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NIGHT

Elie Wiesel

Novel Guide



Teacher's Discovery®

Note

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Instructions... *Just for YOU!*

Overview

Novel guides help you navigate through great literature. This teacher-created guide frees up your day, giving you more time to motivate your students to appreciate *Night*. This guide increases your students' understanding of literary techniques, such as characterization, theme, symbolism, plot, and more. Creative, innovative, and fun activities improve reading comprehension and strengthen critical thinking skills. Student sections include journal writing, research skills, expository writing techniques, and pre-reading questions. Each section has key questions to be used as your students' novel road map to success. Teacher sections contain background information, section summaries, discussion questions, writing topics, a grading rubric, and a final test.

How to Use this Guide

Follow this basic sequence of steps to ensure the smoothest course through the novel:

1. Prepare your students to read by working through the *Before We Start* handouts.
 - a. Read through the background information to familiarize yourself with the novel.
 - b. Print and hand out the Character List, Synopsis, Vocabulary Definition List, Novel Road Map to Success, and Overall Grading Rubric to your students before they start reading.
 - c. Have your students complete the pre-reading questions to provide a firm foundation for entering the text.

2. *Target on Text* contains everything you need as the students read. We have divided the novel into six sections of roughly the same length. This provides the necessary stopping places for review as students work their way through the text.
 - a. Read through the section summaries, target objectives and lesson plan details located on the Teaching Essentials page at the start of each section.
 - b. Print and hand out the activities provided in each section to your students as they read through the novel.
 - c. Hold a class discussion at the end of each section to review what your students just read.

3. *Reflect on Reading* contains activities for students to complete after reading the novel. In this section, the students synthesize their learning.
 - a. Hold a final class discussion with the 17 discussion questions.
 - b. Assign the activities.
 - c. Return to the pre-reading questions for an interesting debate on whether or not students' original ideas and assumptions have changed.
 - d. Administer the final test.
4. For your convenience a *disk* is provided which includes:
 - a. all reproducibles
 - b. bonus handouts that supplement the handouts in the book
 - c. specially designed exercises for struggling readers
 - d. the entire Novel Guide

Timeline

The entire unit lasts seven weeks. Below are suggested time frames (based on a 50-minute class period) for each stage of your study. The lesson plan details located on the *Before We Start*, *Reflect on Reading*, and *Teaching Essentials* pages list approximate completion times for each activity.

1. *Before We Start*: two class periods
2. *Target on Text*: three to five class periods per section
3. *Reflect on Reading*: five class periods

Before We Start



This section contains preparatory information and activities for both you and your students. You receive background information on the novel. Students get a character list, synopsis, vocabulary definition list, pre-reading questions, novel road map to success, and overall grading rubric.



LESSON PLAN DETAILS

1. Character List—hand out for student reference
2. Synopsis—hand out and discuss in class (20 minutes)
3. Vocabulary Definition List—hand out for student reference
4. Pre-Reading Questions—hand out and have students complete in class (20 minutes)
5. Novel Road Map to Success—hand out for students to complete as they read
6. Overall Grading Rubric—hand out and discuss (20 minutes)

Background... *Just for YOU!*

Author Biography

Eliezer Wiesel was born September 30, 1928, in a small, predominantly Jewish village in Romania. The Nazis invaded Wiesel's village in 1944 when Wiesel was sixteen years old. Wiesel and his family, along with the other village residents, were rounded up and deported to Auschwitz. His parents and his younger sister ultimately perished in the camps.

After the liberation of the camps in 1945, Wiesel studied in Paris at the Sorbonne. He began writing for a French newspaper. A mentor encouraged him to write about his experiences in the camps, and thus he began his life's work. In 1958, he published his memoir *Night* (originally published in French, as *La Nuit*). He has since written over thirty books on the Holocaust.

New York has been home to Wiesel for several decades. In 1956, he was in a catastrophic auto accident, which left him confined to a wheelchair for a year. During this time, he decided to become a United States citizen and has since become a key figure in our country's remembrance of the Holocaust. He was chairman of the United States Holocaust Memorial Council from 1980 to 1986. He received the Nobel Peace Prize in 1986. He now serves as a Professor of Humanities at Boston University.

Sources: <http://xroads.virginia.edu/~cap/holo/eliobio.htm>,
<http://www.nobel.se/peace/laureates/1986/wiesel-bio.html>

Book Summary

Background

The novel is a personal account of the author's horrendous experience as a young teenager in the ghetto and concentration camps of Buchenwald and Auschwitz. Remind your students that the author is writing this many years after his liberation from the camps. In fact, the Foreword by François Mauriac is a great place to start in introducing the author and the unusual circumstances surrounding the writing of the book. Although the account of the events which Wiesel saw and experienced is being remembered years later, it is clear from the graphic imagery of the novel that the emotional and physical pain that he experienced is engraved in his memory. The transformation from a teenager with a strong faith in God to one who has come to believe, like that of the philosopher Nietzsche, that "God is dead" is dealt with very poignantly in the novel and gives the reader the opportunity to explore his or her own faith or beliefs. The love and respect that Elie shows his father, in direct contrast with others who would fight their own loved ones for a piece of bread, encourages us to think about the principles and values we hold most dear, as well

as how strong our convictions are when confronted with extreme hatred, intolerance, and cruelty. What makes us human, and how quickly can we lose that sense of humanity when following an ideology or a charismatic leader?

Novel Setting

The overall setting of the novel is the horrific concentration “work” camps in Europe during World War II. The author chooses to begin his autobiographical work at the start of 1941 in his home town of Sighet, Transylvania (modern day Romania), in order to show the sharp contrast between what life for a Jewish family was like prior to the war with its traditions, security, and overall belief in the goodness of people, and that extreme barbarism. The description of the brutal conditions within the concentration camps and the forced death marches experienced by the author completes the stark contrast between “home” and the concentration camp.

Character List

Below is a list of the major characters.

- Eliezer (Elie):** Elie is the narrator of *Night*. He is a Jewish boy of 12 at the end of 1941 and 15 when he enters the concentration camp.
- Chlomo:** Chlomo is Elie's father who is respected by the entire Jewish community and by his son as well.
- Moshe the Beadle:** Moshe the Beadle is Elie's teacher of Jewish mysticism.
- Akiba Drumer:** Akiba is a Jewish Holocaust victim who gradually loses his faith in God as a result of his experiences in the concentration camp.
- Madame Schächter:** Madame Schächter is a Jewish woman who is deported along with her ten-year-old son in the same cattle car as Elie.
- Juliek:** Juliek is a young musician whom Elie meets in Auschwitz.
- Tibi and Yosi:** Tibi and Yosi are two brothers with whom Elie becomes friendly in Buna.
- Dr. Josef Mengele:** Dr. Mengele is a cruel doctor who presides over the selection of arrivals at Auschwitz/Birkenau.
- Idek:** Idek is Elie's Kapo at the electrical equipment warehouse in Buna.
- Franek:** Franek is Eliezer's cruel foreman at Buna.
- Rabbi Eliahou:** Rabbi Eliahou is a devout Jewish prisoner whose son abandons him in the march to Gleiwitz.
- Zalman:** Zalman is one of Elie's fellow prisoners.
- Meir Katz:** Meir Katz is Chlomo's friend from Buna.
- Stein:** Stein is Elie's relative from Antwerp, Belgium, whom he and his father encounter in Auschwitz.
- Hilda:** Hilda is Eliezer's oldest sister.
- Béa:** Béa is Eliezer's middle sister.
- Tzipora:** Tzipora is Eliezer's youngest sister.

Night

Before We Start
Handout 2

Name _____

Date _____ Hour _____

Synopsis

The novel *Night* by Elie Wiesel is unique in its perspective of the Holocaust. Wiesel recounts his actual experiences as a teenager suffering the extreme conditions in the concentration camps of World War II. Wiesel and his family endure both physical and emotional torture at the hands of Hitler's officers in the death camps. In the end, Elie witnesses the death of his family, as well as the death of his innocence.



Vocabulary Definition List

The following list provides definitions for some of the more difficult words in the text.

Section 1

waiflike:	resemble someone, usually a young person, with a thin fragile appearance who looks needy	
divinity:	the quality associated with being God, a god, or a goddess	
encumber:	to burden or weigh down somebody or something; to hamper or impede	
insignificant:	not important	
mysticism:	the belief that personal communication or union with the divine is achieved through intuition, faith, ecstasy, or sudden insight rather than through rational thought	
unsentimental:	not emotional; unaffected by emotional matters	
indulgently:	in a permissive, tolerant, way, such as to humor somebody's wishes	
initiation:	action that causes something, especially an important process or event, to begin	
conviction:	firmly held belief	
lorries:	large vehicles for transporting goods by road	
deportee:	somebody who has been or is waiting to be deported	
fascist:	somebody who supports or advocates a system of government characterized by dictatorship, centralized control of private enterprise, repression of all opposition, and extreme nationalism	
ghetto:	an area of a city lived in by a minority group, especially a run-down and densely populated area lived in by a group that experiences discrimination	
anecdote:	a short personal account of an incident or event	
pathetic:	provoking or expressing feelings of pity	
truncheon:	a baton carried as a symbol of rank or authority; a police officer's club	
indiscriminately:	in a random, haphazard, or confused manner	
expulsion:	the forcing out of something or somebody from something	
pillage:	to steal goods using force, especially during a war	

Section 2

hermetically:	so tightly or perfectly fitting as to exclude the passage of air
pious:	devoutly religious
abyss:	a chasm or gorge so deep or vast that its extent is not visible
pestilential:	likely to cause a contagious disease or to be infected with one
barometer:	something that indicates an atmosphere or mood
abominable:	extremely repugnant or offensive
anguish:	extreme anxiety or emotional torment
monotonous:	uninteresting or boring as a result of being repetitive and unvaried
bewildered:	extremely confused
invalids:	people unable to care for themselves due to weakness or illness

Section 3

petrified:	immobile with terror
sage:	somebody who is regarded as knowledgeable, wise, and experienced, especially a man of advanced years revered for his wisdom and good judgment
notorious:	well-known for some undesirable feature, quality, or act
monocle:	an eyeglass for correcting the vision of one eye, held in position by the muscles around the eye socket
crematory:	a building or furnace where bodies are incinerated
tolerate:	to recognize other people's right to have different beliefs or practices without an attempt to suppress them
lucidity:	clarity of thought or speech
kapos:	trustees or guards chosen from the prisoners
improvise:	to act or compose something, especially a sketch, play, song, or piece of music, without any preparation or set text to follow
oppressive:	imposing a harsh or cruel form of domination
harangue:	to criticize or question somebody or try to persuade somebody to do something in a forceful angry way
leprous:	having a skin disease that is highly infectious; untouchable
congealing:	becoming thick and solid or causing a liquid to thicken and solidify
blandishments:	flattery and enticements used to persuade somebody to do something
lavatories:	rooms or buildings with washing and toilet facilities
unremittingly:	in a continuing, persisting, or recurring way
humanity:	the human race considered as a whole; kindness or compassion for others
infernal:	so wicked or cruel as to be worthy of hell
nocturnal:	occurring at night, as opposed to during the day
bestial:	lacking normal human feelings of pity or remorse

Section 4

epidemic:	outbreak of a disease that spreads more quickly and more extensively among a group of people than would normally be expected
keen:	quick to understand things
quarantine:	a place in which people or animals spend a period of isolation to prevent the spread of disease
cynical:	doubting or contemptuous of human nature or of the motives, goodness, or sincerity of others
innumerable:	too many to be counted
emigrate:	to leave a place, especially a native country, to go and live in another country
queue:	to form a line while waiting for something
extraction:	the taking away or getting rid of something
reprieve:	temporary relief from something harmful, especially danger or pain
alleged:	claimed but not yet proven to have taken place, have been committed, or be as described
defiance:	open, bold, or hostile refusal to obey or conform
inadequate:	failing to reach an expected or required level or standard
gallows:	a wooden frame, usually made of two upright posts and a crossbeam with a noose attached, used to execute people by hanging
cleft:	split or divided
pipel:	German for a young apprentice or assistant, in this case an assistant to the Kapos

Section 5

solemn:	demonstrating sincerity and gravity
prostrate:	to lie flat on the face or bow very low, for example, in worship or humility
tempest:	a severe storm with very high winds and often rain, hail, or snow
mirage:	something that is unreal or merely imagined
lamentation:	an act or expression of grief or sorrow
countenance:	somebody's face or the expression on it
interminable:	so long and boring or frustrating as to seem endless
emaciated:	extremely thin, especially because of starvation or illness
avidly:	in an eager, dedicated, or enthusiastic manner
feeble:	lacking physical or mental strength or health
crucible:	the hollow part at the bottom of a furnace where molten metal collects
derision:	contempt and mockery
monochrome:	using or displaying only shades of one color or black and white
amid:	surrounded by things or people

liberate:	to release an individual, group, population, or country from political or military control or from any severe physical constraint
mystic:	somebody who practices or believes in mysticism
benediction:	a prayer asking for God's blessing, usually at the end of a service
meager:	unsatisfactory in quantity, substance, or size

Section 6

automaton:	somebody who resembles a machine by obeying instructions automatically, performing repetitive actions or showing no emotion
indeterminate:	without any exact or definite limits
bereaved:	having lost a loved one through death
conscientiously:	in a way which is governed by or done according to somebody's sense of right and wrong
apathy:	lack of interest in anything or the absence of any wish to do anything; lack of enthusiasm or energy
vigilance:	watchfulness, attention
scouring:	looking over thoroughly in search of somebody or something
embarkation:	going on board or putting or taking somebody or something on board a ship or aircraft
convoy:	a group of vehicles or ships traveling together, often with an escort for protection

Section 7

inert:	not moving or able to move
dregs:	the last remaining and often least attractive part of something
spectacle:	an object, phenomenon, or event that is seen or witnessed, especially one that is impressive, unusual, or disturbing
stampede:	an uncontrolled surging rush of a crowd of people
robust:	strong, healthy, and hardy in constitution
contagion:	the transmission of disease, especially by physical contact between persons or contact with infected objects such as bedding or clothing at the same time
simultaneously:	at the same time
distinguish:	to be the feature or characteristic that shows that one person, group, or thing is different from another

Section 8

vulnerable:	open to emotional or physical danger or harm
cauldron:	a large metal pot in which liquids are boiled
plaintive:	expressing sadness or sounding sad
beseech:	to ask earnestly or beg somebody to do something
visionary:	characterized by unreal or fanciful ideas

Vocabulary Definition List

spasmodically: in an uneven matter, prone to sudden bursts of energy
summons: an authoritative demand to appear at a particular place for a particular purpose
timid: demonstrating a lack of courage or self-assurance

Section 9

provisions: supplies of food and other things required, especially for a journey
resistance: an illegal secret organization that fights for national freedom against an occupying power, especially one that fought in France, the Netherlands, Denmark, or Italy during World War II

Pre-Reading Questions

Pre-reading questions help you explore your views in order to uncover important themes in the novel.

Directions: Write down your response to each of the questions below. *Keep this handout.* You will need it after you finish the novel.

1. Would you ever, under any circumstances, do anything to harm one of your parents or a family member?
2. Are there times when it is best to stay silent when you see something that is wrong?
3. Are people who stay around other people who commit crimes just as guilty as those who commit the crime?
4. Would you do anything in order to live? How about to help someone you love live?
5. Are there some groups of people in your country that are a major problem to our society?



The year *Night* was published, 1960, Harper Lee, *To Kill a Mockingbird* was also published.

Novel Road Map to Success

These questions help you stay on track with the plot as well as build your reading comprehension.

Directions: Answer these questions on a separate piece of paper as you read.

Section 1

1. Describe the character Moshe the Beadle.
2. How old is Elie at the end of 1941?
3. Describe Elie's family.
4. Explain how Moshe has changed.
5. What do you think Moshe means when he tells Elie that he has come to tell the story of his death?
6. Why doesn't Elie's father request permits to Palestine so that the family can live in Sighet?
7. What is viewed as the "death's head"?
8. What was the bad news that Elie's father had to tell the people of the ghetto communities?
9. How does Elie describe the ghetto once the people had been deported?
10. Whom does Elie first begin to hate and why?

Section 2

1. What are the conditions like inside the cattle wagons?
2. Describe Madame Schächter's situation.
3. What is it that Madame Schächter thinks she sees?
4. What is the effect of Madame Schächter's screams on the passengers in the cattle wagon?
5. Why do you think the reaction of Madame Schächter's son upsets Elie so much?
6. What is the final destination of the cattle wagons?

Section 3

1. What is left on the train along with the deportees' cherished items?
2. How is it that Elie and his father survive the first selection off the train?
3. Why do the young Jewish men with knives not attack the SS?
4. What is the most important goal for Elie as he enters into the camp?
5. Why does Elie thank God for mud?
6. What choice does each man have at Auschwitz?
7. What advice does the Polish prisoner in charge of their barrack give before they are allowed to lie down in a bunk?
8. What is the significance of A-7713?

9. What does Akiba Drumer say is the reason for why they are experiencing such brutality?
10. To what new camp do Elie and his father go?

Section 4

1. What is Elie's first impression of the camp at Buna?
2. What does the dentist look for in the mouths of the prisoners?
3. What excuse does Elie give to the dentist so that he won't take out his gold crown?
4. What part of Elie's body alone is aware of "the passage of time"?
5. Why does Idek beat Elie's father? What is Elie's first reaction as the beating is taking place?
6. What is the punishment Idek gives Elie for leaving the area assigned to him to work?
7. Who bombs the camp at Buna?
8. Why is the pipel hanged?
9. What is the reputation of the pipel and the fifty-second cable unit?
10. What makes the hanging of the pipel different from the other hangings the prisoners have witnessed?

