

Name _____

Night

Activity #1: Anticipation Guide
Use Before Reading

Directions: Rate each of the following statements before you read the novel. Discuss your ratings with a partner. After you have completed the novel, rate and discuss the statements again.

1 — 2 — 3 — 4 — 5 — 6
agree strongly disagree strongly

	<u>Before</u>	<u>After</u>
1. You should do what you're told.	_____	_____
2. It's better not to stand out.	_____	_____
3. What's past is past.	_____	_____
4. The Holocaust could happen again.	_____	_____
5. There is no such thing as evil; people just make mistakes.	_____	_____
6. You need to look out for yourself first.	_____	_____
7. You should never lose faith.	_____	_____
8. Parents and children shouldn't keep secrets from one another.	_____	_____
9. If someone hurts you, you should turn the other cheek.	_____	_____
10. People are amazingly resilient.	_____	_____
11. Reports of Holocaust atrocities are exaggerated.	_____	_____
12. It is harder to make independent choices when you belong to a group.	_____	_____
13. No one can force you to conform.	_____	_____
14. People will always find a scapegoat.	_____	_____
15. Victims often make targets of themselves.	_____	_____

Name _____

Directions: Get together in a small group. Using your pooled knowledge, see how many of the following terms and names you can identify before reading *Night*. Jot down a few notes indicating what you know, even if you have only a vague idea about the term or name. (After you have completed the novel, use what you have learned—plus additional resources if necessary—to complete the activity sheet.)

rabbi

synagogue

Kaddish

Hasidism

Talmud

Torah

Rosh Hashanah

Zionism

Maimonides (14)

phylacteries

cabbala

Passover

Pentecost

Name: _____

Date: _____

Chapter I

Questionnaire

Objective: Completing a questionnaire

Activity

"UNTHINKABLE"

(The Register Guard; The Harrisburg Patriot News; The Lowell Sun; The Salt Lake Tribune)"UNTHINKABLE TERROR" *(Springfield Union News)*"TERROR AND DISBELIEF" *(Pittsburgh Tribune-Review)*"BEYOND BELIEF" *(Quad City Times; Pioneer Press; Daily Star)*

The above headlines are just a few of those that appeared in newspapers responding to the 9/11/01 attack on America. What we are usually equipped to find believable is a major issue in *Night's* first chapter. Why do the Jews of Sighet think Moishe is mad? Because the news he delivers is "unthinkable" and "beyond belief." Moishe has no visible proof of his story (aside from his own wound); the Nazis' covert actions are not something the Jews of Sighet will hear about on the news. Would you have believed Moishe?

The following questionnaire is to get you thinking about what is "unthinkable" to you.

Part I.

Assume that someone like Moishe has just told you the below news, and that you have no other way of verifying its truth. Circle the number that corresponds to the response you imagine you would have.

- 1 = would immediately believe
- 2 = would probably believe
- 3 = would find it hard to believe
- 4 = would find it impossible to believe

Name: _____

Date: _____

1. Overnight, every Korean-owned business located within your time zone has been burned to the ground. So have all Korean churches.

1 2 3 4

2. An act of biological terrorism has taken place in your state and all must stay indoors—wherever they are at this moment—for a week:

1 2 3 4

3. Early this morning, all of the elderly people in your state were forced into vans, driven to a forest, made to dig their own graves, and shot.

1 2 3 4

4. The nursing home you have just sent your grandmother to is actually an extermination camp where all of the elderly are gassed to death upon arrival.

1 2 3 4

5. It has been decided that no Muslims in your country may hold public office, vote, use email or the Internet, teach at or attend school, work at a newspaper, or marry or date non-Muslims, on penalty of deportation or death.

1 2 3 4

Part II.

Could Moishe have said anything that would have persuaded the Jews of Sighet to believe his tale? How would you persuade listeners to believe the unbelievable? In a paragraph or two, write the speech you might have given in Moishe's place. Keep in mind that the lives of all in your village may depend on your ability to get through to them.

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. One who says “We had the dog *put to sleep*” instead of “We had the dog killed” is using a euphemism. Far less innocently, euphemisms are sometimes used by militaries or politicians to intentionally mislead or appease the public. These euphemisms may distance us from a harsh reality—as when the violent expulsion 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 chart below by providing, in the left column, the literal meanings for the euphemisms in the right 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 United States military and government. 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	

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

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 down any significant or interesting actions or speeches of Shlomo's, as well as any insightful observations Eliezer makes about Shlomo. 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 below.

