



# Using Technology to Analyze and Illustrate Symbolism in Night

Resource ID#: 30590 Primary Type: Unit / Lesson Sequence

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Direct Link:** <http://www.readwritethink.org/classroom-resources/lesson-plans/using-technology-analyze-illustrate-903.html>

What images symbolize hatred, peace, freedom, or confinement? What feelings do these images evoke in the viewer? What power do images have? These and many other questions provide the framework for students to use technology to explore symbolism in Elie Wiesel's *Night*. Students begin with a discussion of everyday symbols, such as street signs and hand gestures, to help them come up with their own definition for symbolism. Students then choose and analyze a passage from *Night* that uses darkness as a symbol, and then brainstorm how they might reinterpret their selected passage as an image. After learning about symbolism and discussing its use in the book, students create visual representations using an interactive tool. Students then express their response to the symbolism in the book by creating a photo montage using images from multiple websites about the Holocaust, text from survivor stories, articles about hate crimes, and *Night*.

**Subject(s):** English Language Arts

**Intended Audience:** [Educators](#)

**Instructional Time:** 6 Hour(s)

**Keywords:** symbolism, technology, *Night*, imagery, visual representation, photo montage

**Instructional Design Framework(s):** [Direct Instruction](#)

**Resource Collection:** [CPALMS](#)

**Grade Level(s):** 8

**Suggested Technology:** Computer for Presenter, Computers for Students, Internet Connection, LCD Projector

**Freely Available:** Yes

**Instructional Component Type(s):** [Unit / Lesson Sequence](#), [Problem-Solving Task](#), [Project](#)

## PEDAGOGY

**Subject(s):** English Language Arts

**Grade Level(s):** 8

**Nature of Instructions:** [Direct Instruction](#)

**Suggested Technology:** Computer for Presenter, Computers for Students, Internet Connection, LCD Projector

**Instructional Time:** 6 Hour(s)

## PUBLIC REMARKS

### By Author/Submitter

Unit will likely require more than the 6 hours specified by the lesson.

### By Reviewer 1

Teacher should be certain to have Shockwave Player installed on computers. Adequate preparation will lead to success.

### By Reviewer 2

Can be adjusted to use PowerPoint, Windows Movie Maker, or more advanced students can use presentation software of their choosing.

## SOURCE AND ACCESS INFORMATION

**Contributed by:** Sheree Brown

**Name of Author/Source:** Catherine Thomason ([Visit Website](#))

**Web Address of Author/Source:** <http://www.readwritethink.org/classroom-resources/lesson-plans/using-technology-analyze-illustrate-903.html?tab=5#tabs>

**Is this Resource freely Available?** Yes

**Access Privileges:** Public

**License:** [Attribution-NonCommercial 3.0 Unported](#)

## Related Standards

Name	Description
------	-------------

<a href="#">LACC.8.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LACC.8.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LACC.8.SL.2.5:</a>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.