

Center Four:

Genocide in Our Time Assignment Sheet

As a teacher, many times I hear students (and even some adults) say, “I don’t know why we have to read this. It doesn’t have anything to do with me.” However, most literature portrays universal themes—ideas which are relevant to most every person in any given time period. So, while reading or after having read *Night*, what *does* this memoir have to do with us? Why are we reading it? Why do you think it would be important for people in today’s society to read about events which happened in another time period? Conduct some research on modern-era holocausts and instances of genocide. Articles and graphics to use are included in your folder. You might assign each person a different article and look at the diagrams together. Then, after everyone has read, each person can share their findings with the group. How do these events connect us to the writer of *Night*?

Once your group has read the research, **write an article** which reports your findings. You may decide that you want to write an *argumentative article* to present your readers with your opinion about *why* genocide is still happening (just remember, you must include evidence and a counterargument).

OR

You may decide to write a *proposal to the U.S. Congress* for combatting genocide in today’s society (just remember, you must include evidence from what you have read as well as a counterargument).

You must also decide who your target audience will be: our government officials, the news media, teachers, your peers, etc. Remember to cite your sources.

REMEMBER: You are NOT just citing facts you read in the articles or in *Night*. You are taking a stance on genocide—about why it is still happening and how we can stop it, or about how the government and individuals can combat genocide today. This is a real-life writing prompt.