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." (Pg. 19)	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: _____

Chapter 2

Style

Objective: Understanding the elements of style

Activity

A number of different elements come together to make up a writer's style. They include (but are not necessarily limited to) diction, sentence length, sentence type, and the absence or presence of various literary devices. Carefully read the following excerpts and complete the Style Comparison Chart below.

From *Narrative of the Life of Frederick Douglass*, by Frederick Douglass:

I was seldom whipped by my old master, and suffered little from any thing else than hunger and cold. I suffered much from hunger, but much more from cold. In hottest summer and coldest winter, I was kept almost naked--no shoes, no stockings, no jacket, no trousers, nothing on but a coarse tow linen shirt, reaching only to my knees. I had no bed. I must have perished with cold, but that, the coldest nights, I used to steal a bag which was used for carrying corn to the mill. I would crawl into this bag, and there sleep on the cold, damp, clay floor, with my head in and feet out. My feet have been so cracked with the frost that the pen with which I am writing might be laid in the gashes. We were not regularly allowed. Our food was coarse corn meal boiled. This was called mush. It was put into a large wooden tray or trough, and set down upon the ground. The children were then called, like so many pigs, and like so many pigs they would come and devour the mush; some with oyster-shells, others with pieces of shingle, some with naked hands, and none with spoons. He that ate fastest got most; he that was strongest secured the best place; and few left the trough satisfied.

From *Walden*, by Henry David Thoreau:

Rather than love, than money, than fame, give me truth. I sat at a table where were rich food and wine in abundance, and obsequious attendance, but sincerity and truth were not; and I went away hungry from the inhospitable board. The hospitality was as cold as the ices. I thought that there was no need of ice to freeze them. They talked to me of the age of the wine and the fame of the vintage; but I thought of an older, a newer, and purer wine, of a more glorious vintage, which they had not got, and could not buy. The style, the house and grounds and "entertainment" pass for nothing with me. I called on the king, but he made me wait in his hall, and conducted like a man incapacitated for hospitality. There was a man in my neighborhood who lived in a hollow tree. His manners were truly regal. I should have done better had I called on him.

Name: _____

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3. From *Swann's Way*, by Marcel Proust:

It was not only the brilliant phalanx of virtuous dowagers, generals and academicians, to whom he was bound by such close ties, that Swann compelled with so much cynicism to serve him as panders. All his friends were accustomed to receive, from time to time, letters which called on them for a word of recommendation or introduction, with a diplomatic adroitness which, persisting throughout all his successive 'affairs' and using different pretexts, revealed more glaringly than the clumsiest indiscretion, a permanent trait in his character and an unvarying quest. I used often to recall to myself when, many years later, I began to take an interest in his character because of the similarities which, in wholly different respects, it offered to my own, how, when he used to write to my grandfather (though not at the time we are now considering, for it was about the date of my own birth that Swann's great 'affair' began, and made a long interruption in his amatory practices) the latter, recognising his friend's handwriting on the envelope, would exclaim: "Here is Swann asking for something; on guard!"

From "Hills Like White Elephants" by Ernest Hemingway:

The woman brought two glasses of beer and two felt pads. She put the felt pads and the beer glasses on the table and looked at the man and the girl. The girl was looking off at the line of hills. They were white in the sun and the country was brown and dry.

"They look like white elephants," she said.

"I've never seen one," the man drank his beer.

"No, you wouldn't have."

"I might have," the man said. "Just because you say I wouldn't have doesn't prove anything."

The girl looked at the bead curtain. "They've painted something on it," she said. "What does it say?"

"Anis del Toro. It's a drink."

"Could we try it?"

The man called "Listen" through the curtain. The woman came out from the bar.

"We want two Anis del Toro."

"With water?"

"Do you want it with water?"

"I don't know," the girl said. "Is it good with water?"

From *Night*, by Elie Wiesel:

Our terror could no longer be contained. Our nerves had reached a breaking point. Our very skin was aching. It was as though madness had infected all of us. We gave up. A few young men forced [Madame Schachter] to sit down, then bound and gagged her.

