

NIGHT BY ELIE WIESEL

READING SCHEDULE (HAMILTON)

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
9		10		11		12	Pass out books/ Start reading Ch. 1	12	
16	Read Ch.1	17	Read Ch. 2 Reading Quiz Study Questions Due	18		19	Read Ch. 3	20	
23	Read Ch. 4	24		25	Read Ch. 5 Reading Quiz Study Questions Due	26		27	Read Ch. 6
30	Read Ch. 7-9 Reading Quiz Study Questions Due	1		2		3		4	
7		8	<i>Final Project Due.</i>	9		9		10	

Chapter	Pgs. Holt (blue)	Pgs. Hill (blue and white)
1	13-31	3-22
2	32-37	23-28
3	38-54	29-46
4	55-72	47-65
5	73-90	66-84
6	91-102	85-97
7	103-108	98-103
8	109-116	104-112
9	117-119	113-115

Night Final Assessment Due: October 8, 2013

Your Big Question: "How does *indifference* affect people as individuals and as a society?"

Objective:

Your final assessment for *Night* will demonstrate what answers to the "big question" you have learned from the reading, discussion, and analysis of this memoir. Your final assessment includes a brief presentation of your assessment and answer to this "big question."

Your assessment will be a project that can be done in a number of ways. The criteria are given below. Some ideas and descriptions of possible avenues to accomplish the criteria follow.

What your project **MUST** include:

- *Four quotes from the book with page numbers that illustrate or address indifference in the memoir.*
- *An explanation or interpretation of each quote in your own words*
- *Your creative and/or artistic response to the quotes individually or as a whole to demonstrate your answer to the "big idea" question. In other words, what have you learned about indifference as it affects others from Elie Wiesel's account of his experiences during the Holocaust?*

PROJECT IDEAS: you may choose one of the following

- On poster board or other **large** paper, **create a collage of SYMBOLS or ILLUSTRATIONS** from magazines, newspapers, photocopies, personal artwork. Make sure that the **TONE** is similar to *Night*. Your 4 quotes, interpretation, and answer to the "big question" must somehow be incorporated into the visual.
- Write a poem.** You must write a minimum of **40 lines** but they can be broken into several smaller poems if you wish. Your 4 quotes, interpretation, and answer to the "big question" must somehow be incorporated into the poetry, in a written accompaniment to the poetry, or some kind of artwork that illustrates your poems.
- Create a work of art.** Your 4 quotes, interpretation, and answer to the "big question" must somehow be incorporated into the artwork or in a written accompaniment to the artwork.
- Write a story.** Your characters and conflicts should reflect your understanding of an answer to the "big question." Somehow either incorporate the 4 quotes and interpretation into your story or write an accompaniment to your story which includes your quotes and interpretation.
- Scrapbook or portfolio.** Using text, visuals, poetry and mixed media, display the 4 quotes you have chosen along with your interpretation. Your answer to the "big question" must somehow be incorporated into the scrapbook.
- Moviemaker movie** of between 1.5 and 2.5 minutes. The project should use visuals and text creatively to display the 4 quotes you have chosen as well as their interpretation. Through music choice and visuals, the viewer should be able to see and understand your answer to the "big question" for the unit.
- Any other project** that has been **approved by me** which incorporates 4 quotes and interpretation towards a demonstration of your understanding of the answer to the "big question."

Your work will be assessed for its **adherence to the essential criteria, effort, and your ability to communicate your personal understanding of the answer to the big question, "How does indifference affect people as individuals and as a society?"**

Night Final Assessment Presentation

EVERY PRESENTATION MUST BEGIN WITH YOUR COMPLETION OF THIS SENTENCE IN YOUR OWN WORDS: "Indifference is..." Do not give the definition of indifference. Rather, your sentence should be a summary of what you have learned about indifference from this book. However you complete the sentence, it should relate to your project as a whole and become its introduction. Must be 2-3 minutes in length

Explain how you used your presentation to answer the "big question," "How does indifference affect people as individuals and as a society?"

Must be delivered with eye-contact, good diction, and be of appropriate volume. You may not have any note cards. This is your work; explain it. You will only need to memorize your introduction sentence

Before You Read

Night chapters 1 and 2

FOCUS ACTIVITY

What events can suddenly change the course of a person's life?