Section 5

1. What is the importance of Rosh Hashanah, according to the text?
2. What does Elie see and feel with his "eyes wide open"?
3. What question is "hotly debated" regarding Yom Kippur — The Day of Atonement?
4. According to the veterans of Buna, how has the camp changed in the past few years as far as conditions for the prisoners?
5. In a better world, Elie could imagine a universe without what?
6. What is the "inheritance" Elie's father gives to him if he does not survive the second selection?
7. Elie must have surgery for what reason?
8. What is ironic in the statement, "I've got more faith in Hitler than in anyone else. He's the only one who's kept his promises, all his promises, to the Jewish people"?
9. What is ironic about the choice Elie and his father make concerning staying in the hospital or evacuating with the others in his unit?
10. Why is the wooden floor of the block cleaned before they leave?

Section 6

1. What are the overall conditions of the march to the next camp?
2. Why can't Zalman continue to march?
3. How does the presence of his father give Elie the strength to continue the march?
4. The image that Elie has of the Rabbi Eliahou's son running away from his father in the snowy march initiates a prayer. Explain the importance of the prayer.
5. Why is the violin so important to Juliek?
6. What is the importance of Juliek's playing of Beethoven's concerto?

7. To what does Elie refer when he says he saw the “strange overwhelming little corpse”?
8. How do the prisoners appease their thirst while waiting for the train to arrive?

Section 7

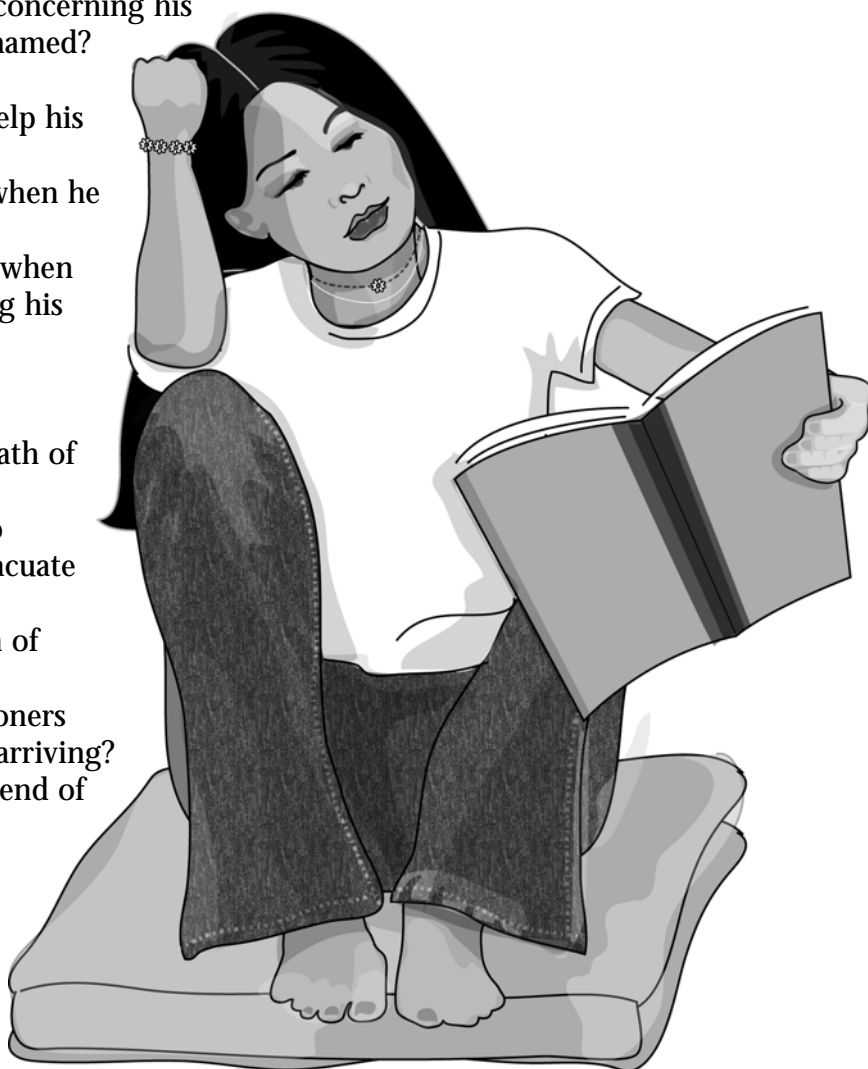
1. Why does Elie say, “there was no more reason to live, no more reason to struggle” when he wakes up to a snow covered, open cattle car?
2. Why does Elie, some years later, ask a lady not to throw money out to the poor?
3. How is the passage describing the fight over the piece of bread in the open cattle car one of both horror and sadness?
4. What camp do Elie and his father end up going to?

Section 8

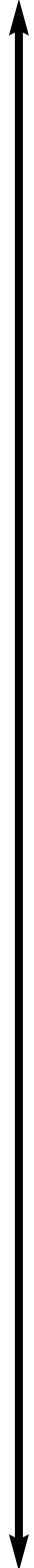
1. Why is Elie angry with his father right after they debark from the train at the camp?
2. What thoughts does Elie have concerning his father, and why does he feel ashamed?
3. What is Elie’s father dying of?
4. In what ways does Elie try to help his father while he is sick?
5. What happens to Elie’s father when he continues to ask for water?
6. What do you think Elie means when he says, “free at last” concerning his father’s death?

Section 9

1. How does Elie feel after the death of his father?
2. Why do the Germans decide to “liquidate” Buchenwald and evacuate the prisoners?
3. What stops the final evacuation of prisoners from the camp?
4. What is the first act of the prisoners after the first Americans begin arriving?
5. What stares back at Elie at the end of the novel?



Overall Grading Rubric



Excellent 90%–100%	Good 80%–89%	Competent 70%–79%	Needs Improvement 60%–69%	Weak 50%–59%
Demonstrates an accurate understanding of the characters and plot, almost completely error free.	Demonstrates a generally accurate understanding of the characters and plot with minor errors.	Demonstrates a basic understanding of the characters and plot with minor, but more frequent, errors.	Frequently confuses the characters or misinterprets the plot.	Demonstrates little or no understanding of the characters or plot.
Displays a strong understanding of all the novel's themes, discussing them easily and using them in activities and writing assignments.	Displays a good understanding of all of the novel's themes, mentioning them in activities and writing assignments.	Displays some understanding of most of the novel's themes and touches on them, at least briefly, in activities and writing assignments.	Understands one or two themes; may concentrate on these ideas while excluding all others.	Uncertain of the novel's themes.
Shows an understanding of literary devices by clearly explaining their use in the novel and by applying this knowledge to other assignments.	Shows an understanding of literary devices and how they are used in the novel; attempts to apply this knowledge to other assignments.	Shows some understanding of most literary devices and how they are used in the novel.	Understands one or two literary devices and how they are used in the novel.	May understand one or two literary devices but cannot describe how they are used in the novel.
Excels in spoken, written, and visual language.	Performs well with spoken, written, and visual language.	Attempts assignments in a variety of ways, including spoken, written, and visual language.	Chooses only one or two ways to complete assignments, including spoken, written, and visual language.	Repeatedly uses the same medium: spoken, written, or visual language.
Correctly uses higher-level language rules in assignments.	Correctly uses common language rules in assignments with some higher-level examples.	Correctly uses common language rules in assignments.	Misuses common language rules in assignments.	Does not understand common language rules in assignments.

Class Discussion 20%
 Group Projects 25%
 Individual Assignments/Projects/Activities 25%
 Final Test 30%

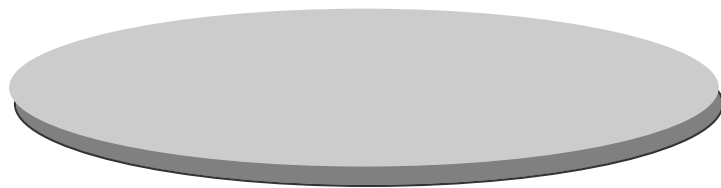
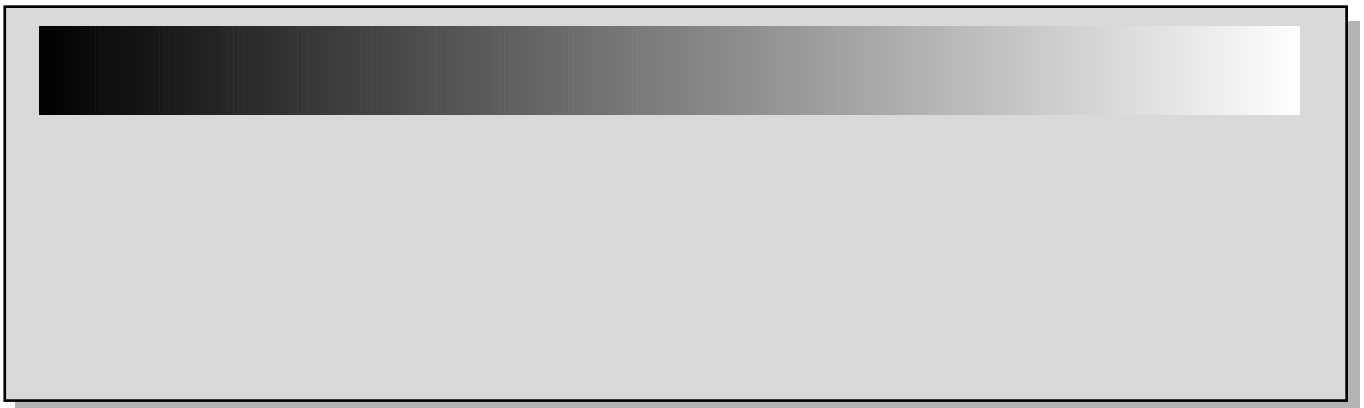
Target on Text



Now it's time to start reading. *Target on Text* contains a section-by-section progression of activities to enhance your students' understanding and enjoyment of *Night*. This guide divides the novel into six sections of roughly the same length. Each section has individual section summaries, target objectives, and a variety of activities to highlight key story and literary elements.

While some of the activities are designed to be done individually, working with peers provides students with the opportunity to practice cooperation and creates richer results as the students build on one another's ideas.

Night



Plotting Through Memories One Track at a Time...

By identifying the major events leading up to Elie's arrival at Auschwitz, one begins to understand how so many people could have been led so easily to their deaths.

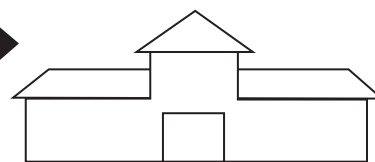
Directions: Review the major events of Section 1 and place them in chronological order in each of the boxcars provided below.



Ellie and family get into cattle car (80 people to a car)



AUSCHWITZ



Name _____

“My Most Precious Possessions”



The Nazis permit Elie and his family to take only their most precious possessions or what they can carry to the ghetto. When the Nazis evacuate the Jewish families from the ghettos and force them to board the cattle cars for “work camps,” they again tell them to take only what they can carry. Elie does not mention what he and his family took to the ghetto or what they left behind to board the train for Auschwitz. By making a list of items that are precious to you, perhaps you can understand the conflict Elie had in choosing what he could take with him and what he must leave behind.

Directions: If you were in a similar situation and were told only to bring those items you could carry to the ghetto, what would you bring? Make a list of the items you would bring with you, but remember they must be items you can carry with you. You have little space in the ghetto and very little privacy.

My Most Precious Possessions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

On a separate sheet of notebook paper, explain why you chose the items you did and how you would feel if you had to leave them in the ghetto.

Discussion Questions: Section 1

Directions: Use the following questions to review what’s happened in Section 1. Use these questions to generate discussion about the author’s ideas and techniques.

1. How old is Elie at the end of 1941?

Example: 12 years old.

2. Describe Elie’s family.

Example: Elie’s father was educated, “cultured,” unsentimental, and concerned with the well-being of Jews in Sighet; he is highly respected and often consulted for advice. His parents run a shop. Elie is the only son, but he has two older sisters, Hilda and Béa, and a younger sister, Tzipora, who is seven years old.

3. What is the metaphor used regarding finding “mystical truth”?

Example: Choosing the right gate to enter into an orchard.

4. Explain how Moshe has changed.

Example: He is sad, no longer sings, and no longer talks of God or the cabbala but only of his experiences after being deported.

5. What does Elie study by day and then by night?

Example: By day the Talmud, by night the cabbala.

6. What bad news does Elie’s father have to tell the people of the ghetto communities?

Example: The Jews of the ghetto are to be deported.

7. Who knocks on the blocked-up window where Elie’s family lives? Why does he knock on the window, and how does Elie find out later who it had been?

Example: An inspector in the Hungarian police who is a friend of Elie’s father; he knocks to warn them of danger. Elie meets with him after the war.

8. Who does Elie first begin to hate?

Example: The Hungarian police.

9. Who comes to offer refuge to Elie’s family? What is his father’s response?

Example: Martha, their old servant. Elie’s father won’t hear of it, and they refuse to be separated.

10. Who is in charge of loading the deportees into the convoy of cattle wagons?

Example: Hungarian police.

Teaching Essentials... *Just for YOU!*

Sections 2–3

Section 2 Summary

This section details what Elie and his family experience during transport to a concentration camp. He says, “Lying down was out of the question....” The most significant event involves Madame Schächter and her son. She becomes hysterical in the “hermetically sealed” cattle car and begins to imagine that she sees fire and that they will all be burned alive. Eventually, others in the cattle car tie her up and gag her in order to keep her silent. The section ends with Elie and his family disembarking the train at Birkenau, a reception center for Auschwitz.

Section 3 Summary

The students should be prepared for the graphic detail of this chapter. It is in this section that the illusions of a “work camp” come to an abrupt end for the Jews coming off the trains. “Men to the left! Women to the right!” begins the ordeal that separates Elie from his mother and sister forever. Elie and his father lie about their ages in order to “pass inspection,” and for the first time, Elie becomes angry with God for allowing them to be in such a horrible place. Elie and the others in his line begin to move toward what they think will be their own cremation and begin the solemn prayer of Kaddish. Elie realizes that the Nazis are throwing babies and children into the fiery pit and says, “Never shall I forget those moments which murdered my God and my soul and turned my dreams to dust.” Elie and his father do not enter the crematorium but are initiated instead into the hostile and meager existence of the concentration camp.

Target Objectives

At the end of this section, students are able to:

- identify foreshadowing and the effectiveness of such a literary device
- identify key events within the novel and understand the effects of those events on Elie’s beliefs
- identify similes and metaphors in the author’s style of writing and the importance of using such figurative language
- recognize the various types of conflict found throughout this section of the novel
- give voice to the silent victims of the Holocaust and, in doing so, connect personally with the events in the novel
- relate the Holocaust of the past to events occurring in the present

LESSON PLAN DETAILS SECTIONS 2-3

Section 2

- ◆ 1. Foreshadowing: A Closer Look at Madame Schächter—hand out and have students complete in class (1 class period)
- ◆ 2. Ethics: Evaluating Elie's Beliefs—hand out and have students complete in class (1 class period)

Section 3

- 1. Similes and Metaphors: Describing the Unthinkable—hand out and have students complete in class (30 minutes)
- ◆ 2. Conflict—hand out and have students complete in class (40 minutes)
- 3. Taking a Different Perspective: The Voices of the Victims—hand out and have students complete at home (1 hour)

Discussion Questions: Sections 2-3 (1 class period)

◆ = Corresponding remedial activity located on the disk

Name _____

Date _____ Hour _____

Foreshadowing: A Closer Look at Madame Schächter

Foreshadowing is the use of clues to suggest or hint at events that have not yet occurred. In Section 2 of the novel, an older lady, Madame Schächter, and her young son are separated from the rest of their family and forced to travel by cattle car to what they are told is a work camp.

Directions: Using the chart below, identify as many incidents of foreshadowing as possible, and speculate on what events are yet to come.

<i>Event</i>	<i>Foreshadows what?</i>
“We realized then that we were not going to stay in Hungary. Our eyes were opened, but too late.”	
“Fire! I can see fire! I can see fire!”	
“As she continued to scream, they began to hit her again, and it was with the greatest difficulty that they silenced her.”	
“In front of us flames. In the air that smell of burning flesh.”	

Ethics: Evaluating Elie's Beliefs

Ethics are the values or beliefs by which we live and make decisions every day. They are our sense of right and wrong, of what actions are commonly accepted and what are not. Consider Pastor Martin Niemoller's words when speaking of the Holocaust:

In Germany they first came for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me — and by that time no one was left to speak up.

What beliefs does Elie have? Through his eyes, we get to see the reality of what happened in the dark days of the Holocaust.

Directions: Based on the quotations below, determine what you believe to be Elie's beliefs and values.

<i>Quotation</i>	<i>Elie's Beliefs</i>
"I continued to devote myself to my studies. By day, the Talmud, at night, the cabbala."	
" 'Faster! Faster! Get on with you, lazy swine!' yelled the Hungarian police. It was in that moment that I began to hate them..."	
"Her little boy was crying, hanging on to her skirt, trying to take hold of her hands... This shook me even more than his mother's screams had done."	
"One by one they passed in front of me... They went by, fallen, dragging their packs, dragging their lives... They passed without a glance in my direction. They must have envied me."	