Silence fell again. The small boy sat next to his mother, crying. I started to breathe normally again as I listened to the rhythmic pounding of the wheels on the tracks as the train raced through the night. We could begin to doze again, to rest, to dream... (Pgs. 25-26)

6. Selection from *To Kill a Mockingbird* by Harper Lee:

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop . . . [s]omehow it was hotter then . . . bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum. . . . There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself.

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				
To Kill a Mockingbird				

Name: _____

Date: _____

Chapter 3 and Chapter 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, we are expected to *infer* meaning from the text. For example, in Chapter 1, some ways 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." (Pg. 8) Reading this, we realize that it is not Hilda's romantic prospects we are supposed to take an interest in. Rather, Wiesel includes this detail so that we can infer that concern levels about what Moishe has told them are low among the Jews of Sighet: 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 below chart, fill in the second column with the fact or point that may be inferred from the passage or incident described in the first.

PASSAGE OR INCIDENT	WHAT MAY BE INFERRED FROM THE PASSAGE OR INCIDENT
On page ³⁰ 50 , 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.	
On page ⁵² 44 , after seeing that Eliezer has already finished his own ration, Eliezer's father says, "Me, I'm not hungry."	
On page ⁶⁹ 62 , during an elaborate hanging ceremony, Julieck comments, "This ceremony, will it be over soon? I'm hungry..."	
On page ⁷⁰ 68 , following a description of a hanging, Wiesel mentions that Eliezer finds "the soup tasted better than ever."	

Understanding Point of View in Literature

Literature provides a lens through which readers look at the world. Point of view is the way the author allows you to "see" and "hear" what's going on. Skillful authors can fix their readers' attention on exactly the detail, opinion, or emotion the author wants to emphasize by manipulating the point of view of the story.

Point of view comes in three varieties, which the English scholars have handily numbered for your convenience:

- **First-person** point of view is in use when a character narrates the story with *I-me-my-mine* in his or her speech. The advantage of this point of view is that you get to hear the thoughts of the narrator and see the world depicted in the story through his or her eyes. However, remember that no narrator, like no human being, has complete self-knowledge or, for that matter, complete knowledge of anything. Therefore, the reader's role is to go beyond what the narrator says.

For example, Harper Lee's *To Kill a Mockingbird* is told from the point of view of Scout, a young child. She doesn't grasp the complex racial and socioeconomic relations of her town — but the reader does, because Scout gives information that the reader can interpret. Also, Scout's innocence reminds the reader of a simple, "it's-not-fair" attitude that contrasts with the rationalizations of other characters.

- **Second-person** point of view, in which the author uses *you* and *your*, is rare; authors seldom speak directly to the reader. When you encounter this point of view, pay attention. Why? The author has made a daring choice, probably with a specific purpose in mind. Most times, second-person point of view draws the reader into the story, almost making the reader a participant in the action.

Here's an example: Jay McInerney's best-selling *Bright Lights, Big City* was written in second person to make the experiences and tribulations of the unnamed main character more personal and intimate for the reader.

- **Third-person** point of view is that of an outsider looking at the action. The writer may choose *third-person omniscient*, in which the thoughts of every character are open to the reader, or *third-person limited*, in which the reader enters only one character's mind, either throughout the entire work or in a specific section. Third-person limited differs from first-person because the author's voice, not the character's voice, is what you hear in the descriptive passages.

In Virginia Woolf's wonderful novel *Mrs. Dalloway*, you're in one character's mind at a time. You know the title character's thoughts about Peter, the great love of her youth, for example, and then a few pages later, you hear Peter's thoughts about Mrs. Dalloway. Fascinating! When you're reading a third-person selection, either limited or omniscient, you're watching the story unfold as an outsider. Remember that most writers choose this point of view.

Name: _____

Date: _____

Chapter 6

Point of View

Objective: Recognizing and working with point of view

Activity

A. Read the below 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: _____

3. Selection from *Half Magic* by Edward Eager:

It began one day in summer about thirty years ago, and it happened to four children.

Jane was the oldest and Mark was the only boy, and between them they ran everything.

Katherine was the middle girl, of docile disposition and a comfort to her mother. She knew she was a comfort, and docile, because she'd heard her mother say so. And the others knew she was, too, by now, because every since that day Katherine *would* keep boasting about what a comfort she was, and how docile, until Jane declared she would utter a piercing shriek and fall over dead if she heard another word about it. This will give you some idea of what Jane and Katherine were like.

