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HOLOCAUST UNIT
Tenth Grade English - Night

GOAL:

The overall goal of the tenth grade Language Arts unit is threefold: to acquaint students with the human potential for good and evil in the context of the Holocaust, to examine the seeds of prejudice and racism in today's society, and to explore the student's own personal beliefs and perceptions.

TEXTBOOK CONNECTIONS:

Prentice Hall Literature, Platinum Level, Unit 7, Page 687, Persuasive Essay,
Keep Memory Alive, Elie Wiesel

In this essay, the author, Elie Wiesel holds an imaginary conversation with himself as a boy. In his persuasive speech, he accuses the world of being a "silent accomplice" in the atrocities of the Holocaust. In 1956, Elie Wiesel wrote his first book and his only book about his experience during the Holocaust. After reading *Keep Memory Alive*, the students can read about his experience in *Night*. The tenth grade Holocaust Studies curriculum explores this novel and the history of the Holocaust.

LANGUAGE ARTS BENCHMARK:

LA.910.4.1.1 write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and

LA.910.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

CHARACTER EDUCATION CORRELATION:

PILLARS: Responsibility, Fairness, and Respect

ESOL STRATEGIES:

Read Alouds, Modeling, Visuals, Realia, Alternative Assessment, Prior Knowledge

To borrow class sets of books, videos, posters, or to schedule a Survivor to speak to your school, please contact the Holocaust Outreach Center via pony at The Henderson School, phone at (561)-297-2929 or e-mail at rgatens@fau.edu

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ACTIVITY ONE

Objectives

- To understand the reasons for prejudice.
- To identify groups used as scapegoats.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.
- KWL Chart and Map Overhead

Homework

- For the duration of this unit, students should keep a journal. Decide whether journals will be used for homework or classwork. Students will be expected to reflect about class discussions, readings, and reactions to materials in addition to assigned journal topics. The teacher might prefer to have students write in their journal for the last five minutes of each class. Students should be instructed to date each entry and to number each page. The entry may be both a visual and/or a written document. A student may respond to the day's lesson, relate a personal experience, and/or include poetry, prose, or art. The teacher should always read and respond to journals on a regular basis.
- Journal Entry: Tell about any other story about the Holocaust you have seen, heard, or read about. Summarize his/her particular story.

Activities

1. Elicit the meaning of the word PREJUDICE, listing several responses on the board. Explain that a very simple way to think of it is by dividing the word into its two components, PRE and JUDGE. Ask students the basis on which prejudging is usually made. An expected reply might include: emotion, rumor, or feelings. Tell students that prejudice is not based on fact or reason.
2. Explain that the prejudice against Jews, which will be explored in this book, is not unique. Quite early in history groups have viewed others through a closed mind or judged them negatively without

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knowing any member of the group on a personal basis. This is a human failing; one often makes emotional judgments, not rational ones. Ask students to explain if they have ever mistakenly viewed someone because of what he or she looked liked, or saw someone else do so.

3. Explain to students since prejudice is learned from one's parents, siblings, relatives, peers, and the culture in which one lives, it can be stopped and changed. When one learns of these prejudices, one brands people as having certain characteristics whether one does or not. Have students speculate about the reasons for negative stereotypes such as one's own inferiority, economic fears.
4. A teacher should show a portion of a video that deals with prejudice. Recommended videos include: A Shadow Between Friends, The Prejudice Film, Prejudice: The Monster Within.
5. Use the KWL chart (page 5) on the overhead to elicit what students already know about World War II and the Holocaust. Include the prejudices people had for others around the time of the war. Remind students that this period was before the civil rights movement. Work with the World History teacher and combine efforts to ensure full understanding of the background and setting of the novel.

K

What We Know

W

What We Want to Learn

L

What We Learned

ACTIVITY TWO

Objectives

- To explain racism, antisemitism, genocide, and the Holocaust.
- To perceive the historic background of WWII and the Holocaust.
- To learn about Elie Wiesel.

Materials

- Selected Videos: The Twisted Cross, Genocide, The Master Race, Our Century

Homework

- Journal Entry: Reflect on a way you have seen someone combat prejudiced behavior. If you have never experienced this, think what you would do in a situation where someone is being emotionally or physically persecuted because of color, race, sex, handicap, sexual preference or religion.
- Students will read the biographical sketch of Elie Wiesel and will read the Forward to Night.

Activities

1. Place the word RACISM on the board and define it as the hatred of all members of a particular race or ethnic group. It is an extreme, often violent, form of prejudice that disregards the individual qualities of the members of the hated group. Elicit current examples of racism.
2. **EXTRA CREDIT:** The teacher might offer excerpts from novels presenting examples of racism such as: Black Boy, by Richard Wright, Forty Days at Musa Dagh, by Franz Werfel, or To Kill a Mockingbird, by Harper Lee. (Small groups might be assigned to read an excerpt for extra credit and discuss the limitations placed on the protagonists through racism.)
3. The teacher should define ANTISEMITISM as hatred of a person of Jewish origin. Remind students that antisemitism began 2000 years ago, not just with the rise of the Nazi party.
4. Write the term GENOCIDE on the board. Explain that genocide was a term created after World War II as a result of how Jews and other ethnic groups were mistreated during the war.

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5. Using a dictionary, have one student look up the derivation of the word genocide. Its root is the Greek GENOS, meaning race, tribe or nation. The Latin suffix CIDE means killing. Explain that the intent of genocide is the total annihilation of a race or ethnic group. Genocide results from prejudice being taken to an extreme degree.
6. Place the word HOLOCAUST on the board, and follow the same procedure. Its Greek root means burnt whole.
7. Ask students if they would like to share their previous journal entry about what books, movies, or television shows they have seen dealing with the Holocaust.
8. Discuss wars throughout history and the lives that are lost in war. Elicit from students how many different wars they can think of in the 20th century. Ask why some of these wars occurred.
9. Show a video as an introduction that depicts the Holocaust in its historic context. Recommended choices include: The Twisted Cross, Genocide, The Master Race, or Our Century. Videos are on loan through the Holocaust Outreach Center at FAU (561)297-2929.
10. Ask why the Holocaust is considered a watershed event in human history.
11. Students should be asked to record their reactions to the video in their journals.
12. Have the students read the biography on Elie Wiesel (page 8). If you have Internet access, ask students to look only at the following sites to derive their own short report on Elie's achievements.

Elie Wiesel

Romanian

Nobel Prize recipient/author 1986

Ellis Island Medal of Honor recipient 1992

Born in the town of Sighet in northern Transylvania, near the Ukrainian border in 1928, Eliezer Wiesel grew up experiencing first-hand the horrors of the Holocaust.

In 1944, Wiesel and his family were transported to Auschwitz concentration camp in Poland during World War II. There, Elie's mother and youngest sister, Tzipora, died in the gas chambers. The following year, after he and his father were transferred to Buchenwald, the senior Wiesel died from starvation and dysentery. Elie did not learn that his two older sisters were alive until after the war.