Discuss

In a small group, discuss events that unexpectedly change people's lives—a natural disaster or death of a loved one, for example. Discuss possible effects and emotional reactions you or others might have to each event.

Setting a Purpose

Read to find out how young Elie Wiesel's life is profoundly and forever changed.

BACKGROUND

Time and Place

The town of Sighet, where *Night* begins, has been part of both Romania and Hungary at various times. During Wiesel's childhood, Sighet was home to 15,000 Jews. Most were devout Hasidic Jews whose lives focused on family, religion, and learning. Like most of their Jewish neighbors, the Wiesels were poor but intensely committed to education. For young Elie that meant spending his days and evenings studying sacred Jewish texts such as the Torah and Talmud. At the age of twelve, Wiesel began exploring *cabbala*, or Jewish mysticism—an approach to Bible study that analyzes hidden meanings in the text.

As World War II progressed, Wiesel's father Chlomo began helping Jews escape from Poland, risking his life to help others escape Nazi persecution. Chlomo continued to believe that he and his family would not be separated.

Did You Know?

Judaism dates back nearly 4,000 years. It shares many ideas with—and in fact is an ancestor to—both Christianity and Islam. These three religions all originated in the same part of the world, the area we now call the Middle East. The sacred texts of all three religions overlap in several ways. The Hebrew Bible is what Christians call the Old Testament. Many of these Bible stories also appear in the Islamic sacred text, the Qur'an.

Two important Jewish holy days are Rosh Hashanah and Yom Kippur. Rosh Hashanah is the Jewish New Year and usually occurs in September. Ten days later comes Yom Kippur, which is a day of fasting and atonement. Passover is a springtime ritual that celebrates the Jews' escape from slavery in Egypt.

VOCABULARY PREVIEW

compatriots [kəm pā't rē əts] *n.* fellow countrymen

edict [ē'dikt] *n.* official statement; law

expound [iks paʊnd] *v.* to set forth in detail

firmament [fur'mə mənt] *n.* the sky, or heavens

hermetically [hər met'ik lē] *adv.* completely sealed; airtight

pestilential [pes'tə lən'shəl] *adj.* filled with disease; contagious

phylacteries [fi lək'tər ēz] *n.* small boxes containing scripture; worn by some Jewish men for daily prayer

pillage [pil'ij] *v.* to rob with open violence

premonition [prē'mə nɪsh'ən] *n.* anticipation of an event, usually negative, even without actual warning

truncheon [trʌn'ʃən] *n.* a police officer's stick

Active Reading

***Night* chapters 1 and 2**

In chapters 1 and 2, a number of significant things happen to Elie Wiesel and the other Jews of Sighet. As you read this section, look for important events and for how people respond to them. List some key events in the Event column. In the Response column identify how Wiesel and the other Sighet Jews respond. In the third column, write what happens next in the story. Discuss whether or not the villagers' responses to events influenced, at least in part, events that followed.

Event	Response	What happens next
Moché the Beadle is deported because he is a foreign Jew.		

Responding

Night chapters 1 and 2

Personal Response

What is your reaction to Moché the Beadle? What do you think about his treatment by the villagers after his return from Poland?

Analyzing Literature

Recall and Interpret

1. Describe Wiesel's community at the beginning of the story. How does young Elie view the world and his place in it?

2. What are some incidents that suggest or foreshadow the coming danger to the Sighet Jews? Why doesn't the community believe it is in danger?

3. What are the conditions on the Jews' train journey? How do the Jews react to Madame Schächter's behavior? What does this reveal about human nature?

Responding

Night chapters 1 and 2

Analyzing Literature (*continued*)

Evaluate and Connect

4. What connection might there be between Madame Schächter's treatment on the train and possible future events in the concentration camp? What are some other ways that Wiesel foreshadows, or hints at, the horrors ahead?

5. Even though it was 1944, and Nazi extermination of Jews had begun years earlier, the Sighet Jews had very few facts about it. Do you think it is possible in today's world for a community to know so little, to be so unprepared? Explain.

Literature and Writing

Personal Letter

Wiesel explains that Moché the Beadle flees Sighet when the Germans arrest leaders in the Jewish community. Think back to your response in the **Focus Activity**. Assuming that Moché has escaped to freedom, what would you want to say to him about his situation? What feelings would you want to express about the dire circumstances in which his fellow villagers find themselves? On a separate piece of paper, write a letter to Moché expressing your thoughts.

Before You Read

Night chapters 3 through 5

FOCUS ACTIVITY

How have you reacted when faced with danger, whether to you or someone else?

Web It

Create a cluster web, with *danger* written in the center circle. In circles radiating from the center, list possible reactions to dangerous situations. In other circles coming off of the reaction circles, brainstorm possible consequences of those reactions.

Setting a Purpose

Read to find out how Wiesel responds to many dangerous situations.

BACKGROUND

Time and Place

The Nazis opened the first concentration camp in 1933, soon after Hitler became German Chancellor. In the years leading up to war, Hitler imprisoned thousands more people. Once Hitler began invading other lands, the demand for camps skyrocketed. Jews imprisoned during these early years were often kept only long enough to convince them to flee German-held lands. Many did, though without going far enough to escape later reimprisonment. Auschwitz, where Wiesel was initially taken, opened in 1940. With its reception centers, such as Birkenau, Auschwitz eventually became the largest of the camps.

In 1941 Hitler invaded Russia and was plunged into the first long battle of the war. He needed supplies and weapons. Thus, many of the camps became forced labor centers that used prisoners to fuel the Nazi death machine. In 1942, at the Wannsee Conference, Hitler and his allies developed the official policy known as the “final solution.” Under this plan, Jews in particular would be worked until they collapsed and then they would be killed. Hitler’s scientists first experimented with “mercy killings” on people who were mentally ill. Methods for mass murders, such as lethal injection and poisonous gas, were later developed. Gas chambers were added to six camps. In these camps, mass extermination began in earnest. More than 1.25 million people were killed at Auschwitz alone.

Did You Know?

Insufficient food and the lack of a balanced diet led to malnutrition and starvation for many concentration camp prisoners. When people are undernourished, their bodies cannot grow or repair themselves properly. People lose weight and are more likely to fall ill. Children who are still growing suffer even more problems. Some common diseases that result from malnutrition are scurvy and beriberi, in which a lack of vitamins and minerals weaken bones and cause stomach problems.

VOCABULARY PREVIEW

bestial [bes'chəl] *adj.* like a beast or animal

blandishments [blan'dish mənts] *n.* something used to coax

crucible [krō'sə bəl] *n.* container for cooking at high heat

emaciated [i mə'shē āt'əd] *adj.* marked by abnormal thinness caused by starvation or disease

leprous [lep'rəs] *adj.* showing signs of leprosy, which is an infectious disease that affects body tissue

