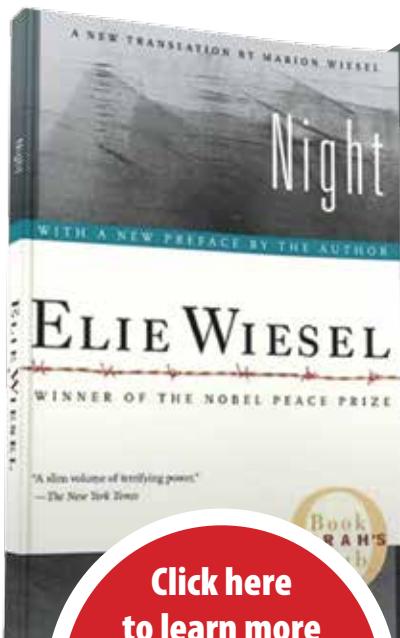


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Night
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Reflections:

A Student Response Journal for...

Night

by Elie Wiesel

written by Amber Reed

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Item No. 301919

Night

Pages 3-28

1. Moishe is a poor handyman at the shtibl, or house of prayer. He has been called Moishe the Beadle for so long that his actual surname is unknown. Write a paragraph discussing the nickname of someone you know or a character from a book or movie. How did this person get the nickname, and, in your opinion, is it well suited? Why or why not?
2. Eliezer explains that the underprivileged people in his hometown are assisted, but ostracized by the townspeople. Elizier lives in a small town in Transylvania, but his observation may be applicable to other parts of the world. In your opinion, is this statement a fair depiction of how the poor and homeless are treated in American society? Compose an editorial expressing your opinion on the subject, and be sure to support your position with examples.
3. Eliezer's father is a highly respected member of the community whose advice is often sought. Think of a person you admire for his or her intelligence or skill. The individual may be someone that you do not know personally, such as a political leader or celebrity. Pretend that you are entering this person in a contest titled, "Role Model of the Year." Write a brief submission essay describing the traits that you admire in this person and how he or she has influenced you. Supply at least two reasons why this individual should receive the award.
4. Eliezer wishes to study Kabbalah, and he asks his father to find an instructor. His father, however, refuses because of Eliezer's young age. Choose one of the following questions to complete:
 - A. Do you agree or disagree with Eliezer's father? Do you believe that Eliezer is old enough to make his own decisions, or should he heed his father's spiritual guidance? Write a letter to Eliezer's father voicing your opinion on the matter.
 - B. Have you or someone you know ever been denied something because of age? What did you want, who prevented you, and how did you feel? Describe the situation in the form of a one-page journal entry.

Response Journal

5. Moishe the Beadle questions Eliezer as to why he prays. Eliezer, however, does not have an answer, and he feels “troubled and ill at ease.” Moishe’s questions cause Eliezer to contemplate the foundation of his faith, something which many people encounter at some point in life. Consider a time when you, someone you know, or a character from a book or movie faced doubts about personal faith. Summarize this occasion in a paragraph. Next, write a second paragraph in which you discuss your perspective on faith. How important is it for an individual to have some form of faith, and why?
6. All foreign Jews are suddenly shipped out of Sighet, but the townspeople attribute this strange occurrence to the war. In a short time, the exiled people are forgotten and life returns to normal. Imagine that you are a student of journalism in Sighet, and you want to write a story on the townspeople’s reaction to the eviction. Write an article that you will attempt to get published in the local newspaper. The piece should include one quote from a deportee and one from someone who remained in town. Try to image how the people felt and the atmosphere during this time, and relay those feelings in the article.
7. Moishe returns to Sighet with horrific tales of his experiences in the Galician forest. He desperately tries to warn the townspeople about the Gestapo, but his words go unheeded. Why do you suppose that no one will listen to Moishe? Why is Moishe not only ignored, but considered insane? Imagine that you are the only person in town who believes him. Write a letter to Moishe giving your explanation for the way that he is being treated.

Night

8. The people in Sighet refuse to believe that Hitler can or will exterminate the Jewish race; their lives continue as usual, despite news of German victories. Recall a time when a character from a book or movie was in denial like the people of Sighet. Complete the following conversation by describing the character to a friend:

Friend: I can't believe that no one is leaving town. If I heard that the Germans were coming, I'd be out of there, especially after what Moishe said. They must be in complete denial.

