

Character Based Literacy Program

Independent Study 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 and Buna. 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, 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.

To make the novel relevant, you are encouraged to complete the “Close” phase of the lesson plan, where you can explore the Architects of Peace project on the Santa Clara University website.

For more information about the Holocaust, please see the list of Internet Resources available below.

Internet Resources:

United States Holocaust Memorial Museum

<http://www.ushmm.org/>

The Elie Wiesel Foundation for Humanity

<http://www.eliewiesel.org/>

USC Shoah 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

Character Based Literacy Program

Independent Study Lesson Plan

Night, Week 1



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?

What is a ghetto?

What is a cattle car?

Who was the notorious Dr. Mengele?

What are Kapos?

Word Wall Here are vocabulary words to add to the Word Wall.

beadle (1)	synagogues (1)	exterminate (6)	fascists (6)	provoked (10)
ghetto (9)	deportation (11)	expelled (12)	edict (13)	truncheons (13)
hysterical (22)	pious (22)	devouring (23)	pestilential (24)	abominable (25)
chimney (28)	notorious (29)	monocle (29)	baton (29)	crematory (30)
compulsory (38)	convoy (40)	disperse (41)	relentlessly (42)	endure (43)

READ

Review Review the timeline from the beginning every day.

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.

Read *Night* by Elie Wiesel, p. 1-43

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Justice Poster

Begin a Justice Poster T Chart.

- Label one column “Justice” and the other side “Injustice”.
- During this unit, follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically input a headline/article of a “Justice” and “Injustice” in your local community and in the world on the document.
- For all of the items in the “Justice” column, write one thing you 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, write one thing you 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.
- Choose one item to take action on.

Map Activity

Using the “Holocaust Layer” on Google Earth, track Elie’s movements throughout the novel. The map will display major concentration camps from the Holocaust. Click on each concentration camp name to learn more about the details of each camp and to view pictures of the buildings.

Download and install [Google Earth \(external link\)](#)

Download the [timeline layer](#) of concentration camps across Europe (camps.kml, 36kb)

Download the [Holocaust Encyclopedia layer](#) (encyclopedia.kml, 72kb)

- In Google Earth, go to “file>open” and then browse to and open the downloaded layer files.
- Use the dashboard in Google Earth to access content from the Museum’s online Holocaust Encyclopedia.

For more support or information, please visit Mapping the Holocaust Google Earth:
<http://www.ushmm.org/learn/mapping-initiatives/mapping-the-holocaust-google-earth>

If you do not have access to Internet, obtain a map of Europe by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information

provided by authoritative print or digital sources, track Elie's journey in the novel on the map. You can also add other relevant information that arises in the novel.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart: What You Know, Want to Know, and Learn about the Holocaust

This KWL Chart be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. Begin a KWL chart for the Holocaust. What do you know and what do you want to know? As the unit progresses, you should add what you learned to the chart.

1g6 Setting Chart – Complete a Setting Chart for the Sighet ghetto.

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

Postcard

As Elie, write a postcard describing your deportation experience to a Jewish pen pal in the United States.

1g6Portrait: Create an Open Mind Portrait of Elie.

You will add thought bubbles to his OMP every couple days. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

Sketch

Create a sketch of the scene as Elie and his family leave the train. Focus on the confusion Elie, his parents, and sisters felt as they were herded off and separated.

Cubing

Create a cube that describes the methodical steps of the process that the Nazis used to indoctrinate prisoners into the concentration camp. Each side should have an illustration of a different step. Some possibilities:

1. Separating men and women
4. Disinfection

2. Selection
3. Shaving

5. Clothing
6. Tattoos

Open Mind Portrait

Update the Open Mind Portrait for Elie.

Discussion

Key Questions, p. 1-9

1. Why does Wiesel begin the novel with a description of Moshe the Beadle? What does his story tell you about the rest of the book?
2. As the story begins, what kind of person is Elie?
3. What are Elie's priorities?
4. Compare and contrast your priorities with Elie's.
5. Why don't people react when the foreigners are expelled from Sighet?
6. "Justice Requires Restraint. The actions I take, and the decisions I make, must respect the rights of all." Describe the decisions and actions that are taking place in Sighet. Do these actions and choices respect the rights of all? How can the community respond with justice?
7. Why do people like Elie's father refuse to change?
8. If your home was threatened like Sighet, would you leave your town, state, and country tomorrow? Why or why not?
9. Why do you think the people of Sighet ignored the warning of Moshe the Beadle?
10. What are other examples in history where people denied reality?

Key Questions, p. 9-20

1. How would you react if your family was forced to move into this kind of ghetto tomorrow? How could you respond as a responsible leader that acts with integrity to seek justice?
2. Why were the Jews happy in this situation, at first? Were they really happy, or just "making the best of it?"
3. How do modern ghettos compare to the ghettos the Nazis set up? Compare and contrast.
4. Do you think modern ghettos respect the rights of all since they provide the poor with shelter? Why or why not? How could modern ghettos be more just?
5. What kinds of things did they pack when they were notified of deportation?
6. What else would you pack? Explain.
7. Describe how Wiesel family and the Sighet Jews were transported from their city to an unknown location. How were these actions unjust?
8. Why didn't the Wiesel family escape when they had the chance?
9. At every turn, the Jews seem to think that things are going to be okay. Why did they take this outlook, even though evidence pointed to something different?
10. How does the author use weather to set the tone of the novel?

Key Questions, p. 21-26

1. Describe the journey in the rail car. Describe the unjust and disrespectful treatment of human life during this journey.
2. Why do you think Wiesel spend a whole chapter describing the journey in the rail car?
3. Why do you think Wiesel doesn't focus on his family in this chapter?
4. Elie uses the pronoun "we" far more often in this chapter than the pronoun "I?" Is this significant? How does the change illustrate Elie's change as he goes through the experience on the train?
5. What does Madame Schächter see in her hallucinations?
6. How does Madame Schächter's hysteria affect the other passengers in the train car?
7. The passengers in the train revert to mob mentality as they deal with the hysterical woman – what are some modern examples of mob violence?
8. What were the responsible and just ways to respond to Madame Schächter's hysteria? What were the irresponsible and unjust reactions to Madame Schächter's hysteria?
9. What do you know about Auschwitz?
10. What is the stench the prisoners smell in the air as they arrive at Auschwitz?

Key Questions, p. 27-35

1. In a single night, how does Elie's entire perspective on life changed forever?
2. Describe the methodical process as the prisoners come into the camp. What purpose does this organization serve?
3. Why do you think that veteran prisoners were cruel to the new arrivals, and gave them false information? How is this an example of injustice breeding further injustice?
4. Why do the old men beg the young not to fight back at this point?
5. As young people, what would you do in this situation? How could you respond with justice?
6. Why are the prisoners no longer concerned about their loved ones? What purpose does their disconnection show?
7. Why is the key passage on page 32 one of the most powerful passages in literature?
8. What literary devices does Wiesel use to make this idea that we should never forget stay in the reader's mind?
9. Why is it important to learn from the injustice actions and decisions of human history?
10. Can men be made into animals? How?

Key Questions, p. 35-43

1. Why did the Kapos constantly check people for new shoes?
2. Why did Dr. Mengele's words make such a huge impact on the prisoners even after a day of horror?
3. The prisoners' experience is full of violence. How did the camp officials, guards and Kapos alike, use violence as a means of control?

4. How is this an example of injustice?
5. Does anyone in the camp show restraint? Do these actions and choices demonstrate justice?
6. What is the literary purpose of including the beautiful weather in this chapter?
7. What is the irony of the weather and the signs on the electric wire?
8. What are the other ironic symbols in this chapter?
9. What do you think happened to Stein when he found out the truth about his family?
10. Why is hope important to people who are in desperate situations?

EXTEND

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

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).

Writing Prompt

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.”**

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).

Writing Prompt

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.”**

Key Passage, p. 24

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

‘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).

Writing Prompt

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.**

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).

Writing Prompt

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.**

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).

Writing Prompt

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 the reading 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, you will explore the stories and wisdom of

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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the Architects of Peace. You will find numerous resources at the project's website:
<http://www.scu.edu/ethics/architects-of-peace/>.

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

List three things that you can do to work toward peace, as inspired by Elie Wiesel.

Community Connection – Architects of Peace

Today, choose an Architect of Peace to research.

Community Connection – Architects of Peace

Now that you have chosen an Architect of Peace, read their biography. 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.

Community Connection – Architects of Peace

Today, prepare a short summary of what the architect's beliefs are in relation to how peace may or may not be achieved.

Community Connection – Architects of Peace

Today, reread your architect's Reflections on Peace, found on the website <http://www.scu.edu/ethics/architects-of-peace/>. Then, make a list of at least three ways you are inspired by the architect to promote peace in your community.

Character Based Literacy Program

Independent Study Lesson Plan

Night, Week 2



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?

What is an air raid siren?