Martha was the youngest, and very difficult.

The children never went to the country or a lake in the summer, the way their friends did, because their father was dead and their mother worked very hard on the other newspaper, the one almost nobody on the block took. A woman named Miss Bick came in every day to care for the children, but she couldn't seem to care for them very much, nor they for her.

4. Selection from *The Adventures of Huckleberry Finn* by Mark Twain:

You don't know about me, without you have read a book by the name of "The Adventures of Tom Sawyer," but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied, one time or another, without it was Aunt Polly, or the widow, or maybe Mary. Aunt Polly—Tom's Aunt Polly, she is—and Mary, and the Widow Douglas, is all told about in that book—which is mostly a true book; with some stretchers, as I said before.

5. Selection from *Night* by Elie Wiesel:

At nine o'clock, the previous Sunday's scenes were repeated. Policemen wielding clubs were shouting: "All Jews outside!"

We were ready. I went out first. I did not want to look at my parents' faces. I did not want to break into tears. We remained sitting in the middle of the street like the others two days earlier. The same hellish sun. The same thirst. Only there was no one left to bring us water.

I looked at my house in which I had spent years only seeking my God; fasting to hasten the coming of the Messiah; imagining what my life would be like later. Yet I felt little sadness. My mind was empty. (Pg. 19)

6. Selection from *The Outsiders* by S.E. Hinton

Suddenly it wasn't only a personal thing to me. I could picture hundreds of boys living on the wrong sides of cities, boys with black eyes who jumped at their own shadows. Hundreds of boys who maybe watched sunsets and looked at the stars and ached for something better. I could see boys going down under street lights because they were mean and tough and hated the world, and it was too late to tell them there was still good in it... There should be some help, someone to tell them before it was too late. Someone should tell their side of the story, and maybe people would understand then and wouldn't be so quick to judge a boy by the amount of hair oil he wore.

Name: _____

Date: _____

Point of View Chart

Selection from...	Point of View	Omniscient or Limited ?	Brief Description of Narrator
Tangerine			
A Wrinkle in Time			
Half Magic			
The Adventures of Huckleberry Finn			
Night			
The Outsiders			

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*. Below is a lettered list of some of its 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 Madame 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 fed into a fire pit.
- N. Eliezer realizes that Rabbi Eliahou has been abandoned by his son.

Answer:

Name: _____

Date: _____

Chapters 1-9

Metaphor

Objective: Understanding and tracking metaphor in *Night*

Activity

Elie Wiesel makes frequent use of metaphor in *Night*, beginning with its title. "Night" is a metaphor for the Holocaust itself—a period of surreal, seemingly endless darkness in 20th century history.

As you read *Night*, take notice of Wiesel's use of this device. Record each metaphor you find on the Metaphor Chart below, being sure to include its page number in the space provided. For each, decide what two things are being compared and—*most importantly*—jot down a few words on the effect of the metaphor. What images does it conjure up? What emotion does it evoke?

One is done for you as an example.

Name: _____

Date: _____

Metaphor Chart

METAPHOR	PAGE NO.	THINGS BEING COMPARED	EFFECT: IMAGES EVOKED, EMOTIONAL IMPACT
"We wanted to know everything, every detail. We were stunned; yet we wanted to fully absorb the bitter news."	23	news of deportation; bitter drink	evokes a thirst for knowledge of one's fate even if one knows one will choke on it—the literal "taste" of bad news as it slides into the pit of one's stomach
	27		
	28		
	34		
	46 47		
	60		
	71		

Name: _____

Date: _____

Metaphor Chart (Cont.)