You: Yeah, they remind me of this other character in...

9. The Germans arrive in Sighet and lodge in the townspeople's homes. Despite their grim uniforms, the soldiers appear to be polite and nonthreatening. How would you react if an army of an enemy nation suddenly arrived in your town, and some began living in your home? Pretend that you are living in Sighet when the Germans arrive. Compose an editorial for the local newspaper voicing your opinion of the situation. The piece should not exceed one page.
10. The Jewish people are forced into ghettos that are enclosed with barbed wire fences. Yet, despite their imprisonment, the people regard their situation in a positive light. Eliezer writes, "The ghetto was ruled by neither German nor Jew; it was ruled by delusion." Write a short paragraph explaining this statement to a student in your class who doesn't understand what the sentence means.
11. News arrives that the ghettos are being liquidated and that all residents are being transported. People have less than twenty-four hours to prepare to leave their homes and travel to an unknown location for an indeterminate amount of time. Reflect on how you would feel in this predicament. Imagine that you are a resident of the ghetto, and compose a poem about what is occurring. For instance, the poem may express feelings or depict events that are taking place. You may choose any format for the poem; the final work should contain at least six lines.

Response Journal

12. As an accompaniment to the previous prompt, make a list of the first five things that you would take with you if you had to be re-settled in a ghetto. You are restricted to five items only.
13. Eliezer's father is assigned with the task of informing the community about the sudden transport. Imagine that you are in his place. What would you say? Create a speech that is as informative as possible yet attempts to break the news gently to your relatives, friends, and neighbors. The speech should range between one and two pages in length.
14. Members of the Jewish community are told that they can only take "a backpack, some food, [and] a few items of clothing" on the trip. What if you had to leave your home and could only take one item? Using complete sentences, explain what one item you would be forced to leave. This, obviously, would be the second most important thing you have.
15. Read the following passage. Using complete sentences, answer the questions that follow:

"Our backyard looked like a marketplace. Valuable objects, precious rugs, silver candlesticks, Bibles and other ritual objects were strewn over the dusty grounds—pitiful relics that seemed never to have had a home. All this under a magnificent blue sky."

- A. What does this passage bring to mind? How does it make you feel?
- B. What do you suppose the author means when he calls the valuables "pitiful relics?"
- C. In your opinion, why does the author mention the "magnificent blue sky?"

Night

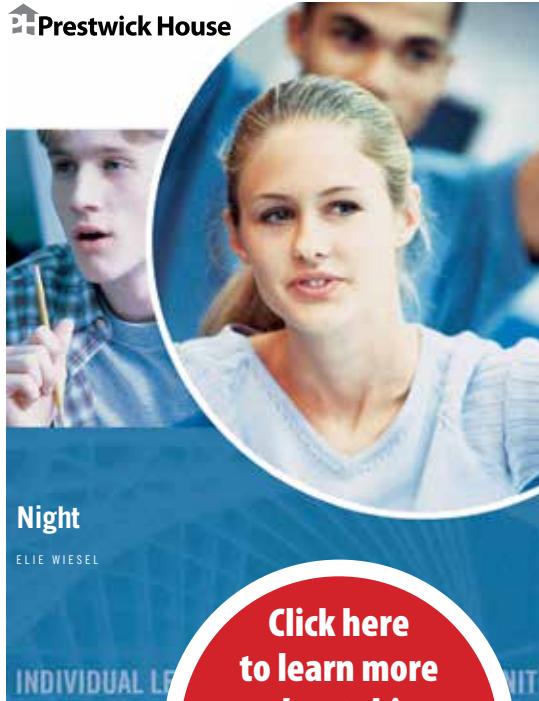
16. Eliezer and his family arrive in the small ghetto and stay at Uncle Mendel's house. Eliezer notes that his mother, while preparing dinner, keeps repeating, "We cannot give up." What do you believe she is experiencing or feeling at this time? Write a journal entry from the perspective of Eliezer's mother. In your account, note your primary fears and concerns, as well as your hopes and strengths.
17. Eliezer's family has a chance to escape to a safe house with Maria, their former maid, but the father refuses. The children, afraid to part from their parents, also decide to stay in the ghetto. Do you believe that they made a wise decision? Remember that the family does not know the horrors they are yet to encounter; the future is uncertain. As a friend, write an imaginary letter to Eliezer and his sisters offering guidance on a course of action based on what they know up to this point. Give at least two reasons to support your advice.
18. Large groups of people are crammed into cattle cars and given a limited supply of bread and water. The soldiers warn their captives that, if anyone should escape, another prisoner will be shot. Suppose that you are one of the prisoners on the train. Would the Germans' threats be enough to prevent you from trying to escape? Choose one of the following questions to complete:
 - A. Imagine that you are the escapee. What would you say to the person who will be shot in your absence? Compose a letter to this person justifying your reasons for escape.
 - B. Imagine that you are the person to be shot. What would you say to the person who escapes? Compose a letter to this person explaining your feelings.



