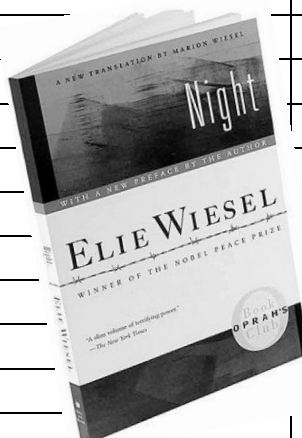


Name: \_\_\_\_\_ Period: \_\_\_\_\_ Due Date: 3/4/14

## ***Night*** by Elie Wiesel

**Directions:** Complete all of the following assignments included in this packet by the due date. **Record** the number of points you have earned for each assignment listed below. Also, **record** a total where noted. If you have assignments that do not have a stamp, but have been completed, deduct half the number of points from your score for that assignment. BEING ABSENT DOES NOT BUY YOU EXTRA TIME WHEN ALL OF THE DUE DATES ARE PROVIDED IN ADVANCE. IF YOU WARRANT EXTRA TIME DUE TO SEVERE SICKNESS OR OTHER SIGNIFICANT CHALLENGES, TALK TO YOUR TEACHER ASAP.

Due Date	Assignment	Points Earned	Points Possible
<b>PRE-READING</b>			
2/11/14 CW	Specialized Vocabulary (Reference Only)	--	--
2/11/14 CW	Pyramid of Hate Notes/Questions (in WN)	--	--
<b>2/14/14 HW</b>	<b>AoW #5: Introduction to the Holocaust (SQPR2S)</b>	--	--
<b>READING</b>			
TBA	Expect a quiz whenever a journal is due	--	--
<b>Ongoing HW</b>	<b>Study Guide Questions</b>		TBA
2/12/14	Chapter 1 (p. 3-22)		--
2/12/14	Characterization (after Ch. 1)		10
2/13/14	Chapter 2 (p. 23-28)		--
2/14/14	Chapter 3 (p. 29-46)		--
2/18/14	Close-Reading Passage #1		20
<b>HW 2/19/14</b>	<b>Double-Entry Journal 2-3</b>		20
2/19/14	Chapter 4 (p. 47-65)	--	--
2/20/14	Chapter 5 (p. 66-86)	--	--
<b>HW 2/21/14</b>	<b>Double-Entry Journal 4-5</b>		20
<b>HW 2/21/14</b>	<b>AoW #6: Nobel Acceptance Speech</b>		
2/21/14	Chapter 6 & 7 (p. 85-103)	--	--
<b>HW 2/24/14</b>	<b>Double-Entry Journal 6-7</b>		20
2/24/14	Chapter 8 & 9 (p. 104-115)	--	--
2/24/14	Close-Reading Passage #2		20
<b>HW 2/25/14</b>	<b>Double-Entry Journal 8 or 9</b>		10
<b>POST-READING</b>			
2/25/14	Theme I		10
2/26/14	Theme II		10
2/26/14	Motif		10
2/27/14	Internal/External Conflict		10
2/28/14	Style		20
<b>HW 2/28/14</b>	<b>AoW #7: The Perils of Indifference</b>	--	--
<b>TOTAL</b>			<b>180</b>
3/3/14	Unit Test: Night Exam	--	--
3/3-7/14	Literary Analysis Essay (50 pts. Draft/100 pts. Final Draft)	--	--



## Night Specialized Vocabulary

Use the following terms as reference while you read the book:

