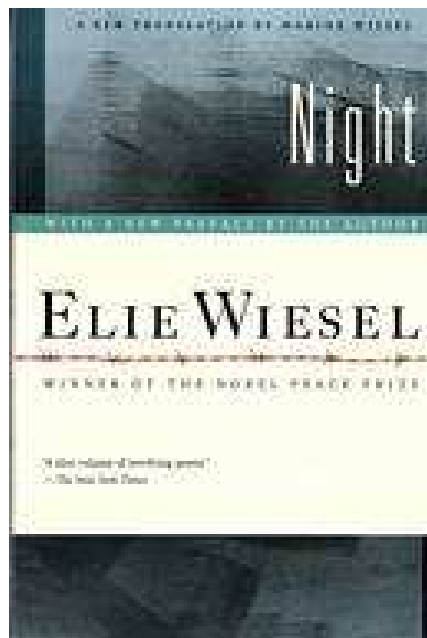


By Elie Wiesel



**STUDENT NAME:** \_\_\_\_\_

**TEACHER'S NAME:** \_\_\_\_\_

**ENGLISH 10**                      **PERIOD** \_\_\_\_\_

By Elie Wiesel

Throughout the reading of this novel, you will have a few simple assignments to complete. You will have a daily assignment. These assignments will be checked, collected and graded at any time and will be used as part of your final grade. Quizzes will be given on the reading and at the end of the novel, and there will be a final test and a Regents style essay.

**1. PACKET ASSIGNMENTS**

- ⊙ These will be completed in class and/or for homework.
- ⊙ The study guide questions in the packet will be answered either in class and/or for homework.
- ⊙ Fill in the following chart as you complete each.

**2. VOCABULARY**

- ⊙ There are vocabulary words that you are responsible for throughout the book.
- ⊙ You will define these words and there will be a quiz on them.

**3. QUIZZES**

- ⊙ There will be quizzes every few days on the reading.
- ⊙ Sometimes they will be announced and sometimes they will be unannounced.
- ⊙ BE PREPARED! KEEP UP WITH THE READING!

**4. LITERARY ELEMENTS**

- ⊙ You will be keeping track of Literary Elements in a chart as we read the book.
- ⊙ The chart is included in this packet.

## Literary Elements Chart

Directions: Throughout reading the book, keep a list of literary elements you find, the line from the text and the literal meaning. You are required to have 20 examples of literary elements by the end of the book.

<b>Literary Element</b>	<b>Example from the book with the page number</b>	<b>Literal meaning</b>

## **Introduction: About World War II**

World War II killed more people, involved more nations, and cost more money than any other war in history. Altogether, 70 million people served in the armed forces during the war and 17 million combatants died. Civilian deaths were even greater. At least 19 million Soviet civilians, 10 million Chinese, and 6 million European Jews lost their lives during the war.

World War II was truly a global war. Some 70 nations took part in the conflict, and fighting took place on the continents of Africa, Asia, and Europe, as well as on the high seas. Entire societies participated, as soldiers, war workers, or victims of occupation and mass murder.

### **Background:**

World War II costs the United States a million casualties and nearly 400,000 deaths. In both domestic and foreign affairs, its consequences were far-reaching. It ended the Depression, brought millions of married women into the workforce, initiated sweeping changes in the lives of the nation's minority groups, and dramatically expanded government's presence in American life.

## A Film by Steven Spielberg

The film was produced on behalf of the Shoah Foundation which interviews survivors of the Holocaust in order to gain knowledge and educate people about the events of the Holocaust. The film depicts five survivors who go back to Hungary and discuss their lives before, during and after the Holocaust.

Directions: Answer the following questions as you watch the film.

1. Name the five survivors and where they are from.
2. What was the survivors' heritage?
3. When did Hitler come into Austria?
4. Where were refugees who were going to Hungary coming from?
5. How did people in Hungary feel about Hitler's actions?
6. What were the two wars going on?
7. What was happening in Hungary over time?
8. When did Hitler move into Hungary?
9. What was the first decree for the Jews?
10. What happened to the survivor that didn't wear the yellow star?
11. What was the second decree for the Jews?

