Character Based Literacy Program 40-Minute Lesson Plan *Night*, Introduction

Night by Elie Wiesel
Justice Requires Restraint

Sometimes I am asked if I know "the response to Auschwitz"; I answer that not only do I not know it, but that I don't even know if a tragedy of this magnitude has *a response. What I do know is that there is "response" in responsibility. When we speak of this era of evil and darkness, so close and yet so distant, "responsibility" is the key word.* –Elie Wiesel, Preface to the New Translation of *Night*, 2006

Preview:

Elie Wiesel's *Night* is his powerful account of his own experience as a prisoner in the Nazi concentration camp system during World War II. Deported from his town of Sighet, Hungary in 1944, Elie was taken to Auschwitz and then to Buchenwald. Before being liberated by American soldiers in 1945, Elie lost his mother, his father, and his youngest sister to the Holocaust.

This short novel is gripping, graphic, and shocking. It details the experience of a young religious Jew as he loses everything that is important to him, including his faith in God. Be prepared for anything as you read this novel. There are references to child trafficking, homosexuality, and sex, though there are no specific sexual scenes described. There are graphic depictions of murder in several forms, including, but not limited to, beatings, hangings, shootings, starvation, and disease. This can be hard to read, but presents an important picture of what happened in Nazi Germany.

Elie Wiesel published a new translation of *Night* in 2006, which includes an amazing preface from the author. I encourage you to read this to your class, even if you are reading an older translation. The new translation is astoundingly beautiful, and closer to the author's intent, but quite different from the 1960 English translation. **The lesson plans are based on the original 1960 translation.** If you are using the newer text, vocabulary, key paragraphs, and page numbers will not match up. However, the writing tasks will still be relevant and can easily be adapted.

Most teachers are familiar with the extensive resources that are available for teaching the Holocaust, so they are not necessarily detailed in this lesson plan. Background knowledge focuses on things that are specifically mentioned, but not explained, in Wiesel's text.

To make the novel relevant to the students, you are encouraged to complete the "Close" phase of the lesson plan, where students can explore the Architects of Peace project on the Santa Clara University website. Teachers can print out the material or have students access it themselves online.

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Internet Resources:

United States Holocaust Memorial Museum
http://www.ushmm.org/

The Elie Wiesel Foundation for Humanity
http://www.eliewieselfoundation.org/

USC Shoa Foundation Institute (testimonials of Holocaust survivors)
http://college.usc.edu/vhi/otv/otv.php

Children's Holocaust Memorial and Paper Clip Project
http://www.whitwellmiddleschool.org/homepage_pc.cfm?id=78

Memorial and Museum Auschwitz-Birkenau
http://en.auschwitz.org.pl/m/

The Buchenwald and Mittelbau-Dora Memorials Foundation
http://www.buchenwald.de/index_en.html

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 1

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who is Elie Wiesel?

When Elie Wiesel was sixteen, his entire family was taken from their home in Sighet, Romania, to the Nazi concentration camps of Auschwitz and Buchenwald. Wiesel and his two older sisters were the family's only survivors. Having devoted his life to teaching about the Holocaust, Wiesel has written for newspapers in France, Israel, and the United States. He is Andrew W. Mellon Professor of Humanities at Boston University and the author of more than forty books. He has received the Presidential Medal of Freedom, the United States Congressional Gold Medal, the French Legion of Honor, and the 1986 Nobel Peace Prize. (Taken from http://www.scu.edu/ethics/architects-of-peace/Wiesel/homepage.html)

What happened during World War II?
Watch this six-minute video of the History of World War II and the Holocaust:
http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005143&MediaId=7827

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading.

beadle (1)	synagogues (1)	exterminate (6)	fascists (6)	provoked (10)

•Define the word quickly and add to the Word Wall.
•Show, say, explain, expand, explode or buzz about the word briefly.

READ

Review Review the timeline from the beginning every day.

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Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 1-9**

Setting	Characters	Pages
the synagogue in Sighet, Hungary, 1941	Moshe the Beadle, Elie Wiesel, Elie's parents, Hilda, Béa, Tzipora	1-3
Sighet, sometime in 1942	Moshe the Beadle, Elie, the foreign Jews, the Jews of Sighet	3-4
Sighet, near the end of 1942 through 1943	Moshe the Beadle, Elie, the Jews of Sighet, Elie's family	4-6
Sighet, Spring 1944	The Jews of Sighet, Moshe the Beadle, Elie, Elie's father, Berkovitz (a family friend)	6-7
	The Jews of Sighet, German soldiers, the Kahn family	7-8
Sighet, Passover (Spring) 1944	The Jews of Sighet, German soldiers, Moshe the Beadle, Elie's father and mother	8-9

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix the facts: who, what, when, where, and why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- Moshe the Beadle is a man who works at a synagogue in Sighet, Hungary.
- Moshe is poor, but loved by all.
- Elie gets to know Moshe the Beadle near the end of 1941, when he is twelve years old.
- Elie wants to study the cabbala, but his father says he is too young.
- Elie spends time at the synagogue, learning about the cabbala from Moshe the Beadle.
- Elie's parents own a shop. He has two older sisters, Hilda and Béa, and a younger sister, Tzipora.
- One day all the foreigners, including Moshe the Beadle, are expelled from Sighet, and deported.
- The villagers blame the deportations on the natural order of war, and life returns to normal.
- Moshe the Beadle returns after several months, and tells the villagers that the Gestapo had slaughtered the deportees in the forest.
- The Jews of Sighet do not believe Moshe, and go on with life as usual in 1943.

