



Night Study Guide*



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Meet Elie Wiesel

The obligation Elie Wiesel feels to justify his survival of a Nazi concentration camp has shaped his destiny. It has guided his work as a writer, teacher, and humanitarian activist; influenced his interaction with his Jewish faith; and affected his family and personal choices. Since World War II, Wiesel has borne witness to persecution past and present. He has sought to understand humankind's capacity for evil, halt its progress, and heal the wounds it has caused.

Wiesel did not expect to be a novelist and journalist when he grew up. His early writings focused on the Bible and spiritual issues. The studious and deeply religious only son of a Jewish family in the village of Sighet, Romania, Wiesel spent his childhood days of the 1930s and 1940s studying sacred Jewish texts. Wiesel's mother, an educated woman for her time, encouraged her son's intense interest in Judaism. Wiesel's early love of stories, especially those told by his grandfather, may explain why he became a storyteller himself.

In 1944 during World War II, Wiesel's life took a profoundly unexpected turn when Germany's armies invaded Sighet. He and his family were sent to concentration camps at Auschwitz and at Buna, both in Poland. His imprisonment, which he describes in horrifying detail in *Night*, forever changed Wiesel as a man and as a Jew.

Wiesel was freed in April 1945, when he was sixteen years old. He went to a French orphanage and was later reunited with his older sisters. Wiesel completed his education, working as a tutor and translator to fund his schooling. Before long, Wiesel was writing for both French and Jewish publications. Still, he did not—and vowed he would not—write about the Holocaust, saying years later, “You must speak, but how can you, when the full story is beyond language.” He did not break this vow until he began writing *Night*, his own memoir.

Wiesel settled in the United States in 1956. He continued to write about the Holocaust. Wiesel's largely autobiographical novels, *Dawn* and *The Accident*, further explore his role as a survivor. His novels *The Town Beyond the Wall* and *The Gates of the Forest* focus on other aspects of the Holocaust. Wiesel's play, *The Trial of God*, challenges God to provide an explanation for allowing so much suffering to occur.

Wiesel, who married Holocaust survivor Marion Erster Rose in 1969, has worked against oppression and persecution around the world. He feels a special obligation to speak out against injustice. Toward that end, he teaches humanities at Boston University and contributes his energies to a range of humanitarian organizations. Wiesel helped organize and found the United States Holocaust Memorial Museum. He hopes to broadcast his belief that persecution is an experience all people must recognize and protest. In accepting the Nobel Peace Prize in 1986 for his activism and courageous works, Wiesel summed up his call to action:

Sometimes we must interfere . . . Wherever men or women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe.

Introducing the Memoir

“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.” —Elie Wiesel in *Night*

These are the author's own words, describing his arrival at the concentration camp that would claim the life of his mother and younger sister. According to critic Kenneth Turan, Wiesel's memoir commands readers to feel “the inexpressible nausea and revulsion that a simple recitation of statistics never manages to arouse.”

Night begins in 1941 in Wiesel's Eastern European village of Sighet. As World War II consumes Europe, Wiesel and the other Jews of Sighet still feel safe. An intensely religious young man, Wiesel spends his days studying sacred Jewish texts. By 1944, however, the Germans occupy Sighet and Wiesel's struggle to survive begins. Wiesel is deported to a Nazi concentration camp where he faces terrifying brutality, the tormenting losses of family and friends, a changing relationship with his father, and an intense challenge to his religious faith. Through young Wiesel's eyes, readers travel into the hell of Hitler's death camps and into the darkness of a long night in the history of the human race.



NIGHT: INTRODUCTION

Wiesel wrote *Night* nearly ten years after the end of World War II. He wrote an interview with noted French Catholic writer and humanitarian François Mauriac, he was inspired to break an earlier vow of silence he had made about the Holocaust.

Mauriac urged Wiesel to tell his tale, to hold the world accountable. The resulting 800-page Yiddish manuscript, *And the World Remained Silent*, was the material from which the considerably shorter *Night* evolved. In its shorter version, Wiesel's memoir was published first in France and later—after much resistance due to its distressing subject—in the United States. Slowly, it gathered force and has since been read by millions.

Though the story is written in narrative form, it is not a novel. As a memoir, *Night* is a brief autobiographical work in which the author recounts events he has witnessed and introduces people he has known. It is the first of many attempts Wiesel has made to honor these people, many now long dead, and to tell their horrible stories. With *Night* Wiesel also begins an attempt to find some human or divine explanation for the events he witnessed. For a man raised with deep religious faith, reconciling Nazi actions with Judaism has been a life-directing task.

Since *Night's* American publication in 1960, Elie Wiesel's willingness to share his own story has helped turn the tide of world discussion. After the end of World War II, many people—Jews and non-Jews alike—did not want to think or talk about the horrible events that had occurred. They wanted to avoid the responsibility that might fall on individuals, governments, and organizations who knowingly, or unknowingly, allowed the Holocaust to happen. Some even tried to deny that the Holocaust actually took place. The works of Elie Wiesel ring out in protest against that absurdity and demand that people remember. As he said in a *People* magazine interview: "*the only way to stop the next holocaust . . . is to remember the last one. If the Jews were singled out then, in the next one we are all the victims.*"

The Time and the Place

Night takes place in Europe (Romania, Poland, and Germany) during World War II (1939–1945). This war, sparked by German aggression, had its roots in the ending of an earlier war. With Germany's defeat in World War I, the nation was left with a broken government, a severely limited military, shattered industry and transportation, and an economy sinking under the strain of war debts. Many Germans were humiliated and demoralized.

The Nazi party—in German *NAZI* stands for National Socialist German Workers Party—came to power in the late 1920s. The party, through its leader Adolf Hitler, offered to restore German pride. At large rallies Hitler spoke of Germany's long military tradition, its national character, and its entitlement to greatness. To explain Germany's fallen state, Hitler blamed the Jews and others whom he said were not true Germans. Many Germans responded enthusiastically to Hitler's ideas, and in 1933 he became chancellor, or leader, of the country.

Once in power, Hitler was able to restore Germany's economy and its military. He used that progress to support his expansion efforts, unchecked by Allied countries struggling with the worldwide Great Depression. In 1938 Hitler began invading the lands around Germany. Britain and France declared war in 1939. The United States did not enter the war until 1941.

In 1941, when *Night* begins, Hitler seemed unstoppable. By 1942 he controlled or was allied with most of Europe, including Wiesel's Romania, which was pro-German. As the story progresses, Wiesel is confined in a total of three concentration camps, Auschwitz and Buna, in Poland, and later Buchenwald, in central Germany. Hitler's treatment of the Jews was more than a political strategy. He was an anti-Semite (hater of Jews) who viewed the Jews as an inferior race. In fact, Judaism is not a race, but rather a religion. Soon after taking control of Germany, Hitler began persecuting German Jews. They lost their citizenship and often their right to work, were barred from public schools and gathering places, could no longer marry non-Jews, and suffered frequent physical attacks to their homes and businesses.