12. How long did the deportation process take in Hungary?
13. What kind of trains did the people travel on?
14. Who tried to save lives by joining the Swedish embassy in Budapest and issuing Swedish passports?
15. What were protected houses?
16. Where were the people on the cattle cars really going?
17. What did they see when they arrived?
18. At Auschwitz, what did people have to do?
19. What did they tell them that they would get? How?
20. What did the doctor try to do to save people?
21. When did the Hungarians go to Auschwitz?
22. What did people see while at Auschwitz?
23. What did people do because of the horrible conditions?
24. Who was used to take bodies to the gas chambers?
25. Where was the battlefield between German and Soviet army?

26. What time of year was the death march? What happened to the people who couldn't keep up?
27. What was the next camp that they went to?
28. What happened to the convoy?
29. What did American soldiers see when they arrived at Dachau?
30. What happened to the people after Dachau?
31. What happened to Renee when she went back to Auschwitz years later?
32. Why did Alice go back to a camp?
33. Why did the women want to return to Hungary (now Ukraine)?
34. What happened to the old temple in Hungary?
35. What did Irene do with the diamonds?
36. What are the survivors doing with their lives now?

## Rights and Freedoms

Think of the freedom the following rights allow you and your family to enjoy, and imagine the ways you would be affected if these rights were revoked.

Rank these rights from 1- 9: 1 being the MOST important to you.

### **The right to:**

\_\_\_\_\_ own or use a public telephone

\_\_\_\_\_ date/ marry whomever you choose

\_\_\_\_\_ own a radio, CD player, TV, IPOD, etc...

\_\_\_\_\_ own a pet

\_\_\_\_\_ go to a movie or concert

\_\_\_\_\_ leave your house whenever you choose

\_\_\_\_\_ wear whatever you choose

\_\_\_\_\_ go to school wherever and with whomever you choose

\_\_\_\_\_ own or drive a car



## Glossary

### Jewish Terms

anti-Semitic: feelings or actions against Jews

Cabbala, Zohar: the system and the most important book of Jewish mysticism

captivity of Babylon: when Jews had to leave ancient Israel to go to Babylonia

Hasidic: an extremely orthodox and religious Jewish group

Inquisition: Church trials to make sure people were Christian- people who weren't we burned alive.

Kaddish: Jewish prayer for the dead

Maimonides: famous Jewish thinker

Messiah: the future messenger from God who will announce peace in the world

Palestine: area of the Middle East which is now Israel and Jordan

phylacteries: objects used or morning prayers

rabbi: Jewish religious leader

Rosh Hashanah: Jewish New Year

synagogue: a building where Jews go to pray

Temple: the ancient building in Jerusalem where all Jews prayed

Talmud: books written and studied to interpret the Bible

Yom Kippur: Day of Atonement (10 days after Rosh Hashanah)- a day of fasting and repentance

Zionism: idea of recreating a Jewish state

### German Terms

Budapest: capital of Hungary

concentration camp: place where Jews were sent to be killed or to work as prisoners  
(Auschwitz, Birkenau, Buchenwald, Buna)

crematory/ crematorium: rooms where Nazis forced Jews to go so that they could be killed by breathing poison gas (Jews were told they were taking showers)

Fascist: dictatorial government

Gestapo: Nazi police

ghetto: area where only one cultural, ethnic or religious group is permitted to live

Kapo, Kagerkapo, Oberkapo: Jewish guards in the concentration camp and ghetto

Nazi: German acronym or the National Socialist Party formed by Adolf Hitler

SS: Nazi soliders

## Map of Some Concentration Camps



## Character Chart

As you read the novel, write a detailed description of each character in the space provided below.

