

Name _____

Night
Elie Wiesel

English 9

Credit 3

Before Reading	<input type="checkbox"/> Read "A Brief History of Antisemitism" and answer questions <input type="checkbox"/> Read "Night: The Setting" and "Night: The Author" and answer questions
During Reading	<input type="checkbox"/> Preview each chapter's purpose before you begin reading. <input type="checkbox"/> Complete the vocabulary development with original sentences <input type="checkbox"/> Complete the questions and activities section for each chapter. <input type="checkbox"/> Complete the characterization chart
After Reading	<input type="checkbox"/> Read Elie Wiesel's Nobel Prize speech at the end of the book. Respond to purpose and method in the Going Further section. <input type="checkbox"/> Outline your essay. <input type="checkbox"/> Complete extra credit.
Test	You will write an essay response to literature when you come to school. You will discuss your outline with your English teacher before you write the final draft. You will need to have a strong thesis statement and evidence from the text that supports your ideas.

Do not write here! For teacher use only!

Teacher Check List

- Check background questions
- Check Questions and Activities for completion, understanding, and detail
- Check Characterization Chart
- Read Going Further Response
- Check essay outline. Make sure the thesis is appropriate and all support is thorough.

Date	
Grade	
Supervising Teacher	
NCLB Teacher	
Comment	

Before Reading: ___/10 During Reading: ___/45 After Reading: ___/15 Essay: ___/30

Standards

Reading - Literature

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in

Reading - Informational Text

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant or sufficient evidence.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

The information, questions, and activities in this packet were drawn from many sources, including Glencoe/McGraw-Hill Publishing Co., TeacherWeb.com, and The United States Holocaust Memorial Museum page.

Before Reading

A BRIEF HISTORY OF ANTISEMITISM

Adapted from an article on <http://www.humanitas-international.org/holocaust/antidem.htm>

Jews have been persecuted¹ for thousands of years all over the world. In the year 70 B.C.E. Pompey the Great, a powerful Roman military leader, conquered Jerusalem, the capital of Palestine. Pompey defiled the Jewish temple, killed the priests, and ordered the Jews to begin worshipping the Roman gods. Most Jews resisted, but pressure to worship the Roman gods only mounted, and as the pressure increased, so did conflict within the Jewish community. Many Jews called for open rebellion against Rome, while others argued that Jews must be willing to adapt.

A hundred years later ... Jesus, a Jew from Nazareth, began his ministry and travels in Palestine². Eventually, non-Jewish Romans called for the death of Jesus, after which his followers renounced³ Judaism and started Christianity...

By the fourth century, Jews were generally despised by Christians everywhere. St. Augustine, one of Christianity's most influential leaders, likened the Jewish people to Cain, who murdered his own brother and thus became the first criminal in biblical history. St. Augustine wrote that Jews were a "wicked sect" and should be subjected to permanent exile because of their evil ways. John the author of the book of Revelations even called Jews the children of the devil. (John 8:44)

Laws were passed throughout the Christian world to "protect" the "faithful" from Jewish "contamination" by forbidding them to eat with, do business with, or have sex with Jews, and by the sixth century, Jews were not allowed to hold public office, employ Christian servants, or even show themselves in the streets during Holy Week (the week commemorating the time between Jesus' "Last Supper" and his crucifixion).

Beginning in 1096, Christian leaders launched a series of crusades against the Muslims to win control of Palestine, the birthplace of Jesus. On their way to the Middle East, the crusader armies attacked Jewish communities along the route. The First Crusade was especially bloody. Entire communities of Jews were forced to choose between baptism or death, and since few Jews would renounce their faith, the First Crusade resulted in nearly 10,000 Jews being slaughtered during the first six months alone...

Godfrey Bouillon, leader of the First Crusade, vowed "to leave no single member of the Jewish race alive," and ordered the synagogue in Jerusalem burned to the ground with its entire Jewish congregation trapped inside.

Thousands of Jews fled to Eastern Europe, but they were unable to escape the relentless oppression, and by the thirteenth century, church leaders in what is now Germany required all Jews to wear cone-shaped hats so that no one would mistake them from ordinary Germans. In Latin countries, Jews were forced to sew yellow badges on their clothing as a means of instant identification. The persecutions, large and small, went on and on.

Peter Abler, a twelfth century philosopher and priest wrote of the Jews:

"Heaven is their only place of refuge. If they want to travel to the nearest town, they have to buy protection with huge sums of money from the Christian rulers who actually wish for the Jews' deaths so that the rulers can confiscate the possessions of the Jews. The Jews cannot own land or vineyards. Thus, all that is left to them as a means of livelihood is the business of money lending, and this in turn brings the hatred of Christians upon them even more."