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- In 1944, it is apparent that Germany will be defeated, but their army gets closer and closer.
- The Jews of Sighet don't believe that Hitler's extermination plan is real.
- Elie asks his father to get emigration permits for Palestine, but his father says he is too old to start over.
- The Fascists take over Hungary, and a friend arrives from the capital to report on the attacks on Jews that are taking place there.
- German soldiers arrive in the village three days later.
- During the week of Passover, the Germans start to institute discriminatory laws against Jews, and force them to wear the yellow star.
- Elie's father points out that wearing a yellow star won't kill anyone.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 5

"'You don't understand,' [Moshe] said in despair. 'You can't understand. I have been saved miraculously. I managed to get back here. Where did I get the strength from? I wanted to come back to Sighet to tell you the story of my death. So that you could prepare yourselves while there was still time. To live? I don't attach any importance to my life anymore. I'm alone. No, I wanted to come back, and to warn you. And see how it is, no one will listen to me'" (p. 5).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

What has been happening to Jews all over Europe, and what is now beginning to happen in Hungary, is so unimaginable to people that they refuse to believe it. **Write an argumentative paragraph that proves the Jews of Sighet were unwilling to accept the reality that they were being targeted unjustly. Develop a thesis statement and use at least two quotations to prove your point. You may use the following thesis statement: "The Jews of Sighet refused to believe or accept their fate, even though they had been warned."**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

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Today, share with your students Elie Wiesel's "Reflections on Working Toward Peace," that you can find at http://scu.edu/ethics/architects-of-peace/Wiesel/essay.html.

Ask your students to list three things that they can do to work toward peace, as inspired by Elie Wiesel. Post them in the classroom.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 2

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a ghetto?

The term "ghetto" dates to the sixteenth century, when officials in the Italian city of Venice required all Jews to live in a specific neighborhood. This practice became common all over Europe, creating separate neighborhoods, schools, and businesses for Jews. During the Nazi regime, this idea was taken to an extreme. Nazis forced Jews to live in extremely small, highly populated neighborhoods under strict supervision. In most cases, this was a way to contain Jews to a small area and keep them isolated from the general population, and was a precursor to deportation to concentration camps.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ghetto (9)	deportation (11)	expelled (12)	edict (13)	truncheons (13)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 9-20**

Setting	Characters	Pages
Sighet, Spring 1944, Serpent Street, the big ghetto	The Jews of Sighet, the German soldiers	9-10
Sighet ghetto, Spring 1944, the Saturday before Pentecost	Elie, Elie's father, Stern, Elie's mother, the Jews of Sighet, the President of the Jewish Council, the Gestapo	10-12
Sighet ghetto, the night before	Elie and his family, Batia Reich, an	12-13

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deportation	elderly friend of Elie's father, the Jews of Sighet	
Sighet ghetto, first deportation day (Sunday)	Elie and his sisters, the Jews of Sighet, the Hungarian police	13-14
Sighet ghetto, Sunday, 1 pm	Elie and his family, the Rabbi, the Jews of Sighet	14-15
Sighet ghetto, Sunday night through Monday	Elie, Elie's father, Elie's family	15-16
Sighet, big ghetto to the little ghetto, Tuesday morning	Elie, Elie's father, Hungarian police	16-17
Sighet's little ghetto	Elie's family, Martha (a former non-Jewish servant)	17-19
Sighet's little ghetto, Saturday	Elie's family	19
Sighet Synagogue, Saturday	Elie's family, the Jews of Sighet	19-20
Sighet, the next morning, the train station with the cattle cars	Elie's family, the Jews of Sighet, the Gestapo	20

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Two ghettos are set up in Sighet. Elie's family live in the large one, so they are allowed to stay in their house.
- The ghetto is surrounded with barbed wire, and the Jews start to set up their own government.
- People are generally happy because the Germans have little interaction with them and they are left to run their own affairs.
- One night, people become uneasy because there is a special meeting called.
- It is announced that the Jews are going to be deported. No one knows where they're going.
- Everyone prepares madly for the trip; they pack, cook, and make sure everyone is awake.
- The Hungarian police arrive and force everyone outside.
- People are forced to stand outside in intense heat. Since they are leaving later, Elie and his sisters carry water to the people.
- Elie watches the first convoy leave with a heavy heart.
- The next day they pack and find out they're just moving into the other ghetto.
- They run to the little ghetto under the orders of the officers and take over the houses of people who were previously deported.
- An old non-Jewish servant comes and begs Elie's parents to let her hide the family in her village, but Elie's father refuses and they decide to stay together.
- When they are finally deported, they go through the synagogue, which has been vandalized. They are then taken to the train station and loaded into cattle cars, eighty people to a car.

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EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 15

"My father had accompanied the deportees as far as the entrance of the ghetto. They first had to go through the big synagogue, where they were minutely searched, to see that they were not taking away any gold, silver, or other objects of value. There were outbreaks of hysteria and blows with the truncheons" (p. 15).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The Jews of Sighet were not able to fathom their impending deaths; many did not realize what future injustices they would face. **Write an argumentative paragraph showing how the Jews of Sighet endured inhumane conditions. Provide a thesis statement and include three examples from today's reading to support your argument. Think about life in the ghettos as well as conditions they faced while waiting for "evacuation."**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

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Today, ask each student to choose a different Architect of Peace. They can do this by exploring the site themselves, or the teacher may print out a list of architects for the students to choose from. It might be helpful to print them by issue, which you can find at http://scu.edu/ethics/architects-of-peace/issue-index.html. Later, the student will research and share what they find about their architects.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 3

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a cattle car?

Jews were deported to concentration camps in both passenger and cattle cars. More were put into cattle cars because of their wider availability. Cattle cars are train cars typically used to transport livestock. They were typically windowless, or had very small windows, with wood floors and walls. There were no restrooms available to deportees, and food was rarely provided. The cars were subject to extreme heat and cold, and many “passengers” died from exposure en route to the camps.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hysterical (22)	pious (22)	devouring (23)	pestilential (24)	abominable (25)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 21-26**

Setting	Characters	Pages
the cattle car on the train	Elie, his family, the Jews of Sighet, German and Hungarian officers, Madame Schächter, Madame Schächter’s small son	21-24
the cattle car, stopped at Auschwitz, afternoon through evening	Elie, the Jews of Sighet, Madame Schächter, a German officer	24-25
the cattle car, entering	Elie, the Jews of Sighet, Madame	25-26

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Auschwitz near the furnaces	Schächter, Jewish prisoners of Auschwitz	

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- On the cattle car, they have to take turns sitting down.
- They travel for two days and are tortured by hunger and thirst.
- They are forced to give up all their valuables.
- Madame Schächter goes out of her mind, and begins screaming on the third night about a terrible fire.
- Madame Schächter's screaming starts to upset the other people in the car.
- The young men tie her up and gag her so that she will be quiet. They also beat her up hoping to make her quiet.
- The train arrives at Auschwitz, and the prisoners are told at first that families will not be separated and conditions are good.
- As the train moves into the camp, they see the flames of the furnaces in the air and smell a horrible odor.
- Prisoners with truncheons force them out of the car.
- They have arrived at Birkenau, the entrance center for Auschwitz.