<b>ELIEZER WIESEL</b>	<b>MOSHE THE BEADLE</b>	<b>CHLOMO WIESEL</b>	<b>MARTHA</b>
<b>MADAME SCHAECHTER</b>	<b>DR. MENGELE</b>	<b>STEIN OF ANTWERP</b>	<b>JULIEK</b>

<b>FRANEK</b>	<b>YOSSI AND TIBI</b>	<b>IDEK</b>	<b>AKIBA DRUMER</b>
<b>ZALMAN</b>	<b>RABBI ELIAHOU</b>	<b>MEIR KATZ</b>	<b>ALPHONSE</b>

## VOCABULARY

*Section 1, pages 1- 20*

1.surname \_\_\_\_\_

**My name is John Doe; my surname is Doe.**

2.encumbered \_\_\_\_\_

**The hiker was encumbered by the heavy backpack and could not climb the mountain.**

3.insignificant \_\_\_\_\_

**The mistake is so insignificant; I am going to forget about it forever.**

4.profoundly \_\_\_\_\_

**The girl was profoundly affected by his death; she cried every day for six months.**

5.deportees \_\_\_\_\_

**The deportees were placed on a boat and sent back to their native country.**

6.emigration \_\_\_\_\_

**Emigration is caused by many factors or reasons that people move away from their own country.**

7.treatise \_\_\_\_\_

**She wrote a treatise on the process of getting into law school.**

8.anecdotes \_\_\_\_\_

**She used many anecdotal stories which made learning about Queen Elizabeth very interesting.**

9.melancholy \_\_\_\_\_

**When the girl visited her deceased grandmother's beautiful farm she felt a sense of melancholy remembering all the summers she spent there. \_\_\_\_\_**

*Section 2- 3, pages 21- 43*

1. constraint \_\_\_\_\_

**The three year old child must be in a constraint when traveling in a car.**

2.provisions \_\_\_\_\_

**She will send some provisions (sandwiches, drinks, blankets) with you when you go camping.**

3.hermetically \_\_\_\_\_

**When I took Physics III in college, I found it to be hermetic.**

4.pestilential \_\_\_\_\_

**The pestilential spots on the man's body were evidence he was extremely sick.**

5.notorious \_\_\_\_\_

**The criminals Bonnie and Clyde are notorious for all the crimes they committed.**

6.devoid \_\_\_\_\_

**She could not care less; she is devoid of emotion.**

7. monocle \_\_\_\_\_

**The older man thought he looked intelligent because he wore a monocle in his left eye. However, he resembled a pirate with a glass patch.**

8. lucidity \_\_\_\_\_

**The paper of cloud formation was confusing and disorganized; it lacked lucidity.**

9.convalescent \_\_\_\_\_

**My grandmother was placed in a convalescent home after falling down the stairs.**

10.blandishments \_\_\_\_\_

**The insincere man was guilty of always using blandishments when speaking to his boss. He wanted so desperately for his boss to like him**

*Section 5, pages 63- 80*

1.lamentation \_\_\_\_\_

After losing their jobs, the men sat at the cafe and lamented about how awful their lives

2. void \_\_\_\_\_

There is a void in her life since her cat passed away.

3. emaciated \_\_\_\_\_

The anorexic girl was emaciated. Her bones protruded through her skin.

4. elapsed \_\_\_\_\_

Do not let too much time elapse before you call me again

5. feeble \_\_\_\_\_

The woman could function alone until she turned eighty when she became very feeble and needed help doing daily tasks.

6. evacuation \_\_\_\_\_

The whole building was evacuated when the fire bell rang.

7. relentlessly \_\_\_\_\_

She tried relentlessly for hours to complete the puzzle but could not finish it.

*Section 6, 7, 8 & 9, pages 81-109*

1. deprive \_\_\_\_\_

The class was deprived of recess because they acted badly during math.

2. bereaved \_\_\_\_\_

The bereaved husband of the dead woman spoke of the great love he had for his wife.