Name _____

Date _____ Hour _____

Similes and Metaphors: Describing the Unthinkable

A metaphor is a figure of speech used to compare two different things as though they were the same. An example would be, “My heart was a shattered mirror.” A simile is also a figure of speech used to compare two things, but similes use “like” or “as.” For example, “My love is like a red, red rose.”

Directions: Use the examples below from *Night*, and decide if each is a simile or metaphor. Next, write what the vivid description means.

Example	Metaphor or Simile	Meaning
“We can’t go like beasts to the slaughter.”		_____ is like _____
“It was a nightmare.”		_____ is being compared to _____
“Never shall I forget the little faces of the children whose bodies I saw turn to wreaths of smoke.”		_____ became _____
“It seemed like an eternity to me.”		_____ is like _____
“Our senses were blunted; everything was blurred as in a fog.”		_____ was as a _____

Conflict

Without conflict in a story, the plot can seem boring. There are two types of conflict: internal and external conflict. Internal conflict is a struggle that a character has within himself. It may be a struggle to make a decision or to believe or not believe something. External conflict is when a character finds himself in a struggle with another character, society, an animal or even nature itself. We call these conflicts Man v. himself; Man v. Man; Man v. Society; Man v. Machine; Man v. Animal; and Man v. Nature. (“v.” stands for “versus”)

Directions: Using the chart below, decide whether the example given is an internal or external conflict. Next, determine what type of conflict it is; then, decide whether or not the conflict is resolved.

<i>Example</i>	<i>Internal or External</i>	<i>Kind of Conflict</i>	<i>Conflict Resolved?</i>
“Behind me, an old man fell to the ground. Near him was an SS man, putting his revolver back in its holster.”		Man vs.	
“We’ve got to do something. We can’t let ourselves be killed.”		Man vs.	
“You must never lose faith, even when the sword hangs over your head.”		Man vs.	
“Poor devils, you’re going to the crematory.”		Man vs.	

Name _____

Date _____ Hour _____

Taking a Different Perspective: The Voices of the Victims

As Elie watches the wagonloads of children and adults being thrown into fiery pits, he feels that he has somehow walked into a nightmare and tries to pinch himself to wake up from the horror. The millions that were lost during the Holocaust did not get a chance to tell their story or to let anyone know their feelings during their sometimes short and at other times long ordeal. It is only the survivors that can speak to the world of their experience.

Directions: As a victim, write a letter to Adolph Hitler and the people of the world describing your experiences, denouncing the injustice done to you, and expressing your hopes for a better future. Speak as a victim of the Holocaust, not as a survivor but as one who lost his or her life. What would a victim say about his/her experience? How would the victim feel about the injustice of the Nazis to his/her family? What message would he/she say to the world, to the Nazis, to his/her family?

<i>Criteria</i>	<i>Points Poss.</i>	<i>Points Earned</i>
Description of experience in camp, ghetto, or other area.	20 points	
Stated views on the injustice done to the Jews.	20 points	
Message that expresses your hopes and dreams for a better future.	20 points	
Vivid description: adjectives, personification, metaphors, similes, or imagery.	20 points	
Descriptions, views, and messages in the letter that appropriately reflect that of a victim of the Holocaust.	20 points	

Total _____

Point Key

Unclear (1)

Somewhat clear (10)

Clear (20)

Discussion Questions: Sections 2–3

Directions: Use the following questions to review what's happened in Sections 2–3. Use these questions to generate discussion about the author's ideas and techniques.

Section 2

1. What are the conditions like inside the cattle wagons?
Example: Very little air, no room to sit, packed in tight with 80 people to a wagon, extreme thirst and heat, eventually doors are nailed shut.
2. Describe Madame Schächter's situation.
Example: She is 50 years old and is accompanied by her 10-year-old son. Her husband and two eldest sons were deported with the first transport by mistake. She is emotionally distraught.
3. What is it that Madame Schächter thinks she sees?
Example: Fire and smoke in a big furnace.
4. What is the effect of Madame Schächter's screams on the passengers in the cattle wagon?
Example: It is unnerving. They finally hit her to keep her quiet.
5. Why do you think Madame Schächter's actions upset Elie so much?
Example: Answers will vary. Elie is young and had never seen a grownup lose control like her or perhaps because her visions scare him since he had spent time with Moshe and heard of his experiences.

Section 3

1. How is it that Elie and his father survive the first selection off the train?
Example: They lie about their ages.
2. What is the most important goal for Elie as he enters into the camp?
Example: To stay with his father.
3. What choice does each man have at Auschwitz?
Example: To work or go to the furnace.
4. What advice does the Polish prisoner in charge of their barrack give before they are allowed to lie down in a bunk?
Example: Help one another because it is the only way to survive.
5. Why do you think Elie lies to Stein about knowing about the welfare of his family?
Example: Answers will vary. Probably to give him hope.

Teaching Essentials... *Just for YOU!*

Section 4

Section 4 Summary

Elie and his father march for four hours to another campsite known as Buna, and enter into what Elie describes as having “suffered an epidemic: empty and dead.” Buna is a work camp and Elie and his father work in a warehouse there. The meager rations, guards’ harsh treatment, and the long hours turn Elie into nothing but a body that is always thirsting and hungry. In this section Elie becomes less focused on his father and more focused on his own survival. Elie is whipped twenty-five times for leaving his post and embarrassing his Kapo. Elie meticulously details the shooting of a man who tried to get a drink of soup from a cauldron, and Elie admits that he along with the others was jealous that the man might have the soup before they had a turn. The hanging of the pipel in this section is of great significance, and many have interpreted it as an allusion to the crucifixion of Christ. The importance is the emotional response that Elie has to the hanging and the effects it has on his own faith.

Target Objectives

At the end of this section, students are able to:

- understand the importance that setting plays on the overall tone of a story
- write about a particular topic in a timed situation

LESSON PLAN DETAILS SECTION 4

- ◆ 1. Setting: A Major Effect on Tone—hand out and have students complete in class (30 minutes)
- 2. Timed Writing—hand out and have students complete in class (40 minutes)

Discussion Questions: Section 4 (1 class period)

◆ = Corresponding remedial activity located on the disk

Name _____

Date _____ Hour _____

Setting: A Major Effect on Tone

Setting can be used to create a specific tone for a story. The author, Elie Wiesel, uses setting to set a tone of depravity as well as horror and despair. Using carefully chosen words enhances the emotional impact you want your writing to have. Creating vivid images of a setting can evoke particular emotions in the reader.

Directions: After reading Section 4, circle the words in each quotation that contribute to the tone underlined after the phrase. Note that two of the tone words have been left blank for you to fill in.

1. “The camp looked as though it had suffered an epidemic: empty and dead.”

Tone: Desolation

2. “I dragged myself to my corner. I ached all over. I felt a cool hand wiping my blood-stained forehead. It was the French girl. She gave me her mournful smile and slipped a bit of bread into my hand.”

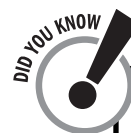
Tone: _____

3. “Suddenly...a man appeared crawling, like a worm in the direction of the cauldrons. Hundreds of eyes followed his movements. Hundreds of men crawled with him, scraping their knees with his on the gravel. Every heart trembled, but with envy above all. This man had dared.”

Tone: Depravity

4. “But his (Oberkapo) little servant had been left behind in the camp in prison. Also put to torture, he too would not speak. Then the SS sentenced him to death, with two other prisoners who had been discovered with arms...all eyes were on the child. He was lividly pale, almost calm, biting his lips. The gallows threw its shadow over him...For more than half an hour he stayed there, struggling between life and death, dying in slow agony under our eyes...Behind me, I heard the same man asking: ‘Where is God now?’ And I heard a voice within me answer him: ‘Where is He? Here He is — He is hanging here on this gallows...’ ”

Tone: _____



In 1928, the year Elie Wiesel was born, the cost of a first-class stamp is two cents.

Tone Words List

POSITIVE	NEUTRAL	NEGATIVE
Nostalgic	Didactic	Elegiac
Hopeful	Urgent	Pleading
Soft	Forthright	Begging
Loving	Respectful	Inflammatory
Forgiving	Honest	Xenophobic
Laudatory	Apologetic	Racist
Praising	Solemn	Accusatory
Reverent	Somber	Regretful
Admiring	Ironic	Ambivalent
Altruistic	Satiric	Uncertain
Compassionate	Sardonic	Inscrutable
Sympathetic	Informational	Sad
Respectful	Ambiguous	Gloomy
Complimentary		Morose
Proud		Condescending
Moralistic		Patronizing
Exuberant		Moralistic
Elated		Preachy
Cheerful		Sarcastic
Excited		Cynical
Passionate		Derogatory
Joyous		Iconoclastic
Fervent		Irreverent
Exhorting		Hopeless
Inspiring		Despairing
Patriotic		Disappointing
Nationalistic		Dejected
Jingoistic		Harsh
Humorous		Bitter
Teasing		Angry
Self-satisfied		Indignant
Self-indulgent		Frightened
Whimsical		Worried
Fantastical		Fearful
Light-hearted		Tragic
Jovial		Caustic
Carpe diem		

Name _____

Date _____ Hour _____

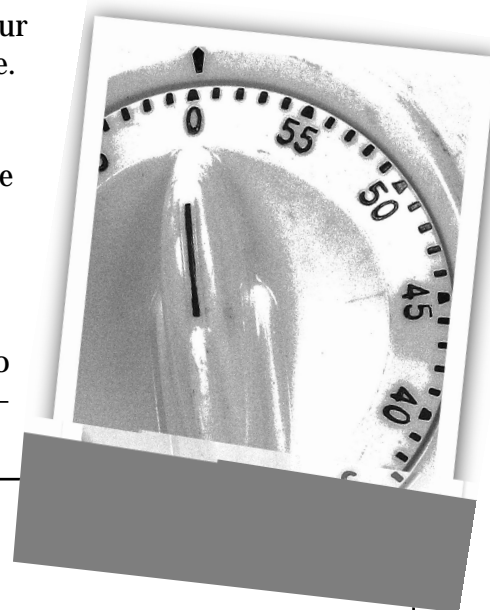
Timed Writing

The timed writing exercises give you practice in “thinking on your feet” and writing on a specific topic within a specified time frame. The practice helps you in preparing to take timed writing tests.

Directions: You have approximately 40 minutes to respond to the writing prompt below.

Prompt:

Respond to the hanging of the pipel. Discuss reasons why this particular experience so emotionally upsets Elie, who responds to the question of where God is with, “Where is He? Here He is — He is hanging here on this gallows.”



Discussion Questions: Section 4



Directions: Use the following questions to review what's happened in Section 4. Use these questions to generate discussion about the author's ideas and techniques.

1. What is Elie's first impression of the camp at Buna?
Example: It looks like it had suffered an epidemic; empty and dead.
2. What kind of work do Elie and his father have to do in the camp?
Example: Work in a warehouse for electrical equipment.
3. What happens to the Jewish dentist?
Example: He is going to be hanged.
4. What part of Elie's body alone is aware of "the passage of time"?
Example: His stomach.
5. Why does Idek beat Elie's father? What is Elie's first reaction as the beating is taking place?
Example: Because he thinks Elie's father is being lazy; Elie doesn't move.
6. How does the dentist from Warsaw extract Elie's gold crown?
Example: With a rusty spoon.
7. What is the punishment Idek gives Elie for leaving the area assigned to him to work?
Example: He is whipped 25 times.
8. Who bombs the camp at Buna?
Example: The Americans.
9. Why is the pipel hanged?
Example: He is suspected of sabotage.
10. What makes the hanging of the pipel different from the other hangings the prisoners have witnessed?
Example: Because the pipel suffers and is a child.

Teaching Essentials... *Just for YOU!*

Section 5

Section 5 Summary

The celebration of Rosh Hashanah begins to take on new meaning for the Jews within the camp, but Elie finds it hard for him to partake of the prayer. Instead, he begins to see himself as the accuser and God as the accused. He is longer capable of lamentations but rather begins to feel strength in his hatred of God. Another inspection occurs, and Elie hopes that his father will survive it. Elie sees his old family friend, Akiba Drumer, for the last time. It is the last time Elie ever sees Akiba alive. Elie's father passes the inspection and continues to stay with Elie. They both give each other the strength to survive. Elie goes through an excruciating surgery on his foot to relieve painful swelling. Word comes that the Russians are coming and that the prisoners must evacuate immediately. Elie makes the choice to be with his father rather than face what he thinks will surely be his own death if he stays in the infirmary. The men begin a long march in the cold and snow to another camp.

Target Objectives

At the end of this section, students are able to:

- identify key characters and events within the novel
- identify allusions and how they give greater meaning to the novel
- recognize cause and effect in the novel

LESSON PLAN DETAILS SECTION 5

1. Allusions and Meaning—hand out and have students complete in class (1 class period)
- ◆ 2. Cause and Effect in Plot—hand out and have students complete in class (25 minutes)
3. Journal Topic—hand out and have students complete in class (15 minutes)

Discussion Questions: Section 5 (1 class period)

Name _____

Date _____ Hour _____

Allusions and Meaning

An allusion is a reference to a well-known person, place, event, literary work, or work of art. Writers often include allusions in order to add deeper meaning to the subject about which they are writing. *Night* contains many allusions to the characters and stories of the Old Testament because the experience of Elie and his family centers around the fact that they are Jewish and, therefore, singled out by Hitler and the Nazi party for extermination.

Directions: Comment on the allusions below and their purpose in adding meaning to Elie's experiences. You may need to research some names or events in order to have further knowledge of the allusions themselves.

<i>Allusion</i>	<i>Meaning</i>
“At that time it was still possible to obtain emigration permits to Palestine.”	
“Here came the Rabbi, his back bent, his face shaved, his pack on his back. His mere presence among the deportees added a touch of unreality to the scene. It was like a passage from some book, from some historical novel about the captivity of Babylon or the Spanish Inquisition.”	
“How I sympathized with Job! I did not deny the existence of God, but I doubted His absolute justice.”	
“My heart was bursting. The moment had come. I was face to face with the Angel of Death.”	

Cause and Effect in Plot

It is important to understand that for all events there is a cause and an effect. It is these causes and effects that propel a plot forward in a novel and help develop its structure.

Directions: Write either a “cause” for the effect given or an “effect” for the cause given.

1. **Cause:** François Mauriac meets Elie Wiesel in a chance interview in Tel Aviv.

Effect: _____

2. **Cause:** Moshe the Beadle is expelled from Sighet as a foreigner by Hungarian police.

Effect: _____

3. **Cause:** _____

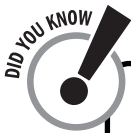
Effect: Moshe the Beadle tells Elie that he wants to come back to Sighet to tell the story of his death.

4. **Cause:** _____

Effect: Jewish men and women have no more illusions as to what will become of them.

5. **Cause:** Jewish prisoners are stripped, shaven, tattooed, and continually beaten.

Effect: _____



The year *Night* was published, 1960, ninety percent of U.S. homes had a television.

Section 5
Handout 3

Name _____

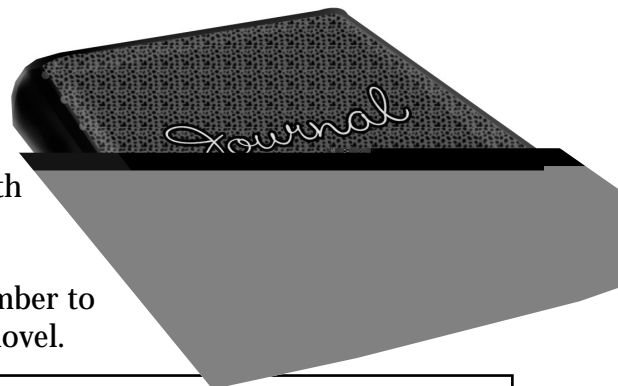
Date _____ Hour _____

Journal Topic

This activity helps you personalize the story in order to help you empathize with the characters. Your goal is to respond to the journal topic as thoroughly as possible, so don't be concerned about spelling or punctuation at this time. The focus of this activity is on the honesty and depth of your response.

Directions: Please respond to the following topic. Remember to support your personal thoughts with examples from the novel.

Describe how you might have felt standing in a line waiting to see if you would be selected to die.



Discussion Questions: Section 5

Directions: Use the following questions to review what's happened in Section 5. Use these questions to generate discussion about the author's ideas and techniques.

1. What are Elie's thoughts during the prayer being said for Rosh Hashanah?
Example: That God is nothing and man is stronger.
2. What does Elie see and feel with his "eyes wide open"?
Example: That he is alone without God, man, love or mercy.
3. According to the veterans of Buna, how has the camp changed in the past few years as far as conditions for the prisoners?
Example: It is a paradise, it used to be much worse.
4. What do the prisoners fear more than anything in the camps?
Example: Being selected for the crematorium.
5. What is the name of the SS doctor who is in charge of the "selection"?
Example: Dr. Mengele, "The Angel of Death."
6. What is the "inheritance" Elie's father gives to him if he does not survive the second selection?
Example: Knife and spoon.
7. What is ironic in the statement, "I've got more faith in Hitler than in anyone else. He's the only one who's kept his promises, all his promises, to the Jewish people"?
Example: Faith (trust) is usually used in relation to God in a good way; whereas, the word faith is being applied to Hitler, a man of evil.
8. What is ironic about the choice Elie and his father make concerning staying in the hospital or evacuating with the others in his unit?
Example: They think if they stay, they will be exterminated. Instead, those who have to stay are liberated. In trying to stay alive, they put themselves through further danger.
9. Why is the wooden floor of the block cleaned before they leave?
Example: The guards want the Russians to think men were living there and not pigs.
10. What question is "hotly debated" regarding Yom Kippur — The Day of Atonement?
Example: Should they fast?

