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WHY IS THIS NIGHT DIFFERENT FROM ALL OTHER NIGHTS? by Lemony Snicket

FOCUS ON COMMON CORE ANCHOR STANDARDS

Every book can meet most if not all Common Core State Standards. However, we have found that some books address certain standards with particular strength. These activities seek to make the connections between a given text and the Common Core College and Career Readiness Anchor Standards—leaning on this text’s literary strengths. Teachers can find specific ELA standards for their grade within each Anchor Standard at corestandards.org.

CCRA.R.1 & CCRA.W.9

This Reading standard asks students to make and support logical conclusions. The Writing standard asks them to draw evidence from texts to determine central ideas or themes. On the first page of *Why Is This Night Different from All Other Nights?*, the narrator, Lemony Snicket, asks the question, “Is it more beastly to be a murderer or to let one go free?” This question focuses on one of the key ideas in the book. By the end of the book, readers know why the narrator asks this question. Have students work individually to fill out a chart like the one below, exploring the question and its implications. Ask them to write down what they think the narrator would respond and why, and their own response to the question and reasons that support it. Then students can share their responses with the class.

How I think Lemony would respond to the question	Evidence that supports my conclusion	How I would respond to the question	Reasons for my response

CCRA.R.2 & CCRA.SL.1

This Reading standard asks students to summarize ideas and details, and the Speaking/Listening standard requires participating in oral collaborations. The plot of *Why Is This Night Different from All Other Nights?* is complex. Students can puzzle it out in an oral round-robin retelling. Have students work in pairs or groups of three. Each pair or group can summarize one chapter of the book, including only the most important events, characters, and ideas in their summary. Then pairs or groups can retell their chapters in order until the entire book has been summarized.

CCRA.R.3

This Reading standard requires that students analyze how characters develop over time. Throughout the story, the narrator’s relationship to various other characters changes. Have students work in small groups to choose one of these characters: S. Theodora Markson, Ellington Feint, or Kit Snickety. Then groups can discuss and describe how and why the narrator’s relationship with the character changes and develops over the course of the novel.

CCRA.R.4 & CCRA.L.5

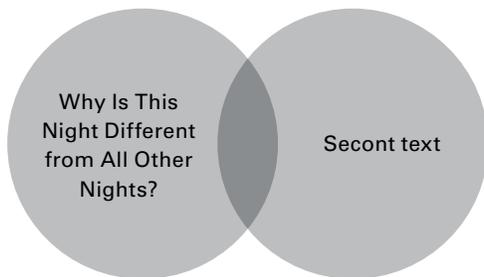
These standards ask students to determine figurative meanings of words and phrases. Lemony Snicket uses personification frequently in *Why Is This Night Different from All Other Nights?* Some examples of personification can be found on the following pages: p. 56, p. 91, and p. 254. Have students locate the examples on these pages. Ask them to write down the examples and what they describe, and explain how the author uses personification to strengthen the description.

CCRA.R.5

With this standard, students analyze the structure of texts and how text parts relate. Lemony Snicket, the story’s narrator, uses foreshadowing to hint at events that come later in the text. On page 9, referring to his belt, he states, “I mention the belt for a reason.” This suggests an event that happens later. On page 90, he hints at several events that occur later. Have students work in pairs to analyze one of these examples of foreshadowing. Pairs can jot down the hint and then find the event in the book to which it refers. Finally, lead students in a discussion of how the author’s use of foreshadowing helps to create a tone of suspense in the book.

CCRA.R.9

This Reading standard suggests that readers make comparisons regarding plot, characters, and themes of similar stories or stories written by the same author. Have students who have read other Lemony Snicket stories, either in this series or one of his other series, or who have read other mysteries, create Venn diagrams like the one below to compare and contrast the tales. Readers should write similarities in the overlapping parts of the circles and differences in the parts that do not overlap. Encourage students to discuss how the similarities help define the mystery genre and how the differences help to create interest for the reader.



CCRA.SL.5

This standard asks students to use digital media and visual displays. In Chapter 12, the author finally describes the Bombinating Beast. Have students work in groups to create their own visual representation of the Beast, including quotations from the text that describe it or support their interpretation. Students can use a medium of their choice: paper and paint, colored pencils, markers, or crayons, collage, or sculpture; or they can create an electronic representation. If the technology is available, groups may wish to use Glogster (edu.glogster.com) or Google Drawing. Have groups share their depictions of the Beast with the class, explaining how their Beasts reflect the author’s description.