3. apathy \_\_\_\_\_

There is a great deal of apathy about the war; no one cares.

4. livid \_\_\_\_\_

When the boy lied to his mom she became livid and punished him for a month.

5. dregs \_\_\_\_\_

The dregs of society are hard core criminals who have no conscience.

6. vitality \_\_\_\_\_

The seventy year old woman has a lot of vitality; she walks eight miles a day.

6.tether \_\_\_\_\_ \

Tether the cow to the post so he won't run away.

8.contagion \_\_\_\_\_

The contagion spread throughout the village causing sickness and death.

9. plaintive \_\_\_\_\_

The compassionate woman offered a plaintive note expressing how sorry she was for the family of the deceased victim.

10. recesses \_\_\_\_\_

In the recesses of the palace, you will find the hidden gold.



## Study Guide Questions for Elie Wiesel's

### **Section 1, pages 1- 20**

1. Describe Moshe the Beadle.
2. Describe Elie Wiesel's father. What was his occupation?
3. Why was Moshe the Beadle important to Elie Wiesel?
4. Summarize the story Moshe the Beadle told on his return from being deported. Why did he say he had returned to Sighet?
5. What was the public reaction to Moshe's story?
6. What was the setting and the year for the first section of the book? What was the world condition at the time?
7. Describe, in order, the events that happened from the last day of Passover until Pentecost.
8. How did Wiesel say he felt about Hungarian police?

9. Who was Martha? What happened when she visited the Wiesel family in the ghetto?

**Section 2 and 3, pages 21- 43**

1. To what did Wiesel compare the world?
2. What did Madame Schachter see in her vision?
3. How did other people in the car react to Madame Schachter?
4. Where did the train stop?
5. What did the Jews in the train car discover when they looked out the window?
6. When did Wiesel say the travelers left their illusions behind?
7. Which notorious SS officer did they meet at Auschwitz?
8. What was Elie's main thought as the men and women were being herded from the train?
9. What prayer were the people saying? Why was it unusual?
10. What did Elie do when the gypsy struck his father? Why? What was his father's response?
11. How long were Elie and his father at Auschwitz? Where did they go after that?

**Section 4, pages 45- 62**

1. Describe Elie's encounter with the dentist.
2. What did Elie Wiesel do when Idek hit his father? What was he thinking?
3. Who took Elie's gold tooth? Why did Elie give it up?
4. What were the only things in which Elie took an interest?
5. How did Elie describe the men after the air raid?
6. What happened to the young man from Warsaw? Why?
7. How did Elie say the soup tasted the night the pipel (young servant boy) was hanged?

**Section 5, pages 63- 80**

1. What did the men do on the eve of Rosh Hashanah?
2. How did Elie feel while the others were praying?
3. What was Elie's decision about fasting on Yom Kippur? Why did he make that decision?
4. What was Elie's "inheritance" from his father? Why was his father giving it to him?
5. Did the men remember to say the Kaddish for Akiba Drumer?
6. What did Elie dream of then he dreamed of a better world?
7. What happened to the patients who stayed in the hospital instead of being evacuated?
8. What was the last thing the head of the block ordered the men to do before they evacuated? Why?
9. What was the weather like during the evacuation?

**Section 6, 7, 8 & 9, pages 81- 109**

1. While running, an idea began to fascinate Elie. What was the idea? What kept him from carrying out his idea?
2. What did Elie realize about Rabbi Eliahou and his son?
3. What was the name of the camp to which the men walked?
4. Describe Elie's meeting with Julieck.
5. How long were they at Gliewitz? Where did they go next?
6. Who was Meir Katz? What happened to him?
7. How many men started out in the train? How many were left when arrived at Buchenwald?
8. What happened to Mr. Wiesel, Elie's father?
9. What was Elie's only desire?
10. What happened on April 10, 1945?