Teaching Essentials... *Just for YOU!*

Sections 6–7

Section 6 Summary

The icy cold wind blows incessantly on the ill-clad prisoners. Malnourished, freezing, and sick, they march in the snow without stopping. As the men fall from exhaustion, the Nazis shoot them. They march for hours, with many dying in the process. Elie and his father manage to stay together, but later Elie's father awakens Elie to keep him from freezing to death when they stop for a short rest. Elie realizes the lack of humanity among the men as one son continues to run ahead rather than stop to help his father. As the men crowd into the gates of yet another concentration camp, Elie meets up with Juliek, the violinist, for the last time. Later, Juliek plays a fragment of a Beethoven concerto. In the morning, Juliek is dead, and his violin has been crushed. The section ends with the surviving men being loaded onto open cattle cars to be taken yet farther away to another concentration camp.

Section 7 Summary

The open cattle car in which the men are transported is unbearable. Some of the men actually freeze in the cattle car and are then thrown out into the snow every time the train stops. The men are given no food or water. They begin to eat the snow that collects on the backs of the men in front of them. Elie recalls an incident where German workers, amused by the near frozen Jews in the cattle cars throw a piece of bread into the car to watch the men fight over the small pieces of bread. A son actually fights his own father for the bread and is himself trampled to death by the other men trying to get the bread. The incident shows how badly the men have been traumatized by their experience in the concentration camps and are now acting like animals rather than human beings. An old friend, Meir Katz, acknowledges that he can no longer go on and wishes the German SS would just shoot them and get it over with. They arrive at Buchenwald.

Target Objectives

At the end of this section, students are able to:

- identify the ways in which some of the prisoners resist the depravity around them
- identify key events in the novel, and understand their general importance
- recognize major themes within the novel, and discuss the author's purpose in writing the novel
- identify examples of vivid imagery and wording
- write snapshot images of their own life events

LESSON PLAN DETAILS SECTIONS 6-7

Section 6

- ◆ 1. Strength of Character—hand out and have students complete in class (1 class period)
- 2. What Would You Say?—hand out and have students complete in class (1 class period)

Section 7

- ◆ 1. A Novel with Many Themes—hand out and have students complete in class (1 class period)
- 2. The Plot Revisited: A Snapshot of Images—hand out and have students complete in class (15 minutes)
- 3. Snapshot Writing—hand out and have students complete in class (20 minutes)

Discussion Questions: Sections 6-7 (1 class period)

◆ = Corresponding remedial activity located on the disk

Name _____

Date _____ Hour _____

Strength of Character

During the horror of the Holocaust, some prisoners found a way to show their resistance nonviolently. They somehow found an inner strength that helped see them through. The author gives the reader the impression that every man's fate is left to chance and that no actual act can keep anyone from death; however, we see many different ways in which the conditions of the camps give courage and strength to some and faintheartedness to others.

Directions: Analyze the actions of the characters below. Evaluate the strength of each character and whether or not he/she was able to transcend the horror around him/her.

1. **Moshe the Beadle**

Experience: _____

Strength/Courage: _____

Resistance: _____ Live or Die? _____

2. **Madame Schächter**

Experience: _____

Strength/Courage: _____

Resistance: _____ Live or Die? _____

3. **Elie Wiesel**

Experience: _____

Strength/Courage: _____

Resistance: _____ Live or Die? _____

4. **Akiba Drumer**

Experience: _____

Strength/Courage: _____

Resistance: _____ Live or Die? _____

5. **Juliek**

Experience: _____

Strength/Courage: _____

Resistance: _____ Live or Die? _____

What Would You Say?

If you were Elie's friend during his experiences in the novel, what advice or support would you have given him? What would have been your reaction to some of the events he had to endure?

Directions: Write conversations between Elie and yourself using dialogue that includes proper punctuation. Be sure to stay true to Elie's character. His actions or responses should be consistent with those of the novel. Remember that every time the speaker changes, you must indent and create a new line. The first dialogue format is done for you.

1. Situation: Idek beats Elie's father with an iron rod for being lazy.

You: “
Elie: “
You: “
Elie: “
You: “
Elie: “

...you can add more....

2. Situation: Rabbi Eliahou asks about his son after their first rest stop in the march to the train station to Buchenwald.

3. Situation: Juliek is being slowly crushed by the crowd of prisoners entering the barracks to get out of the snow.

Name _____

Date _____ Hour _____

A Novel With Many Themes

A theme is a central message or insight into life revealed through a literary work. It is a general statement about people or life in general. There are many themes within the novel *Night* about which the author makes general statements.

Directions: Complete the chart below by giving examples from the text to support the themes listed on the left. After giving examples to support the theme, write what you think may be an important “insight” about people or life in general.

<i>Theme</i>	<i>Examples from the Novel</i>	<i>Insight</i>
LIFE		
MANKIND		
COMPASSION		
FAITH		

The Plot Revisited: A Snapshot of Images

Just as a camera captures images through its lens, the novel *Night* is composed of a series of “snapshots” that allows the reader to see the experiences of Elie in his struggle to stay alive in the death camps. The author at times gives us the frame of an event but not the entire picture so that the reader must use his imagination to fill in the missing images. At other times the author retells the experiences in shocking detail, making us question how anyone could survive in such an inhumane environment.

Directions: Read the “snapshot” experiences below and underline examples of vivid imagery and wording.

“He collapsed. His fist still clenched around a small piece. He tried to carry it to his mouth. But the other one threw himself upon him and snatched it. The old man again whispered something, let out a rattle, and died amid the general indifference. His son searched him, took the bread and began to devour it. He was not able to get very far. Two men had seen and hurled themselves upon him. Others joined in. When they withdrew, next to me were two corpses, side by side, the father and the son.”



“The snow began to form a thick layer over our blankets. They brought us bread — the usual ration. We threw ourselves upon it. Someone had the idea of appeasing his thirst by eating the snow. Soon the others were imitating him. As we were not allowed to bend down, everyone took a spoon and ate the accumulated snow off his neighbor’s back. A mouthful of bread and a spoonful of snow. The SS who were watching laughed at the spectacle.”

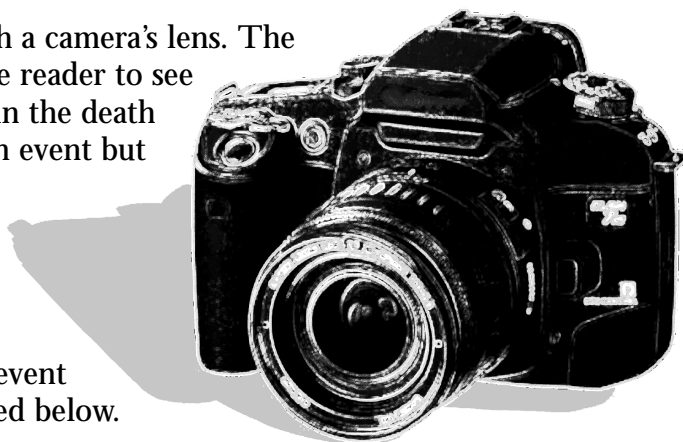
“The head of our tent was a German. An assassin’s face, fleshy lips, hands like a wolf’s paws. He was so fat he could hardly move.”

Name _____

Date _____ Hour _____

Snapshot Writing

Snapshot writing is like capturing an image through a camera's lens. The novel *Night* is a series of "snapshots" that allows the reader to see the experiences of Elie in his struggle to stay alive in the death camps. The author at times gives us the frame of an event but not the entire picture so that the reader must use his imagination to fill in the missing images. At other times the author retells the experiences in shocking detail.



Directions: Write your own snapshot image of an event that occurred in your own life. The criteria are listed below.

Criteria:

1. Snapshot image should be at least one full paragraph — five sentences or more.
2. Use vivid adjectives.
3. Use action verbs.
4. Include two or more of the following figurative devices:
 - a) simile
 - b) metaphor
 - c) personification
5. Images should "capture" at least one of the five senses: sight, smell, sound, taste, or touch.

Other Criteria:

6. Check spelling.
7. Check sentence structure for run-ons and fragments.
8. Check for proper verb endings and subject-verb agreement.
9. Check for consistent verb tense.
10. Check for punctuation problems.

Discussion Questions: Sections 6–7

Directions: Use the following questions to review what’s happened in Sections 6–7. Use these questions to generate discussion about the author’s ideas and techniques.

Section 6

1. What are the overall conditions of the march to the next camp?
Example: Snows relentlessly, icy wind, prisoners are made to march in the winter storm for hours. If they stop, they will be shot, or they will freeze to death.
2. Why can’t Zalman continue to march?
Example: He has a stomach cramp.
3. How does the presence of his father give Elie the strength to continue the march?
Example: Elie has switched roles — he now feels that his father will die if something happens to him.
4. Why is the violin so important to Juliek?
Example: Answers will vary: the violin is all that Juliek has left to remind him of better days: his once cultured youth or perhaps the beauty of mankind rather than its cruelty.
5. What is the importance of Juliek’s playing of Beethoven’s concerto?
Example: Answers will vary: it is a last act of defiance, it is his last reminder of the music he loved before he died, it is his gift to those who have survived and a tribute to those who have died.
6. To what does Elie refer when he says he sees the “strange overwhelming little corpse”?
Example: The crushed violin.

Section 7

1. Why does Elie say, “there was no more reason to live, no more reason to struggle” when he wakes up to a snow-covered open cattle car?
Example: At first, Elie thinks his father is dead.
2. Why does Elie, some years later, ask a lady not to throw money out to the poor?
Example: Because Elie understands the true life and death struggle that occurs when the coins are tossed and the “natives” dive to get them. It reminds him of the fight over the bread crumbs thrown into the cattle car to amuse the Germans.
3. How is the passage describing the fight over the piece of bread in the open cattle car one of both horror and sadness?
Example: Horror in that men can become so much like animals and sad because they have had to suffer to such extremes in order to be reduced to that primitive state.
4. What camp do Elie and his father end up going to?
Example: Buchenwald.

Teaching Essentials... *Just for YOU!*

Sections 8–9

Section 8 Summary

At the camp, the men are exhausted and starving to death. Elie's father finally begins to collapse from exhaustion. For the first time, Elie thinks the unthinkable: that his father will now be a burden to him. Ashamed for thinking such a thing, Elie immediately gets his father some hot soup to drink. Elie's father becomes very sick with dysentery and is taken to the infirmary. Elie stays by his father's side as much as possible, to ensure he will be cared for. His father begins to complain that people are beating him for his water and bread ration, so Elie begins sleeping close to his father in the infirmary to make sure his father receives food and water. Elie's father dies in the night, but Elie is asleep when the body is taken away. He says, "I did not weep, and it pained me that I could not weep."

Section 9 Summary

Buchenwald is liberated on April 11th. Allied forces are on the way, the SS officers begin mass exodus of the concentration camp. Elie is waiting for a transport to be taken to yet another concentration camp. The Nazis stop feeding the prisoners, and, for six days, Elie eats nothing but potato scraps and grass. The resistance movement begins to act, and the concentration camp is liberated. On his third day of freedom he contracts food poisoning. His last memory in the book is his first glimpse at himself in a mirror — "a corpse gazed back at me." The look of his emaciated form has never left Elie Wiesel.

Target Objectives

At the end of this section, students are able to:

- identify irony and its purpose in literature
- write effectively on a topic in a timed situation
- use the five senses in writing and identify their use in the novel
- understand themes in the novel
- identify key quotations and their meaning
- identify and understand events in the novel

LESSON PLAN DETAILS SECTIONS 8–9

Section 8

- ◆ 1. Irony at Work—hand out and have students complete in class (15 minutes)
- 2. Timed Writing—hand out and have students complete in class (40 minutes)

Section 9

- 1. Using the Five Senses—hand out and have students complete in class (1 class period)
- ◆ 2. Themes Revisited—hand out and have students complete in class (30 minutes)
- 3. Who Said It?—hand out and have students complete in class (1 class period)
- 4. Interview With the Author—hand out and have students complete in class (1 class period)

Discussion Questions: Sections 8–9 (1 class period)

◆ = Corresponding remedial activity located on the disk

Name _____

Date _____ Hour _____

Irony at Work

Irony is a literary device that shows a contrast between appearance and reality, expectation and result, or meaning and intention. In verbal irony, words are purposefully used to suggest the opposite in meaning. In dramatic irony, there is a difference between what the character thinks and what the reader or audience knows. In situational irony, an event occurs that is the opposite of what is expected.

Directions: Determine whether the passages below are examples of verbal, dramatic, or situational irony.

1. “I did not weep, and it pained me that I could not weep. But I had no more tears. And, in the depths of my being, in the recesses of my weakened conscience, could I have searched it, I might perhaps have found something like — free at last!”

Type of irony:

2. “Saturday, the day of rest, was chosen for our expulsion.”

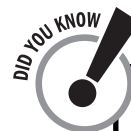
Type of irony:

3. “The Germans were already in the town, the Fascists were already in power, the verdict had already been pronounced, yet the Jews of Sighet continued to smile.”

Type of irony:

4. “We would be getting out here. There was a labor camp. Conditions were good. Families would not be split up. Only the young people would go to work in the factories. The old men and invalids would be kept occupied in the fields. The barometer of confidence soared. Here was a sudden release from the terrors of the previous nights. We gave thanks to God.”

Type of irony:



In 1928, the year Elie Wiesel was born, Alexander Fleming discovers penicillin.

Name _____

Date _____ Hour _____

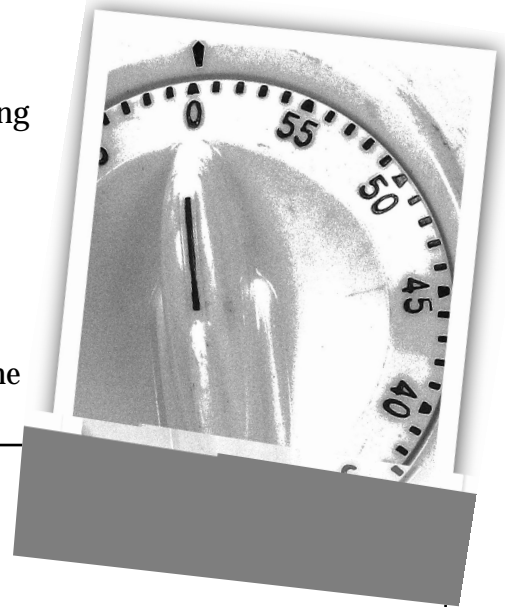
Timed Writing

The timed writing exercises give you practice in “thinking on your feet” and writing on a specific topic within a specified timeframe. The practice helps you prepare to take timed writing tests.

Directions: You have approximately 40 minutes to respond to the writing prompt below.

Prompt:

Free Response (Comment on any aspect of the novel within the allotted time period)



Name _____

Date _____ Hour _____

Using the Five Senses

It is important to recognize the many tools authors use to grab your attention and create vivid imagery.

Direction: Locate examples in the novel that describe one of the five senses below. Be sure to add a page number where the example can be found.

Sight	Sound	Smell	Touch	Taste
1.				
2.				
3.				

1. Which of the five senses does the author use most often? Explain.

2. Do you think the author uses all five senses effectively? Explain.

Themes Revisited

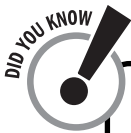
Now that you have finished the novel, what messages do you believe the author wants you to understand?

Directions: Write a thematic statement for each of the examples given below.

1. “After my father’s death, nothing could touch me anymore.”
“But for the moment I was happy; I was near my father.”
“Were there still miracles on this earth? He was alive. He had escaped the second selection.”
Theme:

2. “I was a body. Perhaps less than that even: a starved stomach.”
“And I had but one desire — to eat.”
“A piece fell into our wagon. I decided that I would not move. Anyway, I knew that I would never have the strength to fight with a dozen savage men!”
Theme:

3. “Meir, Meir, my boy! Don’t you recognize me? I’m your father...you’re hurting me...you’re killing your father! I’ve got some bread...for you too...for you too....”
“His son had seen him losing ground, limping, staggering back to the rear of the column...He had continued to run on in front, letting the distance between them grow greater.”
“My God, Lord of the Universe, give me strength never to do what Rabbi Eliahou’s son has done.”
Theme:



Wiesel on *Night*: “I wrote it, not for myself really. I wrote it for the other survivors who found it difficult to speak.”

Name _____

Date _____ Hour _____

Who Said It?

This activity will help you to remember important quotations and who said them in order to emphasize important ideas in the story.

Directions: Match the following quotes with its speaker.

Quote	Character
_____ 1. "It happened on the road. We lost sight of one another during the journey. Perhaps you've seen him somewhere?"	a) Juliek b) Akiba Drumer
_____ 2. "Yet the way these lambs had been torn from their mothers in itself exceeded anything we had so far thought possible."	c) Chlomo d) Rabbi Eliahou
_____ 3. "The look in his eyes, as they stared into mine, has never left me."	e) Elie's mother f) Meir Katz
_____ 4. "I can't go on any longer, Chlomo! What can I do? I can't carry on...."	g) Elie
_____ 5. "Man raises himself toward God by the questions he asks Him."	h) Madame Schächter i) François Mauriac
_____ 6. "I've got a premonition of evil..."	j) Moshe the Beadle
_____ 7. "Look at the fire! Flames, flames everywhere...."	
_____ 8. "God is testing us."	
_____ 9. "I'm afraid...I'm afraid...that they'll break my violin."	
_____ 10. "The yellow star? Oh well, what of it? You don't die of it...."	