Hitler defined as Jews those with at least one Jewish grandparent, whether or not they observed their religion. By 1938, before the War spread beyond Germany, Hitler and his secret-police organization, the Gestapo, had already imprisoned more than 30,000 Jews. In keeping with his goal of achieving German racial "purity," Hitler also attacked and imprisoned Gypsies, people with handicaps, and homosexuals. Those who disagreed with Hitler's political views—Communists, Jehovah's Witnesses, Soviet and Slavic prisoners of war—were also mercilessly imprisoned, enslaved, and murdered. As Hitler's control of Europe spread, more and more innocent people were imprisoned or killed. Some were forced to live in ghettos, enclosed areas within cities, where they often starved. Others were executed or sent to the rapidly expanding camp system. By the end of the war, at least six million Jews and five million non-Jews had persecuted.



Directions: Review the following questions or writing prompts. Give a minimum 100 word response to each question or writing prompt.

This assignment will be collected and graded.

1. Is prejudice learned, inherent, or both? Explain.
2. Is there a connection between social customs and prejudice? Explain and give examples.
3. What is the attraction of using a scapegoat? What are the results of scapegoating for both the perpetrators and victims of this practice?
4. Discuss the following statement: "Genocide can never be eliminated because it is deeply rooted in human nature." Do you agree or disagree?
5. Are literary, theater, and cartoon caricatures of the lifestyle of ethnic and minority groups a form of prejudice? Explain and give examples.
6. Why do some people join groups such as the KKK?
7. How can frustration cause prejudice?
8. Discuss how prejudice and discrimination are not only harmful to the victim, but also to those who practice them.
9. Is it possible to grow to adulthood without harboring some prejudice?
10. What can you do to fight prejudice in your neighborhood or school?



1. **CABBALA**: The Jewish mystical tradition, based on interpreting the revelations of the Scriptures
2. **FASCISM**: A political system founded in Italy after WWI that emphasized nationalism and an authoritarian government
3. **GESTAPO**: Hitler's "secret state police" that suppressed opposition to his government and organized the concentration camps.
4. **GHETTO**: an area of a city where members of a minority group are forced to live
5. **JEWISH MYSTICISM**: direct contact with the divine, often accompanied by prayer or meditation
6. **NAZISM**: a set of political and economic doctrines, which included the belief that Germans were of a superior "Aryan" race and that Jews were evil and dangerous
7. **REVELATION**: something that is revealed, such as a religious truth
8. **SS**: the "staff guard" or "black shirts", an elite police force that served as Hitler's bodyguards
9. **TALMUD**: a collection of authoritative Jewish writings that comment on and interpret biblical laws
10. **ZIONISM**: the movement to establish a Jewish national state (Israel)
11. **SYNAGOGUE**: a Jewish place of worship
12. **RABBI**: a Jewish holy leader
13. **ANTI-SEMITIC**: prejudiced against Jews



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| <ol style="list-style-type: none"> 1. What is the setting? Be specific. 2. Describe in detail Moché the Beadle. 3. Describe the in detail the narrator. 4. What is the narrator's name? 5. Name the narrator's siblings. 6. How does the narrator describe his father? 7. How does the narrator disappoint his father? 8. The narrator has a passionate yearning to learn about... 9. Why was Moché expelled by the Hungarian police? 10. List the three horrors Moché witnessed. | <ol style="list-style-type: none"> 11. Why was Moché able to escape? 12. How do the narrator and the other Jews of the town react to Moche's stories? 13. What news do the Jews of Sighet learn of in the spring of 1944? 14. The narrator suggests to his father that they emigrate to Palestine. What reason does his father give to stay in Hungary? 15. Once the German troops enter Hungary, what bad news comes from Budapest about the treatment of Jews. 16. In this chapter, readers come to realize that the narrator is devoted to one thing. What is it? 17. Give one example that demonstrates a foolish optimism of the Jewish people. 18. What does the narrator do during the day? Night? |
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1. Give two reasons the Jews gave to pretend to remain hopeful even after the German soldiers arrived in their town.
2. Weisel writes, "The Germans were already in the town, the Facists were already in power, the verdict had already been pronounced, yet the Jews of Sighet continued to smile." This technique, pointing out the Jews' opposite reaction to the threat facing them, is called ---.
3. Name seven things that demonstrate how the Germans changed the Jews' lives bit by bit, day by day.
4. What news does Eliezer's father, Chlomo Wiesel, announce after his return from the meeting?
5. Who tries to warn Eliezer and his family to escape?
6. What were the children crying for?
7. What does Eliezer describe as "like beaten dogs"?
8. What is a truncheon?
9. Describe Eliezer's feelings toward the Hungarian police.
10. What situation makes it possible for an escape from the ghetto?
11. Why did no one pray at night?
12. Weisel writes, "The town was deserted. Yet our friends of yesterday were probably waiting behind their shutters for the moment when they could pillage our houses." In your opinion, what does this suggests?
13. Eliezer describes the synagogue as a huge station of --- and ---.
14. Describe the conditions in the cattle cars making up the train to take the Jews away.
15. The Jews throughout the chapter still remain optimistic and compare the deportation to ---.
16. Who gets water for the thirsty children?
17. Toward the end of the chapter, who organized the deportation of the Jews?
18. What mood resonates in chapter one?

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Directions: While reading the chapter, identify literary devices and give a detail example for each.

Literary Device: _____

Example: _____



1. Describe the conditions on the train.
2. Explain the line, "Our eyes were opened, but too late."
3. Why did Madame Schachter cry out?
4. How do Madame Schachter's fellow passengers eventually treat her?
5. List three lies the Jews were told about the concentration camps.
6. The train arrives at last at Birkenau/Auschwitz and the Jews learn the truth. Describe the three horrors they immediately encounter on arrival.
7. Free from social constraint, what were the young people doing?
8. Give one example of how human behavior changes when people are placed in extreme circumstances.

9. How did the Nazis force the Jews to become anonymous beings that were concerned solely with their own survival?
10. Though she is only 50, Madame Schachter is beaten repeatedly over the head by young men trying to silence her. What theme emerges in this circumstance.
11. Silence is an important theme in Night. Give one example in chapter two that demonstrates this theme.
12. What does Madame Schachter's scream symbolize?
13. "There was a labor camp. Conditions were good. Families would not be split up. Only the young people would go to work in the factories. The old men and invalids would be kept occupied in the fields." This passage is an example of what literary device?

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Directions: While reading the chapter, identify literary devices and give a detail example for each.

Literary Device: _____

Example: _____



1. The Jews leave their possessions behind as they leave the train. The orders are "Men to the left! Women to the right!" What do you suppose happened to Eliezer's mother and his little sister Tzipora?
2. What lies were Eliezer and his father warned to tell the SS Officers?
3. Who is Dr. Mengele? What does he do?
4. As the Jewish men marched toward the flames, Eliezer remembers Madame Schachter's screams on the train. What literary device is demonstrated in Eliezer recollection?
5. Using repetition, Wiesel tells us, "Never shall I forget that night, The first night in camp, which has turned my life into one long night." Night is the title of this book. What can night symbolize?
6. Wiesel describes himself with these words, "I too had become a completely different person. The student of the Talmud, the child that I was, had been consumed in the flames. There remained only a shape that looked like me. A dark flame had entered into my soul and devoured it." What is Eliezer suggesting?