manacle [man'ə kəl] *v.* to handcuff

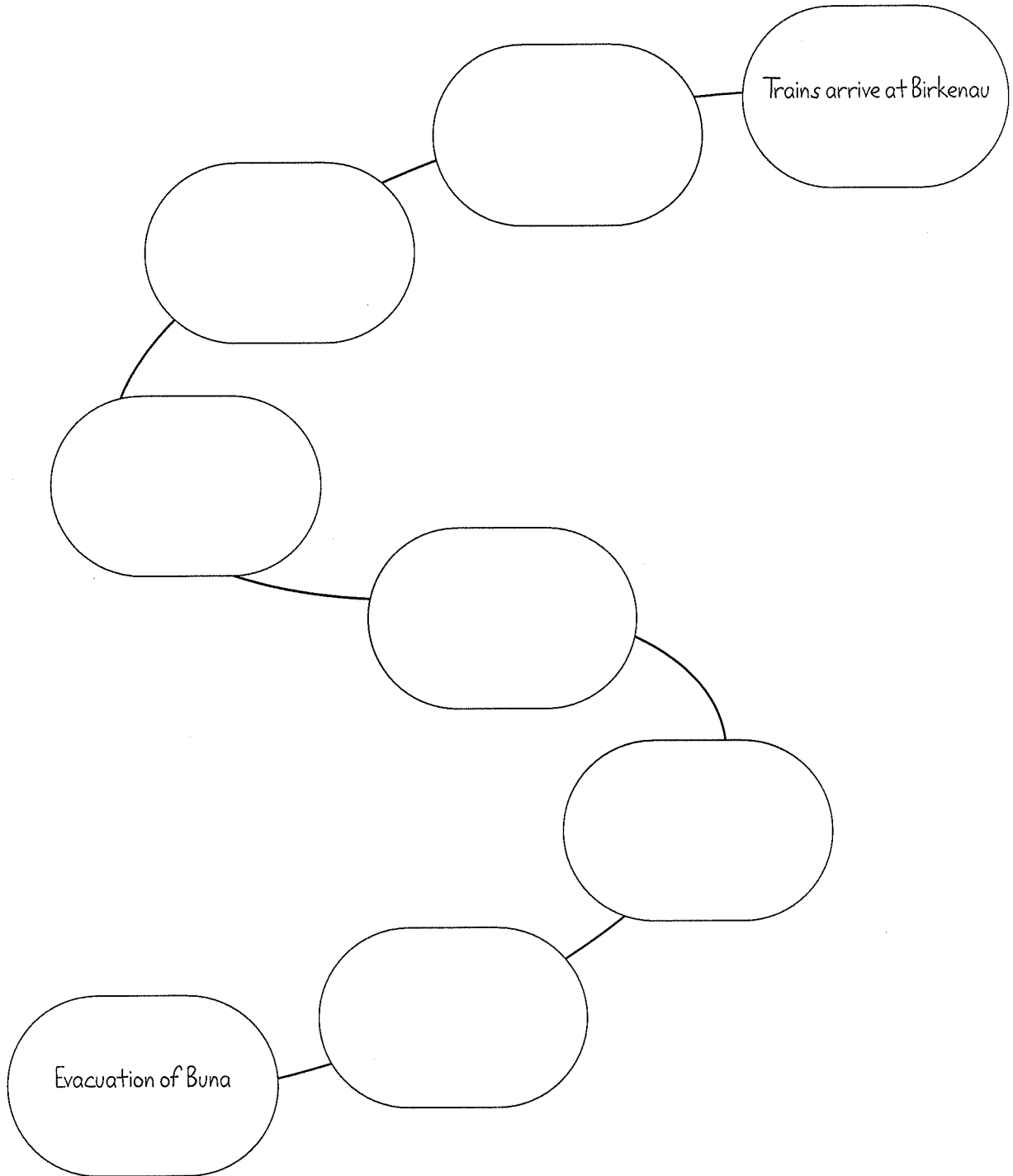
queue [kū] *n.* waiting line

wizened [wiz'ənd] *adj.* dry, shrunken, wrinkled

Active Reading

***Night* chapters 3 through 5**

As you read chapters 3 through 5, complete the flow chart below by listing in chronological order the major events that occur from the arrival of the trains at Birkenau to the evacuation of Buna. Add more circles if necessary.



Responding

Night chapters 3 through 5

Personal Response

When he arrives at Auschwitz and then at Buna, Wiesel describes scenes he will never forget. What scenes, ideas, or feelings from the memoir do you find unforgettable?

Analyzing Literature

Recall and Interpret

1. Describe the conditions first at the Birkenau reception center, then at Auschwitz, and later at Buna. How does Wiesel's relationship with his father change during this time?

2. What events lead to the two hangings Wiesel describes? How does Wiesel feel about his evening meal after each hanging? What do his reactions suggest about how he is changing?

3. What are some ways that Wiesel and the other Jews at the camps try to observe their religion? How have Wiesel's feelings about God changed since his captivity began?

Responding

Night chapters 3 through 5

Analyzing Literature (*continued*)

Evaluate and Connect

4. In the camps, Wiesel must struggle to stay alive and to remain human. In your opinion, how well does he succeed with his struggles?

5. There are several discussions about resistance by the prisoners. Why do you think there was no large scale effort to resist?

Literature and Writing

Persuasive Essay

On Yom Kippur, the day of atonement, Jews traditionally fast to show God that they are sorry for their sins and to ask forgiveness. Only those over the age of thirteen and those who are healthy must fast. The imprisoned Jews discuss whether or not fasting is appropriate under the life or death conditions of the camp. Recall and consider your **Focus Activity** on page 16. Write a short essay on whether the prisoners should fast.



Save your work for your portfolio.

Before You Read

Night chapters 6 through 9

FOCUS ACTIVITY

What does it mean to feel hopeless? How do you think hopelessness affects people's lives?