- side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 24

"Once more the young men tied her up and gagged her. They even struck her. People encouraged them:

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'Make her be quiet! She's mad! Shut her up! She's not the only one. She can keep her mouth shut. . . .'

They struck her several times on the head – blows that might have killed her. Her little boy clung to her; he did not cry out; he did not say a word. He was not even weeping now" (p. 24).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Injustice has a way of breeding injustice. In today's reading, fear of Nazi reprisal turned prisoner against prisoner. **Write an argumentative paragraph that demonstrates that injustice breeds further injustice. Use the story of Madame Schächter as anecdotal evidence to support your case.**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

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Now that each student has chosen an Architect of Peace, have each read the biography of her or his architect. They may do this online, or the teacher can print out biographies from the Architects of Peace website. The student should take notes on basic biographical information.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 4

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who was the notorious Dr. Mengele?

Known as the "Angel of Death," Josef Mengele was a young Nazi doctor who worked at the Auschwitz concentration camp. Mengele often participated in the selection process – at his whim, hundreds of thousands were sent to the gas chambers and crematoria.

Mengele is especially known for his medical experiments. He was fascinated by twins, and would take twin children from the transports and study them. He tortured them, murdered them, dissected them, and performed horrible medical procedures on them. No one is sure what his research was trying to uncover, because his notes and records were destroyed.

After the war, Mengele escaped disguised as a regular German soldier. He immigrated to Argentina and spent the next thirty-odd years moving around South America under a variety of pseudonyms. Mengele died in 1979 without ever having been held accountable for his war crimes.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

chimney (28)	notorious (29)	monocle (29)	baton (29)	crematory (30)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 27-35**

Setting	Characters	Pages

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the intake area at Birkenau	Elie, his parents, Tzipora, Elie's family, SS soldiers, several prisoners, Dr. Mengele, dead babies and adults	27-31
the barracks, the first night	Elie, his father, other prisoners, SS Officers, the *Sonder-Kommando*, Bela Katz	31-33
the barbers'	Elie, other prisoners	33
the barracks	Elie, Yechiel	33-34
outside the barracks, 5 a.m.	Ellie, the prisoners, the Kapos	34
disinfection, new barracks, the store, other barracks, then outside in the wind	Ellie, his father, other prisoners, Meir Katz, Stern, the Kapos	34-35

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The prisoners are forced to leave their belongings on the train.
- As soon as they get off the train, the men and women are separated.
- Wiesel writes that he didn't know that at that moment he was saying goodbye to his mother and youngest sister, Tzipora, forever.
- A prisoner tells Elie and his father to lie about their ages.
- The prisoners are told that the tall chimneys with the flames are where their bodies will be burned.
- Some younger people want to fight, but the old beg them to have faith and do nothing foolish.
- Dr. Mengele sends both Elie and his father to the left. They are happy to be together.
- A cruel prisoner tells them that they're being sent to the crematory.
- Elie sees a ditch where the bodies of small children are being burned and another where adults are being burned.
- Elie's father wishes that Elie had gone with his mother, and Elie knows it's because he doesn't want to witness the death of his son.
- People began to recite the Kaddish, the prayer for the dead, for themselves.
- The line is marched toward the burning ditches, but is taken to the barracks instead.
- Wiesel writes that he will never forget that first night in the concentration camp, especially "those flames which consumed my faith forever" (pg. 32).
- The prisoners are forced to strip and have their bodies completely shaved.
- At this point, the prisoners are numb, and their primary instincts are those of self-preservation.
- At about 5 a.m., the prisoners are disinfected in petrol, showered, and given prison clothes.

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EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 32

"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. Never shall I forget these things, even if I am condemned to live as long as God Himself. Never" (p. 32).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading, Elie describes how, in one day, his soul and his humanity were taken from him. In the United States, our basic human rights have been described as "life, liberty, and the pursuit of happiness." **Write an argumentative paragraph that proves that Auschwitz, Dr. Mengele, and the selection process deprived Elie of his basic human rights. Support your claim with three examples from today's reading.**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

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Today, each student should read her or his architect's Reflections on Peace, found on the website. Again, the teacher may print these out for the students if web access is not possible. Students should prepare a short summary of what the architect's beliefs are in relation to how peace may or may not be achieved.

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Character Based Literacy Program 40-Minute Lesson Plan
Night, Day 5

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What are Kapos?

In order to maintain over the thousands of concentration camp prisoners, the SS enlisted the aid of prisoners. Kapos were these prisoners who were put in charge of others. Kapos, sometimes Jewish, were often as brutal as the SS officers themselves. Kapos would be punished for not doing their jobs, but were often rewarded with larger food rations, easier work, and other privileges. After the war, many Kapos were tried for war crimes, raising controversy because many of the accused were Jews.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

compulsory (38)	convoy (40)	disperse (41)	relentlessly (42)	endure (43)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 35-43**

Setting	Characters	Pages
a barrack with mud floors	Elie, prisoners, Kapos, SS officer	35-36
a stone barrack	Elie, his father, a gypsy deportee	35-37
outside at Auschwitz	Elie, the Jewish prisoners, the gypsy prisoners, SS officers, police dogs	37-38
Auschwitz	Elie, the Jewish prisoners, SS guards, a young Polish prisoner	38-39
Auschwitz, the next morning	Elie, the new prisoners, the “veteran” prisoners, Elie’s father	39-40

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Auschwitz, eighth day	Elie, his father, Stein of Antwerp	40-41
Auschwitz, the next two weeks	Elie, Stein, his father, Akiba Drumer, Hersch Genud	41-43
on the way to Buna	Elie, Stein, his father, the secretary of the block, SS guards, regular Germans, German girls	43