1. Anti-Semitism—hatred of Jews and Arabs
2. Cabbala—a book of mystical commentary on the Torah used by Hasidic Jews
3. Crematorium—a structure or building used to bur bodies
4. Deportation—to force to leave a country
5. Elimination—to destroy or annihilate
6. Exhaustion—the act or process of being tired
7. Extermination—to cast out or get rid of
8. Fascism—a political philosophy of dictatorship and oppression
9. Gas Chamber—a room in which people are executed by the release of gas
10. Genocide—the deliberate and systematic destruction of a race
11. Gestapo—the secret police of Nazi Germany
12. Ghetto— city districts (often enclosed) in which the Germans forced the Jewish population to live under miserable conditions.
13. Hasidic—a form of mystical ultra-Orthodox Judaism. Followers of Hasidism regard acts of religious devotion as being more important than scholarly learning.
14. Jew—an ethnicity; one whose religion is Judaism
15. Kaddish—a Jewish prayer
16. Nazi—a member of the National Socialist German Workers Party
17. Passivity—not active, but acted upon
18. Perish—to die, pass away, expire
19. Pogrom-- An organized massacre or persecution of a minority group, especially one conducted against Jews.
20. Propaganda—the spreading of ideas, information, or rumors for the purpose of helping or injuring a cause
21. Rabbi—a Jewish religious leader
22. Ration—a food allowance for one day
23. Resistance—an act or instance of refusing to go along with; to defend against
24. Schutzstaffel (SS)—a unit of Nazis created as a bodyguard for Hitler
25. Star of David—a symbol for Jews
26. Synagogue—a place of worship, a Jewish temple
27. Talmud—a collection of teachings or commentary on the Torah from early rabbis from the 5<sup>th</sup> and 6<sup>th</sup> centuries
28. Torah—the primary source of Jewish religion, the Hebrew Bible
29. Truncheon—a blunt object to beat with; a lead weighted club
30. Zionism—a theory, plan or movement for setting a up Jewish national community and homeland.

## Night Study Guide Questions

**After you read, quiz yourself. If you cannot answer these questions, you need to re-read. SGQ's will haunt you on quizzes and the final test if you fail to be able to answer them.**

### Section 1

1. When and where was the author's early boyhood spent?
2. How was Moshe the Beadle "different"?
3. What did the author and Moshe talk about?
4. Why did Moshe disappear for a few months?
5. How did people respond to Moshe's stories about the Gestapo?
6. Why did the author's father say that he was "too old to start a new life"?
7. What happen in Sighet on the seventh day of Passover?
8. What did every Jew have to wear?
9. List three rights the Jews of Sighet lost by decree.
10. Why was someone knocking on the window?
11. Why did everyone prepare to leave Sighet?
12. What did the Jews think might be the reason for their deportation?
13. List three ways the deportees were abused.
14. Where were the deportees told they were going?

### Section 2

15. What had "broke" Mme. Schachter?
16. What did Mme. Schachter scream about?
17. To what station were the deportees brought?
18. How did Mme. Schachter's dream come true?

### Section 3

19. How did the Elie get separated from his mother?
20. What did Elie see the Germans do to the truck full of children?
21. How did his fate change when he saw this?
22. Why did the author plan to kill himself—then change his mind?
23. Who were the first ones to beat the Elie and the others?
24. How was everyone "disinfected"?
25. Why did the author thank God for mud?
26. What did the SS officer say would happen to those who could not work?
27. Why did the gypsy strike Elie's father?
28. What advice did the Polish prisoner in charge of the block give?
29. How did Elie lie to his relation from Antwerp?
30. What motto was inscribed on the plaque at Auschwitz?
31. To what new camp were Elie and his father sent?

### Section 4

32. Why was special attention paid to some of the children at Buna?
33. Name one "job" the author had at Buna.
34. Why was the author sent to the dentist?
35. How did the French girl comfort Elie?
36. Where did Elie and the girl meet again years later?
37. How did Franek get Elie to give up his gold crown?

38. Why was Elie given 25 lashes?
39. Why did the bombs fill the prisoners with joy instead of fright?
40. Why was the youth from Warsaw hanged?
41. Why were the Dutchman and the "pipel" hanged?

### Section 5

42. How was this New Year's Day different for Elie Wiesel?
43. What "fine New Year's gift" did the SS give the Jews?
44. What did Wiesel do to avoid "selection" by Mengele?
45. What "inheritance" did Wiesel's father give his son when the father was "selected"?
46. How did Wiesel's father avoid the second selection?
47. How did Elie Wiesel end up in the hospital?
48. Why did Wiesel leave the hospital only two days after the surgery?
49. What did the head of the block have the prisoners do before moving out?