METAPHOR	PAGE NO.	THINGS BEING COMPARED	EFFECT: IMAGES EVOKED, EMOTIONAL IMPACT
	86		
	95		
	101		
	119		

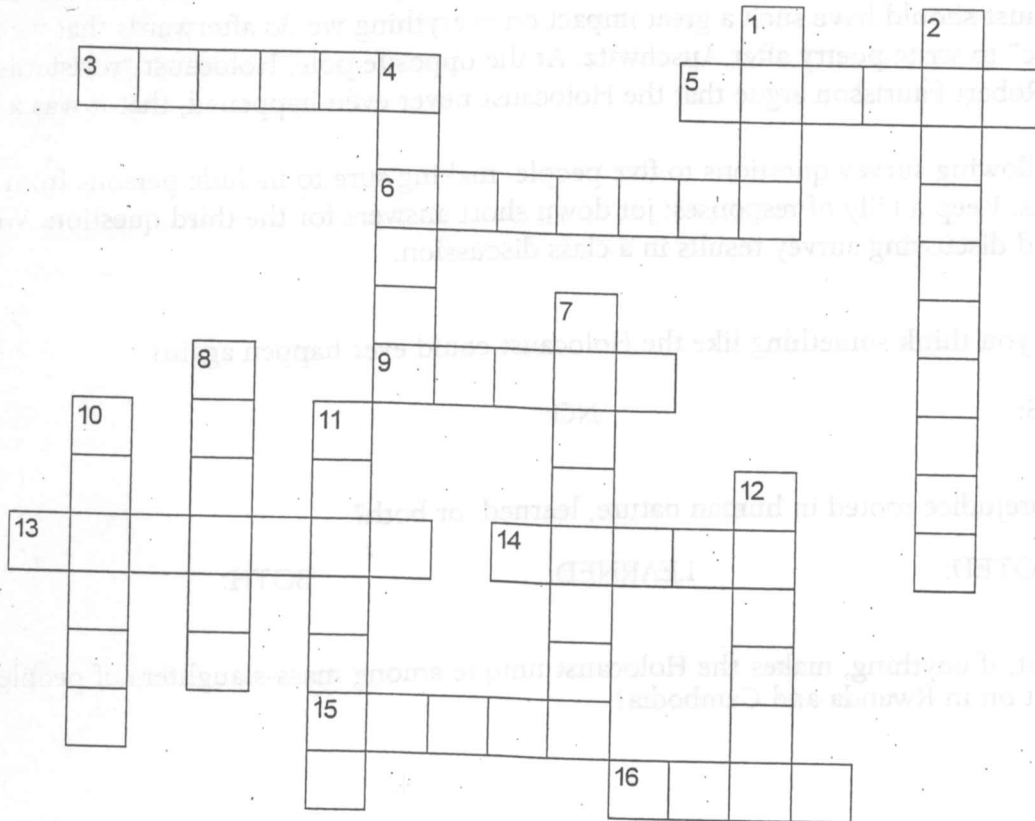
Name: _____

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Wrap-up

Crossword Puzzle

Objective: Complete the following crossword puzzle based on *Night*



Across

- 3. boys with "angelic faces"
- 5. the book of Hebrew law and comments
- 6. German secret police
- 9. the first five books of the Old Testament
- 13. traditional Hebrew prayer for the dead
- 14. teacher; spiritual leader
- 15. Hebrew word for calamity; another word for the Holocaust
- 16. Weisel's destination after Auschwitz

Down

- 1. supervisor of workers in concentration camps
- 2. Wiesel's final destination before freedom
- 4. Wiesel's home town
- 7. the book of Jewish mysticism
- 8. escaped with a message for the Jews
- 10. hallucination and burning flesh
- 11. a dictatorial form of government
- 12. belonged to Juliek

Name: _____

Date: _____

Wrap-up

Survey

Objective: Taking a survey

Chances are that, after having read *Night*, your own responses to the below survey questions may have changed. Public opinion about the Holocaust varies widely. One scholar, Theodor Adorno, believed that the Holocaust should have such a great impact on everything we do afterwards that we should consider it "barbaric" to write poetry after Auschwitz. At the opposite pole, Holocaust "revisionists" like Arthur Butz and Robert Faurisson argue that the Holocaust never even happened, that it was a hoax.

Ask the following survey questions to five people, making sure to include persons from various generations. Keep a tally of responses; jot down short answers for the third question. We will be sharing and discussing survey results in a class discussion.

1. Do you think something like the Holocaust could ever happen again?

YES:

NO:

2. Is prejudice rooted in human nature, learned, or both?

ROOTED:

LEARNED:

BOTH:

3. What, if anything, makes the Holocaust unique among mass-slaughters of peoples, such as what went on in Rwanda and Cambodia?

1.

4.

2.

5.

3.

4. Do you think it is important to remember and study the Holocaust?

YES:

NO:

5. The Holocaust happened in the 1930s and 1940s. Does that seem like a long time ago to you?

YES:

NO: