

Night by Elie Wiesel

Dear Students,

You are about to journey with Elie Wiesel in his memoir *Night*. Wiesel was only slightly older than most of you when Hungarian officials allowed the Nazis to occupy Hungary. In the beginning of Wiesel's story, you will learn about his relationship with God and his biological father. These relationships are significant throughout Wiesel's experiences in the ghetto and concentration camps. Take special note of these relationships, Wiesel's thoughts about himself, filial love, and the imagery that captures the love and heartache in his testimony.

This piece may be one of the hardest you have ever read- its subject matter is disturbing and sad; yet, it also honors filial love and the human spirit. Read and learn. Respect. Remember. Perhaps you will agree: our job (everyone's job) is to learn about injustice in order that we may challenge it and the intolerance that causes it.

I know that you will respect your classmates' reactions to *Night* and offer stimulating discussion as our unit continues. In advance, I thank you.

Sincerely,
Ms. Kavalek

GOALS:

- Identify systematic steps taken by the Nazis and understand how these deliberate steps made possible the loss of life in *Night*.
- Identify and understand the Nazis' use of dehumanization as Elie Wiesel recounts in *Night*.
- Identify and analyze Elie Wiesel's relationship with himself, his father, and his God during his memoir *Night*.
- Identify and appreciate Elie Wiesel's writing style—the voice that gives his story such power (use of irony, metaphor, symbolism, and imagery are of the utmost significance to his style in *Night*).

Work associated with *Night*:

- Active reading post-its during reading (Mark and clarify Elie's relationship with his father, God, and himself; Mark and clarify *imagery*, *metaphor*, *symbolism* and *irony* as well as his style)
- Discussion- metaphor, symbolism, style of his language—simplicity at its best
- Reading quizzes (at any time; few will be announced)
- Vocabulary
- Discussions during/ after reading
- In class writing

Themes and Motifs in *Night*: Ideas to Observe

Themes= Piety, Family Unity, Naiveté, Alienation, Doom, Filial Love, Survival

Motifs= Dissolution of Family, Coping with Terror, Asserting Self- Control, Acknowledging Doubts, Coping with Loss, Accepting Certain Death, Recovering from Imprisonment

People from Night:

Moshe the Beadle- Jewish man in Sighet who worked at Hasidic synagogue

Elie- Jewish boy, main character, only son

Chlomo Wiesel- Elie's father; cultured, respected Jewish man in Sighet, Transylvania; consulted often about public matters

Hilda, Bea, Tzipora= Elie's siblings= two older sisters and little sister, respectively

Elie's mother

Batia Reich- relative who lives with them in the ghetto

Martha- old servant who offers chance for some to leave ghetto

Madame Schachter- woman in car with her ten year old son- loses mind after separation from family; sees powerful image and frightens other people in cattle car

Madame Schachter's son- attempts to comfort his mother in her anguish; loyal boy

Dr. Mengele- SS officer and medical doctor who conducts the prisoners to left or right

Yechiel- brother of the Rabbi of Sighet

Young Pole at Auschwitz- young man in charge of block 17; encourages comradeship

Stein- Reizel's husband (Elie's mom was Reizel's aunt); deported in 1942; curious about family

Akiba Drumer- man in Auschwitz with deep voice; claims God is testing them

Hersch Genuk- spoke of ending of World and Coming of Messiah

Assistant at Buna- person who wants Elie's shoes in exchange for food or good unit

Juliek- Polish violinist

Louis- distinguished violinist from Holland

Hans- lively young Berliner

Franek- Polish foreman; former student from Warsaw; nice until wants Elie's crown

Yossi & Tibi- two brothers living for each other after parents were exterminated at Birkenau

Alphonse- German Jew in charge of musicians' block

Dentist- Czechoslovakian Jew who extracts gold crowns

Idek- man in charge of work unit; given to fits of frenzy

French girl- another person working at the electrical warehouse; passed herself as Aryan; kind

Hungarian Jew/ faceless man in hospital- struck by dysentery; the voice who claims he has more faith in Hitler than anyone else

Zalman- young Polish lad who worked in electrical warehouse; runs alongside Elie from Buna

Rabbi Eliahou- dear Rabbi at Buna who later looks for his son on long, snowy march to camp

Meir Katz- gardener at Buna; strong man; put in charge of wagon; helps Elie; dies on train

Gustav- head of children's block at Buchenwald

vocabulary from Night:

due: _____

Directions:

- 1) Record the definition and part of speech for each word below on a separate sheet of paper. I have given you the part of speech. Record it.
- 2) With the text in front of you, look up the word. Record the definition that best fits the context.
- 3) Copy the full context in which the word is used and underline that word. If the context requires that you write the sentence before and after the part in which the word is used, DO THAT. Only by writing down full language and seeing the word used will you be better prepared to write your own sentence.
- 4) Write your own sentence. Sentences must be a minimum of eight words each. Underline the vocabulary word you use.

If you disregard directions, you will not receive full credit on your vocabulary work.
No, you may NOT type this work. It must be handwritten.