In 1945, at the end of the war, Wiesel moved to Paris, where he studied literature, philosophy, and psychology at the Sorbonne. With a strong desire to write, Mr. Wiesel worked as a journalist in Paris before coming to the United States in 1956. He became an American citizen almost by accident. After coming to New York City on assignment, he was hit by a taxicab and confined to a wheelchair for a year. A friend convinced him to apply for U.S. citizenship, and he eventually decided to remain in America.

Credited by many as being the first person to use the term "Holocaust," Mr. Wiesel published his first novel in 1956. Un di Velt Hot Geshvign (And the World Has Remained Silent) was the first of a series of books Wiesel would write about his experiences at Auschwitz and Buchenwald. Although his works were ultimately successful, Elie Wiesel met with initial skepticism. "The Holocaust was not something people wanted to know about in those days," he reported in an interview with Time magazine. "The Diary of Anne Frank was about as far as anyone wanted to venture into the dark."

Elie Wiesel also worked for the improved treatment of Jews in the Soviet Union. His book, The Jews of Silence: A Personal Report on Soviet Jewry, helped to make the world aware of the plight of Jewish people attempting to survive in the Soviet Union. He has been seen by many as a pioneer in the liberation of Soviet Jews.

Mr. Wiesel's goal in his writings has primarily been to educate others on the plight of Jews around the world. Through the relating of his own experiences, he hopes to make people aware of the injustice going on around them, therefore preventing what happened during World War II from occurring again.

In 1986, Elie Wiesel was awarded the Nobel Peace Prize for his efforts in improving the living conditions, and promoting the understanding and global acceptance of Jews. For this same reason, Mr. Wiesel was presented with an Ellis Island Medal of Honor in 1992.

With permission from: <http://www.neco.org/awards/recipients/e.wiesel.html>

Other websites which include biographical information:

<http://home.sn.no/~solhanse/wiesel.htm>

<http://detnews.com/menu/stories/27498.htm>

http://www.bkstore.com/bu/fac/wiesel_bio.html

ACTIVITY THREE

Objectives

- To introduce the people in the memoir.
- To analyze how the persecuted slowly lost their freedoms.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.
- Overheads: “Background Information on Novel,” “Jews Gradually Lost Their Freedoms,” and “Jewish Vocabulary Used in Novel.”

Homework

- Journal Entry: Write about how you would get news, happenings around your city, state and country, weather, and other information if there were no TV news, radio, or computer available. Would you ask other people? What would you believe/trust?
- Read pages 21-26.

Activities

1. Compare and contrast the differences between fiction and non-fiction books and then compare the differences between a novel and a memoir. Use a Venn diagram (page 14). *Possible areas of comparison/contrast for Fiction/Non-Fiction: purpose, concepts, characters, settings. Possible areas of comparison/contrast for Novel/Memoir: purpose, concepts, characters, settings.*
2. Explain that the story they are about to read is the story of what happened to Elie and his family, Jews from Hungary. Tell students that this is one person’s story. Eleven million lives were lost because of persecution, enslavement, starvation, disease, and murder. Some victims were hidden, some enslaved in work camps, some in death camps, and some never found again.
3. Use transparency on p. 11 to explain important background knowledge to understand Night.
4. Read Chapter 1, pages 1-3 aloud. Discuss:
 - **What do you know about the first three people introduced: Elie, his father, and Moshe?**

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Elie: 12 years old, 1 of 4 children, respectful, obedient, religious, sensitive, intelligent

Mr. Wiesel: middle aged, shopkeeper, caring husband and father, cultured, unsentimental, community leader

Moshe: handyman, teacher, beggar, clown-like, joyful, mystical, caring, sorrowful

- **How do you feel when you see a very religious person? How can you tell he or she is religious? Consider why Elie prays and why he cries when he does.**
5. Use transparency on p. 12 to explain about the Jewish vocabulary in the novel.
 6. As students read aloud, explain that Jews are being told that foreign Jews are being RELOCATED to live and work in Poland. Most people did not question this and continued their own lives.
 7. After reading pages 4-5, discuss:
 - **Have you ever heard a rumor you could not believe?**
 - **Why do you think people refused to believe Moshe's story?**
 - **Have you or someone you know ever reacted with disbelief to tragic news or refused to believe because it was too incomprehensible to believe?**
 - **Why would someone refuse to even listen to the story?**
 8. Have students read silently pages 6-20. Discuss for the remainder of the period and for next day.
 - **When Elie asks his father to obtain visas to emigrate to Palestine (modern day Israel) is his reply sensible?** *Explain that Jews traditionally have been used to riding out storms of antisemitism and it would be hard for Elie's father to start over in a new place. It is possible that what Moshe reported is simply the ravings of a madman. What seems hard for us to realize, in a day of CNN news, is that people could be in the dark about what is taking place in Europe.*
 - **Think about your journal entry. Some may share how they think they would find out about world news, happenings, weather, if television were obsolete.** *Students need to be told that the Nazis kept their operations quiet and that Jews did not want to hear what was happening. They refused to believe Moshe.*
 9. Use transparency on p. 13 to discuss examples of how the Jews gradually lose their freedom; Wiesel calls these happenings, "THE RACE TOWARD DEATH."

BACKGROUND SETTING INFORMATION

ON NIGHT

- Hungary was one of the last countries that Hitler conquered. Thus, the book begins in 1941. Although the beginning of the novel coincides with America's involvement in the war, there has been persecution, legislation, and segregation throughout Eastern Europe for the past 5-6 years before the book starts.
- Elie is being raised as a religious Jew, somewhat isolated from what was happening in the world since he is living in a small town in Hungary.
- It is the plan of the Nazis to keep Jews and other persecuted groups like gypsies, homosexuals, handicapped, Jehovah Witnesses, and communists in the dark as to what would be their fate so that they would have less trouble controlling them.
- Had Jews, especially young Jews, known about their fate, they would not have chosen to comply with the Nazis and would have put up greater resistance.
- Much of the world stood by apathetically and did nothing to provide aid at this time.

JEWISH VOCABULARY IN THE NOVEL

- **TORAH** – the term for the body of Jewish literature, law, and teaching contained in the Old Testament and the Talmud
- **TALMUD** – the collection of Jewish law and tradition based on the Mishnah
- **MISHNAH** – the laws themselves
- **GEMARA** – the discussion of the law
- **KABBALAH** (spelled cabbala in the novel due to variance in translations) consists of the mystical interpretation of the Scriptures

JEWS GRADUALLY LOST THEIR FREEDOMS

“THE RACE TOWARDS DEATH”

- * Foreign Jews expelled and killed**
- * Nazis stay in Jewish homes, distant yet polite – giving a false sense of security**
 - * Closing of synagogues**
 - * Arrest of Jewish community leaders**
 - * Jews confined to their homes for three days**
 - * Hungarian police confiscate gold, jewelry, and other objects of value**
 - * Jews must wear the yellow Star of David**
 - * Jews excluded from restaurants, railroads**
 - * Jewish curfew**
 - * Jews ghettoized inside barbed wire**
 - * Jews taken for forced labor**
 - * Jews deported to Poland to concentration and death camps**

ACTIVITY FOUR

Objectives

- To assess the literary devices of irony and foreshadowing in the memoir.
- To understand Nazi procedures of deportation.
- To comprehend Jewish disorientation in new situations.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.
- Handout: Night Part I-II Summary and Discussion.
- Quiz 1 – Introduction and Pgs. 1-26

Homework

- Journal Entry: As the character, Scout, at the end of *To Kill a Mockingbird* walks Boo Radley home and reflects how it might be to “stand in his shoes and walk around in them,” react to the feelings Eli, in particular, must have been experiencing as he was swept away from the secure life he had previously known to the uncertainty that awaited him.
- Read pages 27-43.