Quickwrite

Describe on paper a time when you or a friend felt hopeless. What circumstances caused this feeling? How did you or your friend respond to the situation?

Setting a Purpose

Read to find out how Wiesel confronts and responds to the increasing hopelessness of his situation.

BACKGROUND

Time and Place

The Allies invaded Europe on D-Day, June 6, 1944. At the time of Wiesel's imprisonment in 1944, Germany was already losing the war. This reality only inflamed Hitler's desire to exterminate the Jews. Gassings and mass shootings escalated despite calls from the German army for more war production laborers. Many camps were closed in the spring of 1944, not long after Wiesel had reached Auschwitz. While many non-Jews were sent to labor camps, many Jews were sent to the Auschwitz gas chambers.

Did You Know?

Psychologists who study Holocaust survivors have recognized a pattern of reaction to the concentration camp experience. At first, prisoners were stunned and paralyzed by the horror. Many did not survive this early shock, in fact, the highest death toll was among new prisoners. Even if they weren't selected for death, they fell ill, were grief-stricken by the loss of family members, became exhausted, or simply gave up hope in the face of evil. Those who survived these early experiences recovered some sense of balance. Many have reported that they separated themselves from their surroundings and even their bodies. They focused on surviving one day at a time. With each new onslaught of horror or loss, prisoners repeated this process. Some people became what prisoners called *muselmänner* or "walking dead." If a prisoner fell into this state for too long, death was probably imminent. Viktor E. Frankl's book, *Man's Search for Meaning*, offers insightful clues as to why some people survived the psychological horror of concentration camps and others did not.

VOCABULARY PREVIEW

contagion [kən tʃə'jən] *n.* an influence that spreads rapidly

embarkation [em'bær kə'shən] *n.* beginning of a journey

encumbrance [en kum'brəns] *n.* burden

indeterminate [in'di tur'mi nit] *adj.* vague, not fixed in advance

rivet [riv'it] *v.* to hold attention tightly, as if physically attached

semblance [sem'bləns] *n.* outward appearance, but with a sense of falsity

vigilance [vij'ləns] *n.* state of extreme watchfulness

Active Reading

Night chapters 6 through 9

In this section, Wiesel is pushed closer and closer toward hopelessness and death. His inexplicable will to live and the realities of life pull him back again and again. As you read, think about the events and emotions that influence Wiesel's zigzag journey between death and life. In the chart below, record examples of events that create a sense of hopelessness and events that provide hope.

Hopelessness and Death		Hope and Life
<p>pain in foot; exhaustion, death seems a release</p>	<p>→</p>	<p>His father needs Wiesel's support; Wiesel cannot abandon him</p>
	<p>→</p>	
	<p>→</p>	
	<p>→</p>	
	<p>→</p>	
	<p>→</p>	

Copyright © by The McGraw-Hill Companies, Inc.

Responding

Night chapters 6 through 9

Personal Response

What feelings and thoughts went through your mind as you read about Wiesel's final experiences as a German prisoner? What would you say if you could talk to him about this time in his life? What would you want him to explain to you?

Analyzing Literature

Recall and Interpret

1. Why do Wiesel and his father leave Buna? How do they respond to the circumstances of the forced march?

2. What happens between Rabbi Eliahou and his son? What does Wiesel's reaction to this incident reveal about his relationship with God?

3. How does Wiesel treat his father during the journey to Buchenwald and later during Chlomo's illness? How does Wiesel's link to his father affect his will to survive?

Responding

Night chapters 6 through 9

Analyzing Literature (*continued*)

Evaluate and Connect

4. Given their life or death situation, do you believe Wiesel's attitude toward his father was understandable? Explain your reactions.

5. Wiesel believes that remembering the Holocaust will help to ensure that this type of atrocity does not occur in the future. Do you think learning about historical events can guide people to behave differently? Explain.

Literature and Writing

Differences in Language

Compare and contrast the language in chapters 6 through 9 with that of chapters 1 through 5. Based on the differences in vocabulary and dialogue, what kinds of physical and emotional changes do you think Wiesel, his father, and the other prisoners experience during their final months of imprisonment? Write your evaluation in a brief essay.

possible.



Save your work for your portfolio.