Name _____

Date _____ Hour _____

Interview With the Author *Group Activity*

The end of a reading experience can leave you feeling sad, satisfied, or curious. This activity gives you an opportunity to interact with the writer, Elie Wiesel! Be as creative, humorous, or serious as you like, but you must ask some fundamental questions regarding *Night* that only Wiesel could answer.

Directions: Write ten questions regarding the novel that you would like to ask Elie Wiesel. Use a separate piece of paper to do this assignment. After you write your questions, exchange papers with another student who will answer the questions.

Discussion Questions: Sections 8–9

Directions: Use the following questions to review what’s happened in Sections 8–9. Use these questions to generate discussion about the author’s ideas and techniques.

Section 8

1. Why is Elie angry with his father right after they disembark from the train at the camp?
Example: Because his father seems to have given up the will to live; Elie is also afraid of losing his father.
2. What thoughts does Elie have concerning his father, and why does he feel ashamed?
Example: He feels burdened and tired, and then he remembers Rabbi Eliahou’s son and feels ashamed for his moment of selfishness.
3. In what ways does Elie try to help his father while he is sick?
Example: He brings him soup and water, he stays with him when he can, and he begins staying with him by pretending to be an invalid himself.
4. What happens to Elie’s father when he continues to ask for water?
Example: His head is crushed by an officer.
5. What do you think Elie means when he says, “free at last” concerning his father’s death?
Example: Answers will vary: Elie feels relief that he no longer has to worry about this father.

Section 9

1. How does Elie feel after the death of his father?
Example: He is numb to the conditions of the camp; he doesn’t care about anything anymore.
2. Why are the Germans concerned with “liquidating” Buchenwald and evacuating the prisoners?
Example: Answers will vary: perhaps they are ashamed and do not want the Allies to see how the prisoners have been treated, liquidation would get rid of the evidence of the horrors of the camps and any witnesses of atrocities, liquidation would quickly carry out Hitler’s order to annihilate the Jews.
3. What stops the final evacuation of prisoners from the camp?
Example: The resistance movement.
4. What is the first act of the prisoners after the first Americans began arriving?
Example: They throw themselves on the provisions.
5. What stares back at Elie at the end of the novel?
Example: A corpse.

Reflect on Reading



The following activities require students to work with the novel as a whole. This includes discussion questions, activities, a pre-reading question review, and a final test.

LESSON PLAN DETAILS

Discussion Questions (2 class periods)

1. A Scavenger Hunt—hand out and have students complete in class (1 class period)
2. Characters...Needs...Resolution—hand out and have students complete in class (20 minutes)
3. Pre-Reading Question Review—hand out and have students complete in class (1 class period)

Final Test—hand out and have students complete in class (1 class period)

Discussion Questions

Directions: Use the following questions to review what's happened in the novel and to discuss ideas and themes.

1. What conflicts are introduced in the preface to the novel when Mauriac discusses his meeting with the young journalist, Elie Wiesel?
Example: Internal conflict of Elie's own loss of faith in God and in himself. Mauriac mentions the external conflict of actually seeing the children being loaded on to trains forced by the Nazis, the internal conflict of whether or not each of us should get involved in situations that pose as a threat to others or just to ourselves, the internal conflict Elie had in writing his experiences in a novel that would be read around the world.
2. When Moshe tells Elie that he has "come to tell the story of his death" what changes have occurred in Moshe's character since the beginning of the novel?
Example: Moshe has become more of an outspoken prophet rather than a "loner" who studies the cabbala. He is not so "mystic" but is now reality-based. Moshe seems to have lost his faith, or at the very least he is less sure of the God he once knew. Moshe has "died to himself" and now sees no hope for the future for himself and, for the most part, all of humanity.
3. Why is the scene with Madame Schächter so emotionally moving to the reader?
Example: Perhaps the image of a small boy clinging to his mother, the only security he has ever known and the reader knowing that Madame Schächter has lost all sense of emotional reserve even for her own son's sake. Others may see the first real prophetic images of what is to come — the burning of bodies — as the first real reminder of how barbaric the camps really were. The idea that the other adults on the train have to subdue Madame Schächter to try to keep hold of their own sanity is a sobering image.
4. What images and thoughts from that first night at the concentration camp can Elie never forget?
Example: The moments he suffers thinking that he is to be burned alive along with his father. The images of the babies being tossed into the fiery pits. The harsh reality of man's inhumanity toward man for the first time. The question of why God allows such barbarity to take place.
5. The hanging of the pipel is an important turning point in the novel both in terms of the effect the hanging has on the prisoners and on the overall ideas that the pipel represents. Explain these effects in greater detail.
Example: The pipel represents the innocence of man, the child who is in a sense "sinless," and therefore, from the Christian perspective, could represent Christ on the cross surrounded on either side by the criminals or the "sinful." In either case, the pipel represents the innocent and vulnerable in our society — the child. The idea to the prisoners that God would allow one so innocent to suffer as this pipel does (he is slowly strangled due to his weight) makes some question the justice, and in Elie's case, the very existence of God.

6. What is ironic in the statement, “I’ve got more faith in Hitler than in anyone else. He’s the only one who’s kept his promises, all his promises, to the Jewish people”? What other examples are there of irony in the novel?

Example: It is ironic that the speaker trusts the mandates of Hitler, who has promised to annihilate the Jews, rather than in the teachings of his own faith. Usually one does not “trust” one’s enemy but rather just the opposite. Other examples of irony will vary.

7. Explain the relationship between Elie and his father. Note the changes in their relationship as they endure the harshness of the camps.

Example: Elie and his father disagree on the path Elie is going in his studies at the beginning of the book. There is no “close” relationship with his father, unlike the relationship that develops between Elie and Moshe. However, Elie is young and is instinctively driven to find a sense of security in being close to his father. In fact, it is the only goal Elie has as he enters the concentration camp for the very first time. Through the need to stay close to his father and through the harsh treatment they endure together, they become inseparable. Elie depends on his father in the beginning of the novel; however, by the end of the novel when Elie’s father becomes ill, the roles reverse, and it is Elie who must take care of his father. It is his father who begs his son not to leave his side.

8. Many have commented on the savagery shown by the Nazis in a supposed modern and civilized world. Juliek’s violin represents cultured civilization amidst the brutality of the camps. Comment on how the Nazis could justify their actions toward the Jewish people.

Example: It is a profound irony of the Holocaust that in trying to create the “master race” the Nazis in “getting rid” of undesirables and those with “flaws,” they themselves were tragically flawed by a lack of morality — a sense of humanity — that separates us from the common animal. The violin and the culture it represents was created in great part by the very people the Nazis were destroying. The Nazis could appreciate “culture” in the midst of their own barbarity.

9. How is the passage describing the fight over the piece of bread in the open cattle car one of both horror and sadness?

Example: Horror in that man can be made to grovel and act as an animal by the need to survive and sad in that the men on the train are treated with such lack of compassion. Some students may also mention the barbarity of the son towards his father over the piece of bread and the fact that they both die in the end.

10. In what ways is the relationship between Elie and his father both similar and different to that of Elie and God?

Example: Answers will vary. Elie is dependent on his father, but through the constant struggle to survive, Elie becomes less reliant on his father, almost seeing him as a burden at one point, but then feeling guilty, he returns to nurse his father in the end. The harshness of their existence, the struggles they go through bring Elie and his father close together. Elie is close to God BEFORE the struggles of the concentration camp. As the struggles continue, Elie loses his faith in God and focuses only on survival. Elie questions God like a child questions a parent in areas that do not seem rational; however, both Elie’s father and Elie’s God have no answers.

11. How does Elie change over the course of the novel?

Example: Elie is a level headed young man who dreams of becoming a mystic of the cabbala, devoting his life to God. He has no doubt as to his belief in God. At the end of Elie's experience in the camps, Elie is alone and does not believe in God. He is shaken to the core and has no idea what he will do and what he will become. He is the "corpse" in the mirror much like Moshe tells the "story of his death."

12. McAfee Brown says, "It must be the prayer of our generation that with his (Elie Wiesel's) help we can recapture enough of that reality so it will never be repeated." Do you believe that the atrocities of the Holocaust will be repeated someday? Do you believe this novel can have that powerful of an impact? Explain your answer.

Example: Answers will vary. Many students may point out that genocide has occurred since the Holocaust in other countries around the world. Other may give a very personal answer on how the novel has affected them.

13. What are the various images and thoughts associated with the word "night" and why do you think Wiesel chose this word for the title of his novel?

Example: Many will mention the idea of darkness or the lack of "enlightenment" or "truth." Others may want to express the terrors and the idea of the unknown that lie in darkness or in the night. Night may symbolically mean the "dying" of the day.

14. Give examples of the ways in which similes and metaphors are used and the overall effect their use has on the writing itself.

Example: Answers will vary. The imagery of the fiery pits of the crematoriums is unusually graphic. The description of "death's head" of the Nazi uniform helmets, etc.

15. One of the themes in the novel is faith. How does Akiba Drumer's personal faith in God and in himself change? How does Elie's faith in God and himself change? Why does one choose to die and the other to live?

Example: Drumer loses his faith in God and is lost without even family to live for. He does not show anger, only a sense of inevitable defeat. He is tired, alone, and disillusioned. Elie is angry and it is his anger, at God that gives him strength in the beginning. Elie is not alone until the last couple of months. He has his father and lives to help his father not lose faith.

16. Explain at least two examples of both internal and external conflicts in the novel.

Example: Answers will vary. Internal conflict: Elie and his relationship with his father when he becomes ill, Elie's belief in God, Elie's need to study the cabbala against his father's wishes. External conflict: the Nazis v. the Jews, prisoners against other prisoners (fighting for bread), etc.

17. Using your timeline of the history of the Holocaust, cite several examples where blatant disregard for human rights and personal liberties is ignored.

Example: Answers will vary. Arrest of Jews without suspicion of criminal activity or evidence, the forcing of Jews to wear “the star” in order to be singled out in society as “different” and therefore not allowed the same opportunities and rights as other German citizens, the confiscation of property without due process, the arrest, detainment, and eventual annihilation of Jews without just cause, due process, etc., the use of cruel and unusual punishment to extract information.

17. Many people have wondered why the Jewish people went so “easily” to the concentration camps and did not fight back against their aggressors. Does the novel adequately answer the question of “resistance” among the Jews?

Example: Answers will vary. Many students will cite example of the resistance movement at the end of the book that saved the lives of hundreds of children. Many will suggest that the atrocities being perpetrated against the Jews were so abhorrent that the stories seemed incredible. Many may cite information from research they did on resistance groups during the Holocaust. The general impression is that the Jewish people did not go “willingly” to their deaths, but were rather led blindly to their deaths in that they did not know the extreme barbarity of the Nazis until it was too late.

Name _____

Date _____ Hour _____

A Scavenger Hunt Group Activity

Directions: With a partner, be the first to locate the following items from the novel *Night*.

1. Give one example of sound in the novel _____
2. Give an example of taste in the novel _____
3. Give an example of the theme of faith using a quotation from the novel.
4. Give an example of a simile in the novel.
5. Who has the first premonition of evil?
6. Who witnesses the mass murder of Hungarian Jews and escapes?
7. What two subjects does Elie study day and night at the beginning of the novel?
_____ and _____
8. The Germans order men to the _____ and women to the _____
9. Who is the Angel of Death?
10. Who does Elie come to hate first and why?
11. Give an example of touch from the novel.
12. Give an example of an allusion from the novel.
13. In what year do Elie and his family get sent to the ghetto?
14. How does Elie's father die?
15. What does Elie see in the mirror at the end of the novel?
16. How many pages are there in *Night*?
17. What are the three colors on the front cover of the book?
18. What is the name for the Jewish prayer for the dead?
19. Where did Elie Wiesel meet François Mauriac?
20. In what country is Sighet located?

Name _____

Date _____ Hour _____

Characters...Needs...Resolution

Characterization is the method used by a writer to develop how the character looks, acts and thinks. This activity gives you a chance to identify the character's needs.

Directions: Fill in the blanks in the chart below by either writing down the character's name, needs, or whether those needs were met.

<i>Character's Name</i>	<i>Needs</i>	<i>Resolution</i>
	Needs his violin	
	Has dysentery Begs for water	Gets water but dies
Idek		Beats others to make prisoners fear him
Akiba Drumer		Allows himself to be selected because he has given up on life
	Needs to tell others about what happened to him when he was deported	

Pre-Reading Question Review

Take out the pre-reading questions that you filled out before you read *Night*. Determine if the novel has changed your beliefs.

Directions: Complete the chart below in preparation for a discussion with your classmates.

<i>Pre-Reading Question</i>	<i>Answers Before Reading</i>	<i>Answers After Reading</i>	<i>Changes?</i> Write Yes or No
1. Would you ever, under any circumstances, do anything to harm one of your parents or a family member?			
2. Are there times when it is best to stay silent when you see something that is wrong?			
3. Are people who stay around other people who commit crimes just as guilty as those who commit the crime?			
4. Would you do anything in order to live? How about to help someone you love live?			
5. Are there some groups of people in your country that are a major problem to our society?			

Name _____

Date _____ Hour _____

Final Test

The following test assesses your knowledge and understanding of *Night*.

Directions: Read all the directions and questions carefully.

Multiple Choice

Directions: Circle the letter of the correct answer. (1 pt. each)

1. What town do Elie and his family come from?
a) Budapest
b) Gleiwitz
c) Sighet
d) Warsaw
2. Upon his return to Sighet, what does Moshe the Beadle attempt to do?
a) warn the Jews about what will happen to them
b) find his faith in Elie
c) teach cabbala to the young
d) create a resistance movement
3. On what day are Elie and his family deported from the ghetto?
a) Christmas Day
b) Yom Kippur
c) on the Sabbath
d) on the seventh day of Passover
4. On the train to Auschwitz, what does Madam Schächter have visions of?
a) burning pits of fire
b) the Angel of Death
c) the death head of Auschwitz
d) God
5. What is the Kaddish?
a) a special food served at Passover
b) an ancient language of the caballa
c) a dance of worship to God
d) Jewish prayer for the dead
6. With what instrument is Elie's gold crown removed?
a) a rusty fork
b) Franek's bare hands
c) a scalpel
d) a rusty spoon
7. Why does Akiba Drumer decide to die?
a) he is in too much physical pain
b) he has lost his faith in God
c) he is too old and lonely
d) he is sick anyway
8. Why does Elie end up having to have an operation?
a) his foot swells
b) his tooth is infected
c) he is in pain from his appendix
d) his arm swells

9. What does Elie pray to God that he will never do?
 a) abandon his father
 b) die in the concentration camps
 c) stop praying
 d) rise up and seek vengeance
10. After they arrive at Gleiwitz, what does Elie hear in the middle of the night?
 a) screaming of children
 b) Juliek playing his violin
 c) moans of the injured
 d) whispers from the dead in his dreams
11. Why is the hanging of the pipel so emotional for the prisoners?
 a) the prisoners have already witnessed another hanging
 b) they know there would be no soup that day
 c) they think he is a symbol for Jesus
 d) the pipel is so young and angelic looking
12. What is Elie's "inheritance" from his father?
 a) a bag of gold
 b) his jacket
 c) a rusty can and knife
 d) a spoon and knife
13. What stares back at Elie at the end of the novel?
 a) the SS soldiers
 b) a vision of his mother and father
 c) the American liberators
 d) a corpse
14. What is the slogan for Auschwitz?
 a) "Live Free or Die"
 b) "Live Long and Prosper"
 c) "Work is Liberty"
 d) "Live for Germany"
15. Why don't Elie's new shoes get taken away at Buna?
 a) they are ugly
 b) they are covered in mud
 c) they are not needed
 d) he barter his gold crown

Matching

Directions: Choose the letter that fits the description. Make sure that you use each letter just once and that you have no letters left over. (1 pt. each)

Character	Description
1. Elie Wiesel _____	a) trampled to death in the run to Gleiwitz
2. Chlomo Wiesel _____	b) Elie's sister who dies at Auschwitz
3. Madame Schächter _____	c) narrator of the novel
4. Moshe the Beadle _____	d) held in great esteem by the Jews of Sighet
5. Juliek _____	e) decides who will die at selections at Auschwitz
6. Akiba Drumer _____	f) loses her mind as she envisions fire

7. Dr. Josef Mengele _____ g) tries to warn the Jews of Sighet
 8. Idek _____ h) plays Beethoven to the dead and dying
 9. Tzipora _____ i) loses his faith in God and chooses selection
 10. Zalman _____ j) Kapo who beats Elie and his father

Object**Character**

11. Violin _____ a) Dr. Mengele
 12. Gold crown _____ b) Elie
 13. Spoon and knife _____ c) Idek
 14. Monocle _____ d) Chlomo
 15. Whip _____ e) Juliek

Directions: Match each literary element with its example. (1 pt. each)

16. Foreshadowing _____ a) "How I sympathized with Job!"
 17. Irony _____ b) barbed wire
 18. Symbolism _____ c) It is a warning to the living that atrocities like the Holocaust can happen and will happen again if we are not vigilant.
 19. Allusion _____ d) "I've got more faith in Hitler than in anyone else. He's the only one who's kept his promises, all his promises, to the Jewish people."
 20. Theme _____ e) "I've got a premonition of evil," said my mother.