### Section 6

50. What made the move to Gleiwitz so hard?
51. How did Zalman die?
52. What happened to prisoners who stopped running?
53. What didn't Eliezer (Elie) tell Rabbi Eliahou?
54. How did Elie almost die in the barracks?
55. What did Julieck do before he died?
56. How did Elie save his father even after his father had been sent "to the left"?

### Section 7

57. Why was Eliezer's father almost thrown from the train?
58. How did the German workmen amuse themselves?
59. Years later, how was the Parisienne's treatment of the "natives" like the Germans' treatment of the starving Jews?
60. How did the old man and his son die?
61. How did Meir Katz save Eliezer?

### Section 8 & 9

62. Why did only a dozen of the original 100 prisoners get off the cattle car in Buchenwald?
63. Why did Eliezer feel ashamed of himself while he searched for his father?
64. Why did Eliezer hesitate to give his sick father water?
65. Why did Eliezer hate the doctors?
66. How did the other patients treat Eliezer's father?
67. How did Eliezer's father die?
68. How much longer was Eliezer in the camp after his father died?
69. What happened when the camp resistance movement acted?
70. What was the prisoners' first concern after liberation?
71. How did Eliezer nearly die three days after liberation?

**Night Double Entry Journal Directions**

A double entry journal is a way of engaging with a text that will help you both pay attention to and better understand what you are reading. In order to complete this assignment well, you will need to not just read the text quickly for a simplistic understanding of the plot, but you will need to identify and analyze important passages of the book.

*Night* is divided into nine sections. **For each of these sections you will be required to complete at least one journal entry, for a total of nine by the end of the book. You will receive up to 10 points for each entry, for a total of up to 90 points.**

Each entry includes **(box 1)** a quoted passage from the book (in the left column) and **(box 2)** accompanying analysis of the symbols, themes, motifs, and literary devices used in the passage (in the right column). If done correctly, the amount of analysis should far exceed the length of the quoted passage. Entries must also include questions that you have about the text or a quotation (left column, **box 3**) and possible answers (right column, **box 4**).

**Possible themes, motifs, and symbols you might want to watch out for in the book:**

How to Maintain Faith in a Good God during Horrible Times

Optimism and Hope during Horrible Times

Apathy or Indifference toward Evil

Silence

Human Cruelty toward Other Humans

Father-Son Relationships

Jewish Traditions

Fire (Symbol)

Night (Symbol)

Your Journal Entries Should Look Like This, But Bigger:

Left Column	Right Column
1. Important Quotation or Passage from the book, with page number	2. Paragraph(s) analyzing quotation discussing themes, symbols, literary devices, etc. seen in the quotation. Why is the quotation important? What themes does it relate to? How? What symbols does it include? Why? What motifs does it display? Why? What literary devices contribute to the author's style? How? The <i>why</i> and <i>how</i> questions are essential.
3. Questions about the text: What is going on here? What does this line mean? Why does the character say, feel, or do this? (Include page numbers, as well as quotations when applicable)	4. Possible answers, interpretations, or educated guesses: In order to explain your answers, try connecting them to experiences you have had in your own life, other texts you know (books, movies, etc.), or other happenings in the world that relate to the text.

Follow the directions and use the following example to make sure that you are doing your assignments correctly.

**Section 1 Double Entry Journal****SAMPLE**

1. "Moshe had changed. There was no longer any joy in his eyes. He no longer sang. He no longer talked to me of God or of the cabbala, but only of what he had seen. People refused not only to believe his stories, but even to listen to them" (4).	2. <b><i>This quotation is important because</i></b> it demonstrates how witnessing the horrors of the Holocaust has changed the most religious person in the village into someone who doesn't even think about God anymore. <b><i>This relates to the theme of</i></b> the difficulty of maintaining faith in god amidst horrible circumstances because it is through witnessing murders and torturing that Moshe's focus changes from religion to warning other people about the Nazis. <b><i>This passage also relates to the theme of</i></b> indifference toward evil. It demonstrates how, when told a horrible truth, people would do anything just to maintain the status quo in their lives. They did not want to be forced to confront the reality of the evil that was already underway. By having this indifference, they actually ended up dooming themselves.
3. Why, if they were in the middle of a war, wouldn't people believe Moshe and get out?	4. Maybe they, as Trevor says, don't ever believe old men, like in our society how we don't really listen to the stories of the elderly. For instance, when I have gone to visit my old relatives, occasionally one of their friends will tell a story that is just a little too crazy, and so instead of actually listening and believing, I would dismiss it as just something said by a crazy old person. Or, maybe they are in denial, like they just can't believe that this is happening, similar to how some people don't accept global warming.

## CHARACTERIZATION

Complete this activity after reading the first chapter of *Night*. Write **at least one piece of EVIDENCE** (quote from the text) under the appropriate category for each character listed below. Then **make a CLAIM** about the character that your evidence supports.

Character	Physical	Social	Psychological
Elie Wiesel			
Claim:			
Moshe the Beadle			
Claim:			
Elie's Father			
Claim:			

**CLOSE-READING—PASSAGE #1**

Annotate the following passage and complete the SOAPSTones chart in order to show understanding of the text.

Never shall I forget that night, the first night in camp, that turned my life into one long night seven times sealed.

Never shall I forget that smoke.

Never shall I forget the small faces of the children whose bodies I saw transformed into smoke under a silent sky.

Never shall I forget those flames that consumed my faith forever.

Never shall I forget the nocturnal silence that deprived me for all eternity of the desire to live.

Never shall I forget those moments that murdered my God and my soul and turned my dreams into ashes.

Never shall I forget those things, even were I condemned to live as long as God Himself.

Never. (Wiesel 34)

<b>SOAPSTone</b>	<b>Analytical Response</b>	<b>Evidence from text</b>
<b>Subject</b> General topic, content, and ideas contained in the text. What is the passage mainly about?		
<b>Occasion</b> The time and place of the piece, the current situation. What events may have inspired this text?		
<b>Audience</b> The group of readers to whom this piece is addressed.  Who is the intended audience?		
<b>Purpose</b> Why was the text crafted?		
<b>Speaker</b> The author's voice and persona used to tell the story (or make a point).  What do you know about the author/speaker of the text?		
<b>Tone</b> What is the tone of voice within the text?  The emotional attitude a writer expresses toward the subject. Describe the writer's "voice" For example, voice can be sarcastic, humble, bitter, or reverent.		

**CLOSE-READING—PASSAGE #2**

Annotate the following passage and complete the SOAPSTones chart in order to show understanding of the text.

Our first act as free men was to throw ourselves onto the provisions. That's all we thought about. No thought of revenge, or of parents. Only of bread.

And even when we were no longer hungry, not one of us thought of revenge. The next day, a few of the young men ran into Weimar to bring back some potatoes and clothes—and to sleep with girls. But still no trace of revenge.

Three days after the liberation of Buchenwald, I became very ill: some form of poisoning. I was transferred to a hospital and spent two weeks between life and death.

One day when I was able to get up, I decided to look at myself in the mirror on the opposite wall. I had not seen myself since the ghetto.

From the depths of the mirror, a corpse was contemplating me.

The look in his eyes as he gazed at me has never left me. (Wiesel 115)

SOAPSTone	Analytical Response	Evidence from text
<b>Subject</b> General topic, content, and ideas contained in the text. What is the passage mainly about?		
<b>Occasion</b> The time and place of the piece, the current situation. What events may have inspired this text?		
<b>Audience</b> The group of readers to whom this piece is addressed.  Who is the intended audience?		
<b>Purpose</b> Why was the text crafted?		
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<b>Tone</b> What is the tone of voice within the text?  The emotional attitude a writer expresses toward the subject. Describe the writer's "voice" For example, voice can be sarcastic, humble, bitter, or reverent.		

**THEME I**

**Theme:** an insight into life offered by a piece of literature that is usually conveyed by the works and actions of characters. What message does the author wish to convey (w/o stating it directly like a moral/lesson)

Review the actions in *Night* that exemplify dignity in the face of cruelty

**Inhuman Cruelty**

The Kapos were very abusive and the prisoners were only allowed minimal food

Yet

**Responding with Dignity**

On Rosh Hashanah:

Forbidden to play Beethoven, forced on a death march, freezing, and crushed in barracks

Yet

Juliek:

The doctors will not attend Elie's father, the fellow prisoners beat him, no more food is given to him because he is dying

Yet

Elie:

In few sentences, write a **THEMATIC CLAIM** on the subject of dignity in the face of cruelty. What do the above examples reveal about human nature?



**THEME II**

A literary work usually has more than one theme. One of the themes in *Night*, born out of Wiesel's own experience with his father and observations of other sons and fathers, addresses **self-preservation versus family commitment**.

In the chart below, **briefly describe interactions between sons and fathers** that are part of *Night*. Organize the interactions based upon whether the bond shows self-preservation or family commitment.

Family Commitment	Self-Preservation

**Write a THEMATIC CLAIM.** What is Wiesel suggesting about the balance between self-preservation and commitment to family? What insight into life does *Night* offer on this topic?

**MOTIF**

**Motif:** recurring thematic element

Wiesel describes people's eyes to reveal their thoughts and feelings. He does not use many physical descriptions.

**Write one piece of EVIDENCE (quote from the text) for each category below.**

Individual	Description of Eyes	Behavior or Personality
Moshe the Beadle		
Madame Schachter		
The French girl		
Franek and the old man on the transport to Buchenwald		
Elie		

**Write a CLAIM statement. Why does Elie describe people's eyes instead of their physicality? What does this motif (a repetition of a symbolic importance) suggest about human nature?**

## Internal/External Conflict (Surviving Dehumanization)

- In the first column on the left, without discussion, each group member will write two examples of conflicts that were dehumanizing to the prisoners.
- Compare your answers with the rest of the group and make sure to have 6 conflicts total.
- As a group, complete the remaining two columns.

Conflict used to Dehumanize	Type of Conflict	Effect of Prisoner
<i>SS starve prisoners</i>	<i>External</i>	<i>Destroys health, weakens, steal food, fight for food, food becomes more important than people or dignity</i>

**After completing the chart, answer the following questions completely and thoroughly. Make sure to use support with examples from the text where it is needed.**

1. The dehumanizing conflicts which the prisoners faced often destroyed their desire to survive. How do Akiba Drumer and Stein of Antwerp keep themselves determined to survive? Why do they eventually lose hope?
  
  
  
  
  
  
  
  
  
  
2. To what does Ellie attribute HIS survival?
  
  
  
  
  
  
  
  
  
  
3. Many external conflicts in column 1 lead to internal conflict in column 3? Explain why external conflicts often lead to internal ones.
  
  
  
  
  
  
  
  
  
  
4. What reasons (discuss more than one!) did the Nazis probably have for using dehumanization on the prisoners?

STYLE	Your Description of Wiesel's Usage	Examples from <i>Night</i> with page numbers
<b>Diction</b> (word choice: What is his vocabulary like? What types of words does he tend to use often? Does he use the slang of his time period? Does his language fit with the social class of his characters?)		
<b>Syntax</b> (sentence structure: How elaborate or simple are his sentences? How are they organized? Does he prefer compound sentences, complex sentences, compound complex sentences, etc? Does he use a lot of sentence fragments? Dialogue doesn't count.)		
<b>Punctuation</b> (How does he punctuate his sentences? Does he use a lot of commas, or not enough? Does he use a larger than average amount of exclamation points?)		
<b>Literary Devices</b> (What devices does he use a lot?)		
<b>Descriptions</b> (How does he describe things? How detailed are his descriptions? What items or events does he describe the most?)		
<b>Sensory Details</b> (What senses do his descriptions tend to focus on? Does he use many sensory details at all?)		

<b>Dialogue</b> (How does he integrate his dialogue? Does he always tell you who's speaking? Do they speak in slang? Does he ever use dialect?)		
<b>Story Structure</b> (How does he structure his story? How does he relay the information to you? Is it chronological? Do events transition smoothly into each other? Are there flashbacks or flash-forwards?)		
<b>Tone</b> (What do you think the book's tone is? Is it totally serious? Is it humorous? "Tone" is the author's attitude toward his or her subject.) How does his tone affect the reader? Where does the tone change, if at all.		
<b>Mood</b> (How do the characters feel about events? What is the atmosphere of the situations?)		