Night
Elie Wiesel

Bring this packet and your copy of the novel to class every day.
Note: The abbreviations below will be used to distinguish between the most common editions of Night.

Look for the name of the publishing company on the spine of your book.

H = Holt, Rinehart, and Winston

B = Bantam

W = Hill and Wang (2006 Translation)
Night Pre-Reading Questions

Directions: Respond to each of the following questions in three or more complete sentences.

1. Would you ever do anything to harm one of your parents or a family member?
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________

2. Are there times when it is best to stay silent when you see something that is wrong?
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
   
   ________________________________________________________________
3. Are people who associate with criminals just as guilty as those who commit the crime?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

4. Would you do anything in order to live? How about to save someone you love?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Post Reading Entry

Choose one of your responses to reflect on. Now that you have finished Night, describe how your perspective has changed.
The Five Stages of Grief

People grieve in many different ways. Some people are able to move on quickly and some go through a grieving process. According to Dr. Elisabeth Kubler-Ross, there are five stages of grief: denial, anger, bargaining, depression, and acceptance.

Below is an example of someone’s grieving process after losing their beloved dog:

1. **Denial** – I felt like he wasn’t really gone and I would see him in the backyard if I just opened the door. I thought I could call a specialist to fix him.

2. **Anger** – I felt it was my fault that he was sick. I was so angry that he could die so young and from such a curable disease. Then, I was mad at my husband for not reminding me about his medication and taking him to the vet on time.

3. **Bargaining** – I felt that if I could just find enough money to pay the vet, I would be able to buy back his health.

4. **Depression** – I cried myself to sleep for two nights. I didn’t want to talk about it. I couldn’t talk about it. My family just made it worse by calling and saying they were sorry. (I look back now and appreciate it, but at the time it really hurt).

5. **Acceptance** – I realized that he was gone and that I should move on. Scout made me so happy and I know that he would still want me to be happy. It was a decision to change. I am still sad about it sometimes, but I understand and accept the loss.
The Five Stages of Grief, continued

Below, describe your own example. This is an **OPTIONAL** assignment. Your entry will only be viewed by me unless you wish to share with the class.

Incident: ________________________________________________________________

1. **Denial**: __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. **Anger**: __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. **Bargaining**: _____________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. **Depression**: _____________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. **Acceptance**: ____________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Concepts to Own – Judaism

1. Cabbala / Kabbalah: __________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

2. Hasidism: ________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

3. Kaddish: _________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

4. Maimonides: ______________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

5. Passover: _________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

6. Pentecost: ________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

7. Phylacteries: ______________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

8. Rabbi: _________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

9. Rosh Hashanah: ___________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

10. Synagogue: ______________________________________________________________
    ________________________________________________________________________
11. Talmud: __________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

12. Torah: __________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

13. Yom Kippur: _____________________________________________________
   ________________________________________________________________
   ________________________________________________________________

14. Zionism: _________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

15. Zohar: __________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
# Concepts to Own – World War II and the Holocaust

1. **Adolf Hitler**: 

2. **Anti-Semitism**: 

3. **Aryan**: 

4. **Boche**: 

5. **Concentration camp**: 

6. **Death camp**: 

7. **Final Solution**: 

8. **Genocide**: 

9. **Gestapo**: 

10. **Ghetto**: 

11. **Holocaust**: __________________________________________________________
   __________________________________________________________
   __________________________________________________________

12. **Kapo**: __________________________________________________________
    __________________________________________________________
    __________________________________________________________

13. **Pogrom**: _________________________________________________________
    __________________________________________________________
    __________________________________________________________

14. **Red Army**: _______________________________________________________
    __________________________________________________________
    __________________________________________________________

15. **Schutzstaffel (SS)**: _______________________________________________
    __________________________________________________________
    __________________________________________________________
Major Characters

Directions: Use the list below to keep track of the characters in the book. Each time you come across a new character or new information about a character, add to the description.

1. Moché (Moishe / Moshe) the Beadle: __________________________________________

2. Eliezer (Elie) Wiesel: ______________________________________________________

3. Schlomo Wiesel: __________________________________________________________

4. Mrs. Wiesel: ______________________________________________________________

5. Hilda, Bea, and Tzipora: __________________________________________________

6. Madame (Mrs.) Schächter: _________________________________________________

7. Stein of Antwerp: __________________________________________________________
8. Yossi and Tibi: ____________________________________________________________

