry about.

Good point!

Excellent quote, but consider condensing

make better use of this text

The second lesson I learned is that hope is life. If you lose hope you lose the will to live. This quote is very supporting. (Pg. 76) " Akiba Drumer has left us, a victim of the selection. Lately he had been wandering among us, his eyes glazed, telling us how weak he was. 'I can't go on... It's over...' we tried to lift his spirits, but he wouldn't listen to anything we said. He just kept repeating that it was all over for him, that he could no longer fight, he had no more strength, no more faith. His eyes would suddenly go blank, leaving two gaping wounds, two wells of terror." This quote supports my lesson because Akiba thought he was weak. He lost hope that he would make it through the next selection. He kept saying that over and over again and ended up convincing himself that it was true. This second quote is from page 45. (Pg. 45) "'The only thing that keeps me alive,' he kept saying, 'is to know that Reizel and the little ones are still alive. Were it not for them, I would give up.' One evening he came to see us, his face radiant. 'A transport just arrived from Antwerp. I shall go see them tomorrow. Surely they will have news...' He left. We never saw him again. He had been given the news. The *real* news." this quote supports my lesson because the only thing that kept him alive was the hope that his family was alive. When he found out the real news - that they were dead- he probably committed suicide.

The final lesson I learned is that bravery is in every one, even if you have to dig deep to find it. This following quote is an excerpt from page 36.

(Pg. 36) " Suddenly some one threw his arms around me in a hug: Yehiel, the Sigheter Rebbe's brother. He was weeping bitterly. I thought he was crying with joy at still being alive. 'Don't cry Yehiel,' I said 'Don't waste your tears.' 'Don't cry? We're on the threshold of death. Soon we'll be inside... Do you understand? Inside. How could I not cry?' I watched the darkness fade through the blueish skylights in the roof. I was no longer afraid. I was over come by fatigue." This quote supports my lesson because even though Elie was tired he still comforted a little boy he knew when he was afraid. Bravery isn't the absence of fear, it being strong where others aren't and being strong where it's needed when others are to shocked to do anything. This excerpt also supports my lesson.

(Pg. 53) " I dragged myself to my corner. I was aching all over. I felt a cool hand wiping the blood from my forehead. It was the French girl. She was smiling her mournful smile as she slipped me a crust of bread." This quote supports my lesson because when the French girl helped Elie she could've brought Idek's rage down on herself. When she gave Elie her bread, when it was all the food she had, that was brave too because she was just as hungry as he was, but he needed it more than she did at the moment.

Some pieces of literature have the ability to teach lessons in a way that is more effective than learning from a teacher. Night Is one of those books. My experience of reading this book will help me look at certain parts of life in different ways.

Excellent work!
 I would like
 your
 double
 space
 next
 time
 also, feel free
 to
 add
 just
 paragraphs

NIGHT

Night, by Elie Wiesel, is a memoir that describes the author's experience as a prisoner in a concentration camp during the Holocaust. Wiesel's book is written from the point of view of a fourteen-year-old boy. His story gives valuable insight because he gives his readers a personal look into the life of a camp prisoner. There are many lessons that can be learned from reading this book. There are three specific lessons that I have learned.

The first lesson I learned was; Put into incredible harsh conditions people have an amazing knack for finding ways to survive. Here's a quote from page 59 in the book; "Fear was greater than hunger. Suddenly, we saw the door of Block 37 open slightly. A man appeared, crawling snakelike in the direction of the cauldrons. Hundreds of men were crawling with him, scraping their bodies with his across the stones. All hearts trembled, but mostly with envy. He was the one who dared. He reached the cauldron first. Hearts were pounding harder: he had succeeded. Jealousy devoured us, consumed us. We never thought to admire him. Poor hero committing suicide for a ration or two or more of soup... In our minds he was already dead." This quote shows me that people were so desperate for food that they would do anything just to get a little more. Here's another quote from page 96: "A thick layer of snow was on our blankets. We were given bread, the usual ration. We threw ourselves at on it. Someone had the idea of quenching his thirst by eating snow. Soon we were all imitating him. As we were not permitted to bend down we took out our spoons and ate snow off our neighbors backs. A mouthful of bread and a spoonful of snow. The SS men who were working were greatly amused by the spectacle." This quote also shows how desperate and in need of food they were.

We need more effective transitions here

Summarize about this quote

elaborate more

The second lesson I learned was: Hope is what keeps us going when there doesn't seem to be any purpose or anything, positive going on. Here's a quote from page 31: "We mustn't give up hope, even now as the sword hangs over our heads. So taught our sages..." This shows that even under pressure the circumstances people didn't give up hope. Heres another quote from page 94: "I tried to rid myself of my invisible assassin. My whole desire to live became concentrated in my nails. I scratched, I fought for a

Medium

breath of air. I tore at decaying flesh that did not respond. I could not free myself of that mass weighing down my chest. Who knows. Was I struggling with a dead man?" This quote shows that it was only hope and pure instinct for survival that kept Elie from not giving up and dying. ← again

The third and final lesson that I learned from reading night was: Cherish each moment with your family because it could be your last. Here is a quote from page 82: "As for me, I was thinking not about death, but about not wanting to be separated from my father. We had already suffered so much, endured so much together. This was not a moment to separate." In this quote Elie realizes that if he doesn't see his father he may never see him again. It is also unfair that after all they've been through together this could be the end. The last quote is from page 39: "I saw them walking farther and farther away; Mother was stroking my sisters blond hair, as if to protect her. And I walked on with my father, with the men. I didn't know that this was the moment in time and the place where I was leaving my mother and Tzipora forever." This quote to me is sad because Elie doesn't realize that this is the last time he will ever see his mother and sister again.

Some pieces of literature have the ability to teach lessons in a way that is more effective than learning from a teacher. Night is one of these books. My experience of reading this book will help me look at certain parts of life in different ways.

I think you should elaborate, or give more detail, when discussing your quotations:
write "quotation", not "quote"

Low

Night, by Elie Wiesel, is a memoir that describes the author's experience as a prisoner in a concentration camp during the Holocaust. Wiesel's book is written from the point of view of a fourteen-year-old boy. His story gives valuable insight because he gives his readers a personal look into the life of a camp prisoner.

There are many different quotes and sayings in this book that the reader will never forget, this book is very powerful and can make the strongest person cry, only few books have achieved that. They give you many life lessons that you chose to use in everyday life. One specific quote from this book really makes me think, it makes me want to appreciate my family and life so much more. On page 99 Elie saves his father from certain death and keeps him alive just a little bit longer, it shows how brave a young boy can be for his family. The quote says: **"I woke up from my apathy only when two men approached my father. I threw myself on his body. He was cold. I slapped him. I rubbed his hands, crying: "Father! Father! Wake up. They're going to throw you outside..." His body remained inert. The two gravediggers had grabbed me by the neck: "Leave him alone. Can't you see that he's dead?" "No!" I yelled. "He's not dead! Not yet!" And I started to hit him harder and harder. At last, my father half opened his eyes. They were glassy. He was breathing faintly. "You see" I cried. The two men went away.**

Very good
10/10

We need
to hold
the
quotes

It really shows the meaning of never giving up or taking anything for granted, and that you should live life to the fullest because it can be taken away from you fast. This quote also gives you many life lessons including: hope, bravery, family, and faith. To me, the most important life lesson out of this is faith, because without it you would give up way to easily. Where would the world be then?

good question

In conclusion some pieces of literature have the ability to teach lessons in a way that is more effective than learning from a teacher. Night is one of these books. My experience of reading this book will help me look at certain parts of life in different ways.

You only composed one book

Double space next time

paragraph. Please

write other