**Pulling Teeth**

As a culminating activity for *Night*, students will complete a paced group discussion activity based on the text and done extemporaneously around questions and topics written by their peers. This will be done in three parts, and will be converge in a class period activity known as “Pulling Teeth”

**Part One**

Working with your pods, you will come up with eight discussion topics based on *Night* and the ideas that we have discussed in the class. You will write one topic/question on one of eight note cards, and staple them in the order that is written below. You should look for discussion points based on…

1. H2RLlaP
2. Theme
3. Characterization
4. Literary/Seminar Lens
5. Connection to other text we’ve read
6. A symbol
7. Theories of Development or Identity
8. An Equation (Please define any variables)

Do not just write down what comes to your mind first! You need to ensure that your topics are weighty and able to be discussed. You will need it to wide enough to allow at least four students to speak to it in different ways. A topic that is simple to answer, or can be answered in a word/sentence or two are NOT good questions or topics. Below is an example based on *All Quiet on the Western Front* and the topics that are above:

1. Acts of Vampire and War
2. War Stole Youth
3. Paul as Damsel in Distress
4. Economic Lens and Russian Prisoners
5. How does Elie’s experience relate to Paul’s?
6. The butterfly on the skull
7. By the end of the book, where was Paul on Maslow?
8. War+Time-Peace-Resolultion=War

You will be working in your pods, and not with anyone else…your topics need to be different. Try to create as creative topics as possible for discussion. The best packet of “teeth” will be awarded.

**Part Two**

The second part of this activity, and your biggest percentage, will come from an orderly and timed teeth pulling discussion around the packets that your peers created. In order to fully understand what each student will be graded on, one first needs to understand how the activity itself will go.

Students will be working with their pods (or a combination thereof) to form a four person team that will be answering and discussing the topics raised from the packets. They will place their chairs into a group of four, with each seat facing away from the other. They will be given a random packet, and will have to pass the packet around their team while answering the discussion topics that are included within them. Each student will have to speak for a full twenty seconds on the topic without repeating what another student has said, hesitating, or speaking incoherently on it. If any of these mistakes occur, I will instruct that student to “pull” that tooth, therefore lowering the overall number of points that team could get. See the diagram and example below:

A

B

C

D

Imagine that we are using the example list from above on *All Quiet on the Western Front.* The packet will go to Student A to begin with, who will have to speak on “Acts of Vampire and War” for twenty seconds. If they complete this task, they will pass the packet to their left, or to Student B. Student B will then have to ALSO speak on the *same* topic, “Acts of Vampire and War”, for *another* twenty seconds. If they complete this task, they will also pass the packet to their left, or to Student C. If the packet makes it all the way to Student D, they will flip the topic to the back and begin on the second topic, “War Stole Youth”.

Each time a student successfully gets through a topic, they will receive a point for their team. Each topic is worth four points, and, as there are eight topics, each team can receive a total of thirty-two points. However! If at any point I tell a student to “pull” the tooth, that student loses however many points the team could have received from there on out. For example, if Student C was unable to speak for topic one, the team will lose two points overall—one for Student C for not speaking, and one for Student D not being able to speak. I will be keeping score for each team as their discussion progresses. The team that gets the highest score for their discussion will be awarded.

**Part Three**

Each pod will be completing the teeth pulling activity with a different packet with different topics. However, this does not mean that the rest of the class will be sitting idly by. Instead, each student will be following the discussion using the table below. For each team that goes, you will follow their names on your class list and fill out quality points for each tooth, as well as offer a “best insight” for each person that discusses. You will be grading each response on a scale of 1-5, with one being the lowest score and five being the best. You must also write what you thought to be the best insight or discussion point raised by one of the students per tooth on your paper.