Activities

1. Before continuing to discuss pages 14-26 of the novel, elicit student responses about IRONY.
 - **Has anything ever happened to you that was the opposite of what you expected?** *i.e. bought concert tickets, then won some; left an umbrella at home, then it rained; paid \$100 for a dress, then it went on sale...And so forth.*
 - **Write examples of irony in a school situation, a parent situation, and a work situation.**
 - **What would be a working definition of the word IRONY?** *The use of words to express something other than and especially the opposite of the literal meaning.*
 - **Is the following statement ironic, and why? (p.14) "...came the signal to leave. There was joy–yes, joy."** *The irony is that they are going to a concentration camp, which is life threatening and much worse than sitting in one place for a long period of time.*

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- **Why do you think the human spirit copes in situations that are incomprehensible?** *Answer varies*
 - **What indicates Jews expect that this is the worst that things might get?** *The fact that no one believes Moshe, also, P. 9-10: “The general opinion was that we were going to remain in the ghetto until the end of the war.”*
 - **What is the underlying message the Nazis are giving Jews through the methods used to deport them?** *They are being treated sub-human and thus the Nazis will continue to treat them this way*
 - **What do you think could be next after this?** *Answer varies*
2. Discuss the term FORESHADOWING (to present, indicate, or typify beforehand what is to happen).
- **Have you ever seen a movie where you knew what was going to happen next because of an actor’s body language, music, or words spoken?** *Answer varies*
 - **What symbols foreshadow a scary part of a movie?** *Music, lights, wording*
 - **What is Madam Schachter's nightmare in the novel?** *She has a nightmare of fire, chimneys, smoke and burning.*
 - **Is this an example of foreshadowing? If so, what does it foreshadow?** *It foreshadows the fact they are going to Auschwitz – a death camp.*
 - **How do the other people treat her?** *They beat her to keep her quiet and think she is crazy.*
 - **How might her son have felt as his mother is treated as she is?** *Answer varies*
 - **Why do you think Wiesel mentions the flames when he first describes arriving at Birkenau?** *He shows the reader Madam Schachter was right.*
 - **Does this relate to Madam Schachter's dream?** *It directly relates to the dream.*
3. Summarize both the novel and historical happenings during the setting. Hand out the summary with historical content on pages 16-17. On the back, have students chart the changes that have taken place in Elie's life, noting the following: *routine of life disrupted, removed from home, lost possessions, awareness of his uncertain fate.*
4. Review discussion questions with students and give Quiz 1 (page 18). Answers: 1. C; 2. B; 3. B; 4. D; 5. C; 6. C; 7. C; 8. B; 9. A; 10. D; 11. A; Essay answers will vary.

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NIGHT SUMMARY PART I-II

Note: The narrative is divided into nine untitled and unnumbered sections
Chronology compiled by Bill Younglove with permission of United States Holocaust Memorial Museum.

Night Memoir Summary

Reich Sphere of Influence Chronology

July 16, 1937 – Buchenwald concentration camp established.

May 29, 1938 – First Hungarian Anti-Jewish Law: Economic role to be 20% of population.

November 9-10, 1938 – Kristallnacht, Night of Broken Glass. German soldiers and others destroyed many Jewish homes, businesses, and synagogues in raids lasting two days.

May 5, 1939 – Second Hungarian Anti-Jewish Law: Economic role to be 6% of population.

April 27, 1940 – Himmler orders Auschwitz concentration camp to be established.

August 3, 1940 – Northern Transylvania is annexed by Hungary.

November 20-25, 1940 – Hungary, Romania, and Slovakia become members of the Tripartite Pact (Germany, Italy, Japan).

March 1, 1941 – Himmler orders Birkenau concentration camp constructed (October 1941-March 1942).

June 22, 1941 – Germans launch “Operation Barbarossa” against Soviets.

June 27, 1941 – Hungary joins the Axis powers.

August 27-28, 1941 – 14,000 Hungarian Jews massacred by German forces at Kamenets-Podolski (Ukraine).

SECTION ONE

Near the End of 1941 Pgs. 1-3

Elie reveals boyhood life in Sighet in Transylvania in Hungary. Age 12, Elie, very religious, wants to study cabbala from Moshe the Beadle. Elie’s parents had Hilda, Bea, Elie, and baby Tzipora, in that order.

Near the end of 1942 Pgs. 305

Moshe, a foreign Jew, is sent by cattle train to Poland where the Jews are shot by the Gestapo. Moshe, returning wounded, is not believed. The radio tells of Germany being bombed; a second front at Stalingrad against the Soviets.

September 3, 1941 – First Zyklon-B experimental gassing of Soviet prisoners at Auschwitz

December 13, 1941 – Bulgaria and Hungary declare war on the U.S.

January 20, 1942 – At Wannasee, Heydrich coordinates the “Final Solution”

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1943 passes Pgs. 5-6

Elie continues religious studies. A match is sought for Hilda.

Feb-March 1944 Pgs. 6-8

Villagers are pleased with gains by the Russian Army. Moshe is largely disbelieved. Hungary's Horthy has been required to incorporate the Fascist party into a new government. German troops enter Hungary. Antisemitic incidents occur in Budapest. Then the German soldiers move into Sighet.

March-May 1944 Pgs. 8-20

Week of Passover to Pentecost. German restrictions start; curfews, goods seized, Jewish leaders seized, and general segregation. Next, two ghettos are erected. A Jewish Council is appointed. Mr. Wiesel informs all, via the Council, the Jews are to be deported to work. The Hungarian police drive everyone first into the little ghetto, then to the trains, 80-100 to a cattle car.

SECTION TWO

Next 4 Days Pgs. 21-26

The train passes through Czechoslovakia. Madame Schachter raves uncontrollably about her vision (dream) until she is silenced. The train passes the Auschwitz station en route to Birkenau.

February 26, 1943 – First Gypsy transport reaches Auschwitz.

March 22 – June 25, 1943 – Gas chambers and crematories II-IV are opened at Auschwitz. They are able to process 4,756 bodies per day.

March 19, 1944 – German forces occupy Hungary after Hungarians attempt to pull forces back from eastern front (Jewish population: 725,000).

April 5, 1944 – Hungarian Jews begin wearing yellow badge.

April 16, 1944 – In Hungary, the concentration of the Jews in the Transcarpathian Ukraine begins.

May 2, 1944 – The first transport of Hungarian Jews arrives at Auschwitz.

May 8, 1944 – Himmler orders Hoss to oversee the extermination of Hungarian Jews.

May 15-July 9, 1944 – 437,000 Hungarian Jews are deported, primarily to Auschwitz; most are gassed.