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|-------------------------------|---|
| 1) render (v) (p. 3) | 9) anguish (n and v.—record both) (p. 9) |
| 2) waiflike (adj) (p. 3) | 10) billeted (adj) (look up the verb; turn into adj) (p. 9) |
| 3) redemption (n) (p. 3) | 11) prominent (adj) (p. 11) |
| 4) peril (n) (p. 4) | 12) ghetto (n) (p. 11) |
| 5) unsentimental (adj) (p. 4) | 13) anecdote (n) (p. 12) |
| 6) insinuate (v) (p. 7) | 14) liquidate (v) (p. 13) |
| 7) annihilate (v) (p. 8) | 15) molten (adj) (p. 16) |
| 8) weary (adj) (p. 8) | |

GOOD example:

expel (p. 3)- (v.)- to drive or force away; to eject

“Then one day they [the Hungarian officials and Nazis] expelled all the foreign Jews from Sighet” (Wiesel 6).

My sentence: The principal made it clear that the school district would expel any student who violated policies K-V.

BAD example:

decree (p. 8)- (n) -a formal and authoritative order

“a new decree” (Wiesel 11). (Where is the complete context? Points will be deducted.)

My sentence: I heard of a new decree. (Weak! The sentence has no context. I cannot tell that the student has any idea about what the word actually means. Points would be deducted).

Rough Timeline:

Please note: I reserve the right to make changes, if needed.

***Bring in post-its and your *Night* book for the next three weeks! You will be making CLARIFY, PREDICT, QUESTION, CONNECT, and TALK TO THE TEXT post-its.

Tuesday, 4/8/14 – Friday, 4/11/14...

Tuesday, 4/8/14→*Night* given and explained; homework= study for verb quiz (eight forms of “to be” and helping verbs); verb test is Friday; *Night* pages 3-22 due Thursday

Wednesday, 4/9/14→ verb quiz; practice verb test #1; time to actively read pages 3-22, make good post-its, and complete the worksheet; homework= pages 6-22, the worksheet, and good post-its due tomorrow

Thursday, 4/10/14→ verb review of worksheets and whiteboard review; homework= study for the verb test tomorrow; complete practice test #2; bring *Night* to class tomorrow; have pages 6-22 actively read and the worksheet done.

Friday, 4/11/14→ Verb test; after the test, discussion about pages 6-22 (discussion of good post-its vs. adequate ones); homework= pages 23-28 due Monday (do post-its; no worksheet will be given for these Madame Schachter pages).

Monday, 4/14 -Thursday, 4/17/14...

Monday, 4/14/14→ discussion about of Madame Schachter reading (23-38); homework= none

Tuesday, 4/15/14→word activity: “thirst” or “humanity”—poetry or art activity= in class only!); adverb work begun; homework= none

Wednesday, 4/16/14→ Reading pages 29-34 together and discussing the significance of the title; making good post- its together; adverb work continued; homework= up to page 84 (with good post-its) due Thursday, 4/24/11; follow the big ideas on the front of this packet!

Thursday, 4/17/14→ Adverb review/ fun game; homework= up to page 84 due Thursday, 4/24.

Friday, 4/18/14→ Off.

Monday, 4/21/14 –Friday, 4/25/14...

Monday, 4/21/14→ Adverb work in class; homework: *Night* pages 34-84 and wkst due Thurs.

Tuesday, 4/22/14→Adverb review in class; homework: practice adverb test (adverb test is tomorrow; know the five adverb questions)

Wednesday, 4/23/14→ Adverb quiz; reading time after the test; homework= pages 34-84 and worksheet due tomorrow

Thursday, 4/24/14→ Pages 34-84 due today!!!! In class, discussions about pages 34-84 (group work; circle activity); post-it check; homework= reading up to the end of the memoir on own; memoir in its entirety and vocabulary work due 5/5/14= pages 84-115).

Friday, 4/25/14→ Research papers returned; homework= have all memoir work with *Night* complete by 5/5/14.

Monday, 4/28- Friday, 5/2/14...

Monday, 4/28/14→ Prepositions introduced; homework= all *Night* work due Monday, 5/5; for tomorrow, complete the preposition practice sheet started in class; have fifteen prepositions memorized by the time you arrive in class tomorrow (you will need to know ALL of them for the test)

Tuesday, 4/29/14→ More work with prepositions; homework= preposition worksheet and learn all of the prepositions

Wednesday, 4/30/14→ Prepositions continued; homework= LEARN all of the prepositions and do the preposition practice test for tomorrow

Thursday, 5/1/14→ Preposition review day; homework= preposition practice test #2 and be ready to list all prepositions on the test tomorrow (100 pt test!)

Friday, 5/2/14→ Preposition test and then, free reading time, so bring *Night*; homework= all *Night* work is due Monday, 5/5 (including vocabulary work).

Monday, 5/5/14- Monday, 5/12/14...

Monday, 5/5/14→ discussion about ending; vocabulary definitions reviewed; homework= vocabulary practice sentences (worksheet) due tomorrow.

Tuesday, 5/6/14→ Reviewing the vocabulary practice sheet; discussion topics; homework= bring *Night* to class all of this week; study for vocabulary quiz tomorrow

Wednesday, 5/7/14→ Night vocabulary quiz; discussion topics with *Night* (continued)

Thursday, 5/8/14→ Discussion topics as a whole class; genocide link to Rwanda: *Ghosts of Rwanda* PBS documentary clip; homework= review notes and post-its to prep for Monday's in class writing assignment

Friday, 5/9/14→ Video of Elie Wiesel taking Oprah to Auschwitz

Monday, 5/12/14→ *Night* in class writing assignment day one; homework- bring all *Night* worksheets, your book, and post-its to class again tomorrow.

Tuesday, 5/13/14→ finishing with *Night* in-class writing assignment

Upcoming work= grammar work, literature work, word study