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Night

ELIE WIESEL

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Teaching Unit

Night

by Elie Wiesel

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Item No. 200673**

Night

Objectives

By the end of this Unit, the student will be able to:

1. provide support from the text that will demonstrate that a major theme in this book is that man's inhumanity to man has no limit.
2. state the significance of the title and point out what the word symbolizes.
3. write an essay in which comments and incidents from the book are used to support this generalization:
“A major theme in this novel is a boy’s loss of innocence in a world he thought good and a loss of faith in a God he thought just.”
4. recognize the cunning of the SS methods that, coupled with the human need to feel optimistic in the face of danger, led the Jews of Sighet to cooperate in their own destruction.
5. point out how the writer’s style and use of irony in this narrative is unlike the style found in most first-person memoirs.
6. identify the following literary devices and point out how the author uses them:
 - simile
 - metaphor
 - personification
 - paradox
 - irony
 - foreshadowing
7. point out how the author uses symbols and imagery to convey ideas and images to the reader.
8. relate those aspects of the Holocaust that you have not known about previously.
9. recognize how a survivor of the Holocaust can be irrevocably changed by witnessing such horrific events.
10. infer from the text where the author believes that the guilt and responsibility for the Holocaust lies.
11. analyze the characters of Eliezer, Moishe the Beadle, Juliek, and Eliezer’s father and their relationships to each other.
12. analyze character dialogue to guide interpretations of a character’s thought process.

Night

Questions for Essay and Discussion

1. Why do you think no one would listen to Moishe the Beadle's story?
2. There were several opportunities for Wiesel and his family to escape before they were sent to Auschwitz. What were these opportunities, and why did the family not take advantage of them?
3. Define irony, and discuss Wiesel's use of it in the first chapter of *Night*. What message is he trying to convey about the Jews' attitude, and how does his use of irony help him get his message across?
4. Define foreshadowing. Discuss Wiesel's use of foreshadowing in Chapter Two regarding Mrs. Schächter.
5. In Chapter Three, Wiesel says, "For the first time, I felt anger rising within me. Why should I sanctify His name?...What was there to thank Him for?" What is beginning to happen to the young religious scholar?
6. How would you describe Wiesel's style of writing? How does it affect the pace of the book?
7. Wiesel witnessed two hangings. After the first, he says, "I remember that on that evening, the soup tasted better than ever..." After the second execution, that of the young boy, "the sad-eyed angel," he writes, "That night, the soup tasted of corpses." It is unlikely that the soup's flavor differed greatly from day to day. What point is Wiesel making by comparing the two executions with the flavor of the soup?
8. On the eve of Rosh Hashanah, Wiesel says that he "felt very strong....stronger than this Almighty." Why does he say this? How is this a paradox? How have his experiences in the camps changed his views about his faith?
9. What do many of Wiesel's stories about camp life reveal about man's nature in the face of such overwhelming horror?
10. Discuss the symbolism and significance of the title, *Night*.
11. On one level this is a story of a young man's loss of faith. How does Wiesel illustrate that loss of faith throughout the book?

Night

Chapter 1

VOCABULARY

antechamber – a smaller room serving as an entrance into a larger room

billetted – to be quartered or lodged, especially in reference to troops

ghetto – an area of a city which contains and restricts a certain portion of the population; the Jews of various Eastern European cities were forcibly relocated into cordoned-off areas of the city where overcrowding, starvation, and forced labor were the norm. The ghettos were eventually destroyed, as Jews were deported to the death camps.

