

# Night Stations

This is an engaging and entertaining formative assessment. With a little preparation and careful instructions, students can rotate through several novel based activities with simply a “rotate” from the teacher every 9-10 minutes.

This is a great way to culminate a study of your novel unit. It can also be used as a group of Common Formative Assessments. Students are organized into multiple "learning stations". I've used learning stations with high school students for fifteen years.

Using stations with older students adds interest and engagement to any lesson. A student that was disengaged becomes receptive and interested when asked to complete a tactile assignment and to work as a team to accomplish several tasks in a timely manner. The stations are fast moving and usually produce a product. Upper level students enjoy the fast pace and high interest of station work. This activity takes a little planning, but the educational component becomes a student driven learning experience.

Print out and laminate the instructions for each table. You may wish to affix the instructions to the table so that they don't get lost in the shuffle of station changes. Read over the instructions for each station and supply each table with the needed working materials (markers, construction paper, tape, colored pencils, computer paper, etc.) I have found those baskets at the \$1 store are wonderful for keeping all the materials together at each table.

Learning stations require a little preparation. Read the station instructions for the necessary supplies: markers, construction paper, computer paper, scissors, glue sticks, laptop or Smartboard, tape. Each one varies. If a station requires extra items I will note it with an asterisk at the bottom of the page.

Before beginning a session of stations I ask the students to leave any personal items on the outside edges of the room. I tell them that they will rotate in a clockwise direction when I give the call to switch. Walk around to each station and give a brief synopsis of what will go on. Let students know that anything they make should be taken with them to the next station. They should straighten up their current station before moving on. This learning structure really lets the teachers become the facilitator and the student becomes the creator. It's that 80% vs. 20% relationship that we all strive for.

I hope you enjoy this set of stations and that you come back and visit my TPT store to give some feedback. If you would like me to create stations for a specific novel or short story---just let me know (post on my question board). Click the green star in the right corner to follow me and you will be sent a notice when I post new learning stations.

Students were grouped in threes or fours and students rotated between stations every 8-10 minutes. Students should take all their products with them.

Extension: Students that exhibit leadership characteristics within groups will take leadership roles in a Socratic seminar with the class. They will explore deeper translation of the text and annotation.

Remediation: The group settings allow extra time and discussion for students that require more time and help with a topic. Students will also have a couple of days to turn in final copies. This allows for more editing and one on one help.

**\*\*The Pass the Bag Station requires some random objects. Use small items you have around the house (children's toys, things you might find in a junk drawer; the more random the object, the more interesting the discussion. If you want to throw a few ringers in, I've listed some ideas: spoon, food wrapper, toy, toy soldier, star of David, "Home Sweet Home" Sign, black paper, etc.**

**\*\*The remembrance wall journal requires the plastic covers on CD jewel cases. Look for these at yard sales or have your students donate them.**

## **Map His Journey**

Plot Elie's journey from home to liberation with a pictorial map. Include 10 major landmarks, and add textual evidence to back up each location (include internal citation - author's last name and page number). Mark Elie's loss of a loved one with a black box and label with name.

This is a collaborative station activity. The first group will begin the project and establish at least one location (complete with picture and textual evidence). Each following group will add two locations.



## “The Things They Carried”

In the novel, Elie and his family were forced to leave their home without notice. Often, they could only bring what they could carry. Imagine your mom or dad waking you up in the middle of the night and telling you that you must leave your home forever. You may only bring what you can fit in this bag. Write (on the bag) what you would take with you and the significance of each object. Discuss the significance of the items you choose.

As a group, discuss the effect this deportation strategy had on its victims.



## **Cattle Car**

Using the painters tape, tape out the dimensions of one of the cars used for deportations. Discuss the size of the cattle car with your team. Review the chapter about the ride in the cattle car with Madame Schacter. As a team, the images that Elie recounts of his time spent in the cattle car. How many people are in the car? How are their basic needs handled? Each team member should complete a note card with a 2-3 sentence personal reflection on this chapter.

### **DIMENSIONS OF THE RAILWAY CAR ON DISPLAY**

- Total length 31 feet 6 inches (9.6 meters); interior space for deportees 26 feet 2 inches (8 meters).
- Total height 14 feet (4.3 meters) from the bottom of the wheel to the highest point of the car; interior space for deportees (ceiling curves down from the middle): 7 feet 4 inches (2.2 meters ) at the center; 7 feet (2.1 meters) at the sides.

- Total width 13 feet 2 inches (4 meters, including the roofing); interior space for deportees: 8 feet 10 inches (2.7 meters).

## DIMENSIONS OF THE AVERAGE FREIGHT CAR USED FOR DEPORTATIONS IN HUNGARY

- Length: 26.8 feet (8.2 meters)
- Width: 7.2 feet (2.2 meters)

Source for Hungarian railway car dimensions:  
Randolph L. Braham, *The Politics of Genocide: The Holocaust in Hungary*, Volume 1 (New York: The Rosenthal Institute for Holocaust Studies, 1994), p. 686.

## Symbolism Station

As a team, define and discuss the term symbolism.  
As an individual, select one symbol from the novel.  
Draw the symbol on the construction paper, include  
a sentence from the text that exemplifies it, and write  
3-4 words or phrases that explain it's symbolic  
meaning.

Ideas:

Flames

Death

Fire

Yellow Star

Night

Auschwitz

Silence

Hitler

Father

Mother

Juliek

God

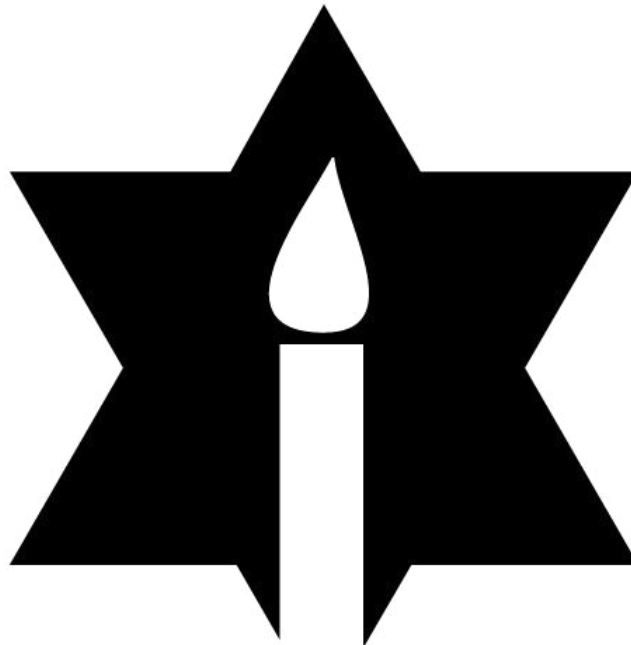
Faith

Corpses

## Wall of Remembrance

“Those who do not know history are destined to repeat it”—Edmund Burke

We must not forget the millions of lives that were lost during the Holocaust. Use the clear cover of a CD case to create a stained glass memory window. Depict one idea, fact, or quote and a visual. Use stained glass paint, craft paint, or sharpies to add your image. These will be collected and combined with memory windows from other students to create a display.





## Indifference Journal

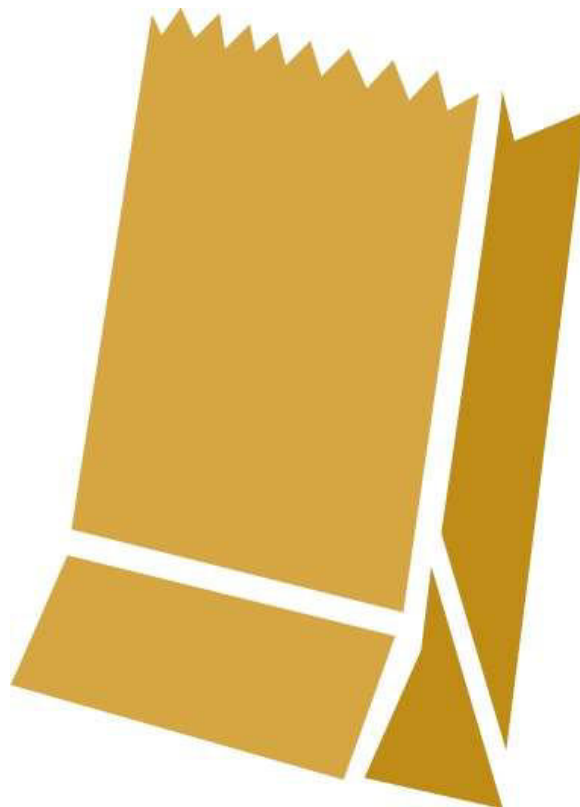
**“The opposite of love is not hate, it's indifference. The opposite of art is not ugliness, it's indifference. The opposite of faith is not heresy, it's indifference. And the opposite of life is not death, it's indifference.”**

--Elie Wiesel

Journal about a situation where you or someone you know experienced indifference. Define indifference. In what way is indifference worse than death or hate? Discuss your journal with your team.

## **Pass the Bag**

Each team member should select one random item from the bag and one notecard. Reflect and record the relationship between the object and the novel. The correlation might be explicit or implied. Discuss your findings with the team.



## Character Cards

Each team member should complete a character card for one of the characters in the novel.

Eliezer

Hilda

Shlomo

Bea

Moshe the Beadle

Tzipora

Akiba Drumer

Madame Schachter

Juliek

Tibi Yosi

Dr. Josef Mengele

Idek

Franek

Rabbi Eliahou

Zalman

Meir Katz

Stein

### Character Card

Round character   flat character   dynamic character   static character   (Circle two)