Jews were allowed to become moneylenders largely because the Catholic Church considered it a sin for Christians to charge interest for lending money. And because Jews had few other ways of earning a living, large numbers of them eventually became bankers and financiers, which resulted in a stereotyping of Jews as money-hungry exploiters and usurers⁴. It was a stereotype that was to

¹ persecuted: oppressed, mistreated, victimized

² Palestine: area of land between the Mediterranean Sea and the Jordan River that is often referred to as the Holy Land for Jews, Muslims, and even Christians

³ renounce: reject, abandon, disown

⁴ usurers: people who make loans with very high interest rates

linger even after Jews were driven from the banking industry years later, and still continues in many places up until the present day.

By the end of the fifteenth century, except for a few business encounters, Jews were totally isolated from their Christian neighbors. In some countries, Jews were forcibly confined in ghettos, sections of cities that were enclosed by high, prison-like walls. With forced segregation came new myths and stereotypes. Increasingly Jews were portrayed as agents of the devil, responsible for every catastrophe from random crime to plague and drought. Artists portrayed Jews as having horns, tails, and evil satanic faces. Christian priests and scholars often elaborated on the idea that Jews were evil creatures who were somehow less than human.

In 1517, Martin Luther, a Catholic priest in Germany, complained of corruption in the Church of Rome and called on Church leaders to reform. Instead, the Church branded him a heretic and excommunicated him. The result was the Protestant Reformation, which ultimately led to the founding of New Christian churches in Western Europe and a series of devastating wars.

Luther had hoped to convert Jews to Christianity. In 1523, he told his followers, "...we in our turn ought to treat the Jews in a brotherly fashion in order that we convert some of them ... we are but Gentiles, while Jews are of the lineage of Christ."

But when Jews refused to convert, an angry Luther wrote, in part:

"First their synagogues... should be set on fire, and whatever does not burn up should be covered or spread over with dirt so that no one may ever be able to see a cinder or stone of it. And this ought to be done for the honor of God and of Christianity in order that God may see that we are Christians... Secondly, their homes should likewise be broken down and destroyed... For, as has been said, God's rage is so great against them that they only become worse and worse through mild mercy, and not much better through severe mercy.

Therefore away with them... To sum up, dear princes and nobles who have Jews in your domains, if this advice of mine does not suit you, then find a better one so that you and we may be free of this insufferable devilish burden -- the Jews."

Other Protestant leaders were more tolerant of Jews, but even among the most tolerant, the old stereotypes of Jews lingered on. As Malcolm Hay, a Catholic historian, explains:

"Men are not born with hatred in their blood. The infection is usually acquired by contact; it may be injected deliberately or even unconsciously by the parents, or by the teachers... The disease may be spread throughout the land like the plague, so that a class, a religion, or a nation will become the victim of popular hatred without anyone knowing exactly how it all began; and people will disagree, and even quarrel among themselves, about the real reason for its existence; and no one foresees the inevitable consequences."

Over time, most Jews were driven from central Europe. Many of them settled in Poland and Russia. But there the persecution continued. In 1648 and 1649, thousands of Polish Jews were slaughtered⁵. During the late 1800's, in both Poland and Russia, Jews were murdered in organized mass killings called *pogroms*.

Meanwhile, in France, many Christians were calling for the emancipation⁶ of Jews. This push for Jewish civil rights was an outgrowth of the French Revolution (1789-1799) with its emphasis on liberty and equality. The movement grew, and by the mid 1800's, most Western and Central European Jews were fully emancipated.

Yet, during the late 1800's, "Jew-hatred" resurfaced as a formidable force throughout Europe, and in 1879 the word "Anti-Semitism" was coined by the German journalist and pre-Fascist Wilhelm Mahr who felt he needed a more scientific ... term than "Judenhass" (German for "hatred of Jews") to define a political movement centered upon hatred of Jews.

About this same time a new Jewish movement called Zionism emerged, and many Jews began working toward an independent Jewish state in Palestine, viewing this as the only sure way to avoid the resurgent persecution. Zionists in large numbers bought land and settled in Palestine.

⁵ slaughter: kill, massacre, murder

⁶ emancipation: freedom from legal persecution, the lifting of laws that victimize a group of people

In 1918, during the course of World War I, Britain captured Palestine from the Ottoman Turks. Fearing the hostility of the local Palestinians and neighboring Arab nations, Britain soon limited Jewish immigration to Palestine, even though many Jews had aided in the British takeover.

In 1933, Adolf Hitler became Chancellor of Germany and set out on a concentrated program to intensify his nation's hatred of the Jews. Hitler once said that if the Jews hadn't existed he would have had to invent them. In many respects that is exactly what he did. Hitler mounted a powerful propaganda campaign ... which blamed the Jews for Germany's many economic problems..

Germany's nationalistic hatred of the Jews ultimately lead to what was known as the "Final Solution:" the physical annihilation⁷ of almost six million Jews -- in addition to almost five million other non-Jewish "racial enemies" of the German people during World War II.

Questions

1. Why is St. Augustine's comparison of the Jews to Cain in the story of Cain and Abel so disturbing? What does it imply about Jewish people? _____

2. Even though the Jews were persecuted over and over throughout history, many refused to renounced their faith or convert to other religions. Do you think this is a positive or negative trait? Why? _____

3. Why is it important that Jews were not allowed to own land or vineyards? _____

4. How did Martin Luther change his position on the Jews? _____

5. What did Hitler mean when he said that if the Jews hadn't existed he would have had to invent them? _____



⁷ annihilation: extermination, total destruction

NIGHT: THE SETTING

Night takes place in Europe (Romania, Poland, and Germany) during World War II (1939–1945). This war, sparked by German aggression, had its roots in the ending of an earlier war. With Germany’s defeat in World War I, the nation was left with a broken government, a severely limited military, shattered industry and transportation, and an economy sinking under the strain of war debts. Many Germans were humiliated and demoralized.

The Nazi party—in German *NAZI* stands for National Socialist German Workers Party—came to power in the late 1920s. The party, through its leader Adolf Hitler, offered to restore German pride. At large rallies Hitler spoke of Germany’s long military tradition, its national character, and its entitlement to greatness. To explain Germany’s fallen state, Hitler blamed the Jews and others whom he said were not true Germans. Many Germans responded enthusiastically to Hitler’s ideas, and in 1933 he became chancellor, or leader, of the country.

During the first six years of Hitler’s dictatorship, the Nazis created laws that dramatically limited civil rights for Jews. They barred all Jews from political office, saying that they were untrustworthy. Then they limited the number of Jews who could be accepted as students in colleges and universities and the number of Jews who could practice law or medicine. By 1935 there were laws forbidding Jews and other non-Aryans from marrying or having sexual relations with any people of “German or German-related blood.” Then they were deprived of political rights and prohibited from voting. These laws included all people who had three or four Jewish grandparents, even if the person did not identify himself as Jewish or had not practiced the religion of Judaism for many years. Even people with Jewish grandparents who had converted to Christianity could be categorized as Jews.

Between 1933 and 1938, the Nazi government made it legal to fire Jewish employees, even if they performed their jobs well, and transfer ownership of Jewish-owned businesses to non-Jews. By 1938, Jews were barred from all educational institutions and many public buildings, Jewish doctors could not treat non-Jews. The next year, it became a requirement that all Jews wear a badge on their clothing that identified them as Jewish, typically a Star of David.



Once in power, Hitler was able to restore Germany’s economy and its military. He used that progress to support his expansion efforts, unchecked by Allied countries struggling with the worldwide Great Depression. In 1938 Hitler began invading the lands around Germany. Britain and France declared war in 1939. The United States did not enter the war until 1941.

In 1941, when *Night* begins, Hitler seemed unstoppable. By 1942 he controlled or was allied with most of Europe, including Wiesel’s Romania, which was pro-German. As the story progresses, Wiesel is confined in a total of three concentration camps, Auschwitz and Buna, in Poland, and later Buchenwald, in central Germany.

Hitler’s treatment of the Jews was more than a political strategy. He was an anti-Semite (hater of Jews) who viewed the Jews as an inferior race. In fact, Judaism is not a race, but rather a religion. Soon after taking control of Germany, Hitler began persecuting German Jews. They lost their citizenship and often their right to work, were barred from public schools and gathering places, could no longer marry non-Jews, and suffered frequent physical attacks to their homes and businesses.

Hitler defined as Jews those with at least one Jewish grandparent, whether or not they observed their religion. By 1938, before the War spread beyond Germany, Hitler and his secret-police organization, the Gestapo, had already imprisoned more than 30,000 Jews. In keeping with his goal of achieving German racial “purity,” Hitler also attacked and imprisoned Gypsies, people with handicaps, and homosexuals. Those who disagreed with Hitler’s political views—Communists, Jehovah’s Witnesses, Soviet and Slavic prisoners of war—were also mercilessly imprisoned, enslaved, and murdered. As Hitler’s control of Europe spread, more and more innocent people were imprisoned or killed. Some were forced to live in ghettos, enclosed areas within cities, where they often starved. Others were executed or sent to the rapidly expanding camp system. By the end of the war, at least six million Jews and five million non-Jews had been killed.

Questions

1. What does NAZI stand for? _____
2. Why were Jews persecuted in Europe during the 1930s and 1940s? _____

3. How did Hitler justify the capture, imprisonment, and killing of so many groups? _____

4. How are the Nazi tactics to eliminate the Jews similar to or different from those used before? _____

NIGHT: THE AUTHOR

The obligation Elie Wiesel feels to justify his survival of a Nazi concentration camp has shaped his destiny. It has guided his work as a writer, teacher, and humanitarian activist; influenced his interaction with his Jewish faith; and affected his family and personal choices. Since World War II, Wiesel has borne witness to persecution past and present. He has sought to understand humankind's capacity for evil, halt its progress, and heal the wounds it has caused.

Wiesel did not expect to be a novelist and journalist when he grew up. His early writings focused on the Bible and spiritual issues. The studious and deeply religious only son of a Jewish family in the village of Sighet, Romania, Wiesel spent his childhood days of the 1930s and 1940s studying sacred Jewish texts. Wiesel's mother, an educated woman for her time, encouraged her son's intense interest in Judaism. Wiesel's early love of stories, especially those told by his grandfather, may explain why he became a storyteller himself.