7. In the camp, the Jews are dehumanized (meaning they are made less than human and stripped of their human dignity). List seven dehumanizing events that happen to Eliezer and his fellow Jewish prisoners.
8. Summarize the SS officer's instructions to the new prisoners.
9. How does Eliezer react to his father's beating?
10. Explain the irony of the words, "Work is Liberty" over the gates of Auschwitz.
11. What single factor does the kindly Kapo suggest all the prisoners follow to survive?
12. What is Eliezer's new name?
13. What was the prisoners' typical ration of food?
14. An allusion is a reference to some person, event, or place from literature or mythology or history. In describing God's injustice to the Jews, Eliezer makes an allusion to whom?
15. What do Eliezer and his father both pretend to believe to keep up their spirits?

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Directions: While reading the chapter, identify literary devices and give a detail example for each.

Literary Device: _____

Example: _____



1. Eliezer is forced to give up his shoes. What else do other prisoners and guards want to remove from him?
2. Eliezer becomes friendly with some other Jews including Juliek from Poland. What is Juliek's career?
3. Why did the French girl pretend to be an Aryan and speak no German?
4. Dehumanized means to become less than a human being. Elie gives an example of how he has become dehumanized and writes, "That is what concentration camp life had made me." What had he done that made him feel bad about himself?
5. Why does Idek the Kapo, who has a furious temper, whip Eliezer 25 times?
6. The Jews are glad when their camp is being bombed during an air raid. Why?
7. The Jews must watch the execution (called ceremony) of a prisoner who tried to steal some soup. Juliek says, "Do you think the ceremony'll be over soon? I'm hungry." And later Eliezer says, "I remember I found the soup excellent that evening." Explain what these statements tell us about Juliek and Eliezer.
8. Eliezer and the other prisoners witness another execution of a pipel (young boy) involved in sabotage against the SS. That night, Wiesel writes, "the soup tasted of corpses." Explain what he means or how he feels by this statement.
9. Narrative in this chapter is very fragmented, with specific events depicted in a brief, episodic manner. Wiesel devotes a few paragraphs to each event, and generally they are unconnected. Time is broken up in this section. What does this narrative technique mimic?
10. Describe the economy system of the concentration.
11. Describe the most haunting image in chapter four that demonstrates how stripped of personality the prisoners were and how obsessively fixated they were on food and simple survival?
12. The Nazis intend the public hangings to be an unspoken threat to the prisoners to keep them in line. What act demonstrates that the Nazis have crossed the line of human decency?

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Directions: While reading the chapter, identify literary devices and give a detail example for each.

Literary Device: _____

Example: _____



1. Give three reasons Eliezer has for not wanting to bless God.
2. Why does Eliezer’s father, Chlomo Wiesel, not want his son to fast during the holy day of Yom Kippur?
3. It is ironic that many prisoners feel they need to atone for their sins. Explain the irony.
4. What advice does the head of Eliezer’s block give to the men about how to act during the selection?
5. When the SS doctors write down Chlomo Wiesel’s number, what Does Eliezer’s father believe will happen to him?
6. When the prisoner Akiba Drumer finally says, “How can I believe, how could anyone believe, in this merciful God?” He loses his faith in God, what actually happens to him?
7. List three positive things Eliezer discovers about staying in the hospital.
8. There is a rumor that the Red Army is near the camp and will soon set The prisoners free as the Germans retreat. Eliezer calls the rumor “an injection of morphine.” Explain the metaphor in this quotation.
9. Why does the sick man in the hospital tell Eliezer that the has more faith in Hitler than in anyone else?
10. Describe the economy system of the concentration.
11. Eliezer and his father made the wrong choice. How do we know it was wrong?
12. What is the ridiculous reason for cleaning out the entire prison blocks before leaving the camp?

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Directions: While reading the chapter, identify literary devices and give a detail example for each.

Literary Device: _____

Example: _____



1. Any Jewish prisoner who could not keep up on the march was shot by an SS officer. What else leads to certain deaths?
2. What reason does Eliezer give for not giving up?
3. Eliezer's father wakes Eliezer to save him from what?
4. Eliezer sees exhausted men frozen to death all around him. Wiesel writes, "I was walking in a cemetery among stiffened corpses, logs of wood." But it is NOT really a cemetery and the corpses are not really logs of wood. What literary technique is used in this passage?
5. Wiesel reports, "All around me death was moving in, silently, without violence. It would seize upon some sleeping being, enter into him, and consume him bit by bit." What literary technique is used in this passage?
6. Explain why Eliezer prays to God for the strength never to do what Rabbi Eliahou's son did.
7. The men who did survive the march are crowded into barracks at the concentration camp Gleiwitz. What new danger now threatens Eliezer's life?
8. How does Juliek spend the last moments of his life?
9. What does Eliezer do that saves his father from the selection at Gleiwitz?
10. Readers have seen many examples in Night of the brutality and inhumanity of the SS officers. What is the latest example in chapter six?
11. Without food and water the prisoners are forced to run how many miles the snow? What is it that motivates the prisoners to run?
12. How do the prisoners demonstrate their strength?
13. The episode involving Rabbi Eliahou and his son foreshadow that Eliezer's...
14. One image in chapter six is considered by most scholars to be the most beautiful in the entire memoir. What is this image?

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Directions: While reading the chapter, identify literary devices and give a detail example for each.