________________________________________________

9. The French girl: ___________________________________________________________

________________________________________________

10. Franek: _________________________________________________________________

________________________________________________

11. Idek: _________________________________________________________________

________________________________________________

12. The pipel: ______________________________________________________________

________________________________________________

13. Dr. Mengele: ____________________________________________________________

________________________________________________

14. Akiba Drumer: __________________________________________________________

________________________________________________

15. Zalman: _______________________________________________________________

________________________________________________

16. Rabbi Eliahou: __________________________________________________________

________________________________________________

17. Juliek: _________________________________________________________________

________________________________________________

18. Meir Katz: ______________________________________________________________

________________________________________________
Words to Own
Parts I and II (Sighet to Buna)

1. abstraction: ________________________________________________________________
   ________________________________________________________________

2. base: ________________________________________________________________
   ________________________________________________________________

3. bestial: ________________________________________________________________
   ________________________________________________________________

4. compulsory: ________________________________________________________________
   ________________________________________________________________

5. constraint: ________________________________________________________________
   ________________________________________________________________

6. edict: ________________________________________________________________
   ________________________________________________________________

7. emigration: ________________________________________________________________
   ________________________________________________________________

8. expound: ________________________________________________________________
   ________________________________________________________________

9. incite: ________________________________________________________________
   ________________________________________________________________

10. lucidity: ________________________________________________________________
    ________________________________________________________________

11. nocturnal: ________________________________________________________________
    ________________________________________________________________

12. reprieve: ________________________________________________________________
    ________________________________________________________________

13. sanctity: ________________________________________________________________
    ________________________________________________________________

14. unremitting: ________________________________________________________________
    ________________________________________________________________

15. wizened: ________________________________________________________________
    ________________________________________________________________
Words to Own Worksheet

Directions: Choose the letter of the word or phrase that most nearly defines the italicized word in each excerpt from Night. Use capital letters.

1. _____ My father was telling them anecdotes and **expounding** his own views on the situation.
   A. stating angrily
   B. drawing conclusions about
   C. making jokes about
   D. explaining in detail

2. _____ In one ultimate moment of **lucidity** it seemed to me that we were damned souls wandering in the half world.
   A. tragedy
   B. clarity
   C. intelligence
   D. imaginativeness

3. _____ These were the showers, a **compulsory** formality at the entrance to all these camps.
   A. required
   B. offensive
   C. unnecessary
   D. absurd

4. _____ “He wants to find out whether we can dominate our **base** instincts and kill the Satan within us.”
   A. ignoble
   B. unthinking
   C. significant
   D. boastful

5. _____ Of course we had heard about the Fascists, but they were still an **abstraction** to us.
   A. foreign military
   B. imaginary threat
   C. theoretical concept
   D. frightening thought

6. _____ So many crazed men, so many cries, so much **bestial** brutality!
   A. needless
   B. savage
   C. methodical
   D. narrow-minded

7. _____ Never shall I forget that **nocturnal** silence which deprived me, for all eternity, of the desire to live.
   A. harmful
   B. depressing
   C. endless
   D. nighttime

8. _____ The baton moved **unremittingly**, sometimes to the right, sometimes to the left.
   A. constantly
   B. rhythmically
   C. heartlessly
   D. infrequently

9. _____ The man looking for us was a bespectacled fellow with a wrinkled, **wizened** face.
   A. scholarly
   B. gentle
   C. shrunken
   D. sneering

10. _____ My father ran to right and left, exhausted, comforting friends, running to the Jewish Council to see if the **edict** had not been revoked in the meantime.
    A. false rumor
    B. guilty verdict
    C. official order
    D. forced deportation
Comprehension Questions

1. When and where was Elie Wiesel’s early boyhood spent? ________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

2. Explain why the people of Sighet don’t mind having Moché the Beadle around. ______________
   ________________________________________________________________________________
   ________________________________________________________________________________

3. What do Elie and Moché talk about? ________________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

4. Why does Moché disappear for a few months? __________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

5. How do the people of Sighet respond to Moché’s stories about the Gestapo? ______________
   ________________________________________________________________________________
   ________________________________________________________________________________

6. Why does Mr. Wiesel say he is “too old to start a new life”? (What is his statement a response to?)
   ________________________________________________________________________________
   ________________________________________________________________________________

7. What happens in Sighet on the seventh day of Passover? ______________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

8. What is every Jew made to wear in order to identify them as Jews? ________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

9. Where are the Jews of Sighet forced to live? __________________________________________
   ________________________________________________________________________________
   ________________________________________________________________________________

10. What rights do the Jews of Sighet lose by decree? _________________________________
    ________________________________________________________________________________
    ________________________________________________________________________________
11. Why does someone knock on the window? ____________________________________________