What are Rosh Hashanah and Yom Kippur?

What is the Kaddish?

What happened when the Nazis abandoned concentration camps?

Word Wall Here are vocabulary words to add to the Word Wall.

assassin (45)	numerology (48)	forged (51)	reprieve (50)	frenzy (50)
lavatory (53)	gallows (58)	undertones (58)	condemned (59)	manacled (59)
afflicted (63)	decomposition (63)	decay (63)	prostrated (64)	lamentation (65)
ration (69)	meager (70)	inheritance (71)	morale (72)	mercy (73)
amputated (74)	evacuation (77)	infirmary (77)	summarily (77)	procession (80)

READ

Review Review the timeline from the beginning every day.

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.

Read *Night* by Elie Wiesel, p. 45-80

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Justice Poster

Continue to work on your Justice Poster T Chart.

- Label one column “Justice” and the other side “Injustice”.
- During this unit, follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically input a headline/article of a “Justice” and “Injustice” in your local community and in the world on the document.
- For all of the items in the “Justice” column, write one thing you 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, write one thing you 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.
- Choose one item to take action on.

Map Activity

Using the “Holocaust Layer” on Google Earth, continue to track Elie’s movements throughout the novel. The map will display major concentration camps from the Holocaust. Click on each concentration camp name to learn more about the details of each camp and to view pictures of the buildings.

Download and install [Google Earth \(external link\)](#)

Download the [timeline layer](#) of concentration camps across Europe (camps.kml, 36kb)

Download the [Holocaust Encyclopedia layer](#) (encyclopedia.kml, 72kb)

- In Google Earth, go to “file>open” and then browse to and open the downloaded layer files.
- Use the dashboard in Google Earth to access content from the Museum’s online Holocaust Encyclopedia.

For more support or information, please visit Mapping the Holocaust Google Earth:
<http://www.ushmm.org/learn/mapping-initiatives/mapping-the-holocaust-google-earth>

If you do not have access to Internet, obtain a map of Europe by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information

provided by authoritative print or digital sources, track Elie's journey in the novel on the map. You can also add other relevant information that arises in the novel.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

1g6Portrait: Create an Open Mind Portrait of Elie's father.

You will add thought bubbles to his OMP every couple days. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

1g6 Setting Chart

Create a setting chart of Buna. How does this compare to the setting chart you completed on day 2 of the Sighet ghetto?

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

Map

Obtain a map of Europe by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map.

Open Mind Portrait

Update your Open Mind Portrait of Elie. Add thought bubbles to his OMP. You could use different colors for the beginning, middle and end of the story.

Create a 4g6 Character Profile Chart for Elie Wiesel.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Comic Strip

Create a comic book strip detailing the series of events in today's reading.

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencil, pen, crayon, marker or chalk as desired

Step One: List the details from today's reading.

- Review pages 60-67
- Make a list of four events

Step Two: Draw the four scenes

Variations for Writing

- This sketch can be used to help write an explanatory paragraph of today's reading.

Create a 4g6 Character Profile Chart on Elie's father.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Open Mind Portrait

Update your Open Mind Portrait of Elie by adding thought bubbles to his OMP.

Sketch the visual details of the selection process.

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencil, pen, crayon, marker or chalk as desired

Step One: List the details from today's reading.

- Read pages 67-69
- Make a list of all the details

Step Two: Draw a sketch of the selection process.

Variations for Writing

- This sketch can be used to help write an explanatory paragraph of this setting.

Postcard

Pretend you are Elie and decided to stay in the hospital rather than evacuating the camp with your father and the others. Write a postcard to your father telling him you survived and describing your joy at liberation.

Discussion

Key Questions, p. 45-52

1. What is the irony of the veteran prisoners telling Elie that Buna is a "good camp?"

2. Why did the Germans have Jews working in their factories?
3. What hope for the future do Elie and his friends have?
4. Why is it important for Elie and his friends to have hope, be positive, and be mentally strong?
5. Why did the Jewish girl posing as a French girl take a risk to help Elie? How does this demonstrate respect for others? Was this risk worth it?
6. Why do you think it was so common for prisoners to abuse each other? (Think of the examples of Idek and the dentist.)
7. Do these actions and choices respect the rights of all? How can the community respond with justice?
8. Why did Elie blame his father for the beating instead of Idek?
9. What does Wiesel mean by "That is what concentration camp life had made of me" (pg. 52)?
10. Would Elie's life be easier if he were alone in the camp? Why or why not?