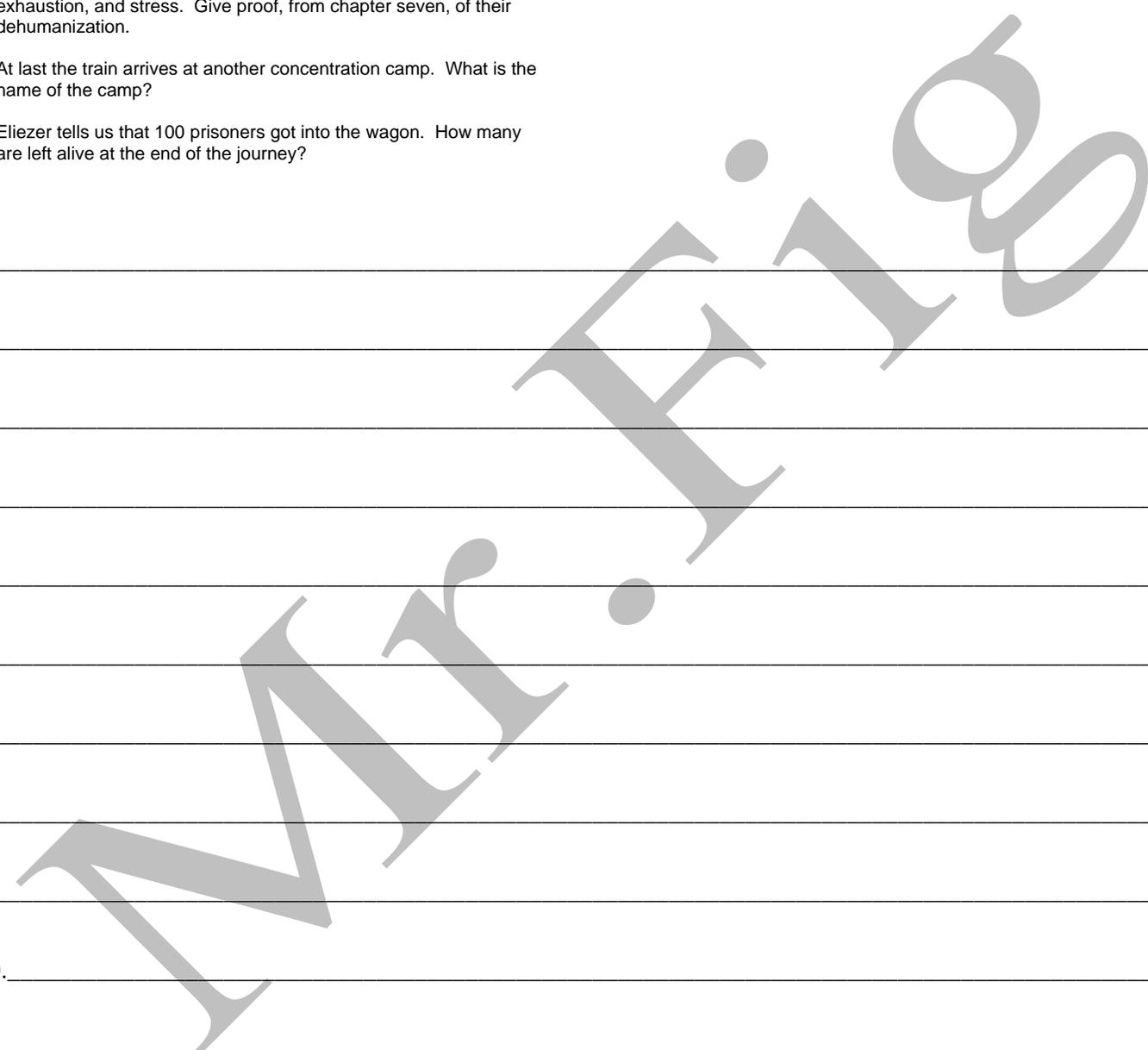
Literary Device: _____

Example: _____



1. In chapter seven, Wiesel writes “The night was long and never ending.” Though it has come to symbolize the hellish nightmare of the Jews, the word night is no synonymous to the word...
2. How does Eliezer save his father? What was happening in the cattle car?
3. What real reason the German workers, who are watching the train going by, throw crumbs of bread?
4. The prisoners are now totally dehumanized by starvation, cold, exhaustion, and stress. Give proof, from chapter seven, of their dehumanization.
5. At last the train arrives at another concentration camp. What is the name of the camp?
6. Eliezer tells us that 100 prisoners got into the wagon. How many are left alive at the end of the journey?
7. On the third night of the journey, Eliezer is awakened when someone randomly tries to...
8. On the last day of the journey, all the prisoners begin imitating...
9. The imitating in question 8 mimics the cry of a...
10. How many days have the prisoners gone without food?

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Directions: While reading the chapter, identify literary devices and give a detail example for each.

Literary Device: _____

Example: _____



1. When the prisoners are unloaded, the prisoners are ordered to form ranks. Who many prisoners form a rank?
2. Describe the condition of Elie's father.
3. While looking for his father among the dead corpses, Elie makes a secret wish. What is this secret wish?
4. How does Elie react to his father indifference to continue the fight?
5. When the sirens go off, everyone immediately fall asleep in the beds, without paying attention to what food?
6. What thoughts does Elie feel ashamed of?
7. Where does Elie find his father?
8. Why are the guards not feeding the sick, according to Elie's father?
9. Elie feels that he is no better than Rabbi Eliahou's son. Why?
10. What is Dysentery and who has it?

11. In a delirious fever, Elie's father tells Elie the location of the buried ----- and-----.
12. The second doctor in the blocks begins shouting at the sick. What does he call them?
13. When Elie returns from the bread distribution, what does Elie's father tell Elie?
14. Why are the bunkmates upset with Elie's father?
15. According to Elie, what is the worst poison his father could have?
16. What advice does the head of the block give Elie.
17. At night, what does Elie's father shout for?
18. How does Elie react when his father is hit with a truncheon?
19. What Elie wakes up on January 29th, what does he realize?
20. Why can't Elie weep?

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Directions: While reading the chapter, identify literary devices and give a detail example for each.

Literary Device: _____

Example: _____



1. How long does Elie remain in Buchenwald?
2. Describe Elie's state of mind after his father's death?
3. Why does Elie feel that something must have happened?
4. Who was the head of the block?
5. What did the prisoners learn about camp resistance?
6. After roll call, the head of the block announced that the camp was going to be liquidated. Explain.
7. How many blocks of deportees per day would be liquidated?
8. How many prisoners were left on April 10th?
9. How many days do the prisoners go without a meal?
10. What country arrives at 6pm?

11. What was the first thing the prisoners thought of? Second? Third?
12. What happened to Elie after Buchenwald was liberated?
13. How long has it been since Elie looked in the mirror?
14. What image does Elie see when he looks in the mirror?

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Directions: While reading the chapter, identify literary devices and give a detail example for each.

Literary Device: _____

Example: _____



Major Characters

Eliezer Wiesel (identification number A-7713):

Shlomo Wiesel (also translated as Chlomo)

Minor Characters

Moché the Beadle:

Eliezer's mother:

Tzipora:

Martha:

Madame Schaechter:

Dr. Mengele:

Stein of Antwerp:

Juliek:

Franek:

Yossi and Tibi:



Alphonse:

Idek:

Akiba Drumer:

Zalman:

Rabbi Eliahou:

Meir Katz:

Mr. Figs



Each character in *Night* deals with the Holocaust in a different way. Read each statement below, which describes what one character did in a particular situation. Explain why you think the character acted this way and, if possible, what the action or actions reveal to you about the character.

1. Moshe the Beadle continues to tell his disturbing stories to the Jews of Sighet, even after they have all concluded that he is crazy.

2. Franek, a Polish prisoner who is made a foreman by the Nazis, coerces Elie into giving him his gold tooth by beating Elie's father. After that he is kind to Elie.

3. In a room full of dead and dying men, Juliek plays his violin one last time before he dies.

4. During a selection, Elie is separated from his father but breaks away to go after him. An SS officer yells at him and several other prisoners are shot, but Elie manages to save his father.

5. The French girl in the factory hides her Jewish identity. After Elie is beaten, she speaks comfortingly to him in German.