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The prisoners are taken to a new block, where they are forced to stand for hours.
- The Kapos come in and take new shoes from anyone who had them. No one notices that Elie has new shoes, because they are dirty.
- An SS officer comes in and tells them that Auschwitz is a concentration camp and if they don't work they will go straight to the furnace.
- When his father asks to use the restroom, a gypsy guard hits him, and Elie does nothing.
- The prisoners are forced to march for half and hour until they reach Auschwitz.
- The new camp seems better; the prisoner in charge of their block speaks humanely to them.
- The first morning, they receive coffee and a thick soup, but Elie refuses to touch the soup.
- The prisoners are tattooed with their numbers; Elie is A-7713.
- At role call, the soldiers check the numbers of thousands of prisoners.
- After eight days, a man related to the Wiesel's, Stein of Antwerp, comes to ask if they have heard news of his wife and children. Elie knows they haven't heard from them in years, but lies to Stein to make him feel better.
- Stein brings Elie extra food, but they never see him again after he finds out what happened to his wife and children.
- At night, the prisoners sing Jewish songs and talk about faith. Elie wonders where his mother and sisters are.
- After about three weeks at Auschwitz, they are marched for four hours to a new camp.
- Germans along the way do not seem surprised to see the prisoners. The only time the guards are not cruel is when they are flirting with German girls along the way.
- They arrive at Buna.

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EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 42

"Take care of your son. He's weak and very dried up. Look after him well, to avoid the selection. Eat! It doesn't matter what or when. Eat everything you can. The weak don't hang about for long here" (p. 42).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

The gas chambers were not the only way people died at Auschwitz. People died because their bodies became weak. **In an argumentative paragraph, discuss how prisoners are also dying from lack of basic needs such as food and water. Provide three details to support your answer. Describe a day's food ration in Auschwitz and explain what is physically happening to Elie and those around him.**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

The Markkula Center for Applied Ethics at Santa Clara University sponsors the Architects of Peace Project. During this unit, students will explore the stories and wisdom of the Architects of Peace. The teacher will find numerous resources at the project's website: http://www.scu.edu/ethics/architects-of-peace/.

Today, each student should reread her or his architect's Reflections on Peace, found on the website. Students should make a list of at least three ways he or she is inspired by the architect to promote peace in her or his community.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 6

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the Universal Declaration of Human Rights?
Adopted in 1948 by the General Assembly of the United Nations, the Universal Declaration of Human Rights creates a list of basic and inalienable rights to which the international community agreed to adhere. Part of the preamble states that:

> Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

The full text can be read on the United Nations website at:
http://un.org/Overview/rights.html.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

assassin (45)	numerology (48)	forged (51)	reprieve (50)	frenzy (50)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 45-52**

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Setting	Characters	Pages
Buna, the tents	prisoners, the German head of the tent	45
medical examinations outside, early morning	three doctors, Elie	46
Buna, being assigned to work units	prisoners, Kapos, SS officers, Juliek, Louis, Hans, Franek, Idek, German civilian	47
the electrical warehouse	Elie, his father, Idek (the Kapo), Franek, SS men, Yossi, Tibi, Alphonse (head of the block)	48-49
the hospital block	Elie, a Jewish dentist	49-50
the electrical warehouse	Elie, a French girl, Idek	51
Paris, years later	Elie, the French girl	51
loading diesel engines onto trains	Idek, German soldiers, Elie, Elie's father	52

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- When they arrive in Buna, the officer in charge of Buna takes an interest in the ten and twelve year old children.
- The new prisoners are installed in new tents and are waiting for work assignments.
- Other prisoners tell them that Buna is a good camp if they don't get transferred to the building unit.
- Elie learns that children are sexually abused by the heads of the camp.
- Elie tries to get an assignment with his father, but the Kapo wants his shoes in exchange, and Elie refuses.
- Elie goes to his medical exam, and the dentist is very interested in his gold crown.
- Elie is chosen for a work group and is included with many musicians. The band plays as they march out of the camp.
- Elie meets several fellow prisoners who explain that their unit is a good one where the work is not difficult or dangerous.
- They warn him that the Kapo in charge is sometimes crazy, so he should stay out of his way.
- Elie makes friends with a couple of young men who lost their parents and who decide to immigrate to Palestine (now Israel) if they are ever released.
- Elie is ordered to go to the dentist to have his gold crown removed. He makes the excuse that he is sick.
- The dentist is arrested before his tooth can be removed.
- At the warehouse, Elie is beaten by Idek one day. A young girl who claims to be a French Aryan comforts him in German.
- Years later, Elie runs into the girl in Paris and finds out she was a Jew in hiding.

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- Another time, Elie's father is beaten in front of him, and Elie is angry with his father for getting in Idek's way.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 52

"I had watched the whole scene without moving. I kept quiet. In fact I was thinking of how to get farther away so that I would not be hit myself. What is more, any anger I felt at that moment was directed, not against the Kapo, but against my father. I was angry with him, for not knowing how to avoid Idek's outbreak. That is what concentration life had made of me" (p. 52).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

According to Article 3 of the Universal Declaration of Human Rights, authored in 1948, "Everyone has the right to life, liberty, and security of person." **Write an argumentative paragraph that proves that "concentration life" has deprived Elie and his father of their human rights. Use three examples from today's reading.**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 7

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is an air raid siren?

During World War II, cities and towns across Europe and the United States installed warning systems to notify the public when enemy aircraft were spotted in the area. When sirens went off, people would know to take shelter in case of bombing.