12. What news does Mr. Wiesel get from the Council? ________________________________

13. What do the Jews think might be the reason for their departure? ___________________

14. Describe how the deportees are abused. __________________________________________

15. Where are the deportees told they are going? _____________________________________

16. What breaks Madame Schächter’s spirit? __________________________________________

17. What does Madame Schächter scream? ____________________________________________

18. To what station are the deportees brought? ________________________________________

19. How does Madame Schächter’s vision come true? ________________________________
20. How does Elie get separated from his mother and sisters? __________________________________________
____________________________________________________________________________________

21. Why don’t the deportees rise up against the guards? __________________________________________
____________________________________________________________________________________

22. What does Elie see the Germans do to the truck full of children? ______________________________
____________________________________________________________________________________

23. How does Elie’s faith begin to change when he sees the children killed? _________________________
____________________________________________________________________________________

24. Why does Elie plan to kill himself, and then change his mind? _________________________________
____________________________________________________________________________________

25. Who are the first ones to beat Elie and the other new prisoners? _______________________________
____________________________________________________________________________________

26. How are the prisoners disinfected? __________________________________________________________
____________________________________________________________________________________

27. Why does Elie thank God for mud? _________________________________________________________
____________________________________________________________________________________

28. What does the SS officer say will happen to those who cannot work? ___________________________
____________________________________________________________________________________

29. Why does the gypsy strike Mr. Wiesel? ______________________________________________________
____________________________________________________________________________________
30. What advice does the Polish prisoner in charge of the block give? ____________________________

____________________________________________________________________________________

31. What is tattooed on each prisoner’s left arm? ________________________________

____________________________________________________________________________________

32. Why does Elie lie to Stein of Antwerp? ________________________________

____________________________________________________________________________________

33. Describe the lie. _____________________________________________________________

____________________________________________________________________________________

34. What motto is inscribed above the gates of Auschwitz? ___________________________

35. What does the motto mean? ________________________________

36. To what new camp are Elie and Mr. Wiesel sent? ________________________________

____________________________________________________________________________________
Words to Own
Part III (Buna to Buchenwald)

1. annihilate: __________________________________________________________________________
   __________________________________________________________________________

2. apathy: __________________________________________________________________________
   __________________________________________________________________________

3. appeasing: ____________________________________________________________________________
   ____________________________________________________________________________

4. countenance: __________________________________________________________________________
   __________________________________________________________________________

5. derision: __________________________________________________________________________
   __________________________________________________________________________

6. emaciated: __________________________________________________________________________
   __________________________________________________________________________

7. encumbrance: __________________________________________________________________________
   __________________________________________________________________________

8. functionaries: __________________________________________________________________________
   __________________________________________________________________________

9. implored: __________________________________________________________________________
   __________________________________________________________________________

10. inconsiderable: __________________________________________________________________________
    __________________________________________________________________________

11. indeterminate: __________________________________________________________________________
    __________________________________________________________________________

12. inert: __________________________________________________________________________
    __________________________________________________________________________

13. interminable: __________________________________________________________________________
    __________________________________________________________________________

14. lamentation: __________________________________________________________________________
    __________________________________________________________________________

15. meager: __________________________________________________________________________
    __________________________________________________________________________
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16. <strong>privations:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>17. <strong>semblance:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>18. <strong>summarily:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>19. <strong>stupefy:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>20. <strong>vigilance:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Words to Own Worksheet

Directions: Choose the letter of the word or phrase that most nearly defines the italicized word in each excerpt from Night. Use capital letters.

1. _____ The race seemed interminable.
   A. aimless
   B. endless
   C. inappropriate
   D. illogical

2. _____ A poor, emaciated, dried-up Jew questioned him avidly in a trembling voice.
   A. extremely thin
   B. hideously scarred
   C. emotionially exhausted
   D. utterly humiliated

3. _____ We were given winter clothes – slightly thicker striped shirt. The veterans found in this a new source of derision.
   A. rudeness
   B. scorn
   C. jealousy
   D. bitterness

4. _____ “All the invalids will be summarily killed,” said the faceless one.
   A. systematically
   B. secretly
   C. promptly
   D. individually

5. _____ He sat up and looked round him, …stupefied – a bereaved stare,
   A. amazed
   B. frightened
   C. ignorant
   D. consoled

6. _____ He…had sought…to free himself from an encumbrance which could lessen his own chances of survival.
   A. consequence
   B. shortcoming
   C. duty
   D. burden

7. _____ Man is…to humble and inconsiderable to seek to understand the mysterious ways of God.
   A. insensitive
   B. unwise
   C. unimportant
   D. insecure

8. _____ Was it not dangerous to allow your vigilance to fail, even for a moment?
   A. determination
   B. watchfulness
   C. strength
   D. courage

9. _____ At last, the morning star appeared in the gray sky. A trail of indeterminate light showed on the horizon.
   A. subtle
   B. deceptive
   C. dull
   D. distant

10. _____ His body remained inert.
    A. weak
    B. thin
    C. restless
    D. motionless
Words to Own Worksheet, continued

**Directions**: Carefully read the definition of each word. Write a sentence of your own using that word. In your sentences, include clues to the meanings of the defined words.