Quiz 1– Night Parts I-II
Pages 1-27

NAME _____ CLASS _____

Directions: Circle the best answers for the following questions:

1. Which of the following is true about antisemitism?
 - a. It was invented by Nazis.
 - b. It is a twentieth century phenomenon.
 - c. It is learned, not innate.
 - d. It is not a form of prejudice.

Read the following excerpt from a memo sent to German State Police Offices in 1938:

a) Only such measures may be taken which do not jeopardize German life or property (for instance, burning of synagogues only if there is no danger of fires for the neighborhoods).

b) Business establishments and homes of Jews may be destroyed but not looted. The police have been instructed to supervise the execution of these directives and to arrest looters.

c) In business streets special care is to be taken that non-Jewish establishments will be safeguarded at all cost against damage.

2. What event is being planned in the memo above?
 - a. Enabling Act
 - b. Kristallnacht
 - c. Night of the Long Knives
 - d. Boycott of Jewish shops
3. Moshé the Beadle was deported from Sighet because he was:
 - a. A Jewish man
 - b. A foreign Jew
 - c. A homosexual
 - d. A communist
4. What was the most important thing that Moshé taught Elie?
 - a. To strive to love God unconditionally
 - b. To live through persecution by focusing on future revenge
 - c. To remember his own faults, even if his persecutors may seem far worse in comparison
 - d. To try to ask God the right questions, not to try to find the right answers
5. What emotion best describes the attitude of the Jewish community in Sighet towards the Germans during the first five years of World War II?
 - a. Terror
 - b. Resentment
 - c. Indifference
 - d. Enthusiasm

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6. During which Jewish holiday did the German persecution of the Jews in Sighet begin?
 - a. Rosh Hashanah
 - b. Yom Kippur
 - c. Passover
 - d. Hanukah
7. How did Elie learn that the Jews were to be deported?
 - a. An official notice was sent to all the families in the community.
 - b. A few German soldiers forcibly drove families out of their homes.
 - c. A Jewish Council Member told his father.
 - d. A messenger from Budapest stopped him in the street.
8. Which of the following people did **not** try to warn Elie's family to try to escape?
 - a. A Hungarian policeman
 - b. Eliezer's American uncle
 - c. An old family servant
 - d. Moshé the Beadle
9. Where are the Jews forced to wait the entire day before deportation?
 - a. In the synagogue
 - b. In the jail
 - c. In an alleyway
 - d. In the town hall
10. What event initially caused Madame Schächter to lose her mind?
 - a. Her mother was shot before her eyes by the Germans.
 - b. Her possessions were confiscated by the Hungarian police.
 - c. She was beaten by the Germans for trying to escape deportation by passing as Aryan.
 - d. She was separated from her husband and two sons.
11. Which concentration camp does Elie arrive at first?
 - a. Auschwitz/Birkenau
 - b. Treblinka
 - c. Buchenwald
 - d. Buna

On your own piece of paper write a **one** paragraph response to **one** of the following questions. Answer all parts of the question and include examples from the book to support your opinion.

- Explain how Hitler used the political climate after World War I and his prejudice toward the Jews to implement his rise to power and plan for the “Final Solution”?
- Analyze and explain an instance of **irony** and an instance of **foreshadowing** from pages 1-26 in the novel, Night.

ACTIVITY FIVE

Objectives

- To understand the selection process.
- To empathize with reality of what confronted Jews at Auschwitz.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.

Homework

- **VOCABULARY LESSON:** Have students skim over pages 1-43 and chose 10 words they have seen for the first time. Next, have students guess the meaning of the words from the context.
- Journal Entry: Why do you think that the passage on p. 32 is the most widely quoted in Holocaust literature?

Activities

1. The following questions should be discussed in class regarding pages 27-43:
 - **When and how do the Jews realize the reality of their situation? How do we know this?** *They only know when they get there and hear the other prisoners.*
 - **Some young Jews want to revolt; why do they not?** *Security, strength, lack of participation*
 - **When questioned by the SS officer, why does Elie lie about his age and occupation?** *He was told to lie to keep alive. The extremely young and old were gassed instantly.*
 - **What does this indicate about the necessity of one Jew helping another?** *It was crucial in the camps.*
2. A student or the teacher should read aloud the passage on page 30 regarding humanity. Elicit from the students whether they feel that Wiesel's comment is still applicable today. Cite some present day incidents of man's inhumanity to man.
 - **What is Elie's reaction to the situation in which he finds himself?** *He is amazed by the inhumanity.*

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- **What does he see that horrifies him, and why is what is horrific so amazing to Elie?** *He sees burning children in a ditch of flames. He is amazed God is letting this happen to the innocent.*
 - **How might you have reacted had you been in his position?** *Answer varies*
3. Read aloud the passage on page 32. The teacher may choose to have small groups of students answer questions or discuss it as a class. Teacher may also want to discuss symbolism: The practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events, or relationships.
- **What does “night” symbolize to Elie?** *Varies. Night symbolizes the darkness of humanity, loss of light in his life, and darkness in the hearts of everyone that knows this is happening and does nothing; nights are long and torturous for him.*
 - **Why does he use the metaphor of *night* to describe his situation?** *Night is dark, lack of light.*
 - **Why do you think he selected *night* for the title of his memoir?** *The word is a symbol for many darkneses in the book.*
 - **What is ironic about his reference to the “silent blue sky”?** *It is ironic that all of this chaos and torture is happening under a beautiful, not a chaotic sky.*
 - **He refers to flames in both a literal and metaphoric sense. To which type is he referring when he describes the change in himself?** *A metaphoric flame is burning away at his faith as he sees more and more of the atrocities around him.*
 - **Which moments murdered God?** *Any moment of torturous death, like the burning babies, Elie finds that God is not there.*
 - **What does Elie losing his faith tell you about him and his experience? How is this ironic?** *It is ironic since Elie was a religious boy who always went to God for faith and hope.*
 - **Why does he lose his desire to live?** *The atrocities and torture of learning what the “Final Solution” was made him give up and want to die.*
4. **EXTRA CREDIT:** Have students brainstorm to find poetry collections or other literary works which use the word "night"; compare and contrast the usage and symbol with that of Wiesel's. Number the Stars by Lois Lowery used night throughout the novel as safety – a contrast to Wiesel's. Also, you can use John Donne's poetry as a comparison.

ACTIVITY SIX

Objective

- To understand the induction process and the dehumanization of inmates.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.

Homework

- Journal Entry: Evaluate the Internet as a tool for gaining information on the past.
- Read pages 45-62.

Activities

1. Write the word HUMAN on the board and ask students to describe what they think it means to be human; have students give examples. Then ask students to describe how others dehumanize or treat others as less than human. *Responses include: restricting rights and personal freedoms, insult or physical force, denial of respect, refusal of human needs, instilling distrust.*
2. Continue discussing Pgs. 27-43:
 - **How did the Nazis totally deflate individuals to turn them into inmates?** *Responses include: loss of family, loss of possessions, poor treatment, loss of rights (see p.36).*
 - **If an inmate refuses to comply with Nazi actions, what choices are they given? What options are available to them?** *They could be whipped, shot, hung, or sent to the gas chambers. They are also at the mercy of whatever the officers feel like doing at the time.*
 - **What is ironic about the motto, "WORK IS LIBERTY" over the gates at Auschwitz?** *It is ironic because work will not set them free.*
 - **How is the treatment received by Elie's mother and little sister different than what happens to Elie?** *Elie's mother and sister were told to shower and were immediately sent to the gas chambers. Elie is being treated like a slave in a labor camp.*
 - **What did the Polish inmate at Auschwitz mean, that "each man must help others as brother."? Do you agree or disagree?** *Even though many different types of people were*

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thrown in the camps, some realized they must get along and talk to each other to keep alive, keep sane, and keep brotherhood.