Hasidism – the ultra-orthodox branch of Judaism that teaches the individual to raise every action in life to the level of prayer

Kabbalah – the body of mystical teachings based on esoteric interpretations of ancient Hebrew scriptures

Miklós Horthy (1868-1957) – ruler of Hungary from 1920-1944; he initially enacted harsh laws against the Jews of Hungary but later rejected German pressure to deport Jews. Horthy was exiled after Germany took over Hungary.

[Moses] Maimonides (1135-1204) – a Spanish-born physician, philosopher, and religious scholar who fled to Egypt to escape anti-Semitism in Spain

Passover – a holiday celebrating the Jews' freedom from slavery in Egypt

phylacteries – small leather boxes containing strips of parchment inscribed with quotations from the Hebrew Scriptures used by Orthodox and Conservative Jewish men during worship

Red Army – the Soviet Russian army; Russia was one of the Allied powers (Britain, Free France, and the U.S.) during World War II.

Talmud – the codified body of Jewish civil and religious law including commentaries on the Torah

Torah – the first five books of the Old Testament of the Bible

waiflike – like a forsaken or homeless child

1. Who is Moishe the Beadle?

3. What has happened to Mrs. Schächter, and what does she do?

4. Mrs. Schächter's hysterical screaming of "Fire! I see a fire!" is an example of what literary device?

5. How does this affect those in the cattle car with her?

6. When the prisoners are finally unloaded from the train, where are they?

5. What “gift” do the Germans have for the prisoners for the New Year?

6. The head of Eliezer’s block gives some words of advice to the prisoners. What does he say?

7. When Wiesel’s number is not written down for selection what joke does his friend make?

8. What does the head of the block, called a Blockälteste, tell everyone after the selection process is over? Why does he say this?

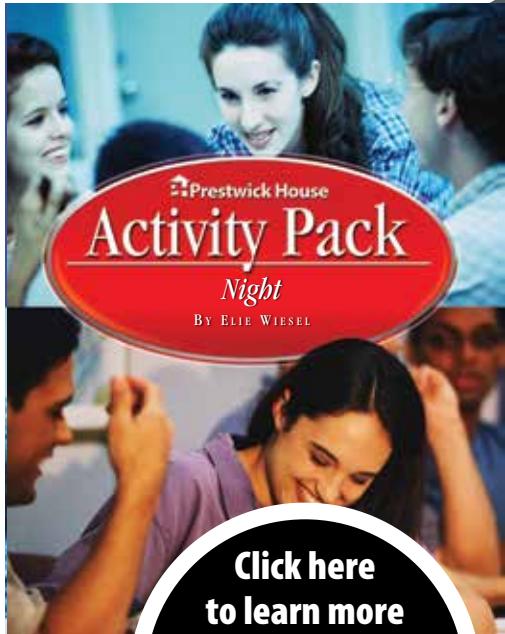
9. Several days later, some of the prisoners are told that they are not to report to work, but must stay in camp. Who are these prisoners? What is to become of these men?

10. What does Eliezer’s father give to Eliezer, and what does Eliezer call it?



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NIGHT

BY ELIE WIESEL



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Item No. 200821

Name: _____

Date: _____

Pre-Reading

Research Presentations and Posters

Objectives: Researching topics to provide a context for our reading of *Night*
Presenting research to the class

Activity

Night is an historical as well as autobiographical novel/memoir, and it will help if you learn a bit more about the events and people that shaped the Holocaust and World War II before you begin reading. To this end, your group will be assigned one of the following topics to research and will prepare a five-minute presentation to deliver in class on that topic. Your group must also prepare a poster to be used during the presentation and displayed in the classroom for the duration of the unit on *Night*. Posters should cover key points about your topic and may include photographs, illustrations, graphs, and whatever other visual aids you deem appropriate.

Topics for Research:

- Non-Jewish victims of the Holocaust
- Eugenics
- The Evian Conference
- Dr. Josef Mengele
- Kristallnacht (The Night of Broken Glass)
- Anti-Jewish Propaganda in Nazi Germany
- Babi Yar
- Warsaw Ghetto Uprising
- Kindertransport and Lebensborn
- German, Hungarian, and Polish citizens' knowledge of concentration camps
- Nazis' Successful Attempts to Disguise the True Purposes of Deportations, Shower Rooms, etc.
- Increasingly Harsh Laws Against Jews

Name: _____

Date: _____

Chapters 1–9

Plot and Tone

Objectives: Identifying significant incidents in the plot
Identifying tone

Activity

Author Elie Wiesel has chosen simply to separate the chapters of *Night* with white space rather than titling or numbering them. This gives you the opportunity to make up titles for the chapters as you read along.