Directions: Match the event with its location. (1 pt. each)

21. Sighet _____ a) place of anti-Semitic activity
 22. Budapest _____ b) place where Elie's mother and sister die
 23. Buna _____ c) has Idek as his Kapo
 24. Buchenwald _____ d) home of Elie
 25. Auschwitz _____ e) place where Elie's father died

Event Sequencing

Directions: Order the following events chronologically from 1 to 10. (1 pt. each)

- _____ a. Elie and his family go to the ghetto.
 _____ b. The cattle cars from Sighet arrive at Auschwitz.
 _____ c. American troops liberate Buchenwald.
 _____ d. Prisoners run in the blinding snow to Gleiwitz.

- _____ e. Moshe the Beadle returns to Sighet to warn Jews.
- _____ f. Elie is severely beaten by Idek.
- _____ g. The pipel is hanged.
- _____ h. Juliek plays his violin for the last time.
- _____ i. Elie Wiesel meets François Mauriac.
- _____ j. Chlomo dies at Buchenwald.

Short Answer

Directions: Write your answer to each question on a separate piece of paper. Use complete sentences. (3 pts. each)

1. Describe the character of Moshe the Beadle.
2. Whom does Elie first begin to hate and why?
3. What are conditions like inside the cattle car?
4. Why do you think the reaction of Madame Schächter's son upsets Elie so much?
5. What is the most important goal for Elie as he enters Auschwitz?
6. Why is the pipel hanged? What makes this hanging different from most?
7. What is ironic about the choice Elie and his father make concerning staying in the hospital or evacuating with the others in the unit?
8. Why is the violin so important to Juliek?
9. Why does Elie, some years later, ask a lady not to throw money to the poor?
10. How does Elie feel after the death of his father?

Essay Questions

Directions: Choose one of the three essay questions listed below. The length needs to be approximately 350 words. Make sure your response is well-organized and grammatically correct. Use a separate piece of paper. (20 pts.)

1. Describe the relationship between Elie and his father. How do the roles in their relationship change by the end of the novel?
2. Wiesel himself condemns apathy and indifference as the greatest of sins because stifled compassion produces a false sense of security and creates inaction against the kind of war crimes rampant in Hitler's regime. Do you agree with this statement? Why or why not?
3. Elie is emotionally upset as he witnesses the death of the young pipel. The boy hangs from a rope slowly being strangled to death over the period of half an hour because he is so small. A prisoner behind Elie demands to know where God is, and Elie replies, "He is hanging here on this gallows." What does this say about Elie's internal conflict with his own spirituality?

Answer Key

This section provides answers to activities and the test in the order in which they appear in the guide.

Novel Road Map to Success

Before We Start

Handout 5

Section 1

1. He works at a Hasidic synagogue, is very poor and lives humbly; he is a master of making himself seem invisible; physically he is awkward and shy but can make people smile, chants often, and begins teaching Elie the cabbala.
2. 12 years old
3. Elie's father is educated, "cultured," unsentimental, and concerned with the well-being of Jews in Sighet; he is highly respected and often consulted for advice. His parents run a shop; Elie is the only son, but he has two older sisters, Hilda and Béa, and a younger sister, Tzipora, who is 7 years old.
4. He is sad, no longer sings, and no longer talks of God or the cabbala but only of his experiences after being deported.
5. Moshe is already dead in spirit. He now has no desire to live.
6. His father says he is too old to start over.
7. the swastika on German helmets
8. The Jews of the ghetto are to be deported.
9. as an open tomb
10. the Hungarian police, because they are the first to show brutality

Section 2

1. Very little air, no room to sit, packed in tight with 80 people to a wagon, extreme thirst and heat; eventually, the doors are nailed shut.
2. She is 50 years old and is accompanied by her 10-year-old son. Her husband and two eldest sons had been deported with the first transport by mistake. She is emotionally distraught.
3. fire and smoke in a big furnace
4. It is unnerving. They finally hit her to keep her quiet.
5. Answers will vary. Elie is young and has never seen a grownup lose control like her or perhaps because her visions scare him since he has spent time with Moshe and heard of his experiences.
6. Birkenau, reception center for Auschwitz

Section 3

1. their illusions
2. They lie about their ages.
3. The older Jews beg the young men not to do anything that will cause trouble.
4. to stay with his father
5. It covers his new shoes.
6. to work or go to the furnace

7. Help one another because it is the only way to survive.
8. It is Elie's tattoo number.
9. God is testing them.
10. Buna

Section 4

1. It looks like it had suffered an epidemic; empty and dead.
2. gold
3. He is ill and has a temperature.
4. his stomach
5. Because he thinks Elie's father is being lazy; Elie doesn't move.
6. He is whipped 25 times.
7. the Americans
8. He is suspected of sabotage.
9. Good reputation for not beating or insulting the prisoners; pipel is kind and has a sad, angelic face.
10. Because the pipel suffers and is a child.

Section 5

1. last day of the year (Jewish calendar)
2. that he is alone, without God, man, love or mercy
3. Should they fast?
4. It is a paradise; it used to be much worse.
5. bells
6. knife and spoon
7. His foot swells.
8. Faith (trust) is usually used in relation to God in a good way; whereas, the word faith is being applied to Hitler, a man of evil.
9. They think if they stay, they will be exterminated; instead, those that have to stay are liberated. In trying to stay alive, they put themselves through further danger.
10. The guards want the Russians to think men were living there and not pigs.

Section 6

1. Snows relentlessly, icy wind, prisoners made to march in the winter storm for hours. If they stop, they will be shot or they will freeze to death.
2. He has a stomach cramp.
3. Elie has switched roles — Elie now feels that his father will die if something happens to him.
4. Elie prays that God will give him the strength never to do what Rabbi Eliahou's son has done — abandon his own father; answers will vary: gives Elie renewed strength, gives insight into Elie's character.
5. Answers will vary: the violin is all that Juliek has left to remind him of better days, his once cultured youth or perhaps the beauty of mankind rather than its cruelty.
6. Answers will vary: it is a last act of defiance, it is his last reminder of the music he loved before he dies, it is his gift to those who have survived and a tribute to those who have died.
7. the crushed violin
8. They eat the snow that collects on each other's backs.

Section 7

1. At first, Elie thinks his father is dead.
2. Because Elie understands the true life and death struggle that occurs when the coins are tossed and the “natives” dive to get them. It reminds him of the fight over the bread crumbs thrown into the cattle car to amuse the Germans.
3. Horror in that men could become so much like animals and sad because they have had to suffer to such extremes in order to have reduced them to that primitive state.
4. Buchenwald

Section 8

1. Because his father seems to have given up the will to live; Elie is also afraid of losing his father.
2. He feels burdened and tired, and then he remembers Rabbi Eiahou's son and feels ashamed for his moment of selfishness.
3. dysentery
4. He brings him soup and water, stays with him when he can, then he begins staying with him by pretending to be an invalid himself.
5. His head is crushed by an officer.
6. Answers will vary somewhat: Elie knows his father is now free of the nightmare life of the death camps, or he is thinking he is now free of the burden of caring for his father.

Section 9

1. He is numb to the conditions of the camp; he doesn't care about anything anymore.
2. Answers will vary: perhaps they are ashamed and do not want the Allies to see how the prisoners have been treated, liquidation would get rid of the evidence of the horrors of the camps and any witnesses of atrocities, liquidation would quickly carry out Hitler's order to annihilate the Jews.
3. the resistance movement
4. They throw themselves on the provisions.
5. a corpse

Final Test

Reflect on Reading

Multiple Choice

- | | | | | |
|------|------|------|-------|-------|
| 1. C | 4. A | 7. B | 10. B | 13. D |
| 2. A | 5. D | 8. A | 11. D | 14. C |
| 3. C | 6. D | 9. A | 12. D | 15. B |

Matching

- | | | | | | | | | |
|------|------|------|-------|-------|-------|-------|-------|-------|
| 1. C | 4. G | 7. E | 10. A | 13. D | 16. E | 19. A | 22. A | 25. B |
| 2. D | 5. H | 8. J | 11. E | 14. A | 17. D | 20. C | 23. C | |
| 3. F | 6. I | 9. B | 12. B | 15. C | 18. B | 21. D | 24. E | |

Event Sequencing

- | | | | | | | | | | |
|------|------|-------|------|------|------|------|------|------|------|
| a. 3 | b. 4 | c. 10 | d. 7 | e. 2 | f. 5 | g. 6 | h. 8 | i. 1 | j. 9 |
|------|------|-------|------|------|------|------|------|------|------|

Night

Short Answer

1. Moshe the Beadle is a timid man who is very poor and a foreign Jew. He comes back to tell “of his death” in order to warn the people of Sighet.
2. He begins to hate the Hungarian police because they are the first to show brutality.
3. hot, miserable, cramped, very little air and no water or food
4. Because Elie is in a sense a child himself and to see an adult break down strips him of the confidence and security he had in adults.
5. to stay with his father
6. The pipel is hanged because his Oberkapo supposedly sabotaged an electric power station and a stock of arms. He is hanged through association. The pipel is very young and small and has a look of innocence. He is also not mean.
7. Because had they stayed in the camp they would have been liberated by the Russians, but instead in their efforts to stay alive, they must endure such severe hardship that Elie’s father dies.
8. Answers will vary. The violin is a symbol of culture, of the advancements made in art and music. Because Juliek chooses to play Beethoven, it can be looked upon as a last act of rebellion as well since Beethoven was strictly forbidden.
9. Because Elie remembers the extreme desperation of the men in the cattle car, fighting over the one piece of bread.
10. He is numb. To Elie there is no longer any purpose. He functions in the camp as though he were an automaton with no emotion.

Essay

1. Elie and his father are not close at the beginning of the novel and are at odds on whether or not Elie should be allowed to study the cabbala; however, once in the ghetto and later as they enter Auschwitz, Elie clings to his father for support. By the end of their experience, the father has weakened and become ill and Elie switches roles with his father by taking care of him and protecting him from the other prisoners.
2. Answers will vary. Some will support the idea that there is never justification to fight back and that “neutrality” is a noble stance to take. Others will argue the point that it is our obligation to speak out and fight back wherever there is injustice.
3. Answers will vary. Elie struggles with the existence of God, but since he continues to pray throughout the account of his ordeal, the major conflict becomes one of evaluating the justice of God.



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Remedial Activities

The remedial activities are the same as in the book, but the language and content are simplified. The remedial activities are designated with a star before each handout number and were carefully selected to give the student a variety of activities that focus on literary devices in the novel.



**LESSON PLAN DETAILS
SECTION 1**

2. “My Most Precious Possessions”—hand out and have students complete in class (1 class periods)

“My Most Precious Possessions”

The Nazis let Elie and his family take only their most special possessions or what they can carry to the ghetto. When the Nazis take the Jewish families from the ghettos and force them to board the cattle cars for “work camps,” they again tell them to take only what they can carry. Elie does not say what he and his family took to the ghetto or what they left behind to board the train for Auschwitz. By making a list of items that are special to you, perhaps you can understand the problem Elie had in choosing what he could take and what he must leave behind.

Directions: If you were in a similar situation and were told only to bring those things you could carry to the ghetto, what would you bring? Make a list of the items you would bring with you. Remember they must be things you can carry. You have little space in the ghetto and very little privacy.

My Most Precious Possessions:

1.

2.

3.

4.

On a separate sheet of notebook paper, explain why you chose these items. How would you feel if you had to leave them in the ghetto?



After the war, it took Elie Wiesel 10 years of silence before he was able to write about the horrors he had witnessed.

LESSON PLAN DETAILS SECTIONS 2–3

Section 2

1. Foreshadowing: A Closer Look at Madame Schächter—hand out and have students complete in class (1 class period)
2. Ethics: Evaluating Elie's Beliefs—hand out and have students complete in class (1 class period)

Section 3

2. Conflict—hand out and have students complete in class (1 class period)

Name _____

Date _____ Hour _____

Foreshadowing: A Closer Look at Madame Schächter

Foreshadowing is the use of clues to hint at events that have not yet happened. Using foreshadowing is a great way of creating suspense. It makes readers want to continue reading to find out what will happen next. In Section 2 of the novel, an older lady, Madame Schächter, and her young son are separated from the rest of their family. They are forced to travel by cattle car to what they are told is a work camp.

Directions: Using the chart below, list as many examples of foreshadowing as possible. In the second column, guess what events are yet to come.

<i>Event</i>	<i>Foreshadows what?</i>
“We realized then that we were not going to stay in Hungary. Our eyes were opened, but too late.”	
“Fire! I can see fire! I can see fire!”	
“In front of us flames. In the air that smell of burning flesh.”	

Ethics: Evaluating Elie's Beliefs

Ethics are the values or beliefs by which we live and make decisions every day. They are our sense of right and wrong. It is our sense of what is acceptable behavior is what is not. Consider what Pastor Martin Niemoller's said about the Holocaust:

In Germany they first came for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me – and by that time no one was left to speak up.

What beliefs does Elie have? Through his eyes, we get to see what happened in the dark days of the Holocaust.

Directions: Based on the quotations below, what do you think Elie believes and values?

<i>Quotation</i>	<i>Elie's Beliefs</i>
"I continued to devote myself to my studies. By day, the Talmud, at night, the cabbala."	
"'Faster! Faster! Get on with you, lazy swine!' yelled the Hungarian police. It was in that moment that I began to hate them ..."	

Conflict

Without conflict in a story, the plot can seem boring. There are two types of conflict: internal and external conflict. Internal conflict is a struggle that a character has within him/herself. It may be a struggle to make a decision. It may be a struggle to believe or not believe something. External conflict is when a character finds him/herself in a struggle with another character, society, machines, an animal or even nature itself. We call these conflicts Man v. himself; Man v. Man; Man v. Society; Man v. Machine; Man v. Animal; and Man v. Nature.

Directions: Using the chart below, decide whether the example given is an internal or external conflict. Next, decide what kind of conflict it is. Finally, decide whether or not the conflict is settled.

Example	Internal or External	Kind of Conflict	Conflict Resolved?
“We’ve got to do something. We can’t let ourselves be killed.”		Man vs.	
“You must never lose faith, even when the sword hangs over your head.”		Man vs.	
“Poor devils, you’re going to the crematory.”		Man vs.	



**LESSON PLAN DETAILS
SECTION 4**

1. Setting: A Major Effect on Tone—hand out and have students complete in class (1 class period)

Name _____

Date _____ Hour _____

Setting: A Major Effect on Tone

Setting can be used to create a specific tone for a story. Tone is the attitude or feeling the author wants the reader to hear in the words. For example, you can say the words “I will” with excitement, with anger, or with love in your voice. These attitudes or feelings behind the words is the tone. Look at the list of Tone Words list to help you understand how tone can be positive, neutral, or negative. The author, Elie Wiesel, describes the settings in *Night* using words that set a tone of horror and despair. Using carefully chosen words increases the emotional power of your writing. Creating specific images of a setting can cause readers to have particular feelings. This is what the author is trying to do by using tone.

Directions: After reading Section 4, circle the words in each quotation that shows the tone underlined after the phrase. Note that one of the tone words has been left blank for you to fill in.

1. “The camp looked as though it had suffered an epidemic: empty and dead.”

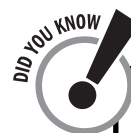
Tone: Desolation

2. “ I dragged myself to my corner. I ached all over. I felt a cool hand wiping my blood-stained forehead. It was the French girl. She gave me her mournful smile and slipped a bit of bread into my hand.”

Tone: Compassion

3. “Also put to torture, he too would not speak. Then the SS sentenced him to death...all eyes were on the child. He was lividly pale, almost calm, biting his lips. The gallows threw its shadow over him...For more than half an hour he stayed there, struggling between life and death, dying in slow agony under our eyes...Behind me, I heard the same man asking: ‘Where is God now?’ ”

Tone: _____



In 1928, the year Elie Wiesel was born, the cost of a first-class stamp was two cents.

Tone Words List

POSITIVE	NEUTRAL	NEGATIVE
Hopeful Soft Loving Forgiving Praising Admiring Compassionate Sympathetic Respectful Proud Cheerful Excited Passionate Joyous Inspiring Patriotic Humorous Teasing Self-satisfied Fantastical Light-hearted	Urgent Forthright Respectful Honest Apologetic Somber Ironic Satiric Informational Ambiguous	Begging Racist Accusatory Regretful Uncertain Sad Gloomy Preachy Sarcastic Cynical Derogatory Irreverent Hopeless Despairing Disappointing Bitter Angry Frightened Worried Fearful Tragic



LESSON PLAN DETAILS
SECTION 5

2. Cause and Effect in Plot—hand out and have students complete in class (1 class period)

Cause and Effect in Plot

It is important to understand that for all events there is a cause and an effect. To figure out what is a cause and its effect ask yourself, “What caused this event to happen?” Then ask, “What effect or consequence happened because of the event?”

It is these causes and effects that push a plot forward in a novel and help develop the overall plot.

Directions: Write either a “cause” for the effect given or an “effect” for the cause given.

1. **Cause:** Francois Mauriac meets Elie Wiesel in a chance interview in Tel Aviv.

Effect: _____

2. **Cause:** _____

Effect: Moshe the Beadle tells Elie that he wants to come back to Sighet to tell the story of his death.

3. **Cause:** _____

Effect: Jewish men and women have no more false ideas as to what will become of them.

4. **Cause:** Jewish prisoners are stripped, shaven, tattooed, and continually beaten.