Controversially, the Allies did not bomb concentration camps on a regular basis. After the war, many Jews asserted that bombing the gas chambers and crematories might have slowed the Nazi murderers. Buna would have been a target because of the military factories that surrounded the camp, not because of its status as a concentration camp.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

lavatory (53)	gallows (58)	undertones (58)	condemned (59)	manacled (59)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, pg. 52-60**

Setting	Characters	Pages
Buna	Elie, his father, Franek, a dentist	53-54
Buna, after the Poles left, the warehouse	Elie, Idek, Franek, a young Polish girl	54
a Sunday at Buna, the warehouse, half an hour before work ending time	Elie, the Kapo Idek	54-56

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10 a.m. on a Sunday at Buna during an air raid	Elie, half the prisoners, the SS guards, a hungry man, the head of the camp	56-58
a week later, the camp assembly place	the prisoners, SS guards, Juliek, a condemned man, the Lagerkapo, the camp head	58-60

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Franek, the foreman, wants Elie to give him his crown, but Elie refuses.
- Franek harasses Elie's father until he agrees to give the gold crown to him.
- Two weeks after Elie gives in, Franek is transferred out of the camp along with all of the other Poles.
- One Sunday morning, Idek insists the block go to the factory even though they didn't have to work.
- Elie catches Idek with a girl in the factory.
- Idek becomes incensed and whips Elie in front of everyone until Elie can't move.
- One Sunday, the air raid siren goes off. The men are ordered to stay in their blocks.
- They all watch as a prisoner breaks the order and crawls to an abandoned pot of soup in the middle of the camp. The man is shot.
- The Americans bomb the camp. The prisoners are not afraid.
- The raid lasts an hour, but no one is injured. The men are happy about the bombing and cheerfully clean up.
- A week after the bombing, there is a gallows assembled in the meeting place. The prisoners are required to watch the condemned man hang.
- Before he dies, the man yells "Long live liberty! A curse upon Germany" (p. 60).
- Every prisoner must look the dead man in the face before he goes to dinner.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 57

"We were not afraid. And yet, if a bomb had fallen on the blocks, it alone would have claimed hundreds of victims on the spot. But we were no longer afraid of death; at any rate not of *that death*. Every bomb that exploded filled us with joy and gave us new confidence in life" (p. 57). *(emphasis added)*

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EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

According to Article 1 of the Universal Declaration of Human Rights, authored by the United Nations in 1948, "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." **Write an argumentative paragraph to defend the dignity and equality of Elie and all the prisoners of the concentration camps. Support your claim with three reasons.**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 8

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What are Rosh Hashanah and Yom Kippur?

Known as the "high holidays," Rosh Hashanah and Yom Kippur are usually the biggest holidays of the year for observant and non-observant Jews alike. Rosh Hashanah is the Jewish New Year. It is a day of prayer and a time for people to reflect on the previous year and make resolutions of how they want to spend the next year.

Yom Kippur is the Day of Atonement, and is the holiest day of the year. This day is usually spent in the synagogue, praying to atone for any sins against God committed in the previous year. Jews fast on this day – they do not eat or drink for the 24 hours of Yom Kippur. The very young and very ill can be excused from fasting, which is the basis for the arguments that prisoners in the concentration camp had over the issue.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

afflicted (63)	decomposition (63)	decay (63)	prostrated (64)	lamentation (65)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 60-67**

Setting	Characters	Pages
Buna, another hanging	Elie, the Dutch Oberkapo, a young boy (a *pipel*), the Gestapo, SS guards, Lagerkapo, the prisoners	60-62
Buna, the end of summer, Rosh Hashanah – the Jewish New Year	Elie, prisoners, Kapos, a religious officiate, Elie's father	63-65

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Buna, Yom Kippur, the Day of Atonement	Elie, Elie's father, the prisoners	65-66
Buna, after Yom Kippur	Elie, the SS, *musulman*, the German Jew head of the block, Kapos, the veteran prisoners	66-67

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Elie witnesses many hangings, but none of the victims weep.
- One hanging stands out. An Operkapo is suspected of blowing up an electric power station, and is caught with a store of arms. He is tortured, but refuses to give up any names. He is transferred to Auschwitz.
- His servant, a young, kind, angelic boy, also refuses to give up names. They boy is sentenced to hang with two other adults who were involved.
- The prisoners, as usual, have to watch the hanging. The atmosphere is more disturbed than usual.
- A prisoner cries out "Where is God?" (p. 61). The men all weep.
- The child takes half an hour to die, and the men are forced to watch.
- In his mind, Elie answers the question of the other prisoner. He believes that God is hanging on the gallows.
- Rosh Hashanah comes, and Elie becomes angry with God. He doesn't want to celebrate when they are suffering such a great evil. He can't even wish his fellow prisoners or his father Happy New Year.
- On Yom Kippur, Elie does not fast, both because his father wants him to keep up his strength, and because he is rebelling against God.
- The SS separates Elie from his father, and there is a selection. The veterans taunt them, and Elie is frightened that his father will not pass the selection.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 62

"Behind me I heard the same man asking:
'Where is God now?'
And I heard a voice within me answer him:
'Where is He? Here He is—He is hanging here on this gallows….'
That night the soup tasted of corpses" (p. 62).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Elie and the other prisoners look for support and answers as they watch many men die. During such difficult circumstances many look for comradeship for support.

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Write an argumentative paragraph that proves that comradeship helps comfort people during tough times. Support your claim with three examples from the novel.

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 9

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the Kaddish?

When Elie mentions the Kaddish, he is specifically referring to the Mourner's Kaddish. It is a prayer that praises God. It does not mention death, but it is said at funerals and when one is in mourning for the loss of a loved one. There are specific religious guidelines for who should say the Kaddish and when he or she should say it. The prayer is recited in Hebrew, but one translation is:

May His great Name grow exalted and sanctified
in the world that He created as He willed.
May He give reign to His kingship in your lifetimes and in your days,
and in the lifetimes of the entire Family of Israel,
swiftly and soon. Now say:
Amen. May His great Name be blessed forever and ever.
Blessed, praised, glorified, exalted, extolled,
Mighty, upraised, and lauded be the Name of the Holy One
Blessed is He
beyond and blessing and song,
praise and consolation that are uttered in the word. Now say:
Amen.
May there be abundant peace from Heaven
and life upon us and upon all Israel. Now say:
Amen.
He Who makes peace in His heights, may He make peace,
upon us and upon all Israel. Now say:
Amen.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ration (69)	meager (70)	inheritance (71)	morale (72)	mercy (73)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 67-73**

Setting	Characters	Pages
Buna, during a selection	the head of the block, Elie, other prisoners, the SS doctors. Tibi, Yossi, Mengele, Kapos, *Stubenaelteste*, foremen	67-69
Buna, after the selection	Elie, the prisoners, the head of the block (*Blockaelteste), Elie's father*	69-70
several days after the selection	Elie, the prisoners, the head of the block, Elie's father	70-72
later that evening	Elie, Tibi, Yossi, Elie's father	72
after the selection victims have left	Akiba Drumer, a rabbi, Elie, Elie's father, Akiba Drumer's friends	72-73

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The head of Elie's block, who has been in camps for over ten years, gives them advice on how to pass the selection.
- During the selection, Elie stays with his friends, Yossi and Tibi. They run as fast as they can in front of the SS doctors, including Dr. Mengele.
- Tibi and Yossi are not written down and neither is Elie; they joke he ran too fast for anyone to see his number.
- After the selection, Elie finds out his father passed, too.
- After several days, the head of the block reads off a list of numbers of people who are to stay behind. Elie's father is on the list.
- Elie's father gives him his "inheritance:" a knife and a spoon.
- All day, Elie is in despair, but by some miracle Elie's father escapes the second selection. Elie returns his "inheritance" to his father.
- Akiba Drumer and a rabbi Elie knows are victims of the selection.
- Akiba had lost his faith and given up. He asks his friends to say the Kaddish for him after he is dead, but they forget to do it.