In 1944 during World War II, Wiesel's life took a profoundly unexpected turn when Germany's armies invaded Sighet. He and his family were sent to concentration camps at Auschwitz and at Buna, both in Poland. His imprisonment, which he describes in horrifying detail in *Night*, forever changed Wiesel as a man and as a Jew.

Wiesel was freed in April 1945, when he was sixteen years old. He went to a French orphanage and was later reunited with his older sisters. Wiesel completed his education, working as a tutor and translator to fund his schooling. Before long, Wiesel was writing for both French and Jewish publications. Still, he did not—and vowed he would not—write about the Holocaust, saying years later, "You must speak, but how can you, when the full story is beyond language." He did not break this vow until he began writing *Night*, his own memoir.

Wiesel settled in the United States in 1956. He continued to write about the Holocaust. Wiesel's largely autobiographical novels, *Dawn* and *The Accident*, further explore his role as a survivor. His novels *The Town Beyond the Wall* and *The Gates of the Forest* focus on other aspects of the Holocaust. Wiesel's play, *The Trial of God*, challenges God to provide an explanation for allowing so much suffering to occur.

Wiesel, who married Holocaust survivor Marion Erster Rose in 1969, has worked against oppression and persecution around the world. He feels a special obligation to speak out against injustice. Toward that end, he teaches humanities at Boston University and contributes his energies to a range of humanitarian organizations. Wiesel helped organize and found the United States Holocaust Memorial Museum. He hopes to broadcast his belief that persecution is an experience all people must recognize and protest. In accepting the Nobel Peace Prize in 1986 for his activism and courageous works, Wiesel summed up his call to action:

Sometimes we must interfere ... Wherever men or women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe. Never shall I forget that nocturnal silence which deprived me, for all eternity, of the

desire to live. Never shall I forget those moments which murdered my God and my soul and turned my dreams to dust.

—Elie Wiesel in *Night*

These are the author’s own words, describing his arrival at the concentration camp that would claim the life of his mother and younger sister. According to critic Kenneth Turan, Wiesel’s memoir commands readers to feel “the inexpressible nausea and revulsion that a simple recitation of statistics never manages to arouse.”

Night begins in 1941 in Wiesel’s Eastern European village of Sighet. As World War II consumes Europe, Wiesel and the other Jews of Sighet still feel safe. An intensely religious young man, Wiesel spends his days studying sacred Jewish texts. By 1944, however, the Germans occupy Sighet and Wiesel’s struggle to survive begins. Wiesel is deported to a Nazi concentration camp where he faces terrifying brutality, the tormenting losses of family and friends, a changing relationship with his father, and an intense challenge to his religious faith. Through young Wiesel’s eyes, readers travel into the hell of Hitler’s death camps and into the darkness of a long night in the history of the human race.

Wiesel wrote *Night* nearly ten years after the end of World War II. In an interview with noted French Catholic writer and humanitarian François Mauriac, he was inspired to break an earlier vow of silence he had made about the Holocaust. Mauriac urged Wiesel to tell his tale, to hold the world accountable. The resulting 800-page Yiddish manuscript, *And the World Remained Silent*, was the material from which the considerably shorter *Night* evolved. In its shorter version, Wiesel’s memoir was published first in France and later—after much resistance due to its distressing subject—in the United States. Slowly, it gathered force and has since been read by millions.

Though the story is written in narrative form, it is not a novel. As a memoir, *Night* is a brief autobiographical work in which the author recounts events he has witnessed and introduces people he has known. It is the first of many attempts Wiesel has made to honor these people, many now long dead, and to tell their horrible stories. With *Night* Wiesel also begins an attempt to find some human or divine explanation for the events he witnessed. For a man raised with deep religious faith, reconciling Nazi actions with Judaism has been a life-directing task.

Since *Night*’s American publication in 1960, Elie Wiesel’s willingness to share his own story has helped turn the tide of world discussion. After the end of World War II, many people—Jews and non-Jews alike—did not want to think or talk about the horrible events that had occurred. They wanted to avoid the responsibility that might fall on individuals, governments, and organizations who knowingly, or unknowingly, allowed the Holocaust to happen. Some even tried to deny that the Holocaust actually took place. The works of Elie Wiesel ring out in protest against that absurdity and demand that people remember. As he said in a *People* magazine interview:

the only way to stop the next holocaust ... is to remember the last one. If the Jews were singled out then, in the next one we are all the victims.

Questions

5. To “bear witness” means to “provide evidence for.” How might *Night* provide evidence for “persecution past and present”? _____

6. Why did Wiesel originally vow not to write about the Holocaust? What changed his mind? _____

7. What is the difference between a novel and a memoir? _____

During Reading

CHAPTER 1 & 2 VOCABULARY DEVELOPMENT

Review the vocabulary list for Night by Elie Wiesel and write each word in a sentence.