Effect: _____



The year *Night* was published, 1960, ninety percent of U.S. homes had a television.

LESSON PLAN DETAILS SECTIONS 6-7

Section 6

1. Strength of Character—hand out and have students complete in class
(1 class period)

Section 7

1. A Novel With Many Themes—hand out and have students complete in class
(1 class period)

Section 6

Name _____

Date _____ Hour _____



LESSON PLAN DETAILS SECTIONS 8-9

Section 8

1. Irony at Work—hand out and have students complete in class (1 class period)

Section 9

2. Themes Revisited—hand out and have students complete in class (1 class period)

Name _____

Date _____ Hour _____

Irony at Work

Irony is a literary element used by authors when they want to show that things are not always what they seem. There are three types of irony: verbal, dramatic, and situational. In verbal irony, words are used on purpose to suggest the opposite in meaning. For example, to say something is “rare” suggests it must be valuable, but the author may mean that the thing is “rare” because it was so worthless it has stopped being used. In dramatic irony, there is a difference between what the character thinks and what the reader or audience knows. For example, the reader often knows what is happening with the other characters while the characters don’t know what is happening to each other. In situational irony, an event occurs that is the opposite of what is expected. The twist endings in books and movies are good examples of situational irony.

Directions: Decide whether the passages below are examples of verbal, dramatic, or situational irony.

1. “Saturday, the day of rest, was chosen for our expulsion.”

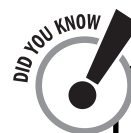
Type of irony:

2. “The Germans were already in the town, the Fascists were already in power, the verdict had already been pronounced, yet the Jews of Sighet continued to smile.”

Type of irony:

3. “We would be getting out here. There was a labor camp. Conditions were good. Families would not be split up. Only the young people would go to work in the factories. The old men and invalids would be kept occupied in the fields. The barometer of confidence soared. Here was a sudden release from the terrors of the previous nights. We gave thanks to God.”

Type of irony:



In 1928, the year Elie Wiesel was born, Alexander Fleming discovers penicillin.

Themes Revisited

Now that you have finished the novel, what messages do you believe the author wants you to understand? Remember, a thematic statement is the topic (like humankind, faith, love, hope) and what the author is saying about it.

Directions: Write a thematic statement for each of the examples given below. First decide what the general theme/topic is, then decide what the author is trying to say about it through his characters' words and actions. For this activity you have been given the theme/topic in parentheses. You are to write the "insight" or thematic statement.

1. "I was a body. Perhaps less than that even: a starved stomach."
"And I had but one desire – to eat."
"A piece fell into our wagon. I decided that I would not move. Anyway, I knew that I would never have the strength to fight with a dozen savage men!"
Theme: (Humans turned into animals)

2. "Meir, Meir, my boy! Don't you recognize me? I'm your father... you're hurting me...you're killing your father! I've got some bread...for you too..for you too..."
"His son has seen him losing ground, limping, staggering back to the rear of the column...He had continued to run on in front, letting the distance between them grow greater."
"My God, Lord of the Universe, give me strength never to do what Rabbi Eliahou's son had done."
Theme: (Family)



Wiesel on *Night*: "I wrote it, not for myself really. I wrote it for the other survivors who found it difficult to speak."

Bonus Handouts

These handouts serve as supplements. The bonus handouts are labeled in the same way as the handouts found in the book (example: section number, handout number). These handouts continue in numerical order making it easy to incorporate the bonus activities into the correct section of the unit.

Before We Start



LESSON PLAN DETAILS

7. Judaic Term List
8. I Have You Covered!—hand out and have students complete in class (1 class period)
9. Novel Setting: Creating a Timeline of Major Events 1933–1945—hand out and have students complete in class (2 class periods)

Judaic Term List

- Hasidic synagogue:** A place of worship which follows strict adherence to Jewish ritual law.
- Exile of Providence:** Reference to the exile of the Jews to Babylon and the beginning of the Babylonian Captivity and the destruction of the Temple.
- Cabbala:** (Also spelled Kabbala) Reference to the mystical traditions of the Jewish faith.
- Talmud:** The oral Torah which contains Jewish law.
- Temple:** The temple built by King Solomon as a central place of worship for the Jews that was destroyed by the Babylonians in the Babylonian Captivity.
- Zohar:** The primary written work of the Kabbalistic tradition or teachings.
- Zionism:** The political movement that supports the creation and support of a Jewish state in Israel and the return of the Jews to Israel. "Zion" is the name of the location of the first Temple.
- Anti-Semitic:** A hostility or hatred toward Jews or Jewish religious practices that is often accompanied by social, economic, and political discrimination and physical violence towards Jews and their places of worship.
- Passover:** The time in which God passed over the houses of Jews when He slayed the first born of Egypt as written in the book of Exodus. It is celebrated today to commemorate the liberation of the Jews from bondage in Egypt.
- Pentecost:** A Jewish holiday that celebrates the God's revelation to Moses on Mount Sinai when God gave Moses the Torah or (the first five books of the Old Testament).
- Phylacteries:** Two small leather boxes that contain specific passages from the Bible. As part of the traditional prayer ritual, Jews bind these boxes to their forehead and left arm while in morning prayer.
- Rabbi:** A teacher of Jewish law and practices.
- Kaddish:** A prayer of mourning for the dead.

- Angel of Death:** According to Jewish belief, a supernatural being whose purpose is to take the life of human beings. In historical text, Dr. Mengele was the known by this name because he was present at “selection” time in the concentration camps and determined who lived and who died.
- Hebrew:** The Semitic language of the ancient Hebrews or Israelites.
- Palestine:** A geographical area in the Middle East which is believed by Jews to be part of the original territory of ancient Israel. The area, although part of the modern state of Israel, has been hotly contested by Palestinians and other Arab nations.
- Jordan:** River 200 miles long which flows through Israel and the Sea of Galilee and empties into the Dead Sea.
- Jerusalem:** The capital city of Israel in the time of King David. Today it is the holiest of Jewish cities, and it has come to be a holy site for both Muslims and Christians as well.
- Rosh Hashanah:** A Jewish holiday that celebrates the first day of the new year in the Jewish calendar. It is a time of reflection and renewal of each individual’s faith.
- Yom Kippur –
Day of Atonement:** A solemn day of prayer in which an individual must atone for or ask forgiveness for the sins of the past year.

I Have You Covered!

Analyzing the cover of a novel often gives you important clues as to its subject matter and the message the author is trying to convey to the reader.

Directions: Analyze the cover image of *Night*. Pay particular attention to imagery and color. Then, answer the questions below.

1. What specific colors are used on the front cover of the novel?
2. How is the choice of colors an important clue to the overall tone of the novel?
3. What objects are depicted on the cover?
4. What do the following words symbolize:
 - a) black _____
 - b) barbed wire _____
5. What images come to mind when you read the word *NIGHT*?
6. Why do you think the image of the person is distorted (not clear) to the reader?
7. What kind of story do you think this novel will be about?
8. Look at the back of the cover. What might be the importance of the three hanging men?

Name _____

Date _____ Hour _____

Novel Setting: Creating a Timeline of Major Events 1933–1945

Complete the following timeline in order to better understand the historical sequence of events which lead to Elie's internment in the death camps.

Directions: Using a large piece of paper or poster board, create a timeline of historical events which shows the rise and fall of the Nazi party in Germany.

Include the following events in your timeline:

1. Hitler becomes chancellor of Germany.
2. The Nuremberg Laws are put into effect.
3. German Jews are evicted from their homes and forced into ghettos.
4. Kristallnacht or "Crystal Night" occurs.
5. Germany invades Poland.
6. Auschwitz becomes a concentration camp.
7. Japan bombs Pearl Harbor.
8. Allies liberate Paris, France.
9. Russia liberates Auschwitz.
10. World War II ends.

ADD 10 MORE EVENTS TO YOUR TIMELINE!

Criteria: Your timeline should include at least *20 events* that occurred in Europe between 1933 and 1945. Be sure to *title your timeline* and clearly mark your timeline in segments of time, making sure all events are in the *correct chronological order*. Use the Internet, history textbooks, or the library to find information on World War II and the Holocaust.



**LESSON PLAN DETAILS
SECTION 1**

4. About the Vocabulary

About the Vocabulary



Directions: Listed below are additional vocabulary activity ideas.

1. Creating flashcards
2. Playing Vocabulary Bingo
3. Integrating the vocabulary into a daily journal exercise
4. Grouping the words in a particular section by the TONE associated with each word or by similarity in meaning
5. Creating posters over each section of words to hang in the classroom for review

LESSON PLAN DETAILS SECTIONS 2-3

Section 2

3. Determining Tone, Vocabulary—hand out and have students complete in class (45 minutes)
4. Using Figurative Language Through Poetry—hand out and have students complete in class (1 class periods)
5. Timed Writing—hand out and have students complete in class (40 minutes)

Section 3

4. Timed Writing—hand out and have students complete in class (40 minutes)
5. Project Genocide: Images of Today Creating a Scrapbook—hand out and have students complete in class (1 class period)

Name _____

Date _____ Hour _____

Determining Tone, Vocabulary

Finding the denotative and connotative meaning of words helps you identify the tone of a story and build your working vocabulary.

Directions: Using your list of vocabulary words, fill in the following boxes with the vocabulary word along with its denotative meaning and connotative meaning.

Word: Denotation: Connotation:	Word: Denotation: Connotation:
Word: Denotation: Connotation:	Word: Denotation: Connotation:
Word: Denotation: Connotation:	Word: Denotation: Connotation:

Using Figurative Language Through Poetry

It is important to realize that there are many ways to express how we might feel about a person, object, or situation. This activity will give you an opportunity to not only express your feelings but also practice using the many forms of figurative language.

Directions: Create a poem using your choice of a character, object, or an event. Write your poem using the form below.

- Line 1 – one noun
- Line 2 – two adjectives
- Line 3 – three words ending in “ing”
- Line 4 – two similes
- Line 5 – one metaphor
- Line 6 – one action verb
- Line 7 – (your choice of endings)

*Example: Cattle Cars
 Old and wooden
 Churning, creaking and moaning
 like the cries of an animal in pain and as hot as an oven
 a sealed casket of the dead
 rolling
 along tracks of steel*

Name _____

Date _____ Hour _____

Timed Writing

The timed writing exercises give you practice in “thinking on your feet” and writing on a specific topic within a specified time frame. The practice will help you in preparing to take timed writing tests.

Directions: You have approximately 40 minutes to respond to the writing prompt below.

Read the following passage from Section 2 of your reading. How does the author use figurative language, especially imagery to create a tone of despair?

And there was I, on the pavement, unable to make a move. Here came the Rabbi, his back bent, his face shaved, his pack on his back. His mere presence among the deportees added a touch of unreality to the scene. It was like a page torn from some story book from some historical novel about the captivity of Babylon or the Spanish Inquisition.

One by one they passed in front of me, teachers, friends, others, all those I had been afraid of, all those I once could have laughed at, all those I had lived with over the years. They went by, fallen, dragging their packs, dragging their lives, deserting their homes, the years of their childhood, cringing like beaten dogs.

...The street was like a market place that had suddenly been abandoned. Everything could be found there: suitcases, portfolios, briefcases, knives, plates, banknotes, papers, faded portraits. All those things that people had thought of taking with them, and which in the end they had left behind. They had lost all value.

Everywhere rooms lay open. Doors and windows gaped onto the emptiness. Everything was free for anyone, belonging to nobody. It was simply a matter of helping oneself. An open tomb.

Name _____

Date _____ Hour _____

Timed Writing

The timed writing exercises give you practice in “thinking on your feet” and writing on a specific topic within a specified timeframe. The practice will help you in preparing to take timed writing tests.

Directions: You have approximately 40 minutes to respond to the writing prompt. Read the excerpt below, and determine the tone of the piece. What figurative devices does the author use to create such a tone?

Prompt:

“So you see that chimney over there? See it? Do you see those flames? (Yes, we did see the flames.) Over there – that’s where you’re going to be taken. That’s your grave, over there. Haven’t you realized it yet? You dumb bastards, don’t you understand anything? You’re going to be burned. Frizzled away. Turned into ashes.”

Name _____

Date _____ Hour _____

Project Genocide: Images of Today Creating a Scrapbook

The hatred and injustice imposed upon Jews and other groups that led to attempted genocide during the Holocaust may be over, but the practice of injustice and genocide for a variety of ethnic, political, and religious groups continues throughout the world today.

Directions: Research the Internet and in back issues of newspapers and news magazines to find out about other groups of people who have suffered from prejudice and intolerance since the Holocaust of World War II. Create a scrapbook of pictures, news headlines, and articles depicting these events. Be prepared to possibly share your scrapbook with your classmates at a later time.

Criteria:

1. Create a scrapbook out of construction paper or another source but not notebook paper.
2. Title your scrapbook, and include your name.
3. Each page of your scrapbook should include a title and short explanation of the event pictured.
4. You may focus on one event or on several examples around the world. Be sure to title each page and explain the picture, news article or other piece of evidence for your scrapbook page.
5. Have at least 10 pages in your scrapbook.
6. Include a first or last page that states your feelings regarding what you learned during your research and how you feel about intolerance toward others in general.

Important

- Watch your spelling!
- Watch your sentence writing; use no fragments or run-ons.
- Watch capitalization.
- Be neat when placing pictures, samples, Internet sources, articles, etc., in the scrapbook.
- Type titles and short explanations and your personal feelings about intolerance, if possible. Otherwise, write very NEATLY.

Scrapbook Rubric

<i>ITEM</i>	<i>POSSIBLE POINTS</i>	<i>POINTS EARNED</i>
Has scrapbook bound with a title and name.	10 points	
Has 10 pages of information in scrapbook.	10 points	
Has a front or back page which includes personal opinion on research and intolerance.	10 points	
Has a title neatly placed on each page.	10 points	
Has an explanation of each object, picture, article, etc. neatly written or typed.	10 points	
Neatly placed items in scrapbook.	10 points	
Has no errors in capitalization.	10 points	
Has no errors in spelling.	10 points	
Has no errors in sentence writing.	10 points	
Subjects within scrapbook reflect the objective of the assignment.	10 points	

TOTAL _____

COMMENTS:

Personification: A Useful Tool in Writing

Personification is the literary term used to describe the process of giving human characteristics to objects, animals, or ideas. For example, the “tree weeping” and “Death’s knock on your door” are both examples of personification. The use of personification can have an important effect on the tone and mood of an event.

Directions: Using Section 4 of the novel, complete the blanks below with the examples of personification given.

What is being personified?

How does the personification make you feel?

The camp look as though it has suffered an epidemic: empty and dead.

The stomach alone was aware of the passage of time.

The gallows threw its shadow over him.

Name _____

Date _____ Hour _____

Theme Analysis: Brainstorm the Possibilities

Group Activity

A theme is a general concept or idea, such as love, justice, or sorrow. One way to help you think of themes is to complete the following sentence: "This is a book about _____." By this point in a story, it's likely that the author has introduced most, if not all, of the themes he or she wishes to depict. Some themes are not well developed yet, but there are clues as to what they are. This activity starts you thinking about the broader ideas the author wants you to discuss. Working as a class and with a partner helps you increase the number of ideas you have.

Directions: As a class, think of as many potential themes as you can and write them on the board. Then, support one theme in more depth and present to the class.

Possible Themes

In the box below, write down all of the themes you think of as a class.

Evidence for a Theme

Choose one theme from the box above. With a partner, go back to the book and look for characters and events that demonstrate the theme.

1. I am finding evidence for the theme of _____ .

2. Here are three examples of this theme in the book (be sure to include page numbers):

A)

B)

C)

**LESSON PLAN DETAILS
SECTION 5**

4. Plot Analysis: Rising Action—hand out and have students complete in class

Name _____

Date _____ Hour _____

Plot Analysis: Rising Action

Group Activity

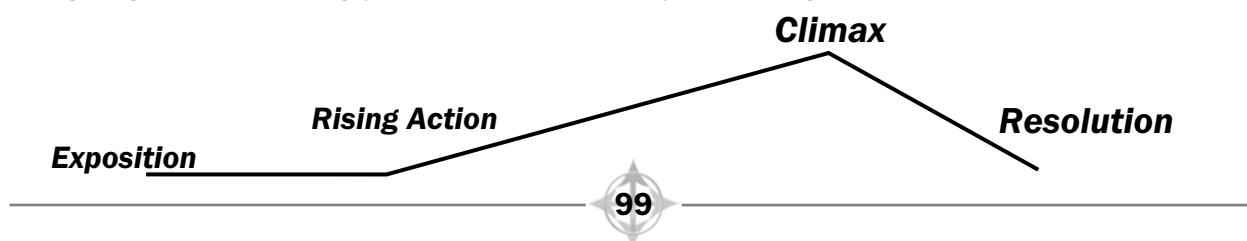
Plot is the series of events that make up the story. The rising action is simply the progression of events and conflicts that make the story more interesting. Once the author introduces the characters, the story really gets going. Major conflicts and problems begin to occur. At this point, you're familiar with most of the issues in the story. Together with a partner, create a visual representation of the plot structure thus far according to the instructions below. This activity will help you conceptualize the elements of the plot and apply these terms the story. It also helps you separate major plot points from minor episodes.

Directions: Decide with your partner which five events are the most important in the storyline thus far. Write a brief summary of each one below (be sure to include the page number).

- 1.
- 2.
- 3.
- 4.
- 5.