**Directions:** Read the statements below selected from *Night*. If the statement is a metaphor, write M on the line before it. If the statement is a simile, write S on the line before it. Should the statement contain both, write M/S. Be prepared to defend your answers.

- \_\_\_\_\_ 1. "The street was like a market place that had suddenly been abandoned."
- \_\_\_\_\_ 2. "A great tidal wave of men came rolling onward and would have crushed me like an ant."
- \_\_\_\_\_ 3. "He looked us over as if we were a pack of leprous dogs hanging onto our lives."
- \_\_\_\_\_ 4. "It was not the first time a false prophet had foretold to use peace-on-earth, negotiations-with-the-Red-Cross-for-our-release, or other false rumors... And often we believed them. It was an injection of morphine."
- \_\_\_\_\_ 5. "The doors were nailed up; the way back was finally cut off. The world was a cattle wagon hermetically sealed."
- \_\_\_\_\_ 6. "Men threw themselves on top of each other, stamping on each other, tearing at each other, biting each other. Wild beasts of prey, with animal hatred in their eyes; an extraordinary vitality had seized them, sharpening their teeth and nails."
- \_\_\_\_\_ 7. "In one moment of ultimate lucidity it seemed to me that we were damned souls wandering in the half-world, souls condemned to wander through space till the generations of man came to an end..."
- \_\_\_\_\_ 8. "The march began. The dead stayed in the yard under the snow, like faithful guards assassinated, without burial."
- \_\_\_\_\_ 9. "His (the Rabbi's) 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."
- \_\_\_\_\_ 10. "Thousands of voices repeated the benediction; thousands of men prostrated themselves like trees before a tempest."

<p>What is the definition of the term stereotype?</p>	<p>What are three stereotypes found in this city or school?</p>
<p>List five characteristics of the assigned stereotypes.</p>	<p>Are all of the characteristics listed in part C appropriate for every member stereotyped by that label? Explain</p>

## Conflict

A conflict is \_\_\_\_\_  
\_\_\_\_\_

Types of conflicts are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Identify a situation and the character or characters involved. Determine the type of conflict. Support your conclusion with specific evidence from the text, and include the page number.*

Situation/Character(s)	Type of Conflict	Textual Support



## Imagery

Imagery is \_\_\_\_\_

---

*the literary term "Imagery" in the space above. Then, in the chart below, images from Night. specific passages that support your claims and those quotes in the spaces provided.*

<b>Image (Identify)</b>	<b>Quote (Support)</b>	<b>Explain (Analysis)</b>

Even now, months later, I can still see the shoes, thread-bare, ragged and torn. There were three rooms of shoes, rooms twelve feet high, packed from floor to ceiling with nothing but shoes. A silent memorial.

They were the shoes of those who had nothing in common and yet everything in common. They were the shoes of the young wife who would never again know a tender touch: they were the shoes of the young boy who knew nothing of play and everything about fear and survival; they were the shoes of the mother who would never sing another lullaby or hear the laughter of her children; they were the shoes of the writer, the teacher, the doctor, the dreamer.

There was a mountain of shoes reaching to forever, the shoes of the millions who lived with hope, and died still believing in tomorrow. In the end, these shoes led to one place, a place with many different names- Treblinka; Auschwitz; Birkenau; Majdanek.

I remember the shoes and I feel a deep emptiness and an overwhelming sadness for what might have been. I wonder what roads might have been traveled, what words might have been written, what pains might have been eased. And I wonder what dreams might have come true.

## Where are the Children?

The shoes

All these shoes

I've never seen so many shoes

Who were they?

Where are they?

Why are they so little?

Where are the children?

Who would kill so many little children?

Who would take such innocents?

Who were in these shoes?

Who was Julika? Her name is engraved on her shoes-

For me to know her

Where is that little ballerina now?

Does she cry for her lost dancing shoe?

I can see the laces and the buckles

And the bows-

But

I can't see the children...

Where are they?

Who are they?

Where are the children?





