- **Why does Elie lie to his relative, Stein, about his family being in good straits?** *He believes that there is no reason to upset him; and lying about it may help him be strong and survive longer at the camp.*
3. Students could be directed to the many websites, which present information about the camps. (For a full list see the references in the back of this curriculum.) In particular, attention should be referenced to the Cybrary <http://www.remember.org> and its links. The teacher should always direct a website lesson, keeping in mind to direct the student to only a few sites at a time, giving them a specific question to search for. Do not just let them search freely.
 4. Have students begin a chart on dehumanization tactics (p. 25) to be filled in as the story unfolds.

DEHUMANIZATION TACTICS EFFECTS ON THE INMATE

ACTIVITY SEVEN

Objective

- To critically analyze Wiesel’s purpose in writing the novel.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.
- Handout: “Night – Summary Parts III and IV.”
- Quiz 2 – Night, Parts III-IV, Pgs. 27-62.

Homework

- Read pages 63-80.
- **VOCABULARY LESSON:** Have students write in their journals unknown words from pages 64-80 as they read.

Activities

1. Discuss the words students chose from the homework assignment. Elicit guesses from other classmates as to their meaning.
2. Discuss pages 43-62:
 - **In what ways do we see Elie beginning to change?** *His beliefs in God have changed; he no longer prays, and he is trying to find ways to survive.*
 - **What camp were they transported to?** *Buna*
 - **Why do some call it a “good” camp?** *Some officers are kinder than at Auschwitz and some of the workload in particular units were not as arduous.*
 - **In what unit were Elie and his father placed?** *In the music unit where the workload was light.*

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- **Explain how the treatment of inmates is inhumane.** *References should be made to the incident of the shoes, the dentist, Elie's self-labeling as a starved stomach (p.50). These may be listed on the chart previously created on day seven.*
 - **Who is the person who befriends Elie?** *A French girl who slips bread into his hands after he is beaten by the Kapo; later, Elie finds out she was hiding the fact she was a Jew.*
 - **What did Elie manage to keep, then lose to Franek, the foremen?** *The crown of his gold tooth*
 - **Why was Elie whipped by the Kapo?** *He saw him having his way with a Polish girl.*
 - **Why was Elie's father whipped by the Kapo?** *It was random, but Elie is, ironically, mad at his father. The inmates know to stay out of the Kapo's way, but Elie admits the camp makes a person into something he/she really is not.*
 - **What is ironic about how the prisoners feel about the bomb raid?** *They know a bomb would also claim some of their lives, but they are joyful at its coming just so the Nazis will be defeated.*
 - **Why were two men hung within a week?** *One was hung for stealing during the air raid, the other (sad-eyed angel) was hung for being caught with arms that blew up the power supply.*
 - **Why do you think the soup tasted so different to Elie after each hanging?** *Answers vary.*
3. Reference Victor Frankl, an Austrian psychiatrist who was a concentration camp inmate for three years and lost his parents, brother, and pregnant wife in the death camps. Frankl, the author of Man's Search for Meaning, believes that, "The last of the human freedoms is to choose one's attitude in any given set of circumstances to choose one's own way." He found that survivors shared a sense of purpose in their lives, an awareness of direction and that behavior is driven by a need to find meaning and purpose, "A man can stand almost anything if he has a why." Have small groups or partners react to Frankl's point of view; discuss Night within this context. Regroup as a class to present group conclusions.
4. Review discussion questions with students and give Quiz 2 (pages 29-30). Answers:
1. A; 2. D; 3. B; 4. A; 5. C; 6. B; 7. D; 8. D; 9. D; 10. B; 11. A; 12. C; 13. B;
14. A; 15. C Short Answer Essay Answers Vary.

NIGHT SUMMARY PART III-IV

Note: The narrative is divided into nine untitled and unnumbered sections
Chronology compiled by Bill Younglove with permission of United States Holocaust Memorial Museum.

SECTION III

Pgs. 27-32 (first night of camp, 1944)

Separated at the station into men's and women's lines, Eli's mother and littlest sister leave him forever. Elie and his father, advised by a prisoner, lie about ages, 18 and 40. They pass Dr. Mengele's baton waving. Elie says "farmer" to occupation. They see babies burned alive; Elie's faith leaves him.

Pgs. 32 – 43 (three weeks pass, 1944)

In the barracks they are shaved, disinfected, showered, and reclothed. They are taken to the gypsy camp - block 17 at Auschwitz. Elie receives A-7713 arm engraving. He meets a relative, Stein. Elie and his father march four hours to Buna (Auschwitz III).

SECTION IV

Pgs. 45-54 (several weeks pass, 1944)

After 3 days in quarantine, Eli and his father go to work in an electrical equipment warehouse. Elie meets Juliek, a Polish violinist, and other prisoners. Idek, the Kapo, beats Eli and his father suddenly without "reason." Franek, the foreman, mistreats Eli's father until the foreman gets Elie's gold crown removed.

Pgs. 54-62 (more weeks pass, 1944)

Idek whips Elie severely, publicly, for observing Idek being involved with a Polish

girl. Air raids sound and Buna is bombed by the Americans. The SS hang a prisoner publicly. Later, a *pipel*, a mere boy, is hung. Prisoners weep.

June 17-24, 1944 – Budapest Jews confined to "Jewish buildings."

July 9, 1944 – The Hungarian regent, Miklos Horthy, orders an end to the deportations from Hungary. Two days later they cease.

October 6-7, 1944 – In the Sonderkommando uprising at Auschwitz, crematory IV is destroyed before the uprising is quelled.

**Quiz 2– Night Parts III-IV
Pages 27-62**

NAME _____ **CLASS** _____

Directions: Circle the best answers for the following questions:

1. How old does Elie tell Dr. Mengele he is when he arrives at Birkenau?
 - a. Twelve
 - b. Fourteen
 - c. Eighteen
 - d. Twenty
2. What happens to the prisoners every time they enter a new camp?
 - a. They must go through a selection.
 - b. They must go through a gauntlet of prisoners who beat them brutally.
 - c. They must submit to body searches.
 - d. They must strip and shower.
3. What is the identification number tattooed on Elie?
 - a. J-1106
 - b. A-7713
 - c. X-11091
 - d. B-103
4. What is the name of the distant relative that Elie meets at Birkenau?
 - a. Stein of Antwerp
 - b. Reizel
 - c. Meir Katz
 - d. Juliek
5. What do Elie's meals mostly consist of?
 - a. Goulash
 - b. Unidentifiable meat
 - c. Bread and soup
 - d. Gruel and beans
6. What is the name of Elie's younger sister?
 - a. Béa
 - b. Tzipora
 - c. Hilda
 - d. Reizel
7. What is Elie's most valuable possession that he tries to hold onto for as long as possible?

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On your own piece of paper write a **one** paragraph response to **one** of the following questions. Answer all parts of the question and include examples from the book to support your opinion.

- Think about the word “night” and how it has been used in the novel. Analyze why is it such a good metaphor and has various different meanings for this novel.
- What was the "Final Solution," and how were its objectives carried out in places like Jewish ghettos and concentration camps like Auschwitz/Birkenau and Dachau?

ACTIVITY EIGHT

Objective

- To understand the emotional and physical conditions of those imprisoned by the Nazis.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.

Homework

- Read pages 81-92.

Activities

1. Discuss pages 63-81 with the following questions.

- **Briefly explain what each Jewish holiday signifies and how it is usually celebrated. Discuss the significance of the celebration of Jewish holidays for those in the camp.**

Passover – Festival of Freedom – commemorates ancient Jews’ exodus from Egyptian bondage. This eight-day observance includes special dietary rules.

Rosh Hashanah – Jewish New Year – begins a ten-day period of repentance and prayer which extends to Yom Kippur.

Chanukah – eight days in Late November-December commemorates the rededication of the Holy Temple in Jerusalem after a successful revolt against Roman conquerors.

Yom Kippur – The Day of Atonement – most solemn Holy Day on the Jewish calendar. It is spent in prayer, meditation, and fasting.

- **Why does Elie react as he does? What does this demonstrate about his faith in God? What is the relevance of Elie's saying, "I was alone – terribly alone in a world without God and**

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without man.”? (p.65) *Elie is showing his anger at the situation and questioning his faith in God. He actually blames God for the impending atrocities. Not only does he feel without a god, but also without humanity. He does not fast, as his father wished, on Yom Kippur. The teacher can compare and contrast John Donne's “No Man Is an Island” with Elie's line.*

- **Given his emotional state, what prevents Elie from giving up and becoming a *muselman* during the selection?** *He is told to run quickly to gain color and show strength. Both he and his father survive. His father even brings him a piece of bread.*
- **How is he affected after he learns father is really selected?** *He is extremely worried and sick; his father reassures him he will try to get past the next selection.*
- **When Mr. Wiesel gives Elie his spoon and knife, why is this a significant act? What phrase alerts you to the graveness of this matter?** *“The inheritance” is used to show that Elie’s father thinks it is his last days here; the fork and spoon would be useful to Elie.*
- **Both Elie and Akiba Drumer have “cracks” in their belief about God. Why does Akiba lose the will to live?** *As Elie did, he does not believe that God would let this happen and takes his anger out on his faith. Because he feels guilt for this, he has nothing left and feels he may as well die.*
- **Discuss the conditions in the winter of 1944-1945. When Elie goes into the hospital, is the advice he is given about when to leave, sound? Why? Why not?** *The winter was cold, and prisoners were not allowed extra blankets or shoes. Elie’s foot was swollen with puss and frost. Since it is scary to be in the hospital due to more “selections,” he is told to leave. But he gets his operation anyway and is able to return alive and with a half-healed foot; thus it was sound advice to stay.*
- **What serves to boost inmate morale? Lower it?** *The prisoners are happy to have heard that the front is moving towards them, although they also know of Hitler's promise to exterminate all Jews, and this will take precedence over the war effort.*
- **Why would the Nazis march inmates further into German held territory?** *The Germans both wanted to retreat from the front approaching them and also continue their main directive to torture and eventually kill the prisoners.*
- **When given the choice to remain or march out, what dilemma does Elie face?** *He can either stay in the infirmary, and chance it being bombed by the Allies or taken by a selection, or leave on the march with all the other prisoners and his father.*

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- **How might his story have been different had he chosen the other path?** *He finds out later that he and his father would have been liberated in 3 days. Remind students that for many inmates luck and chance played a major role in whether they lived or died.*

ACTIVITY NINE

Objective

- To understand survival in extreme conditions.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.

Homework

- While reading the next section, students should consider whether the Nazis are evil monsters or human beings acting evil-like. Respond to this: Does labeling someone a “monster” absolve humans from being capable of such evil?
- Read pages 93-109.

Activities

1. Discuss pages 81-93 with the following discussion questions:
 - **Describe the treatment given to the prisoners by the SS before the march and add this to the chart created on day seven.** *Although they were given extra bread and shirts, they were forced to clean the barracks, so the liberators could see that they didn't live like dogs.*
 - **Is there any change during the march?** *They started demanding them to run, cursed at them, and shot any stragglers who went too slow or were weak.*

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- **Imagine yourself to be one of the SS or guards, why might you behave in this manner?** *Some students will call these people monsters, evil human beings, or ordinary human beings taking orders. Consider the moral implications of the perpetrator placing his duty to his nation above what he knows to be ethical behavior.*
- **Why do the Germans hide the camps from public knowledge if they are proud of their accomplishments?** *They know what they are being asked to do is immoral.*
- **How can you reconcile the imagery Wiesel uses with regard to death, "Death wrapped itself around me till I was stifled. It stuck to me. I felt that I could touch it." He is personifying death to make it seem like an evil enemy. Point out other writers (John Donne) who have done this. He also refers to himself as a sleepwalker. Students might be asked to look for references to Wiesel's separation of mind and body.**
- **What kept Elie from allowing himself to die during the forced march?** *Elie and his father keep themselves from sleeping because many die when they sleep. They looked out for each other.*
- **Discuss Elie's relationship with his father. What does the scene with Rabbi Eliahou, regarding the Rabbi's son, point out about Elie's connection to his father?** *Elie is even more dedicated to staying close to his father after hearing that the Rabbi's son ran ahead of his.*
- **What is the importance of Elie saying, "Sons abandoned their fathers' remains without a tear"?** *In the end, Elie himself will not be able to cry at his father's death (another foreshadowing statement). Elie does have fears that he will not be strong enough to stay with his father until the end. It is ironic that he is condemning the Rabbi's son when he himself will have guilty thoughts of leaving his father in the future.*
- **What does this reveal about Elie's emotional state?** *Answers vary*
- **Why does Elie describe Juliek, playing his violin, as he lies dying in the mass of bodies, as "He was playing his life"?** *Through the music Eli could hear his pain, anguish, and torture.*

ACTIVITY TEN

Objective

- To show how an extreme situation alters personality, relationships, and values.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.
- Handout: “Night - Summary V-IX”

Homework

- Journal Entry: Elie was given two contrasting pieces of advice about how to survive, one from a young Polish prisoner at the beginning of imprisonment (to help each other) and the other by the head of the block at Buchenwald (to help yourself). In the journal, discuss which was more practical and which was more ethical.