Foreshadowing is a literary technique in which an event is hinted at before it happens. In real life as well as fiction, one event may foreshadow another. Think about each of the following events from Night and explain what later event (s) it foreshadowed.

1. Moshe the Beadle returns to Sighet and tells stories about how Jews were cruelly slaughtered by the Germans.

2. All the Jews of Sighet are forced to move into ghettos surrounded by barbed wire.

3. Madame Schachter has visions of a consuming fire.

4. Elie recalls seeing Rabbi Eliahou's son, who had struck with his father through three long years in the camps, run faster to lose his father in the crowd of prisoners evacuating Buna.

5. Elie's father tells him where to find the gold buried in their cellar in Sighet.



There are two basic kinds of irony. A statement that implies the opposite of its literal meaning is one kind of irony. A situation that turns out very differently from what was expected is another kind of irony. Read each excerpt below and explain what is ironic about it.

1. But we had been marching for only a few moments when we saw the barbed wire of another camp. An iron door with this inscription over it: "Work is liberty!"

2. 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.

3. The SS gave us a fine New Year's gift...soon a terrible word was circulating—selection.

4. On Christmas and New Year's Day, there was no work.

5. I learned after the war the fate of those who had stayed behind in the hospital. They were quite simply liberated by the Russians two days after the evacuation.



A theme is an underlying message in a novel. A novel's themes are often revealed by what the characters say and think and by what happens in the story. Below are several themes found in Night. For each one, give specific examples from the novel that support it.

1. Even in the face of terrible cruelty, humans have the capacity for great strength and compassion.

2. Extreme injustice and inhuman treatment can challenge or completely destroy a person's faith.

3. Horrifying circumstances can kill a person's inhumanity, leaving them void of any compassion.

4. Of the three themes described above, which do you think is the most important? Why?



The following passage from Night is closely related to the book's theme. Read the passage below and then answer the questions below.

"Never shall I forget that night, the first night in camp, which has turned my life into one long night, seven times cursed and seven times sealed. Never shall I forget that smoke. Never shall I forget the little faces of the children, whose bodies I saw turned into wreaths of smoke beneath a silent blue sky.

Never shall I forget those flames which consumed my faith forever.

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"

1. What were the fires that consumed Elie's faith?

2. Why did the fires consume, or destroy, his faith?

3. What does night symbolize to Elie? Why do you think he selected it as the title of his memoir?



Directions: Track the topics in each chapter and give examples.

TOPIC: DEATH

Chapter 1

Death 1 _____

Death 2 _____

Chapter 3

Death 3 _____

Death 4 _____

Chapter 4

Death 5 _____

Chapter 5

Death 6 _____

Chapter 6

Death 7 _____

Chapter 7

Death 8 _____



Chapter 8

Death 9 _____

Chapter 9

Death 10 _____

FAITH

Chapter 1

Faith 1 _____

Chapter 3

Faith 2 _____

Chapter 4

Faith 3 _____

Chapter 5

Faith 4 _____

Faith 5 _____

Faith 6 _____



Chapter 6

Faith 7 _____

MEMORY

Chapter 1

Memory 1 _____

Chapter 2

Memory 2 _____

Chapter 3

Memory 3 _____

Chapter 4

Memory 4 _____

Chapter 5

Memory 5 _____

Chapter 6

Memory 6 _____



Memory 7 _____

Chapter 8

Memory 9 _____

NIGHT

Chapter 1

Night 1 _____

Night 2 _____

Chapter 2

Night 3 _____

Chapter 3

Night 4 _____

Chapter 5

Night 5 _____

Night 6 _____

Finals

Mr.



Chapter 7

Night 7 _____

Mr. Fig



INTRODUCTORY PARAGRAPH

1. What is the problem, situation, issue, etc?
2. Elaborate on the problem, situation, or issue
3. Write the thesis statement for your essay. Thesis statement is the main point that you are trying to prove.

****Use the task to help you develop your thesis statement.***

BODY PARAGRAPH

1. State the first point that proves your thesis statement
2. Prove your first point using evidence from the speech
3. Elaborate on the details from the speech

4. State the second point that proves your thesis statement
5. Prove your second point using evidence from the speech
6. Elaborate on the details from the speech

7. State the third point that proves your thesis statement
8. Prove your third point using evidence from the speech
9. Elaborate on the details from the speech

****Be sure to use accurate details from the speech***

CONCLUSION PARAGRAPH

1. Rewrite the situation in your own words
2. In a few sentences, summarize your major points
3. State how your points connected to the thesis statement
4. In a few sentences, make some observations or general comments about the issue or topic

CRIMES OF HATE

Excerpted from Preventing Youth Hate Crime: A Manual for Schools and Communities

The term "hate crime" is defined by various federal and state laws. In its broadest sense, the term refers to an attack on an individual or his or her property (e.g., vandalism, arson, assault, murder) in which the victim is intentionally selected because of his or her race, color, religion, national origin, gender, disability, or sexual orientation.

Every year, thousands of Americans are victims of such hate crimes. Each one of these crimes has a ripple effect in our communities. The pain and injustice of such crimes tear at the fabric of our democratic society, creating fear and tensions that ultimately affect us all.

Schools are not immune from such intolerance and violence. Teenagers and young adults account for a significant proportion of the country's hate crimes both as perpetrators and as victims. Hate-motivated behavior, whether in the form of ethnic conflict, harassment, intimidation, or graffiti, is often apparent on school grounds. Hate violence is also perpetrated by hate groups, which actively work to recruit young people to their ranks.

The good news is that people are not born with such attitudes; they are learned. It is possible for schools, families, law enforcement, and communities to work together to prevent the development of the prejudiced attitudes and violent behavior that lead to hate crimes. Prejudice and the resulting violence can be reduced or even eliminated by instilling in people an appreciation and respect for each other's differences, and by helping them to develop empathy, conflict resolution, and critical thinking skills. By teaching people that even subtle forms of hate are inherently wrong, we can hope to prevent more extreme acts of hate in the future.

How big a problem is hate crime?

The FBI reports that approximately 10,700 hate crimes were reported in the United States in 2005 approximately 29 such incidents per day. (Since many hate crimes are never reported to police, it is likely that the actual number of hate crimes significantly exceeds this number.) About 70 percent of all reported hate crimes were crimes against a person; about 30 percent were property crimes. Research indicates that a substantial number of these crimes were committed by males under age 20.

America's students are increasingly diverse.

School enrollment in 1997 has risen to a record 52.2 million students. Over the course of the next ten years, public high school enrollment is expected to increase by 13 percent. Many of these students will be enrolled in schools with increasing numbers of students from different races, ethnic backgrounds, and cultures. By the year 2007, Hispanic students will outnumber African American students by 2.5 percent. The numbers of Asian and Native American students are also expected to increase dramatically. The percentage of Caucasian students is expected to decline from 66 percent in 1997 to 61 percent in 2007. Within 25 years, 50 percent of all students will belong to a minority group.