Key Questions, p. 52-60

1. How did Franek get Elie to give up his gold crown? Would this method have worked with you?
2. Would Elie have revealed Idek's secret if the Kapo had not beaten him?
3. How hungry would you have to be to risk death the way the starving man did during the air raid?
4. Why did the prisoners celebrate the bombing of the camp?
5. Explain why the prisoners were not afraid of the bombs.
6. Why were the prisoners required to watch the condemned man hang? Explain the injustice of this action.
7. In what way did the first hanging that Elie witnessed affect him differently than the previous deaths he had witnessed?
8. Before the prisoner was hung, what were his last words? Describe their significance.
9. Why does Wiesel include the line about the soup being excellent the night of the hanging? What does this tell the reader about his state of mind?
10. Who do you think will survive? Idek? Julie? Elie's father? Explain.

Key Questions, p. 60-67

1. Why are the prisoners so affected by the death of this particular *pipel*?
2. What does the hanging of the child represent in Elie's life? How does this change him completely?
3. What special significance did Rosh Hashanah have for prisoners that year?
4. Why did some insist on celebrating, and others, like Elie, reject the holiday?
5. How can religion help people get through a difficult time?
6. Does religion help Elie? Explain.
7. Who or what helps you during difficult times?
8. Why does Elie feel "a great void" in his heart on Yom Kippur?
9. Why was the word "selection" the most frightening word to all of the prisoners?
10. What do you think is the worst thing that could happen to Elie at this point?

Key Questions, p. 67-73

1. How did the experience of Elie's block head help Elie survive in Buna?
2. Have you ever benefited from someone else's experience?
3. Why do you think the most important thing about avoiding selection was to not be afraid?
4. Why do you think the block head lied to the prisoners about who had been selected?
5. What would you say to your father, mother, or grandparent if you knew it was the last time you would see her or him?
6. What is the true value of the inheritance Elie receives from his father?
7. Why was Akiba Drumer a victim of the selection?
8. Why is it important to have hope?
9. Why was Akiba Drumer's last request to say the Kaddish for him?
10. How do you want people to remember you when you are gone?

Key Questions, p. 73-80

1. What dangers did Elie face while in the hospital?
2. Would a surgeon today complete Elie's surgery without anesthetic?
3. What does Wiesel mean when he says that hopeful rumors were sometimes "an injection of morphine?" (p. 76) Do you agree?
4. Why does Elie decide to leave the hospital and evacuate with the other prisoners? Do you think this was the right choice for him?
5. What would you do if you were in Elie's position?
6. What do you think will be the consequences of Elie leaving the hospital before his foot is fully healed?
7. What are some examples of the figurative language (similes, metaphors, etc.) that Wiesel uses to make Elie's experience more real for the reader?
8. What kind of journey do you think Elie and the prisoners will be making now?
9. What was the point of cleaning out the block? Do you agree with the head of the block?
10. Predict what will happen next.

EXTEND

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

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).

Writing Prompt

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.

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*)

Writing Prompt

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.**

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).

Writing Prompt

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

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).

Writing Prompt

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.**

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).

Writing Prompt

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.**

Close Close by extending the reading to life and the world.

Community Connection – Architects of Peace

As a project due at the end of the novel, you should make a poster about your Architect of Peace. The poster should include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how you have been inspired by that architect to promote peace in your local community.

Character Based Literacy Program

Independent Study Lesson Plan

Night, Week 3



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?

What was the role of starvation in the concentration camps?

What is dysentery?

What is the United Nations?

Word Wall Here are vocabulary words to add to the Word Wall.

automatons (81)	trampled (82)	parched (83)	famished (83)	faltering (90)
carriage (92)	apathy (94)	spectacles (95)	indifference (96)	wailing (97)
dysentery (102)	invalid (105)	spasmodically (106)	summons (106)	revenge (109)

READ

Review Review the timeline from the beginning every day.

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.

Read *Night* by Elie Wiesel, p. 81-109

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Justice Poster:

Continue work on your Justice Poster T Chart.

- Label one column “Justice” and the other side “Injustice”.
- During this unit, follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Periodically input a headline/article of a “Justice” and “Injustice” in your local community and in the world on the document.
- For all of the items in the “Justice” column, write one thing you 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, write one thing you 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.
- Choose one item to take action on.

Map Activity

Using the “Holocaust Layer” on Google Earth, continue to track Elie’s movements throughout the novel. The map will display major concentration camps from the Holocaust. Click on each concentration camp name to learn more about the details of each camp and to view pictures of the buildings.