Character \_\_\_\_\_

Visual



Direct characterization


Indirect characterization


Tragic flaw


Primary conflict (internal or external) explain


RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

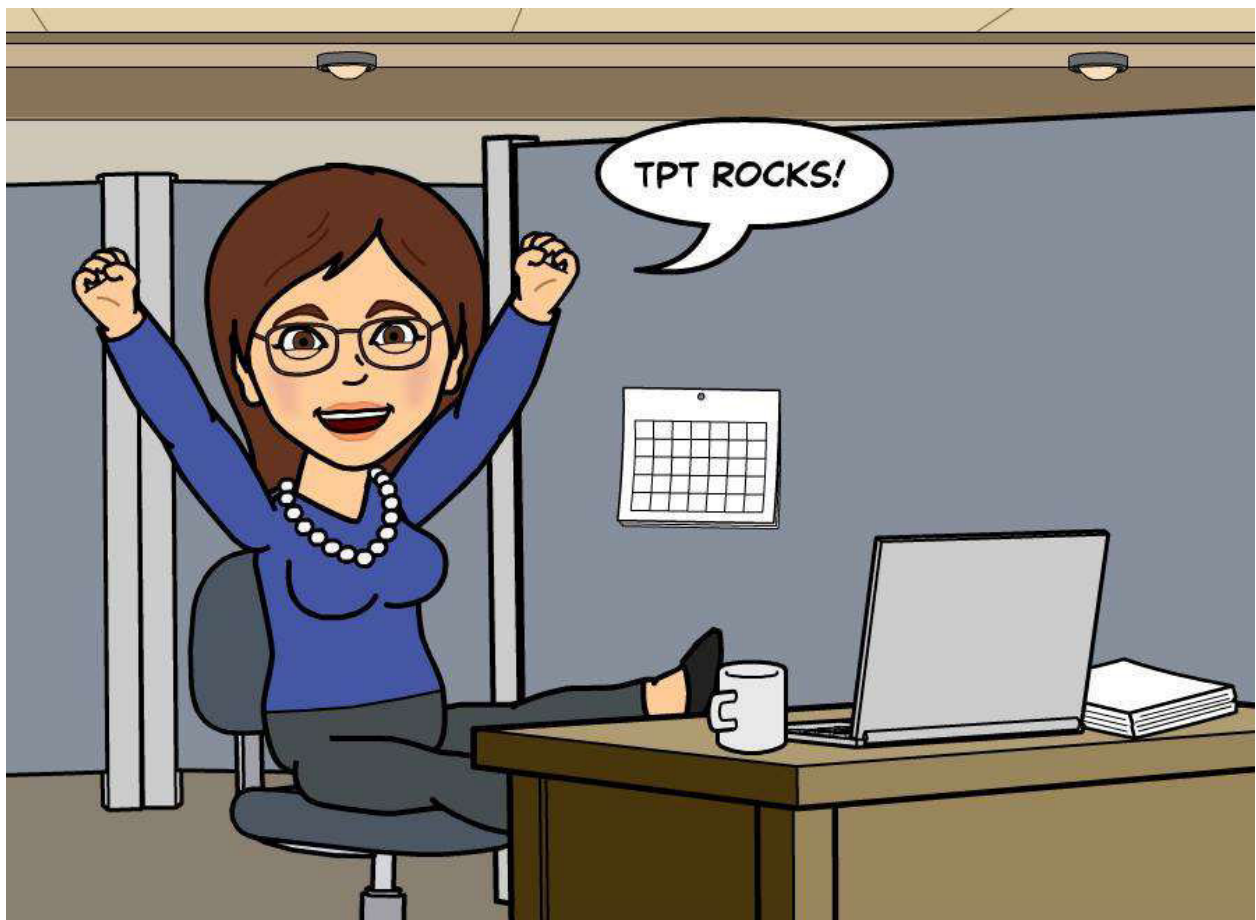
RL.9-10.9 Analyze  
how an author  
draws on and  
transforms source  
material in a specific  
work

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

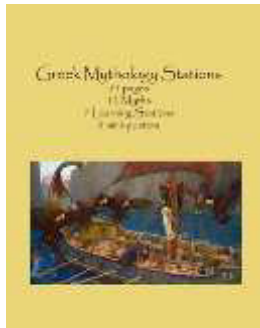


W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



**The Crazy English Teacher is busy posting new lessons. Check them out!**

**If you like this learning station, check out what else I have to offer:**



### Greek Mythology Stations

<http://www.teacherspayteachers.com/Product/Greek-Mythology-Stations-1088380>

I have included 7 learning stations, 12 Greek Myths, mini-posters with Essential Questions and Common Core Standards.



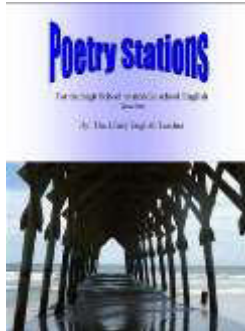
### Lord of the Flies Novel Stations

<http://www.teacherspayteachers.com/Product/Lord-of-the-Flies-Novel-Stations-931634>



### Animal Farm Novel Stations

<http://www.teacherspayteachers.com/Product/Animal-Farm-Novel-Stations-1070914>



Poetry Stations

<http://www.teacherspayteachers.com/Product/Poetry-Stations-For-High-School-and-Middle-School-English-976855>

Princess Bride Novel Stations

<http://www.teacherspayteachers.com/Product/The-Princess-Bride-Novel-Stations-351656>