Elements of Effective School-Based Hate Prevention Programs

A comprehensive hate prevention program will involve all schools creating a school climate in which prejudice and hate-motivated behavior are not acceptable, but which also permits the expression of diverse viewpoints. Hate prevention, as used in this manual, means prevention of hate-motivated behavior and crimes.

1. Provide hate prevention training to all staff, including teachers, administrators, school security personnel, and support staff. All school employees, including teachers, administrators, support staff, bus drivers, and security staff, should be aware of the various manifestations of hate and be competent to address hate incidents. Training should include anti-bias and conflict resolution methods; procedures for identifying and reporting incidents of racial, religious, and sexual harassment, discrimination, and hate crime; strategies for preventing such incidents from occurring; and resources available to assist in dealing with these incidents.

2. Ensure that all students receive hate prevention training through age-appropriate classroom activities, assemblies, and other school-related activities. Prejudice and discrimination are learned attitudes and behaviors. Neither is uncontrollable or inevitable. Teaching people that even subtle forms of hate such as ethnic slurs or epithets, negative or offensive name-calling, stereotyping, and exclusion are hurtful and inherently wrong can help to prevent more extreme, violent manifestations of hate. Through structured classroom activities and programs, people can begin to develop empathy, while practicing the critical thinking and conflict resolution skills needed to recognize and respond to various manifestations of hate behavior.

3. Develop partnerships with families, community organizations, and law enforcement agencies. Hate crime prevention cannot be accomplished by schools alone. School districts are encouraged to develop partnerships with parent groups, youth serving organizations, criminal justice agencies, victim assistance organizations, businesses, advocacy groups, and religious organizations. These partnerships can help identify resources available to school personnel to address hate incidents, raise community awareness of the issue, ensure appropriate responses to hate incidents, and ensure that youth receive a consistent message that hate-motivated behavior will not be tolerated.

4. Develop a hate prevention policy to distribute to every student, every student's family, and every employee of the school district. An effective hate prevention policy will promote a school climate in which racial, religious, ethnic, gender and other differences, as well as freedom of thought and expression, are respected and appreciated. The policy should be developed with the input of parents, students, teachers, community members, and school administrators. It should include a description of the types of behavior prohibited under the policy; the roles and responsibilities of students and staff in preventing and reporting hate incidents or crimes; the range of possible consequences for engaging in this type of behavior; and locations of resources in the school and community where students can go for help. It should respect diverse viewpoints, freedom of thought, and freedom of expression. Every student should be informed of the contents of the school district's policy on hate crime on an annual basis. School districts are advised to consult with an attorney in the course of developing such a policy.

5. Develop a range of corrective actions for those who violate school hate-prevention policies. School districts are encouraged to take a firm position against all injurious manifestations of hate, from ethnic slurs, racial epithets, and taunts, to graffiti, vandalism, discrimination, harassment, intimidation, and violence. School districts can develop a wide range of non-disciplinary corrective actions to respond to incidents, including counseling, parent conferences, community service, awareness training, or completion of a research paper on an issue related to hate, as well as disciplinary actions such as in-school suspension or expulsion. School officials should be prepared to contact local, state or federal civil rights officials to respond to more serious incidents and, in cases involving criminal activity or threat of criminal activity, should call the police.

6. Collect and use data to focus district-wide hate prevention efforts. Collection of data on the occurrence of school-based hate incidents or crimes will assist administrators and teachers to identify patterns and to more effectively implement hate prevention policies and programs. To obtain such data, school districts may include questions regarding hate crime on surveys they conduct related to school crime and discipline, as well as collect and analyze incident-based data on specific hate incidents and crimes. In the latter case, school districts are encouraged to work closely with local law enforcement personnel to collect uniform and consistent data on hate crime.

7. Provide structured opportunities for integration. Young people can begin to interact across racial and ethnic lines through school-supported organizations and activities. Multi-ethnic teams of students can work together on community service projects, to organize extracurricular events, or to complete class projects. High school students can participate in service-learning projects in which they tutor, coach, or otherwise assist younger students from diverse backgrounds.

Which hate crime and civil rights laws apply?

A number of federal and state laws prohibit acts or threats of violence, as well as harassment and discrimination, based on race, color, religion, national origin, sexual orientation, gender and/or disability. It is important to check with an attorney to ascertain the extent to which federal and state hate crime and civil rights laws may also apply in the school context. The applicable federal laws include the following:

18 U.S.C. Section 245. Section 245, the principal federal hate crime statute, prohibits intentional use of force or threat of force against a person because of his or her race, color, religion, or national origin, and because he or she was engaged in a federally protected activity, such as enrolling in or attending any public school or college. Legislation has been introduced which would amend Section 245 to include crimes committed because of the victim's sexual orientation, gender or disability, and to eliminate the federally protected activity requirement.

Title VI of the Civil Rights Act of 1964. Title VI and regulations promulgated under Title VI prohibit discrimination by institutions that receive federal funding, including harassment, on the basis of race, color, and national origin.

Title IX of the Education Amendments of 1972. Title IX and regulations promulgated under Title IX prohibit discrimination by institutions that receive federal funding, including harassment, based on sex.

Section 504 of the Rehabilitation Act of 1973. Section 504 and regulations promulgated under Section 504 prohibit discrimination by institutions that receive federal funding, including harassment, based on disability.

Summary of Hate Crime Statistics, 2008

	Number of incidents	Number of offenses	Number of victims	Number of known offenders
Race	3,844	4,574	4,754	3,866
Anti-white	830	969	1,006	1,019
Anti-black	2,548	3,032	3,150	2,456
Anti-American Indian/Alaskan native	76	83	85	80
Anti-Asian/Pacific Islander	231	277	289	196
Anti-multi-racial group	159	213	224	135
Ethnicity/national origin	1,026	1,236	1,326	1,119
Anti-Hispanic	426	529	595	577
Anti-other ethnicity/national origin	600	707	731	542
Religion	1,343	1,426	1,489	574
Anti-Jewish	927	987	1,025	332
Anti-Catholic	76	78	80	32
Anti-Protestant	49	50	54	20
Anti-Islamic	149	155	171	94
Anti-other religious group	109	118	120	69
Anti-multi-religious group	24	25	26	17
Anti-atheism/agnosticism/etc.	9	13	13	10
Sexual orientation	1,239	1,430	1,479	1,313
Anti-male homosexual	783	881	910	863
Anti-female homosexual	187	220	230	167
Anti-homosexual	247	305	314	257
Anti-heterosexual	14	15	15	10
Anti-bisexual	8	9	10	16
Disability	33	40	43	35
Anti-physical	24	30	32	24
Anti-mental	9	10	11	11
Multiple-bias incidents¹	4	9	9	7
Total	7,489	8,715	9,100	6,934

1. A multiple-bias incident is a hate crime in which two or more offense types were committed as a result of two or more bias motivations.
Source: Crime in the United States, 2008, FBI, Uniform Crime Reports.

Directions: Read the text and study the table on the following pages, answer the multiple-choice questions, and write a response based on the situation described below. You may use the margins to take notes as you read and scrap paper to plan your response.