Sometimes, chapter titles provide an overview of a chapter's content or point towards a significant incident or character in that chapter. Chapter 1 of *Night*, for example, might have been entitled "Moishe the Beadle" or "Expelled."

On the other hand, a chapter might take its title from part of the dialogue or descriptive prose in the chapter—or even from a significant word that sums up the overall tone of the installment. In this scenario, Chapter 1 might be called "Night Falls" or "Jews, Listen to Me."

As you read *Night*, take some time after each chapter to consider possible titles. Fill in the chart by writing one "plot-related" title and one prose or "tone-related" title per chapter.

Possible Chapter Titles

Chapter	Plot-Related Title	Prose or Tone-Related Title
2		
3		
4		
5		
6		
7		
8		
9		

Name: _____

Date: _____

Chapters 2–8**Characterization****Objective:** Keeping a character log on Eliezer's father**Activity**

As *Night* progresses, we learn more and more about Shlomo Wiesel. We learn from Eliezer's observations, Shlomo's actions, and Shlomo's words. As you read, keep a "character log" on Eliezer's father. In the left column, note any significant or interesting actions or speeches of Eliezer's father, as well as any insightful observations Eliezer makes about him. In the right column, comment on what each entry in the left one tells you about Shlomo's character. If you quote directly from the book, remember to record page numbers along with the quotations.

Once you fill up the spaces allotted on this page, please use the back to continue your character log. You should make a minimum of three log entries per chapter. One sample log entry (from Chapter 1) is provided for you.

CHARACTER LOG FOR SHLOMO WIESEL

ACTION, SPEECH, or OBSERVATION	WHAT IT SAYS ABOUT SHLOMO'S CHARACTER
"My father was crying. It was the first time I saw him cry. I had never thought it possible."	Up to this point, Shlomo has not shown his vulnerability or much sensitivity to his son. He has been a relatively distant father.

Name: _____

Date: _____

STYLE COMPARISON CHART

Source of Selection	Diction: Simple or Elevated? Narrative or Dialogue?	Sentences: Long, Short, or Both?	Sentences: Simple, Compound, Complex, Compound-Complex? (Choose all that apply.)	Literary Devices Used
Narrative of the Life of Frederick Douglass				
Walden				
Swann's Way				
"Hills Like White Elephants"				
Night				

Name: _____

Date: _____

Chapters 3 and 4

Inference

Objective: Inferring information from the text

Activity

Occasionally, writers do not spell out the significance of an incident or piece of dialogue they include in their narratives; instead, readers are expected to *infer* meaning from the text. For example, in Chapter 1, after he describes Moishe the Beadle's return to Sighet, Wiesel writes, "My mother was beginning to think it was high time to find an appropriate match for Hilda." A person reading the memoir should realize that it is not Hilda's romantic prospects that are of interest. Rather, Wiesel includes this detail so that readers can infer that concern about what Moishe has told the Jews of Sighet is low: Eliezer's mother assumes that her daughter's future will be uninterrupted by the Nazis and that life will go on as normal.

To complete the following chart, fill in the second column with the fact or point that may be inferred from the passage or incident described in the first.

Inference Chart

PASSAGE OR INCIDENT	WHAT MAY BE INFERRED FROM THE PASSAGE OR INCIDENT
Eliezer is told to say that he is eighteen by a veteran prisoner. The prisoner also insists that Eliezer's father should claim to be forty.	
After seeing that Eliezer has already finished his own ration, Eliezer's father says, "Me, I'm not hungry."	
During a lengthy hanging, Juliek comments, "This ceremony, will it be over soon? I'm hungry...."	
Following the hanging, Wiesel mentions that "the soup tasted better than ever."	

Name: _____

Date: _____

Chapter 4

Found Poem

Objective: Composing a “found” poem

Activity

A “found” poem is a poem made up entirely of phrases, sentences, or quotations found in the text. Go back through Chapter 4 and make up a found poem of your own. The poem could tell the reader something about Wiesel’s emotional state, but this is not necessary; it may have direct relevance or be totally unrelated to the action of the story, which is one of the best parts of writing a found poem.