Activities

1. Discuss the remainder of the book with the following questions:

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- **Analyze this quote from page 93:** "Pressed up against the others in an effort to keep out the cold, head empty and heavy at the same time, brain a whirlpool of decaying memories. Indifference deadened the spirit. Here or elsewhere – what difference did it make? To die today or tomorrow, or later? The night was long and never ending."
 - **What is happening to Elie?** *He is on a cattle car waiting to be liberated; but the status of the prisoners is decaying emotional and physically.*
 - **Why does he continue to refer to a mind-body duality?** *He feels disconnected from his body since it is so infirm.*
 - **Does the use of the metaphor NIGHT seem appropriate?** *Night is appropriate for the darkness and destitution that is all around him.*
- **During the ten day train trip there is no food, except for when a German workman causes a stampede by throwing a piece of bread to the prisoners. What do the actions of the worker who threw bread suggest about him? About those who fought for a few crumbs? Elie says the SS worker got joy in seeing the prisoners fight for a few crumbs. Discuss what people, even relatives, can do in extreme conditions, both positive and negative actions.**
- **In what way does the scene between Meir and his father contrast with the relationship of Elie and his father? What are Elie's fears?** *Elie hopes he would never consider helping himself before his father. He does not want to lose him.*
- **Compare Elie's responses to seeing the crematory on p.99 with that on p.28. Do you think there is a change in his response? If so, why?** *His response is the opposite. Now, since he has seen so much death, it barely bothers him.*
- **Examine Elie's father's choice of death. Why does Elie feel that he is arguing with death itself rather than with his father?** *His father chose to just sleep in the snow. Elie feels that death has taken over the will of his father and he is arguing with it.*
- **How might you have reacted had your parent decided to die? Does an individual have the right to choose when to die? In what ways can you empathize with Elie's conflict?** *Answer varies.*
- **Why is being alone both a fear and a benefit for Elie?** *He does not want to shame himself and his father for wanting to be alone, but he would be able to take care of himself better.*
- **Should Elie have felt shame or guilt regarding his desire to survive at the expense of helping his father?** *Since the thoughts desiring to leave run through his head, he is shameful. Discuss if this is a human feeling given the circumstances.*

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- **What feelings does Elie have in giving his father his soup?** *He says he did it “against his will” but he did it anyway. He felt like Rabbi Eliahou’s son.*
- **What advice is Elie given by the head of the block, and in what ways does he respond?** *He says not to care for his father anymore and eat his ration of food. He feels in his heart he should but cannot.*
- **Discuss Elie's emotional state during his father's last hours.** *He was angered at everyone, wanting to strangle and kill; he was also confused at his own fight for survival and how to help his father at the same time.*
- **Why can't he weep at his father's death?** *He says, “I had no more tears.” p.106*
- **Did Elie have anything to feel guilty about?** *Many will say no – answer varies.*
- **How does he react after his father's death?** *He is thoughtless except for food for himself for the next few months. He has lost everything.*

- **How would have his fathers death been different had he died at home before the war?** *His death would not have been a planned, torturous murder.*
- **How do the prisoners prevent the liquidation of the inmates remaining at Buchenwald?** *They stayed in their barracks.*
- **During liberation, what do the prisoners think about, and what do they not think of? Why do you suppose this happened?** *They first thought of food and water, not of their families.*
- **At the conclusion of the memoir, Elie sees a corpse looking at him from a mirror. What does this mean, and what is its significance?** *Again, he refers to himself as another entity – the significance of calling himself a corpse symbolized a part of him that has been tortured and killed.*
- **What does he mean by saying that the look in the eyes has never left him, and why can he never forget?** *He never would have imagined he looked as deathly as he did. He was shocked by his “other-self.” By never looking in a mirror before this, he may of thought he looked better than the rest, since he was still actually alive. The metaphor also symbolized the deprivation and loss he felt in his inner self.*
- **What do you imagine might have happened to Elie's belief in God as he grew older?** *Answer varies.*
- **How might your faith have stood this test?** *Answer varies*

2. Hand out and discuss the summary of Night Part V-IX to study for final exam and essay.

NIGHT SUMMARY PART V-IX

Note: The narrative is divided into nine untitled and unnumbered sections
Chronology compiled by Bill Younglove with permission of United States Holocaust Memorial Museum.

SECTION V

Pgs. 63-73 (summer's end-winter, 1944)

Elie cannot believe in praying on Rosh Hashanah eve. On Yom Kippur, Elie did not fast. The Kaddish is recited. Elie is transferred to a building unit. Elie survives selection by Dr. Mengele and the SS doctors. His father passes his "medical" via the second selection only.

Pgs. 73-80 (Christmas/New Year's, 1944-1945)

Elie, fearing amputation, survives an operation on his infected leg. Rumor mill is rampant, as Russians advance. Elie and his father evacuate Buna in forced march toward Germany.

SECTION VI

Pgs. 81-86 (January, 1945)

Thousands march 42 miles. A shed provides some refuge, but sleep could bring death, too.

Pgs. 86-92 (several days pass/January, 1945)

Rabbi Eliahou's son deserts him. The marchers reach the Gleiwitz camp. Juliek plays Beethoven on his violin before he dies. A train arrives for transport to Germany.

SECTION VII

Pgs. 93-98 (ten days pass/January, 1945)

The train stops only to remove the dead; just a bit of food one day. One son seizes bread from his dying father. Meir Katz saves Elie from being strangled. Train arrives at Buchenwald.

SECTION VIII

Pgs. 99-106 (to January 28/29, 1945)

Shoeless, Elie and his father sleep in the barracks. They eat some soup, but within three days, Eli's father is struck down with dysentery. A week later, severely dehydrated, Eli's father struck by an officer's truncheon dies.

November 8, 1944 – Nazi deportations from

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Budapest are resumed; 75,000 in a forced march.

November 13, 1944 – Budapest Jewish ghetto is established.

December 26, 1944 – Soviets complete encirclement of Budapest; free 80,000 Jews.

By noon, though, the SS flee. American tanks arrive by 6:00 p.m.

Pgs. 109 (April 14-28, 1945)

Three days after liberation, Elie suffers from food poisoning; is hospitalized. There he sees his corpse staring back at himself in a mirror.

January 17-18, 1945 – The SS evacuate 66,000 prisoners on foot from Auschwitz at Wodzlslaw; 15,000 die.

January 18, 1945 – The Soviets take Budapest.

January 27, 1945 – Soviets enter Auschwitz; 7,650 prisoners are left.

February 13, 1945 – Soviets take Buda.

SECTION IX

Pgs. 107-109 (January 29-April 11, 1945)

Elie is transferred to the children's block, in idleness. On April 5, they are told the camp is to be liquidated. By April 10, the 20,000 are to leave.

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November 20, 1945 – Opening of Nuremberg International Military Tribunal.

April 4, 1945 – All German forces are expelled from Hungary.

April 5-6, 1945 – 28,250+ inmates are evacuated from Buchenwald; 7,000 to 8,000 others are killed.

April 11, 1945 – Buchenwald concentration camp liberated by American forces.

April 30, 1945 – Hitler commits suicide in Berlin bunker.

May 7, 1945 – Germans surrender to Allies, unconditionally.

ACTIVITY ELEVEN

Objectives

- To examine the literary techniques used in the memoir.
- To analyze the metaphors of “night” in the novel.
- To write and share a “Found” poem and discuss the importance of language in the novel.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.
- Final Test – Night Part V-IX Pgs. 63-109

Homework

- In the journal discuss what each student believes is important to develop views and values necessary to prevent inhumane and barbarous actions.