The Situation: The principal of your high school would like to inform the community about the effects of hate-motivated crimes. Your principal has asked you to write an article for the community newsletter in which you discuss hate crimes and suggest some ways to help reduce these incidents with comprehensive anti-hate programs.

Your Task: Using relevant information from **BOTH** documents, write an article for the community newsletter in which you discuss hate crimes and suggest some ways to help reduce these incidents with comprehensive anti-hate programs.

Guidelines:

Be sure to...

- Tell your audience what they need to know about hate crimes
- Explain what programs you will implement to reduce the incidents of hate crimes
- Use specific, accurate, and relevant information from the text and the table to support your discussion
- Use a tone and level of language appropriate for a report for the community newsletter
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the text by using quotation marks or referring to the author
- Indicate any data taken directly from the chart, table, or graph by making specific reference to the source
- Follow the conventions of standard written English

INTRODUCTORY PARAGRAPH

1. Begin the “conversation” about the topic in three or more sentences
2. Include one or two facts from the documents that closely relate to your conversation
3. Write the thesis statement for your essay. Thesis statement is the main point that you are trying to prove.
4. Write a sentence stating the documents that support your thesis statement. Include the source and author name.

****Use the task to help you develop your thesis statement.***

BODY PARAGRAPH

1. What is your first point that proves your thesis statement?
2. Prove your first point using evidence from the text or graph. Use specific quotes from the documents.
3. Talk about how your evidence from the text or graph connects to your thesis.
4. What is your second point that proves your thesis statement?
5. Prove your first point using evidence from the text or graph. Use specific quotes from the documents.
6. Talk about how your evidence from the text or graph connects to your thesis.
7. What is your second point that proves your thesis statement?
8. Prove your first point using evidence from the text or graph. Use specific quotes from the documents.
9. Talk about how your evidence from the text or graph connects to your thesis.

****You must include information using both documents.***

CONCLUSION PARAGRAPH

1. In a few sentences, summarize your major points
2. Briefly state why your major points prove your case
3. In a few sentences, make some observations or general comments about the issue or topic



Directions: Read the passages on the following pages (an excerpt from a book and a poem). Then write an essay from the particular perspective of an original controlling idea. Support your opinion using specific references to appropriate literary elements from each work.

Your Task:

After you have read both passages, write a unified essay about the power of hope as revealed in the passages. In your essay, use ideas from both passages to establish a controlling idea about the power of hope. Using evidence from each passage, develop your controlling idea and show how the author uses specific literary elements or techniques to convey that idea.

Guidelines:

Be sure to

- Use ideas from both passages to establish a controlling idea about the power of hope
- Use specific and relevant evidence from each passage to develop your controlling idea
- Show how each author uses specific literary elements (for example: theme, characterization, structure, point of view) or techniques (for example: symbolism, irony, figurative language) to convey the controlling idea
- Organize your ideas in a logical and coherent manner
- Use language that communicates ideas effectively
- Follow the conventions of standard written English



Passage 1

The summer was coming to an end. The Jewish year was nearly over. On the eve of Rosh Hoshanah, the last day of that accursed year, the whole camp was electric with the tension, which was in all our hearts. In spite of everything, this was different from any other. The last day of the year. The word "last" rang very strangely. What if it were indeed the last day?

They gave us our evening meal, a very thick soup, but no one touched it. We wanted to wait until after prayers. At the place of assembly, surrounded by the electrified barbed wire, thousands of silent Jews gathered, their faces stricken.

Night was falling. Other prisoners continued to crowd in, from every block, able suddenly to conquer time and space and submit both to their will.

"What are You, my God," I thought angrily, "compared to this afflicted crowd, proclaiming to You their faith, their anger, their revolt? What does Your greatness mean, Lord of the Universe, in the face of all this weakness, this decomposition, and this decay? Why do You still trouble their sick mind, their-crippled bodies?"

Ten thousand men had come to attend the solemn service, heads of the blocks, Kapos, functionaries of death.

"Bless the Eternal..."

The voice of the officiant had just made itself heard. I thought at first it was the wind.

"Blessed be the Name of the Eternal!"

Thousands of voice repeated the benediction; thousands of men prostrated themselves like trees before a tempest.

"Blessed be the Name of the Eternal!"

Why, but why should I bless Him? In every fiber I rebelled. Because He had had thousands of children burned in His pits? Because He kept six crematoriums working night and day, on Sundays and feast days? Because in His Great might He had created Auschwitz, Birkenau, Buna, and so many factories of Death? How could I say to Him: "Blessed art Thou, Eternal, Master of the universe, Who Chose us from among the races to be tortured day and night, to See our fathers, our mothers, our brothers, end in the crematory? Praised be Thy Holy Name, Thou Who hast chosen us to be butchered on Thine altar?"

I heard the voice of the officiant rising up, powerful yet at the same time Broken, amid the tears, the sobs, the sighs of the whole congregation:

"All the earth and the Universe are God's!"

He kept stopping every moment, as though he did not have the strength to wane beneath the words. The melody choked in his throat.

And I, mystic that I had been, I thought:

"Yes, man is very strong, greater than God. When You Were deceived by Adam and Eve, You drove them out of Paradise. When Noah's generation displeased You, You brought down the Flood. When Sodom no longer found favor in Your eyes, You made the sky rain down fire and sulphur. But these men here, whom You have betrayed, whom You have allowed to be tortured, butchered, gassed, burned, what do they do? They pray before you! They praise Your name!

"All creation bears witness to the Greatness of God!"

Once, New Year's Day had dominated my life. I knew that my sins Grieved the Eternal, I implored his forgiveness. Once I had believed profoundly that upon one solitary deed of mind, one solitary prayer, depended the salvation of the world.

This day I had ceased to plead. I was no longer capable of lamentation. On the contrary, I felt very strong. I was the accuser, God the accused. My eyes were open and I was alone-terribly alone in a world without God and yet I felt myself to be stronger than the Almighty, to whom my life had been tied for so long. I stood amid that praying congregation, observing it like a stranger.

The service ended with the Kaddish. Everyone recited the Kaddish over his parents, over his children, over his brothers, and over himself.

We stayed for a long time at the assembly place. No one dared to drag Himself away from this mirage. Then it was time to go to bed and slowly the prisoners made their way over to their blocks. I heard people wishing one another a Happy New Year!

I ran off to look for my father. And at the same time I was afraid of having to wish him a Happy New Year when I no longer believed in it.

He was standing near the wall, bowed down, his shoulders sagging as though beneath a heavy burden. I went up to him, to his hand and kissed it. A tear fell upon it. Whose was that tear? Mine? His? I said nothing. Nor did he. We had never understood one another so clearly.



Passage II

“On a Sunny Evening”

- 1- On a purple, sun-shot evening
- 2- Under wide-flowering chestnut trees
- 3- Upon the threshold full of dust
- 4- Yesterday, today, the days are all like these.

- 5- Trees flower forth in beauty
- 6- Lovely, too, their very wood all gnarled and old
- 7- That I am half afraid to peer
- 8- Into their crowns of green and gold

- 7- The sun has made a veil of gold
- 8- So lovely that my body aches.
- 9- Above, the heavens shriek with blue
- 10- Convinced I've smiled by some mistake.
- 11- The world's abloom and seems to smile.
- 12- I want to fly but where, how high?
- 13- In a barbed wire, things can bloom
- 14- Why couldn't I? I will not die!

-Rachel Goldstein, a child of the Terezin concentration camp From *I Never Saw Another Butterfly*, 1959



Use the following guide to help you write your companion essay. Remember you must use TWO literary elements. Some literary elements to consider are conflict, theme, symbolism, irony, foreshadowing, setting, characterization, imagery, and so forth.

USE THE OUTLINE AS A “GUIDE” TO HELP YOU UNDERSTAND ALL THE COMPONENTS REQUIRED FOR A LITERARY ESSAY. AVOID WRITING IN A FORMULAIC TONE.

INTRODUCTORY PARAGRAPH

1. Introduce (discuss) the topic of the controlling idea in 3-4 sentences
2. Write a controlling idea or thesis statement using key phrases from the task**
3. State the TWO works of literature you will be discussing. Be sure you write the title of the work, the author and the genre.

BODY PARAGRAPH #1 (FIRST WORK)

1. In (title of first work) by (author), GIVE A SHORT SUMMARY NO MORE THAN TWO SENTENCES
2. (Author) uses literary elements to show (write the controlling idea)
3. Write a sentence naming your first literary element
4. Show an example of the first literary element you mentioned by referring to a specific quote from the first work
5. Explain your example
6. Connect the example to your controlling idea
7. Write a sentence naming your second literary element
8. Show an example of the second literary element you mentioned by referring to a specific quote from the first work
9. Explain your example
10. Connect the example to your controlling idea

BODY PARAGRAPH #2 (SECOND WORK)

11. In (title of second work) by (author), GIVE A SHORT SUMMARY NO MORE THAN TWO SENTENCES
12. (Author) uses literary elements to show (write the controlling idea)
13. Write a sentence naming your first literary element
14. Show an example of the first literary element you mentioned by referring to a specific quote from the second work
15. Explain your example
16. Connect the example to your controlling idea
17. Write a sentence naming your second literary element
18. Show an example of the second literary element you mentioned by referring to a specific quote from the second work
19. Explain your example
20. Connect the example to your controlling idea

CONCLUSION PARAGRAPH

1. In conclusion, (title of first work) by (author), and (title of the second work) by (author) demonstrate (controlling idea).
2. GIVE A ONE SENTENCE SUMMARY OF EACH WORK
3. You can give your opinion of the controlling idea (DO NOT give your opinion of the two works!)
4. Make connections with real life
5. Reflect on what you have learned
6. Write a good concluding sentence to bring everything together

****A “controlling idea” is simply a fancy phrase that could be interpreted as a “thesis statement”**



Write a critical essay in which you discuss Night and a related reading from the novel from the particular perspective of the statement that is provided for you in the *Critical Lens*. In your essay, provide a valid interpretation of the statement, agree or disagree with the statement as you have interpreted it and support your opinion using specific references to appropriate literary elements from the work of literature.

Below are a number of possible *Critical Lens* statements along with the critic (the author of the statement.) You may select any *one* that you feel you can best answer.

Guidelines:

- Provide a valid interpretation of the *Critical Lens* that clearly establishes the criteria for analysis.
- Indicate whether you agree or disagree with the critic's statement as you have interpreted it.
- Use the criteria suggested by the *Critical Lens* to analyze the novel, Night and a related reading from the novel.
- Do not summarize the plot. Instead, use **specific references** to appropriate **literary elements** to develop your analysis.
- Some elements which are suggested to use, but not limited to, include theme, characterization, conflict, point of view, theme, symbolism, characterization, etc.
- **Use TWO literary elements for each work.**
- Organize your ideas in a coherent and unified manner.
- Specify the titles and authors of the works you choose.
- Follow the conventions of standard written English.

CRITICAL LENS

1. "We need to look squarely at the dark side of human behavior, at the same time, hold onto the vision of human possibility" by Mack Snow.
2. "We are all different; because of that, each of us has something different and special to offer and each and every one of us can make a difference by not being indifferent" by Henry Friedman
3. "The test of courage comes when we are in the minority. The test of tolerance comes when we are in the majority" by Ralph W. Sockman.
4. "Opinions founded on prejudice are always sustained with the greatest of violence" by Francis Jeffrey.
5. "Courage is resistance to fear, mastery of fear - not absence of fear" by Mark Twain.



Use the following guide to help you write your critical lens essay. Remember you must use **TWO** literary elements. Some literary elements to consider are conflict, theme, symbolism, irony, foreshadowing, setting, characterization, imagery, and so forth.

USE THE OUTLINE AS A “GUIDE” TO HELP YOU UNDERSTAND ALL THE COMPONENTS REQUIRED FOR A LITERARY ESSAY. AVOID WRITING IN A FORMULAIC TONE.

INTRODUCTORY PARAGRAPH

1. Introduce (discuss) the topic of the critical lens in 3-4 sentences
2. State exactly as it appears the critical lens quote (Be sure to use a transitional phrase).
3. Give your interpretation of the critical lens quote.
4. State whether you agree or disagree with the critical lens quote without using subjective pronoun I.
5. State the **TWO** works of literature you will be discussing that *prove or disprove* the critical lens quote true or not true. Be sure you write the title of the works, the authors and the genres.**

BODY PARAGRAPH #1

1. In (title of first work) by (author), GIVE A SHORT SUMMARY (no more than two sentences).**
2. (Author) uses literary elements to show (write the critical lens).
3. Write a sentence naming your first literary element.
4. Show an example of the first literary element you mentioned by referring to a specific scene in the work of literature.
5. Tie and connect your examples to the critical lens.
6. Elaborate on the connections in step 5
7. Write a sentence naming your second literary element.
8. Show an example of the second literary element you mentioned by referring to a specific scene in the work of literature.
9. Tie and connect your examples to the critical lens.
10. Elaborate on the connections in step 9
11. In (title of second work) by (author), GIVE A SHORT SUMMARY (no more than two sentences).**
12. (Author) uses literary elements to show (write the critical lens).
13. Write a sentence naming your first literary element.
14. Show an example of the first literary element you mentioned by referring to a specific scene in the work of literature.
15. Tie and connect your examples to the critical lens.
16. Elaborate on the connections in step 15
17. Write a sentence naming your second literary element.
18. Show an example of the second literary element you mentioned by referring to a specific scene in the work of literature.
19. Tie and connect your examples to the critical lens.
20. Elaborate on the connections in step 19

CONCLUSION PARAGRAPH

1. In conclusion, (title of first work) by (author) and (title of the second work) by (author) demonstrate that (critical lens).**
2. Write which literary elements used by the authors support the critical lens.
3. Make a connection between the critical lens and real life.
4. Reflect on what you have learned.
5. Write a good concluding sentence to bring everything together