Your poem should be at least 10 lines long. The lines do not need to rhyme, but they certainly may. You can arrange the phrases in any way you like and change the punctuation, but do not deviate from Wiesel’s actual words. You may add *and*, *a*, *the*, or alter the tense of verbs, if necessary. Move adjectives and adverbs to create different images. Give the poem a title, which may or may not come from the book. Below is an example taken entirely from Chapter 3.

The spring sunshine
A beautiful April day
In the sky a few white clouds
In the morning, black coffee

Little gardens here and there
At noon, soup
Right out in the country
On the sunny road

A beautiful April day
The spring sunshine
My sister’s fair hair
Turned into ashes...

Name: _____

Date: _____

Sample Answer**Choice #1:** conflicted**Reasons behind it:** The camps cause Eliezer to doubt, then deny, and finally to abandon his faith in God.**Choice #2:****Reasons behind it:****Choice #3:****Reasons behind it:****Choice #4:****Reasons behind it:****Choice #5:****Reasons behind it:**

Name: _____

Date: _____

Chapter 6

Dramatic Recitation

Objective: Reading and dramatically performing poetry written on the Holocaust

Activity

In addition to fiction and memoir, an amazing body of poetry has been written in response to the Holocaust. Reading and listening to some of it in class will enrich your study of *Night* and the individual's response to the Shoah.

Each group is responsible for finding—using the library or the Internet—a poem that deals with the Holocaust and for performing the poem for the rest of the class. What follows is a list of just a few of the many print sources for Holocaust poetry; using “Holocaust poetry” as a search term will also yield a wealth of possibilities.

You will need to make many choices concerning your group's performance of the poem. Will you read your poem in unison? In turns? Will one person read it alone while the others do something else (play a drum, hold a prop, hum a hymn)? Will you start out at full volume and end up in a whisper? Dim the lights in the classroom? These options and any others you might come up with are all up to your group. Just make sure to remember the reasons behind your choices. After your performance, your group must turn in a brief summary and explanation of your dramatic interpretation of the poem.

Partial List of Possible Sources for Holocaust-related Poetry

Against Forgetting: Twentieth-Century Poetry of Witness
ed. Carolyn Forché (W.W. Norton and Company: 1993)

Art from the Ashes: a Holocaust Anthology
ed. Lawrence L. Langer (Oxford Press: 1995)

Beyond Lament: Poets of the World Bearing Witness to the Holocaust
ed. Marguerite M. Striar (Northwestern University Press: 1998)

Holocaust Poetry
ed. Hilda Schiff (St. Martin's Press: 1995)

The Last Lullaby: Poetry from the Holocaust
ed. Aaron Kramer (Syracuse University Press: 1998)

Name: _____

Date: _____

Chapter 8

Plot

Objective: Arranging events in *Night* in order

Activity

While *Night* covers several months in Eliezer's life, Wiesel wrote it such that the events can feel like those of one long, surreal, seemingly endless night. He has said in interviews that he thinks of the Holocaust as an extended period of "night" in the 20th century.

Because of this, it can be difficult to keep track of the order of events in *Night*. The following is a lettered list of some of the book's major incidents. Arrange them in the proper order and record the progression at the bottom of the page. Your answer should take the form of a series of letters: If Event B is first, Event F is second, and Event C is third, your list should read "B, F, C," and so on.

- A. Eliezer's father becomes ill with dysentery.
- B. Eliezer sees a man shot for approaching a soup cauldron during an alert.
- C. Eliezer sees a boy kill his own father over a piece of bread.
- D. The Jews of Sighet learn that Mrs. Schächter's "vision" is real.
- E. Eliezer perceives his father as unsentimental and unaffectionate.
- F. Eliezer and his father decide not to observe Yom Kippur.
- G. Juliek plays Beethoven for his fellow prisoners.
- H. The Jews of Sighet are made to wear the yellow star.
- I. Eliezer has surgery on his foot.
- J. A pipel is hung at Buna.
- K. The Jews of Sighet are forced to live in a ghetto.
- L. The prisoners at Buna are forced into a long march in the snow.
- M. Eliezer sees live children thrown into a fire.
- N. Eliezer realizes that Rabbi Eliahou has been abandoned by his son.