Word	Definition	Sentence
anti-semitic	Against Jews and the religion of Judaism	
concentration camp	Camps that were primarily used for slave labor, holding camps or transit camps.	
death camp	Camps dedicated to the efficient murder of Jews and other victims; e.g. Auschwitz-Birkenau, Belzec, Chelmo, Madjanek, Sobibor, Treblinka. The term was also used for concentration camps where thousands died of starvation and disease.	
Death's head	Skull insignia for S.S. brigades working in concentration camps.	
Hitler, Adolf (1889—1945)	Dictator of Germany, 1933—1944.	
Passover	In Hebrew, Pesach. Greek word for the celebration of the exodus of Jewish people from slavery in Egypt.	
rabbi	a scholar and teacher of Jewish law; the spiritual leader of a Jewish congregation.	

Word	Definition	Sentence
Cabbala	Jewish mysticism, including numerology.	
fascism	A system of government with centralized authority under a dictator, strict socioeconomic controls, suppression of the opposition through terror and censorship and a policy of aggressive nationalism and racism.	
Gestapo	German acronym for the German Secret State Police, part of the SS notorious for terrorism against enemies of the state.	
ghetto	The confinement of Jews in a set-apart area of a city. The first exclusively Jewish ghetto was in Venice in 1516.	
Synagogue	A Jewish house of worship and study.	
Zionism	Political movement advocating the establishment of a Jewish state.	
Austerlitz	Parisian railroad station for eastbound trains. Austerlitz was the name of a Czech city.	
truncheons	short, thick bats or clubs	

GUIDED READING QUESTIONS & ACTIVITIES

Chapter 1 and 2 (page 3 - 28)



The entrance to the Auschwitz-Birkenau camp. Photo Credit: Philippe Giraud/Good Look/Corbis, History.com

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

1. How do Elie and the other Sighet Jews respond when Moishe the Beadle tries to tell them what is happening in Poland? What do you think of his tales? _____

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

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

4. What are the conditions on the Jews' train journey? _____



5. How do the Jews react to Madame Schächter’s behavior? What does this reveal about human nature? _____

6. 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? _____

7. The last paragraph in chapter 2 is very powerful. What are some of the most important words or phrases in the paragraph? What is the effect of the phrase “In Birkenau”? _____



CHAPTER 3, 4, & 5 VOCABULARY DEVELOPMENT

Review the vocabulary list for Night by Elie Wiesel, and write each word in a sentence.

Word	Definition	Sentence
compulsory	required; that which must be done	
lucidity	clear-headedness; clarity; rational understanding	
sage	a person who is very wise, especially one whose great wisdom is the result of age and experience	
unremittingly	constantly; without interruption	

Word	Definition	Sentence
Aryan	In Nazi ideology, the pure, superior Germanic race.	
emigration	the act of leaving one country or region to settle in another	
sanctity	holiness; sacredness	
countenance	face or features of the face	
crucible	container or vessel made of a substance that can withstand extreme heat; a severe trial or test	
indeterminate	indefinite; vague; subtle	
lamentation	an expression of grief and sadness	
reprieve	a postponement of punishment; a temporary relief	
Rosh Hashana	Jewish New Year.	

GUIDED READING QUESTIONS & ACTIVITIES

Chapter 3 through 5 (page 29 - 84)

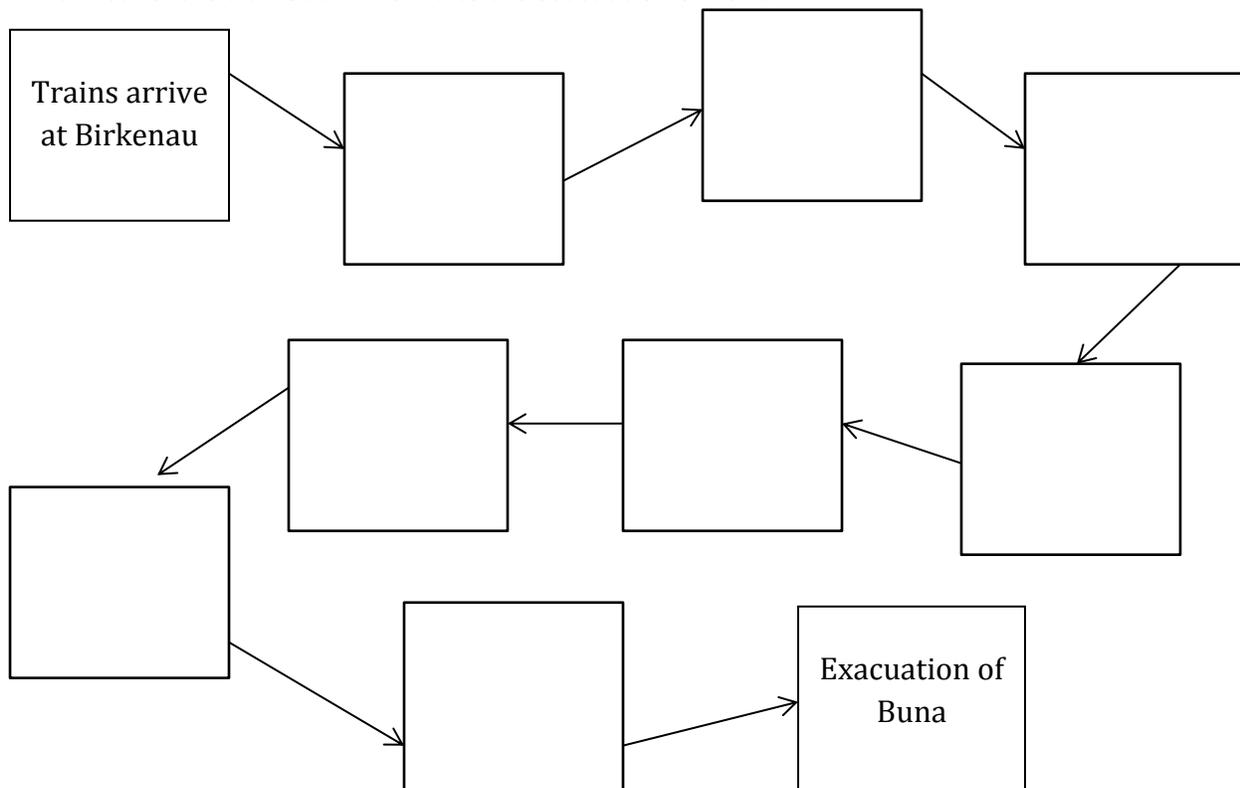
Purpose: Read to find out how Wiesel responds to many dangerous situations.