Activities

1. To review for the Final Test, have students form six separate groups, cut up the topics on page 40 and put in a hat or basket; have student discuss one of the topics:

GROUP ACTIVITY DIRECTIONS:

1. Divide the class into six separate groups.

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2. Have groups select a recorder and a speaker.
 3. Have speaker of group choose a question from the hat/basket.
 4. Speaker of group will read the question to the group and discuss the images of the novel and how they affected the classroom and individuals.
 5. Recorder will write down group member's comments.
 6. Speaker will read group's comments to the class.
2. Next, have students in their same group create a "Search and Create" poem by finding and shaping particular, important words within the text that can embody many concepts. Groups select no more than eight interesting words or short phrases. After selections, groups read one word or phrase at a time without interruption and in succession. This activity enables the class (or an individual) to return to the text to focus on its ideas or its language. The students may turn their poem into a poster by using pictures and news clippings if they choose. (Directions on page 41)
 3. Give students Final Test. Answers follow the test on page 45.

GROUP DISCUSSION TOPICS

- **After reading this memoir, what images, ideas, and feelings do you think you will never forget?**
-
-

- **How would you describe Wiesel's style?**
-
-

- **Evaluate the techniques he uses effectively to tell his story.**
-
-

- **Differentiate between metaphors and similes. Have students pair and locate metaphors and similes in the memoir.**
-

- **Discuss the use of NIGHT as a central symbol in the memoir.**
-

- **Why do you think Night has become synonymous for suffering endured in the Holocaust?**

SEARCH AND CREATE POETRY

DIRECTIONS: Select words and phrases from the novel to create your own poem. Determine the theme of your poem after it is written. Please keep track of the page numbers you are using to cite Elie Wiesel's words. You may or may not create a title. Minimum 8 lines; maximum 32 lines.

EXAMPLE:

Like an orphan	72
sleep had fled	30

cherished objects	27
smashed, trampled	91
disappeared into the night shadows	28
slow agony	62
Don't lose courage	38
Never lose faith	29

Theme: Loss

Extra Credit: Make your poem into a poster depicting your theme with photographs or newspaper clippings

**Quiz – Night Parts V-IX
Pages 63-109**

NAME _____ CLASS _____

Directions: Circle the best answers for the following questions:

1. Which holiday does Elie refuse to celebrate?
 - a. Passover
 - b. Hanukah
 - c. Christmas
 - d. Yom Kippur
2. What does the SS give the prisoners as a New Year's present?
 - a. A selection
 - b. A beating
 - c. An extra ration of bread
 - d. A less portion of bread
4. How does Elie pass the selection?
 - a. By flexing his muscles and looking strong
 - b. By running as fast as he can
 - c. By appearing confident and unafraid
 - d. By avoiding Dr. Mengele's gaze

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5. What does Elie's father give Elie when he thinks that he is going to the crematory?
 - a. His Bible
 - b. His shoes
 - c. His gold crown
 - d. His knife and fork

5. Why does Akiba Drumer lose his will to live and go to the crematory?
 - a. He receives news that his wife has died.
 - b. He is separated from his father, who he has remained with for three years.
 - c. He no longer believes in God.
 - d. He gets gangrene and can no longer use his legs.

6. Why does Elie have to have an operation on his leg?
 - a. He does not really need an operation, but the SS are forcing him to have one.
 - b. His foot swells from the cold.
 - c. He breaks his leg by dropping a stone block on it.
 - d. He gets frostbite and needs to have skin removed.

7. What is the big decision that Elie and his father have to make when they leave Buna?
 - a. Whether to stay in the hospital or be evacuated.
 - b. Whether to take the opportunity they have to escape.
 - c. Whether to try to send a message to their relatives in Czechoslovakia
 - d. Whether to pretend they are in the musician's unit instead of the building unit

8. How do the SS guards keep the prisoners running so long on the march to Gleiwitz?
 - a. They whip the prisoners haphazardly and ceaselessly.
 - b. They shoot stragglers.
 - c. They drive behind them in trucks.
 - d. They promise extra rations to those who arrive at the camp first.

9. Why doesn't Elie want his father to fall asleep when the prisoners are allowed to rest on the march?
 - a. His father will die if he falls asleep in the snow.
 - b. The SS guards are shooting anyone who falls asleep.
 - c. Elie is afraid of losing his mind and wants his father to talk to him.
 - d. His father needs to be awake if he is to receive his ration of food.

10. On the march to Gleiwitz, Rabbi Eliahou loses his:
 - a. Mind
 - b. Shoes
 - c. Toes
 - d. Son

11. On the train to Buchenwald, how many prisoners are crowded into each cattle wagon?
 - a. 50
 - b. 75
 - c. 100
 - d. 200

12. Why does a son kill his own father on the train to Buchenwald?
 - a. He accidentally suffocates him.
 - b. He wants his father's bread.
 - c. He loses his mind and flies into an insane rage.
 - d. He mistakes him for another man.

13. Who saves Elie's life when someone randomly tries to strangle him in the cattle wagon?

TENTH GRADE ENGLISH CURRICULUM - Night

cited in the memoir and include them in your essay. Some hints: Is the celebration of the Jewish holidays resistance? Is Elie's survival resistance? Is the bombing of a crematoria resistance? Is choosing when to die resistance?

- Discuss the book in an explanatory essay through its terms of suffering and survival. What were your personal limitations in understanding the ordeal which Elie suffered? Which means of coping used by Elie and the other inmates did you feel were the most effective? The least effective? Make sure you cite specifically from the novel. Lastly, assess the message of Night. What is the lesson of the Holocaust? What is the importance of this message in your life?
- Elie Wiesel once said that anyone who witnesses an atrocity or an act of inhumanity and does nothing to stop it is just as guilty as the person committing the act. Those who know and remain silent are guilty of the same offense. To stand by silently is to participate in the crime. Write an essay reacting to this quote persuading others to agree with Elie Wiesel's judgment. Cite reasons how this could have helped Eli in the novel and exactly how people could aid society if they believed in helping others. Cite possible hazards and/or hurdles to jump to overcome human fears in this issue.
- Imagery is the descriptive language used in literature to recreate sensory experiences. A writer's choice of imagery will give detail to a reader's mental pictures associated with a piece of writing but will also help convey the writer's message. In an essay, explain how Elie Wiesel uses imagery as a tool in his development of a main theme in Night. Focus on the images the author includes. Be sure to link the images with a main theme.

ANSWERS NIGHT FINAL TEST

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

16. D

17. D

Essay answers will vary.

ACTIVITY TWELVE

Objective

- To have the class meet a survivor.

Materials

- Wiesel, E. Night. New York. Bantam Books. 1960.

Activities

TENTH GRADE ENGLISH CURRICULUM - Night

1. A Holocaust survivor and liberator should be invited into the class to discuss their personal stories. Call Dr. Heckler at the FAU Holocaust Outreach Center (561) 297-2929. This should be videotaped so that the school can build up a library of testimonies.
2. Students should create a list of questions to ask the survivor or liberator.
3. Students should write formal thank you letters to the survivor. Collect thank you notes and grade on form and content. Mail thank you notes to survivors and/or liberators.