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*Literature Made Fun!*



***Night***  
BY ELIE WIESEL

  
**Prestwick House**

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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: \_\_\_\_\_

## Chapter 1

## Euphemism

Objective: Understanding euphemism

## Activity

A *euphemism* is, at best, a more gentle or tactful term for a difficult, painful, or embarrassing subject. Someone who says “We had the dog *put to sleep*” instead of “We had the dog killed” is using a euphemism. Far less innocently, militaries or politicians sometimes use euphemisms to intentionally mislead or appease the public. These euphemisms may distance the listener or reader from a harsh reality—as when the violent expulsion of members of a certain racial group from their own land is referred to as *ethnic cleansing*. In this chapter, the Wiesels are informed that they are going to be “deported”—a half-truth, certainly, and a euphemism. Many other Jews at this time were told to report for “resettlement,” another euphemism.

Complete the following chart by providing, in the right column, the literal meanings for the euphemisms listed in the left column. It may be necessary to do some research on the Internet or at the library. The first four euphemisms on the chart are used today by the military and governments all over the world. Following those are euphemisms used by the Nazis during the Holocaust. After completing the chart, answer the question beneath it.

EUPHEMISM	LITERAL MEANING
friendly fire	
collateral damage	
soft targets	
transport tubes	
Final Solution	
Liquidation	
Resettlement	
Evacuation	
Transports	

Why do you think the Nazis used euphemisms like “Final Solution” and “resettlement”? How did it assist them in their efforts?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 3

### Interviews

**Objective:** Interviewing a subject who lived through World War II

#### Activity

“Didn’t you know what was in store for you in Auschwitz? You didn’t know? In 1944?”  
—a camp veteran

Eliezer and his family arrive at Auschwitz in 1944, never having heard of the death camp or the Final Solution. Veteran prisoners are shocked and full of scorn when they hear this. What people knew of the Holocaust and the war depended greatly on—among other things—where they lived, what media sources they had access to, and whether or not they followed the news that was available. While our own knowledge of current military engagements and world affairs is affected by these same factors, it is a lot harder to “miss” the news in the twenty-first century than it was in the middle of the twentieth; even doing something purely personal like checking one’s email results in being bombarded with pop-up headlines on current affairs.

How much did the adults you know who lived through World War II know about Auschwitz in the 1940s? What had they heard? How did the daily experience of life during wartime affect them?

Find and interview a person who was either a teenager or an adult in 1944. During your interview, ask your subject the above three questions and another five questions of your own devising. When finished, you will be responsible for turning in

- 1) a list of the additional five questions you asked your subject, and
- 2) a one-page write-up of what you learned from your subject.

Be prepared to share details and anecdotes from your interview in a class discussion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 6

## Point of View

Objective: Recognizing and working with point of view

## Activity

A. Read these selections—from *Night* and other novels—and complete the chart that follows them. Then, answer the question below the chart.

1. Selection from *Tangerine* by Edward Bloor:

It took me a long time to fall asleep last night. I was thinking about this: Erik's arrival is going to change the football season at Lake Windsor high school. Dad's arrival is going to change how things are done in the Civil Engineering Department in Tangerine County. Mom's arrival will change the Homeowners' Association in Lake Windsor Downs. So what about me? Will I make the difference between winning and losing for the middle school's soccer team?

I have this sense that great things are expected of us here. Dad calls this a "booming area," but it's no Houston. It's not even a Huntsville. It's like we're major-leaguers who've been sent down to a minor-league city for a while. We're expected to do great things here and then move back up to the big leagues.

2. Selection from *A Wrinkle in Time* by Madeleine L'Engle:

The house shook.

Wrapped in her quilt, Meg shook.

She wasn't usually afraid of the weather.—It's not just the weather, she thought.—It's the weather on top of everything else. On top of me. On top of Meg Murry doing everything wrong.

School. School was all wrong. She'd been dropped down to the lowest section in her grade. That morning one of her teachers had said crossly, "Really, Meg, I don't understand how a child with parents as brilliant as yours are supposed to be can be such a poor student. If you don't manage to do a little better you'll have to stay back next year."

The window rattled madly in the wind, and she pulled the quilt close about her.

Everybody was asleep. Everybody except Meg.

How could they sleep? All day long there had been hurricane warnings. How could they leave her up in the attic in the rickety brass bed, knowing that the roof might be blown right off the house, and she tossed out into the wild night sky to land who knows where?

—You asked to have the attic bedroom, she told herself savagely.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 7

## Mapping

Objective: Creating a map

## Activity

The map below, from around 1945, includes all of the countries that Eliezer lived in over the course of *Night*. Using library reference materials or the Internet, identify the countries and add their names to the map. We have labeled Wiesel's home village of Sighet for you. Pinpoint and label the major concentration camps of Auschwitz/Birkenau, Belzec, Sobibor, Treblinka, Chelmno, Buchenwald, Bergen-Belsen, Dachau, and Ravensbruck.

Beginning at Sighet, trace the route that ultimately takes Eliezer and his father to Buchenwald.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 9

### Panel Discussions

**Objectives:** Researching the Holocaust from different perspectives  
Participating in panel discussions

#### Activity

Your class will be looking more intensively into the stories of those categories of people whose lives were touched by the Holocaust. Each group will be assigned one of the following categories to research in depth. On an appointed day, there will be a series of panel discussions during which each group will answer questions for 10-15 minutes that will be asked by the rest of the class. These questions will be about the specific group of people the panel members have researched. Using their notes, the panel members will be expected to answer questions as thoroughly as possible.

Panels:

#### Perpetrators

Students on this panel should familiarize themselves with the motives, beliefs, and actions of members of the Gestapo, the SS, the Nazi Party, and others involved in the development and implementation of the “Final Solution.” Research might include those who ran the concentration camps, as well as those put on trial.

#### Survivors

*Night* is the story of just one Holocaust survivor. Students on this panel should familiarize themselves with other survivors’ accounts of treatment and daily life in the camps. Research could include accounts by female survivors, survivors with young children, non-Jewish survivors, and survivors of camps *other* than Auschwitz, Birkenau, Buna, and Buchenwald.

#### Bystanders

Students on this panel should focus on the accounts of German, Hungarian, French, Polish, etc., “bystanders” who were aware of some of the atrocities being committed and chose to remain silent or indifferent. The workers who throw bread into Eliezer’s train to Buchenwald is a good example of the bystander mentality.

#### Liberators

Students on this panel should focus on first-person accounts by those Allied troops and relief workers who witnessed the camps firsthand when liberating prisoners at the end of the war.

#### Foreign Leaders and Governments

Students on this panel should familiarize themselves with the responses of foreign leaders and governments—including America’s—on the plight of European Jews under the Nazi regime. Research should include information on how foreign leaders received notice of the Nazis’ practices, how long it took them to respond, and what their responses were, including their nations’ openness to accepting refugees.