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.

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.

1. Create a 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.



2. When he arrives at Auschwitz and then at Buna, Wiesel describes scenes he will never forget. What are two specific scenes, ideas, or feelings from the memoir that you find unforgettable? Use quotations from those parts in your response. _____



3. Describe the conditions first at the Birkenau reception center, then at Auschwitz, and later at Buna. _____

4. How does Wiesel's relationship with his father change during this time? How can you tell? Be specific. _____

5. 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? _____

6. What are some ways that Wiesel and the other Jews at the camps try to continue practicing their religion? How have Wiesel's feelings about God changed since his captivity began? Find a quotation that demonstrates Wiesel's change and include it in your response. _____

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

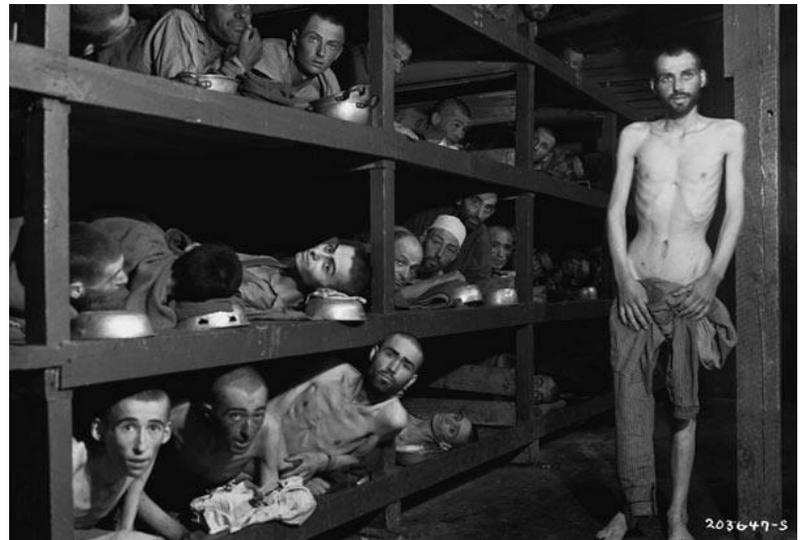
8. Throughout this section, Wiesel uses language related to death, darkness, night, and decay to convey the horrors around him. Identify at least 4 examples from the text and discuss the effect of diction, or word choice, on the reader.

Words/pg#	Effect



Survivors of Buchenwald Concentration Camp:

Survivors at Buchenwald Concentration Camp remain in their barracks after liberation by Allies on April 16, 1945. Elie Wiesel, the Nobel Prize winning author of *Night*, is on the second bunk from the bottom, seventh from the left. *(Photo Credit: Corbis)*



CHAPTER 6, 7, & 9 VOCABULARY DEVELOPMENT:

Review the vocabulary list for Night by Elie Wiesel, and write each word in a sentence.