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EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 73

"These were terrible days. We received more blows than food; we were crushed with work. And three days after he had gone we forgot to say the Kaddish" (p. 73).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

According to Article 5 of the Universal Declaration of Human Rights, authored in 1948, "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment."

Think of the fate of Akiba Drumer. Describe how conditions of torture and cruel treatment in the camp eventually turned him from a man who found strength in his faith into a *musulman*. **In a letter to Akiba Drumer, write an argumentative paragraph to encourage him not to give up hope. Provide three reasons why we should keep positive and hopeful.**

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 10

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What happened when the Nazis abandoned concentration camps?

Late in the war, the Germans were fighting the Allies on two fronts: the Soviet army in Eastern Europe, and forces led by the United States in the West. As Germany imploded, the advancing armies began to liberate the prisoners in the massive death camps all across Europe.

Since most of the camps were in Eastern Europe, the Russians were the first to arrive. As the enemy approached, the Nazis began to evacuate the camps. In most cases, they forced the majority of prisoners into death marches toward the heart of Germany; thousands died in the attempt. Often, the SS would kill any invalids who could not be moved, and they would attempt to destroy the camp by burning or detonating the buildings. They rarely succeeded in completely covering up the evidence, however, and the advancing Allies were horrified by the atrocities they encountered.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

amputated (74)	evacuation (77)	infirmary (77)	summarily (77)	procession (80)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 73-80**

Setting	Characters	Pages
Buna, winter, the hospital	Elie, the prisoners, the veterans, a doctor, a sick Hungarian Jew	73-76

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Buna, two days after Elie's operation, the hospital	Elie, the Hungarian Jew, a doctor, Elie's father	76-78
after the war	the Russians, prisoners in the hospital	78
Buna	Elie, head of the block, the Russians	78-79
the last day in Buna	Elie, the head of the block, the prisoners, SS men	79-80

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Winter comes, and extreme cold with it.
- Elie's leg swells because of the cold, and the doctor says he needs an operation.
- They put him in the hospital bed with better food, but another patient prisoner warns him to be careful because the Germans are likely to kill sick Jews.
- The doctor operates without anesthesia. Elie passes out during the operation.
- The doctor tells Elie that his leg will be fine if he stays off it for two weeks.
- Two days after the operation, they hear that the Russian Army is almost to Buna.
- Elie's pessimistic neighbor points out that Hitler has sworn to kill all the Jews rather than let them be liberated. He also says that Hitler is the only one who has kept all his promises to the Jewish people.
- News comes that the camp is going to be evacuated. Elie and his father debate whether he should stay in the hospital wing, which will not be part of the evacuation, or go with everyone else.
- They believe prisoners left behind will be killed, so they decide to go with the evacuees.
- After the war, Elie finds out that the patients in the hospital block were liberated two days later.
- Elie's wound is open and bleeding, and he can't find a good shoe.
- As they prepare to leave, they scrub down their block so that the liberating army will know that "there were men living here and not pigs" (pg. 80).
- The march begins in the middle of a relentless snowstorm.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 79-80

"The head of the block suddenly remembered that he had forgotten to clean out the block. He ordered four prisoners to wash the wooden floor…An hour before leaving the camp! Why? For whom?

'For the liberating army,' he cried. 'So that they'll realize there were men living here and not pigs.'

Were we men then?" (p. 79-80).

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EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

According to Article 6 of the Universal Declaration of Human Rights, authored in 1948, "Everyone has the right to recognition everywhere as a person before the law."

Buna dehumanized its prisoners. The tattooed numbers, the poor living conditions, the cold, the beatings, the starvation, the slavery, the murdering on a whim all worked to turn its prisoners into something less than human. However, there were people who, through their actions, attempted to reverse that process.

Pretend you are Elie Wiesel. **Write a letter to the doctor who operated on your foot. Thank him for his kindness and tell him what it meant to you. Describe for him how the conditions of the camp and the threat of death wore on you. In an argumentative paragraph, explain to the doctor how his actions made a difference, however small, in reaffirming your humanity, keeping you from becoming a *musulman*. Provide three details to support your statement.**

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Character Based Literacy Program 40-Minute Lesson Plan
Night, Day 11

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is hypothermia?

Hypothermia is defined as having a core, or internal body temperature of less than 95˚. As the prisoners run through cold weather, their bodies were generally kept warm by the physical activity. However, as soon as they stopped, their bodies were no longer able to generate enough energy in their emaciated conditions to keep up their core temperature in the freezing weather. Elie and his father exhibit many of the symptoms of hypothermia: shivering, numbness in the arms and legs, sleepiness, apathy, and confusion.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

automatons (81)	trampled (82)	parched (83)	famished (83)	faltering (90)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 81-91**

Setting	Characters	Pages
the evacuation march from Buna	SS guards, the prisoners, Elie, Zalman, Elie's father, the commandant	81-83
a rest in a shed on the march	Elie, prisoners, his father	83-86
	Elie, prisoners, his father, Rabbi Eliahou	86-87
the march	Elie, prisoners, Elie's father, the SS	87-88
a new camp, Gleiwitz	Elie, Elie's father, prisoners, Kapos, Juliek	88-91