Draw the Plot

Make a poster that illustrates the plot action up to this point. The basic plot diagram is shown below. Explain and label the five rising action events described above. Mark the climax point and resolution line; you'll fill these in later. Be as creative as you wish in designing and decorating your poster. Make it eye-catching.



Literary Devices



This activity allows you to demonstrate your understanding of various literary devices and their uses in the novel. It also asks you to give your opinion as to how effective these techniques are.

Directions: Supply examples for the following literary devices, and then answer the questions that follow.

Imagery

Find one example of imagery.

Do you think this is a good way to describe the event? Why or why not?

Similes/Metaphors

Find one simile or metaphor.

Do you think this is a good way to describe the person or thing? Why or why not?

Diction/Word Choice

Find one interesting word choice.

Do you think this word is a good way to describe the person or thing? Why or why not?

Name _____

Date _____ Hour _____

Timed Writing

The timed writing exercises give you practice in “thinking on your feet” and writing on a specific topic within a specified timeframe. The practice will help you in preparing to take timed writing tests.

Directions: You have approximately 40 minutes to respond to the writing prompt below.

Prompt:

Free Response. (Write for 40 minutes on any aspect of the novel you would like.)

Section 6
Handout 4

Name _____

Date _____ Hour _____

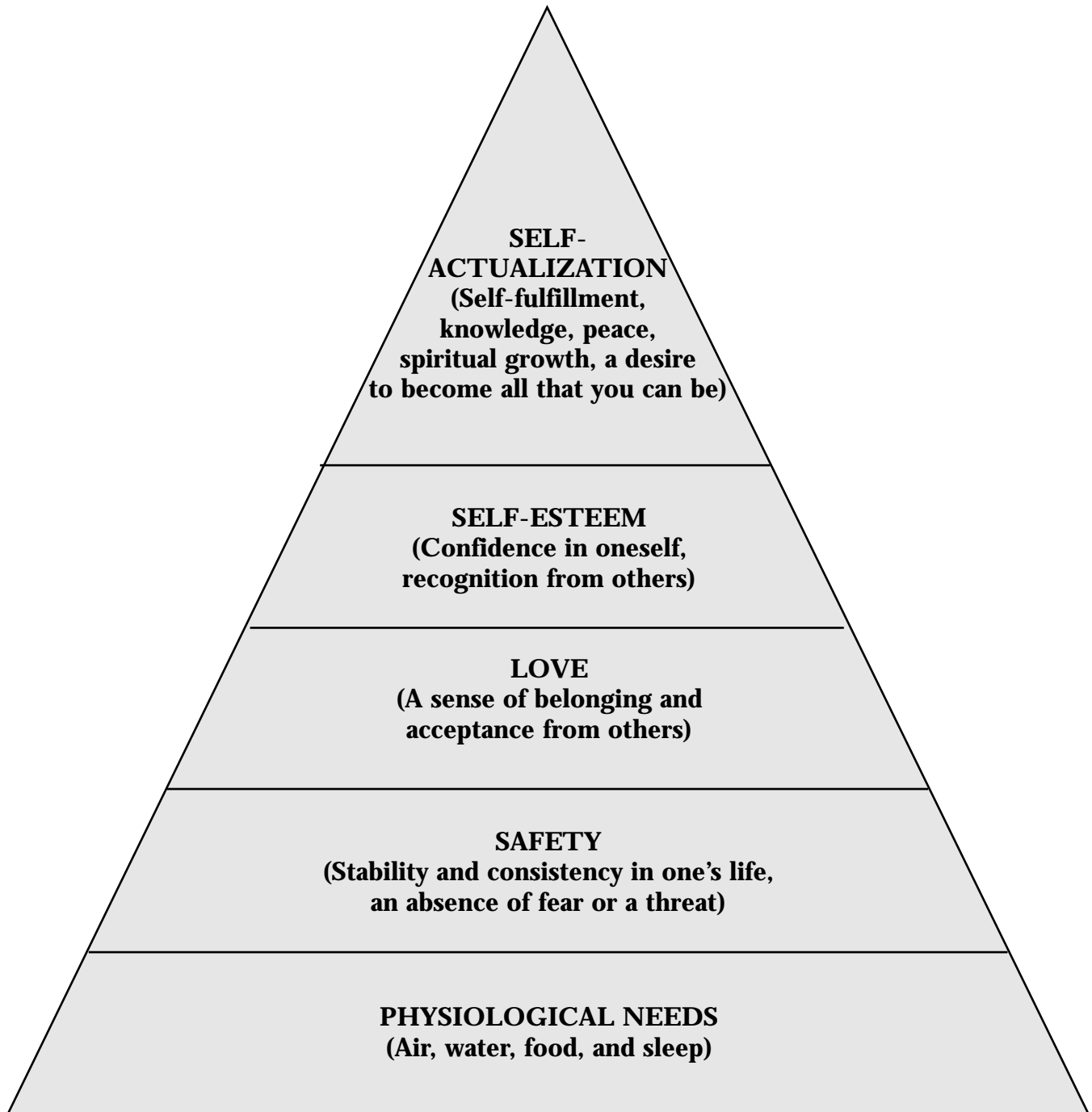
Journal Topic

This activity will help you personalize the story in order to help you empathize with the characters. Your goal is to respond to the journal topic as thoroughly as possible, so don't be concerned about spelling or punctuation at this time. The focus of this activity is on the honesty and depth of your response.

Directions: Please respond to the following topic. Remember to support your personal thoughts with examples from the novel.

Comment on how Elie and his father rely on each other to survive the brutal march.

Maslow's Hierarchy of Needs and the Death Camps



Maslow's Hierarchy of Needs



Abraham Maslow is known for establishing a theory that explains man's needs and his potential for self-fulfillment. According to Maslow, an individual cannot rise to the next level on the hierarchy until he has acquired what is needed in the level below it. One cannot, for instance, feel safe and out of danger if food or water is not readily available to him. Maslow believes that human violence is a result of a person's inability to acquire the basic needs in the first three levels of the hierarchy.

Directions: Using Maslow's hierarchy, and answer the questions below.

1. Why do the prisoners in the cattle car fight over a piece of bread in Section 7?
2. Why does Elie continue to have trouble sustaining his religious faith?
3. Why do the Nazi guards continue to abuse the prisoners?
4. Why is it so important for Elie to stay close to his father?
5. Explain Madame Schächter's behavior in the cattle car?

Name _____

Date _____ Hour _____

Timed Writing

The timed writing exercises give you practice in “thinking on your feet” and writing on a specific topic within a specified timeframe. The practice will help you in preparing to take timed writing tests.

Directions: You have approximately 40 minutes to respond to the writing prompt below.

Prompt:

How does the author develop the theme of compassion in the story?



**LESSON PLAN DETAILS
SECTIONS 8-9**

Section 8

3. Diction...Tone...Shift—hand out and have students complete in class (30 minutes)
4. Creating Book Marks—hand out and have students complete in class (1 class period)

Section 9

4. Using The Five Senses for Your Own Thoughts—hand out and have students complete in class (1 class period)
5. The Power of Images Using PowerPoint to Convey Your Thoughts—hand out and have students complete in class (2 class periods)

Diction... Tone... Shift

Diction means word choice. The choices we make concerning what words to use in our writing create tone. Tone is the author's feelings concerning his/her topic. Can an author switch the tone or attitude in the story? Yes. We call that change in attitude a shift. Shift simply means change. Are there other types of shift in literature? Yes, there are shifts in point of view, setting and speakers. For this activity, we are going to focus on the use of diction to create tone and identify where there are shifts in tone.

Directions: Read the passages below, and circle the specific words the author uses to create his tone. Identify the tone. If there is a shift in tone, draw a vertical line that shows where the shift takes place and identify the tone. If there is no shift in tone, write "none" on the second blank line.

1. "The camp looked as though it had suffered an epidemic: empty and dead. There were just a few well-clad prisoners walking about between the blocks.

Of course, we had to go through the showers first. The head of the camp joined us there. He was a strong, well-built, broad-shouldered man: bull neck, thick lips, frizzled hair. He looked kind. A smile shone from time to time in his gray-blue eyes."

Tone _____

Tone _____

2. "‘Father’, I said. ‘Only another moment more. Soon we can lie down— in a bed. You can rest...’

He did not answer. I was so exhausted myself that his silence left me indifferent. My only wish was to take a bath as quickly as possible and lie down in a bed.

‘...I can’t go on...This is the end...I’m going to die here...’

‘Father!’ I screamed. ‘Father! Get up from here! Immediately! You’re killing yourself...’ I showed him the corpses all around him; they too had wanted to rest here.”

Tone _____

Tone _____

3. “Besides, this doctor had only come to finish off the sick. I could hear him shouting at them that they were lazy and just wanted to stay in bed. I felt like leaping at his throat, strangling him. But I no longer had the courage or the strength. I was riveted to my father’s deathbed. My hands hurt, I was clenching them so hard. Oh, to strangle the doctor and the others! To burn the whole world! My father’s murderers! But the cry stayed in my throat.”

Tone _____

Tone _____

4. “ There were no prayers at his grave. No candles were lit to his memory. His last word was my name. A summons, to which I did not respond.”

Tone _____

Tone _____

5. “Don’t let me find him! If only I could get rid of this dead weight, so that I could use all my strength to struggle for my own survival, and only worry about myself.’
Immediately I felt ashamed of myself, ashamed forever.

A plaintive, beseeching voice caught me in the spine: ‘Eliezer...my son...bring me...a drop of coffee...’

I ran to him.”

Tone _____

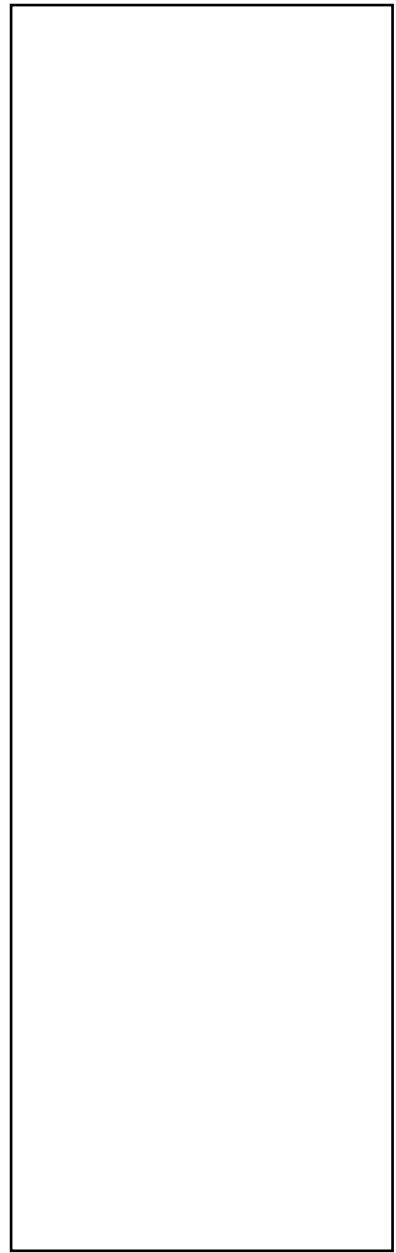
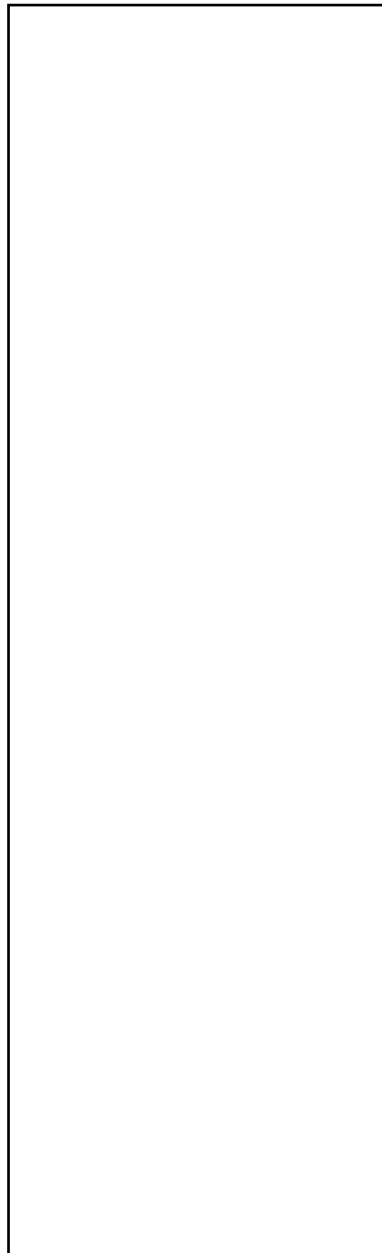
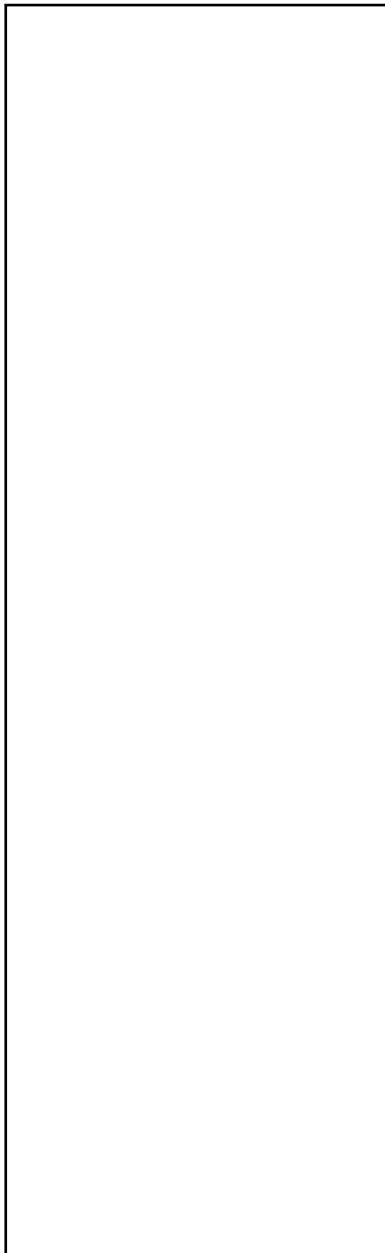
Tone _____

Name _____

Date _____ Hour _____

Creating Book Marks

Directions: Using information and quotations from the novel, create three bookmarks that students could use when reading *Night*. Be sure to show your creativity by adding designs, symbols, pictures, and color to your bookmarks.



Name _____

Date _____ Hour _____

Using the Five Senses for Your Own Thoughts

Directions: Using the five senses, write a one-page paper describing your thoughts regarding an event or several events within the novel. Ask yourself the following questions:

What did the event(s) look like?

What could you imagine the event(s) sounding like?

What could you smell around you?

What did it taste like?

What did it feel like?

Criteria:

1. Uses all five senses in your writing.
2. Is at least one-page in length.
3. Is an accurate description of the event or events.
4. Contains no spelling errors.
5. Contains no grammar errors.
6. Contains no punctuation errors.
7. Contains no capitalization errors.
8. Uses figurative language to help describe the five senses i.e., personification, metaphor, simile.

The Power of Images Using PowerPoint to Convey Your Thoughts

By creating a PowerPoint presentation you have the opportunity to use technology with color and sound to show how various literary devices really can make words come to life and give greater meaning to the novel overall.

Directions: Produce a PowerPoint slide show presentation which “shows” how various types of literary devices are used in the novel. Please include one slide for each of the literary devices listed below:

- a. Title
- b. A word about the importance of literary devices
- c. Simile defined
- d. Example of a simile in the novel
- e. Foreshadowing defined
- f. Example of foreshadowing in the novel
- g. Rhetorical questioning defined
- h. Example of rhetorical questioning in the novel
- i. Symbolism defined
- j. Example of symbolism in the novel
- k. Dialogue defined
- l. Example of dialogue defined

Show how each of these literary devices is used to create meaning in the novel. Use examples from the novel itself.

Reflect on Reading




LESSON PLAN DETAILS

4. Expository Writing Topics—hand out and have students complete in class (3 class periods)
5. Life-Sized Character Posters—hand out and have students complete in class (3 class periods)

Expository Writing Topics



Expository writing is one method that allows students to synthesize what they have learned after studying a novel. It requires students to take a broader look at a theme or idea throughout the book, develop a thesis that argues their personal viewpoint, and use evidence from the text to support their claims. Below are two topics to assign to you students.

1. The author uses many symbols throughout the novel. Choose two explain what they represent, and provide an evaluation of their usefulness in the story. Did the author choose the best ones possible? Would another symbol have been better? Why?
2. Trace one theme, such as good vs. evil or human nature, throughout the novel and discuss what the author is attempting to tell the reader. Use supporting evidence and analysis.

Name _____

Date _____ Hour _____

Life-Sized Character Posters



Throughout your study of *Night*, you have carefully observed the characters' personalities and behavior. Now it is time to bring them to life by creating life-sized posters that reveal who and what these people are. This activity lets you highlight the essence of each character and demonstrate how well you understand their motivations.

Directions: Your teacher assigns your small group (three students) a character.

First, trace the outline of one member of your group onto a large piece of butcher paper. This is the foundation for your poster. Decorate the body so that it reflects your character's physical attributes.

Then, brainstorm a list of adjectives that describes your character's personality. Add important events that involve your character. Discuss your character's role in the novel and what he represents. Find ways to display this information on your poster. Write words attach images, etc. When someone looks at your finished work of art, he/she should gain a thorough understanding of the character.