Word	Definition	Sentence
apathy	lack of interest or emotion, indifference	
interminable	endless or seeming to be endless	

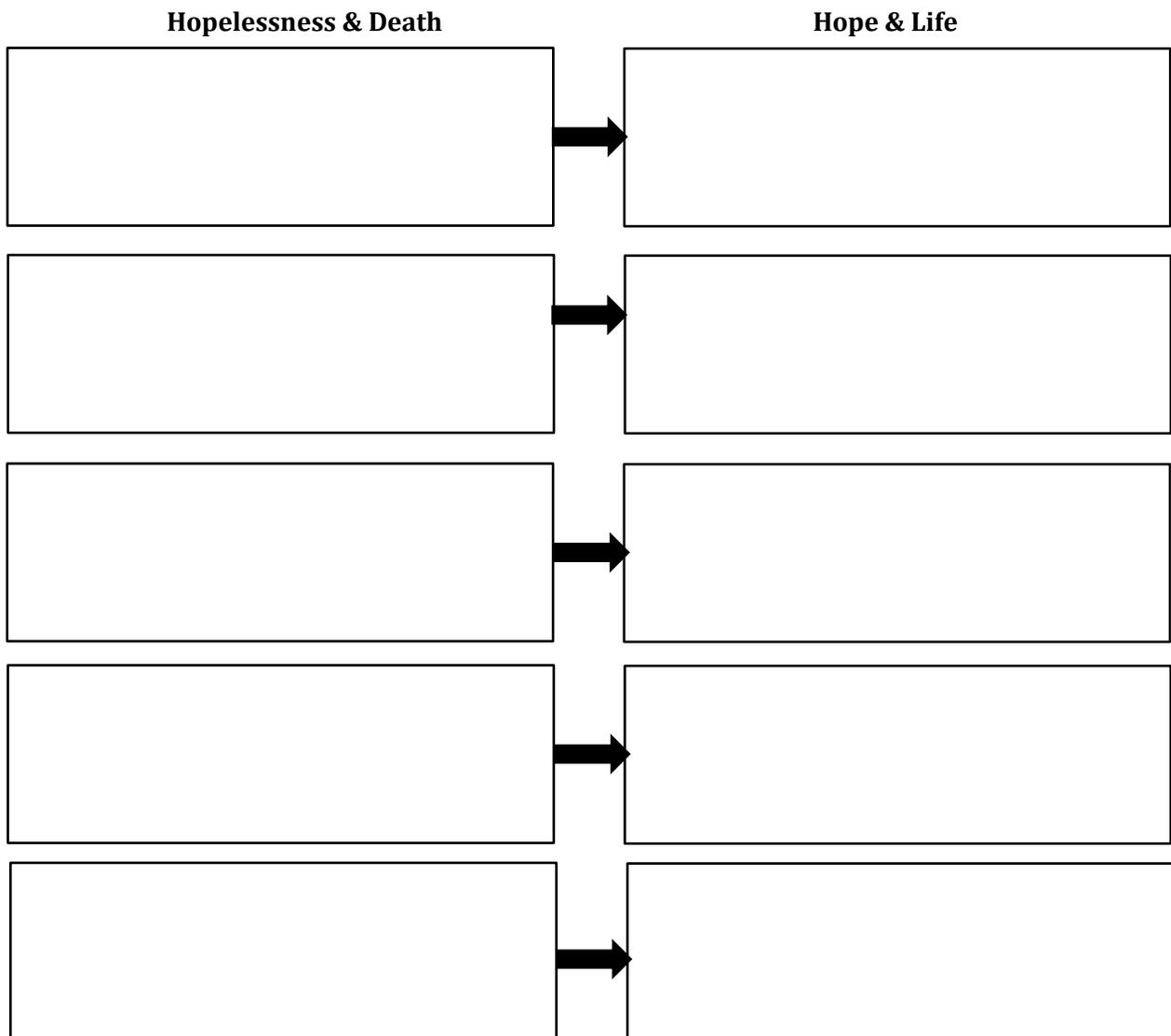
Word	Definition	Sentence
Sabbath	A day or period of days that are reserved for the worship of God. In Jewish tradition, it is Saturday.	
vigilance	the state of watchfulness; alertness, especially to danger	
yellow star	Nazis forced Jews to wear a cloth badge with Jew written in the center of a yellow 6 pointed star.	
Red Army	the regular army of the former Soviet Union	
Aden	Former Middle Eastern British colony, now part of Yemen.	
summarily	promptly and without formality	
SS	Abbreviation of Schutzstaffel (Defense Protective Units). Notorious for implementing European Jews' extermination.	
visionary	having the nature of a vision; unreal	

GUIDED READING QUESTIONS & ACTIVITIES

Chapter 6 through 9 (page 85 - 115)

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

1. 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. For example, Elie experiences a pain in his foot and such exhaustion that he thinks death would be a relief, but since his father needs his support, Elie cannot give up and abandon his father. 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.



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

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

4. 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? _____

CHARACTERIZATION

Definition: Characterization is the method an author uses to acquaint the reader with the characters. Authors typically reveal the personality traits of their characters in the following ways:

- Methods of characterization
- **Narrator's statements**- descriptions of the character's physical traits and personality (telling/direct characterization)
 - **Character's own actions**— what the character does (showing/indirect characterization)
 - **Character's own speech & thoughts** – what the character says (showing/either)
 - **Other characters' actions** & reactions to the character (showing/indirect)
 - **Other characters' speech** about or in response to the character (showing/indirect)

Directions: Fill in the chart below for *Night*; find at least one character trait for each chapter. In the 1st column, write the trait. In the 2nd column, write background on the situation and a quotation from the text. In the 3rd column, write the chapter and page number of the quote. In the 4th column, explain your evidence. In the 5th column, describe what Method of Characterization you used (refer to the list above).