Download and install [Google Earth \(external link\)](#)

Download the [timeline layer](#) of concentration camps across Europe (camps.kml, 36kb)

Download the [Holocaust Encyclopedia layer](#) (encyclopedia.kml, 72kb)

- In Google Earth, go to “file>open” and then browse to and open the downloaded layer files.
- Use the dashboard in Google Earth to access content from the Museum’s online Holocaust Encyclopedia.

For more support or information, please visit Mapping the Holocaust Google Earth:

<http://www.ushmm.org/learn/mapping-initiatives/mapping-the-holocaust-google-earth>

If you do not have access to Internet, obtain a map of Europe by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, track Elie’s journey in the novel on the map. You can also add other relevant information that arises in the novel.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

6g6 Venn Diagram Chart

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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Create a Venn Diagram that compares and contrasts Elie and his father.

Fill out the Character Interaction Chart for Elie, Elie's father, and the other prisoners.

1. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

1g6Portrait: Update the Open Mind Portrait of Elie.

Add thought bubbles to his OMP. You could use different colors for the beginning, middle and end of the story.

Create a CD

Create a CD that would appeal to a teenager in a concentration camp. See the source book for detailed instructions.

2g6 Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

Postcard

Pretend you are Elie one year after liberation. Write a postcard to one of your older sisters, who you just found out survived. Describe your experience since leaving Buchenwald.

1g6Portrait: Finish the Open Mind Portrait of Elie.

You have seen the roadblocks, conflicts, and outcomes. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems. Add thought bubbles of Elie's reflection of the outcome of this story.

3g6 plot profile chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Discussion

Key Questions, p. 81-91

1. Elie and his fellow prisoners were forced to run for at least 45 miles – that's almost two marathons! How would the bodies of most people react to this kind of abuse?
2. Explain the injustice of this treatment.
3. Why does Elie choose not to die during the death march?
4. How do Elie and his father save each other on the death march?
5. How is this an example of courage and respect for all?
6. How are Elie and his father different from Rabbi Eliahou and his son? Which do you think you would most resemble in this situation?
7. Elie prays for the first time in a long time in this section. What does he pray for and why is this significant?
8. Why, after surviving the horrible march, do you think people killed each other by crushing each other as they slept?
9. What is the symbolism behind Juliek playing his violin in the night before he dies?
10. From the Nazi's point of view, what was the purpose of this forced march? Why didn't they just leave the Jews at Buna or Gleiwitz or along the side of the road?

Key Questions, p. 91-98

1. Do you think Elie felt guilty for causing the confusion that saved his father but lead to other prisoners being killed?
2. Why does Elie start the chapter about the train with yet another reference to a never-ending night? Of what should this remind the reader?
3. Why were the men on the train so eager to throw the dead and dying out into the snow?
4. Why does Elie consider it cruel to throw coins to children who will fight over them?
5. Was this an act of charity or cruelty? Explain.
6. How old is Elie? What is the significance of Elie's age?
7. Why would a fellow prisoner try to strangle Elie during the night?
8. Who helps Elie? How do some prisoners support each other?

9. Why do you think Elie survived when 88% of the people in his train car did not?
10. How does Wiesel use specific word choice to set the tone of the novel? Give examples.

Key Questions, p. 99-109

1. What internal conflict does Elie face as they arrive at Buchenwald?
2. What does Elie's fight to save his father illustrate about his character?
3. Do you think Elie should have continued to share his water and food with his father? Why or why not?
4. Why do the doctors refuse to help Elie's father?
5. How did Elie's father eventually die?
6. How did Elie deal with his father's death?
7. What was the first response of all the prisoners when they were liberated?
8. Describe what happens to Elie after liberation? What is the irony about his life-threatening illness?
9. What do you think Elie's life was like for the first year after liberation?
10. Thinking back to the beginning of the novel, why do you think Wiesel chose to begin the story with the tale of Moshe the Beadle?

EXTEND

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

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).

Writing Prompt

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

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).

Writing Prompt

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.

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).

Writing Prompt

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 the reading 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, you will explore the stories and wisdom of the Architects of Peace. You can 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, you should make a poster about your Architect of Peace. The poster should include a photo, illustrations, biographical information, ways that the architect contributes to the cause of peace, and how you have been inspired by that architect to promote peace in your local community.

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
		1	2	3	4	5	6	7	8	9
Event										

Character Based Literacy Program

Independent Study Lesson Plan

Night, Final Writing Project



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.

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 your previous writing assignments.
- 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?