**In-Class Writing Outline**

For your in-class writing on *Night* you will be writing about your interpretation of your motif.

Step 1: Writing a thesis statement. Thesis statements can almost be seen like a formula:

* In *Night*, Elie Wiesel uses **x (your motif)** to represent/show **y (what you think your motif means)**.

Seems easy enough, right? Well, then you actually have to figure out what your motif means.

Step 2: What are 2-3 topics/ideas that your motif explores? (i.e. Do screams relate to mental and emotional issues? Community and Individual? Active v. passive? What it means to be dead v. alive?)

* For example: In *Night*, Elie Wiesel uses **screaming** to represent **warnings** and **identity**.

1. Identify which of your quotes/annotations relate to each topic.

Step 2: Looking at your quotes/annotations that are related to a single topic, what is the **theme**? What is the author trying to say about that topic? Repeat this for your other 1-2 topics.

* Theme 1: **Screaming** represents **warnings,** which shows how **people choose to be deaf to crimes and injustice.**
* Theme 2: **Screaming** represents **identity,** showing how **sometimes action is pointless, but necessary to maintain your humanity.**

Step 3: Connect your themes. This is your **thesis** for the meaning of the work as a whole.

* Thesis: In *Night*, Elie Wiesel uses **screaming** to show how **people choose to be deaf to crimes and injustice and even though action may be pointless, it is necessary to maintain your humanity.**

You now have the core of your essay. Use the themes and thesis you came up with to organize your essay:

1. Introduction (very short, 2-4 sentences)
   1. General statement about the topic
   2. Introduce the book and the author (underline the book title)
   3. Thesis (last sentence). E.g. In *Night*, Elie Wiesel uses **screaming** to show how **people choose to be deaf to crimes and injustice and even though action may be pointless, it is necessary to maintain your humanity.**
2. Body Paragraph on Theme 1: **Screaming** represents **warnings,** which shows how **people choose to be deaf to crimes and injustice.** 🡨 This theme should be the topic sentence for the body paragraph
   1. Use quotes from the text to prove this theme and your thesis:E.g. “We tried to reason with her, more to calm ourselves, to catch our breath, than to soothe her” (25). 🡨N.B. You **must** include the **page** **number**, and the period goes **after** the page number.
   2. Remember to give **Background, Evidence, ANALYZE,** and **Relate** your examples.

E.g. Mrs. Schachter’s initial scream is “a piercing cry” which “broke the silence” (24). The “piercing” way in which her screams “broke” the silence demonstrates not only the sound of her cries, but also the forceful and aggressive way in which she popped the bubble of willful ignorance the Jews are living under. Her “cry” shows her desperation for them to wake up and see the reality around them, while its “piercing” nature acts like a siren alerting others to the danger.

1. Body Paragraph on Theme 2: **Screaming** represents **identity,** showing how **sometimes action is pointless, but necessary to maintain your humanity.**
   1. Use quotes from the text to prove this theme and your thesis: E.g. The man who crawled for the soup: “seemed to be looking at himself in the soup, looking for his ghostly reflection there. Then, for no apparent reason, he let out a terrible scream, a death rattle such as I had never heard before, and, with open mouth, thrust his head toward the still steaming liquid” (59-60).
2. Conclusion
   1. “So what?”
      1. Your conclusion should remind me again why we should care that screams mean anything. What do these patterns seem to suggest about human nature/behavior? How do these ideas relate to real life/anything outside the plot of the book?
      2. For example: In his Nobel Peace Prize Acceptance Speech, Wiesel says that “the world did know” about the Holocaust and “remained silent” (118). In way, the entire novel *Night* is a scream. A cry for us to open our ears and hear the cries of those suffering, those who we choose not to hear.

**Outline**

**Your motif: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Two topics/ideas that your motif related to your motif:**

**Topic 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Quotes/analysis related to Topic 1**(include pg. #)**:**

**Topic 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Quotes/analysis related to Topic 2**(include pg. #)**:**

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**Theme 1: Theme 2:**

**Thesis:**

**Thought for Conclusion**

***Night* Motif Timed Writing Rubric**

**Introduction: \_\_\_\_/10**

* Starts with a general statement about the topic (2 pts)
* Introduces book and author (2 pts)
  + Underlines book title
* Thesis is the final sentence in the introduction (1 pts)
* Thesis connects themes from all body paragraphs (5 pts)

**Body Paragraphs: \_\_\_\_/65**

* Each paragraph begins with a **theme as the topic sentence** (5 points each)
* Includes **background** to explain what’s happening when using quotes (5 points each)
* Includes **evidence/** quotes from the book (5 points each)
  + Includes page numbers
* **Analyzes** quotes (10 points each)
  + Quotes/analysis actually support thesis (5 points)
* **Relates** analysis and quotes to thesis and overall argument (5 points each)

**Conclusion: \_\_\_\_/15**

* Relates to thesis (5 points)
* Relates analysis to real world (10 points)

**Mechanics: \_\_\_\_/15**

* Separates paragraphs (1 point)
* Doesn’t use personal pronouns (I, my, etc.) (1 points)
* Doesn’t confuse common words:
  + **Then:** at that time; next. E.g. I’m going to play video games, and **then** I’ll do my homework.
  + **Than:** used in comparisons. E.g. I would rather eat dirt **than** do my homework.
  + **Your:** possessive. E.g. English may be **your** favorite class, but I hate it.
  + **You’re:** contraction for "you are.” E.g. **You’re** the meanest teacher ever.
* Transition words are present (2 points)
* Fragments and Run-ons avoided (5 points)
* Spelling and Capitalization (2 points)
* Consistent verb tense (2 points)
* Avoids awkward wording (2 points)