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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The prisoners are forced to run in the cold. They are shot if they pause.
- A young man called Zalman is trampled when he stops to use the bathroom.
- Elie keeps going, despite his painful foot wound and his worry for his father.
- The prisoners keep on all night, and are practically running in their sleep.
- They are told that they have traveled 42 miles by dawn, but still must run farther.
- Finally, they get a rest and crowd into a shed. Elie's father warns him not to fall asleep in the snow, because he might not wake up. They take turns watching each other to make sure they don't sleep too deeply.
- Rabbi Eliahou looks for his son, who he lost on the march.
- Elie remembers that he saw the Rabbi's son intentionally leave him behind, but doesn't tell the Rabbi.
- The march begins again; people are constantly dying on the way.
- The men reach a new camp at Gleiwitz and are crammed into barracks.
- There are so many men that they are crushing one another to death.
- Elie hears Juliek, the violinist, who is worried that the crowd will crush his violin.
- Elie is almost crushed, but he dug a hole through the bodies to get enough air to survive.
- In the night, Elie hears Juliek playing a beautiful song and falls asleep to it.
- In the morning, Juliek was dead and his violin smashed.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 81

"Pitch darkness. Every now and then, an explosion in the night. They had orders to fire on any who could not keep up. Their fingers on the triggers, they did not deprive themselves of this pleasure. If one of us stopped for a second, a sharp shot finished off another filthy son of a bitch" (p. 81).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

This unit is about justice – "The actions I take and the decisions I make must respect the rights of all." Pretend you are an eyewitness to the death march as the prisoners of Auschwitz are marched through your village**. Write an anonymous letter to an American newspaper describing the horrors that you witnessed (death, starvation, trampling, freezing, etc.). In an argumentative paragraph, convince the reader that the Allied forces need to act quickly to prevent any more deaths.**

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Provide three reasons to support your answer. Choose your words carefully, for maximum impact. You are appealing to the emotions of your audience.

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

The Markkula Center for Applied Ethics at Santa Clara University sponsors the Architects of Peace Project. During this unit, students will explore the stories and wisdom of the Architects of Peace. The teacher will find numerous resources at the project's website: http://www.scu.edu/ethics/architects-of-peace/.

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community.

If possible, students should present the same information orally to the class, using the poster as a visual aid.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 12

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What was the role of starvation in the concentration camps?

While many concentration camp victims were murdered by gas, torture, or other means, thousands more died of starvation. They were not given adequate food supplies and died as a result. A commonly quoted figure is that prisoners were provided about 600 calories a day. Holocaust deniers point out that many who died in the camps died as a result of disease, not hunger. However, hunger drastically weakens the immune system, making disease more likely, and doesn't allow for natural healing. Therefore, thousands died of diseases that would probably not have been fatal had they been healthy and well fed.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

carriage (92)	apathy (94)	spectacle (95)	indifference (96)	wailing (97)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 91-98**

Setting	Characters	Pages
Gleiwitz	Elie, prisoners, SS officers, Elie's father	91
a field outside Gleiwitz near train tracks	Elie, the prisoners, SS officers	91-92
a crowded train carriage headed for Germany	Elie, his father, the prisoners, SS officers, "gravediggers"	93-95

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after the war in Aden	Elie, native children, a Parisian	95
in the train car	Elie, prisoners, German workmen, spectators, a boy and his old father	95-96
in the train car	Elie, his father, Meir Katz, an unknown strangler	96-97
the last day in the train car	Elie, his father, prisoners, Meir Katz	97-98
Buchenwald	Elie, his father, the dozen surviving prisoners in their train car	98

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The prisoners stayed at Gleiwitz for three days without food or water.
- They hear that they are to be deported to the center of Germany because the Russians are advancing so fast.
- There is another selection, and Elie's father is sent to be killed. Elie creates a distraction and his father gets to go back to the right.
- They are forced to march to a railroad track where they wait for a train.
- The prisoners are loaded into open cattle cars, one hundred men in a car.
- When the train stops, the SS calls for them to throw out the dead. Some prisoners try to throw out Elie's father, but Elie defends him.
- The train keeps moving for ten days and ten nights, and the men are given no food.
- One day, a German worker throws a crust of bread into one of the cars, and the prisoners fight to the death over the bread.
- In Elie's car, a son kills his father for a piece of bread, and other prisoners then kill the son. Elie is fifteen years old at this point.
- In the middle of the night, Elie wakes up to someone strangling him. His father calls a friend, Meir Katz, to come and help him.
- Meir Katz, who is the strongest man in the car, starts to weep and feels like giving up.
- On the last day, a terrible wind starts to freeze the men. They try to stand and stay awake so they won't die.
- Hundreds of men start to wail like wounded animals.
- That night, they reach Buchenwald. Of the 100 men in Elie's car, only 12 get off the train alive.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 95

"In the wagon where the bread had fallen, a real battle had broken out. Men threw themselves on top of each other. Wild beasts of prey with animal hatred in their eyes: an extraordinary vitality had seized them, sharpening their teeth and nails" (p. 95).

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EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

According to Article 5 of the Universal Declaration of Human Rights, authored in 1948, "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment." According to Article 6 of the Universal Declaration of Human Rights, "Everyone has the right to recognition everywhere as a person before the law."

In an argumentative paragraph, explain how torture and cruel punishment by the Nazis has taken humanity away from the Jews on the death march. Provide three examples to support your claim. Include the anecdote of Meir and his father to prove your point. Use at least one quotation from the reading that invokes animalistic (rather than human) imagery.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Day 13

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is dysentery?