Trait	Evidence from Text	Ch. # Page #	Explanation of evidence	Method of Characterization
Character's Name: Elie				
Devout (religious)	Elie describes himself as “deeply observant” and says, “By day I studied the Talmud and by night I would run to the synagogue to weep over the destruction of the Temple.”	Ch.1 Pg.3	Instead of going out and socializing with his friends, young Elie prefers to stay home reading religious texts and strengthening his faith in God.	Character's own speech (direct)

Trait	Evidence from Text	Ch. # Page #	Explanation of evidence	Method of Characterization
Character's Name: Elie				

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Trait	Evidence from Text	Ch. # Page #	Explanation of evidence	Method of Characterization
Character's Name: Elie				

Essay Preparation

For your test on Night you will write an essay responding to **one** of the following prompts. You will write your entire essay in class with your teacher, but you will be able to use this packet and the outline below to help you. Be sure to complete the outline before your appointment so that you can go over it with your English teacher.

Option One: Discuss one of the themes from Night and cite three specific examples of events or situations in the novel that prove that theme. Make sure to include at least one quotation from the novel in each body paragraph.

- Times of great struggle and hardship can make a person question his or her faith in God or religious/spiritual beliefs.
- Humans are capable of great cruelty and this leads to more cruelty.
- Hope and the will to live are extraordinary forces that can overcome even the most desperate situations.

Option Two: Discuss three specific events that greatly affected the narrator in a specific way. Make sure to include at least one quotation from the novel in each body paragraph and explain how and why this event affected the narrator.

You may use the book, your packet, and your outline while writing your essay. When using a quotation, be sure to introduce the situation, write the quotation exactly as it is in the book, and include a page number afterward.

For Example: While in the concentration camp, a child is slowly dying and someone asks the narrator, "Where is God?" (65) This question shows that people are losing faith in God because of the horrors that are being inflicted upon them.

Introduction	Hook
	Background/Summary (including author and title)
	Thesis Statement

Body Paragraph #1	Topic Sentence
	Supporting Detail #1/Quotation/Pg#
	Supporting Detail #2/Quotation/Pg#
	Concluding Sentence
Body Paragraph #2	Topic Sentence
	Supporting Detail #1/Quotation/Pg#
	Supporting Detail #2/Quotation/Pg#
	Concluding Sentence

Body Paragraph #3	Topic Sentence
	Supporting Detail #1/Quotation/Pg#
	Supporting Detail #2/Quotation/Pg#
	Concluding Sentence
Conclusion	Restate thesis/big idea
	Summarize major positions
	Reaction/Response

Essay Scoring Rubric

	5	4	3	2	1	0
Content	Completely addresses all parts of prompt	Adequately addresses all parts of prompt	Prompt is covered in a thin manner	Parts are missing	Many parts are missing	
Textual Evidence	Students uses ample quotations and references to the text with appropriate background and citations.	Students uses some quotations and references to the text with appropriate background and citations.	Students uses quotations and references to the text but may not include background or citations	Student uses references to the text with some background and citations	Student doesn't use specific references to the text or does not offer any background or citations	
Organization	Information is organized in a logical manner that demonstrates planning and forethought.	Information is organized in a logical manner that demonstrates planning and forethought.	Information is organized in a logical manner.	Information is confused at times, overlaps, or repeats	Information is not separated into paragraphs or is not organized	
Transitions	Topics flow easily and logically because of varied use of transitions.	Student uses varied transitions between paragraphs and some sentences	Student uses transitions between paragraphs	Student uses few transitions	Student uses 1 transition	
Critical Thinking	All work demonstrates thorough and analytical consideration of the topic. Student has spent time on the material and made specific choices accordingly.	The project demonstrates analytical consideration of the topic and specific choices based on understanding of the material.	The project demonstrates some consideration and some critical thinking, but there may be gaps in understanding.	The project demonstrates a superficial understanding of the topic and has some gaps or misunderstandings	The project does not demonstrate critical thinking and seems superficial overall	
Conventions	There are no spelling, grammar, or punctuation errors.	There are 1-3 spelling, grammar, or punctuation errors.	Spelling, grammar, or punctuation errors are more than 3 but do not interfere with understanding	Spelling, grammar, and punctuation errors are numerous and interfere with understanding	Spelling, grammar, and punctuation errors make it very difficult to understand content	
Total				/30	%	

EXTRA CREDIT

For extra points, you may complete one of the following activities. You may write an essay, make a presentation, or create something to express your ideas.

- Research Holocaust revisionists and their major claims about the Holocaust. Compare and contrast their ideas with those you read in *Night*.
- Visit a Jewish temple and listen to a service or interview a Jewish person. Compare and contrast the ways that people express their faith with the people Wiesel describes in *Night*.
- Research modern anti-semitism. Explain how it is different or similar today to the time before and during World War II. How do you think attitudes like this can become popular again after such a tragedy like the Holocaust?