Dysentery is symptomatic of a potentially deadly disease. It can have several causes, including parasitic amoeba and bacteria. It is characterized by infections, bloody diarrhea, and is usually caused by the contact of human fecal matter with food and water supplies. Dysentery was rampant in concentration camps, where sanitary conditions were extremely poor. If left untreated, dysentery can lead to death, and usually did in the camps.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dysentery (102)	invalid (105)	spasmodically (106)	summons (106)	revenge (109)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Night* by Elie Wiesel, p. 99-109**

Setting	Characters	Pages
the gates of Buchenwald	Elie, his father, prisoners, SS guards	99-100
Buchenwald, inside the block	Elie, his father	100-102
Buchenwald Block	Elie, his father, a doctor	102-103
	Elie, his father, a Frenchman, a Pole	104
Buchenwald Block, 1/28/45	Elie, his father, the head of the block, SS officer	104-106

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Buchenwald Block, 1/29/45	Elie	106
Buchenwald, children's block, 1/29/45-4/5/45	Elie, prisoners	107
Buchenwald, 4/5/45	Elie, SS officers, Gustav	108
Buchenwald, 4/10/45	Elie, several hundred children, 20,000 prisoners, SS guards, resistance fighters, Americans	108-109
Buchenwald hospital, the next two weeks	Elie	109

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- At Buchenwald, the exhausted, starving prisoners are told to wait in the snow for the showers.
- Elie's father wants to give up and die at this point. Elie points out the bodies of all the people who also gave up there. He argues with his father for a long time.
- A siren goes off and the men are forced into the blocks. Elie immediately goes to sleep.
- When he wakes up, Elie can't find his father. At first, he hopes he won't find him, but he feels ashamed of himself and goes to look.
- After hours, Elie finds his father burning with fever.
- Elie shares his food with his father, because no one will waste food on the sick.
- Elie's father has dysentery. Elie tries to care for him, but no one helps.
- When Elie is away, other prisoners hit his father and steal his bread.
- The head of the block advises Elie to stop sharing his food with his father so that he can save himself.
- Elie's father begs for water, but Elie was told not to give him water because it would make him worse.
- When his father makes noise, an SS officer beats him.
- Elie goes to sleep, knowing his father is probably going to die. When he wakes up in the morning, he is already gone.
- For the next few months, Elie stays in the children's block and does very little.
- On April fifth, the front is approaching and the SS calls the prisoners to roll call. The head of the block tells everyone not to go because they'll be shot.
- The next day, the head of Buchenwald announces that the camp will be liquidated.
- On April tenth, a resistance movement acts against the SS guard. The SS flees.
- At 6 p.m., American tanks liberate the camp.
- The survivors immediately start to eat as much as they can. No one thinks of revenge.

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- Three days after liberation, Elie becomes ill with food poisoning. He is between life and death for two weeks.
- When Elie is finally well enough to look in a mirror, he doesn't recognize himself.

EXPLORE

Analyze Analyze the key paragraph.

Key Passage, p. 105

"Listen to me, boy. Don't forget that you're in a concentration camp. Here, every man has to fight for himself and not think of anyone else. Even of his father. Here there are no fathers, no brothers, no friends. Everyone lives and dies for himself alone. I'll give you a sound piece of advice – don't give your ration of soup to your old father. There's nothing you can do for him. And you're killing yourself. Instead, you ought to be having his ration" (p. 105).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Primo Levi, another Holocaust survivor, has suggested that life in Nazi Death Camps was like being on another planet. Human rules for living did not apply there. "There [were] no fathers, no brothers, no friends." Morals and values that you and I have simply did not apply in the camps.

Write an argumentative paragraph that demonstrates how the Nazi regime prevented Jews and other prisoners from living by a moral code that affirmed their humanity. Provide three details to support your statement. Use Elie's father's death as one example. Think back to Day 11's reading when Elie prays to God that he will not allow him to do what the Rabbi Eliahou's son has done. Provide a quote from Elie to back up your case.

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, students should make a poster about her or his Architect of Peace. Teachers can set guidelines appropriate for individual classrooms, but the poster may include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how the student has been inspired by that architect to promote peace in your local community. If possible, students should present the same information orally to the class, using the poster as a visual aid.

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Character Based Literacy Program 40-Minute Lesson Plan *Night*, Days 14 and 15

Outcomes for Today

Common Core Standards Focus:
W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the United Nations?

The United Nations was created as an internationally regulatory body in 1945. It was designed to create an international forum for resolving disputes in a peaceful manner, and was a direct response to the horror and atrocity of World War II. In creating the UN, the Allies hoped to avoid another world war. United Nations Day is celebrated on October 24th every year – the day it officially came into existence.

The purposes of the United Nations, as set forth in the Charter, are to maintain international peace and security; to develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples; to cooperate in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms; and to be a center for harmonizing the actions of nations in attaining these ends.

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Night Final Project
Universal Declaration of Human Rights Speech

Justice Requires Restraint
There are things you cannot say or do to yourself, any other person, or the planet because justice demands it. The Actions I take and the decisions I make must respect the rights of all.

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Everyone on the planet ought to have certain rights. The General Assembly of the United Nations authored a Universal Declaration of Human Rights in 1948, just three years after Elie Wiesel was liberated, first by the Resistance and then by the Americans.

Task:
Pretend you are on the Committee in charge of creating the Universal Declaration of Human Rights. You are in charge of authoring at least one article. **In three argumentative paragraphs, convince** the UN committee to approve this article to be part of the document. In order to do this, you must provide three examples (in three separate paragraphs), quotes, and anecdotes from Elie Wiesel's account of the Holocaust to prove the article's importance. Each paragraph must support your thesis.

Instructions:

- Review daily writing task.
- Choose the article that seems best suited to make your case.
- Record your thesis at the top of the worksheet. [Sample thesis: Depriving a person or group of people the right to life, liberty, and security of person is inhumane and wrong.]
- Review your journal entries and choose your best three paragraphs to back up your thesis based on content and rhetorical device used.
- Put your paragraphs in order. These are the body of your essay.
- Write an introduction. In a speech, you want to open with something that will grab the audience's attention. A story about a horror of the concentration camps would do this well. Once you have their attention, explain your thesis.
- Write a conclusion. In your conclusion, you remind the readers of the importance of your topic and argue them to take the action you want them to.
- Type or neatly write your speech from beginning to end. Ask yourself, "Does this flow?" You may need to add a sentence or two to the beginning or end of your body paragraphs in order to seamlessly lead your audience from one topic to the next. You may also need to cut out information if it detracts from your point. Remember also that voice and word choice are important in a speech. You are addressing the United Nations. Have you used professional language?
- Practice your speech with a partner. Allow them to complete the same two editing statements as usual.
    - I could use some clarification on…
    - I would like to hear more about…
- Perform the speech in front of your class.

Close Close by extending today's lesson to life and the world.

Community Connection – Architects of Peace

Be sure to display your posters in the classroom and celebrate peace!

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