11. implored: (verb) begged; pleaded sincerely

12. countenance: (noun) face or features of the face

13. annihilate: (verb) to destroy completely; to exterminate

14. meager: (adjective) of small quantity; not adequate

15. semblance: (noun) appearance; resemblance

16. apathy: (noun) lack of interest or emotion; indifference

17. lamentation: (noun) weeping; an expression of grief or sadness

18. privations: (noun) hardships; lack of the necessities of everyday life

19. functionaries: (noun) people who perform certain expected duties, especially official functions

20. appeasing: (verb) satisfying; relieving
1. Describe Elie’s job at Buna. ____________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________

2. What do Yossi, Tibi, and Elie plan to do after the liberation? ______________________________
    __________________________________________________________________________
    __________________________________________________________________________

3. Why is Elie sent to the dentist? ______________________________________________________
    __________________________________________________________________________

4. How does the French girl comfort Elie? ________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________

5. Where do Elie and the French girl meet again years later? ______________________________
6. How does Franek get Elie to give up his gold crown? ________________________________
    __________________________________________________________________________
    __________________________________________________________________________

7. Why is Elie given twenty-five lashes? ________________________
    __________________________________________________________________________
    __________________________________________________________________________

8. What comparison is used to describe the soup? ________________________________
    __________________________________________________________________________
    __________________________________________________________________________

9. Describe what happens with the soup during the alert. ________________________________
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________

10. Why are the prisoners filled with joy instead of frightened by the bombs? ______________
    __________________________________________________________________________
    __________________________________________________________________________

11. Why is the youth from Warsaw hanged? _____________________________________________
    __________________________________________________________________________
12. Why are the Oberkapo and the pipel hanged? _____________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

13. How many men come to the Rosh Hashanah service? ______________________________
____________________________________________________________________________________
____________________________________________________________________________________

14. How is this New Year’s Day different for Elie? _________________________________
____________________________________________________________________________________
____________________________________________________________________________________

15. Why doesn’t Elie fast on Yom Kippur? __________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

16. What “fine New Year’s gift” does the SS give the Jews? _____________________________

17. What does Elie do to avoid being selected by Dr. Mengele? ________________________
____________________________________________________________________________________
____________________________________________________________________________________

18. What “inheritance” does Elie’s father give him after he is selected? _____________________________
____________________________________________________________________________________
____________________________________________________________________________________

19. How does Mr. Wiesel avoid the second selection? _________________________________
____________________________________________________________________________________

20. What do Akiba Drumer and the Polish rabbi have in common? _____________________________
____________________________________________________________________________________
21. How does Elie end up in the hospital? _____________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

22. Explain why Elie leaves the hospital only two days after his surgery. ________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

23. What does the head of the block have the prisoners do before moving out? __________________
____________________________________________________________________________________

24. What makes the move to Gleiwitz so hard? ______________________________________________
____________________________________________________________________________________

25. How does Zalman die? _________________________________________________________________
____________________________________________________________________________________

26. What happens to the prisoners who stop running? _________________________________________
____________________________________________________________________________________

27. Why does Mr. Wiesel make Elie wake up when he falls asleep in the shed? _________________
____________________________________________________________________________________

28. What doesn’t Elie tell Rabbi Eliahou? __________________________________________________
____________________________________________________________________________________

29. How does Elie almost die in the barracks? ________________________________________________
____________________________________________________________________________________

30. What does Juliek do before he dies? ____________________________________________________
____________________________________________________________________________________
31. How does Elie save his father even after he is sent to the left during selection?

32. Why is Mr. Wiesel almost thrown from the train?

33. How do the German workmen amuse themselves?

34. Years later, how is the Parisienne’s treatment of the natives similar to the Germans’ treatment of the starving Jews?

35. How do the old man and his son die?

36. How does Meir Katz save Elie?

37. When the train arrives in Buchenwald, why do only a dozen of the original prisoners get off the cattle car?

38. Why doesn’t Elie want his father to rest while he himself had a hot bath?

39. Why does Elie feel ashamed of himself while searching for his father?
40. Why does Elie hesitate to give his sick father soup?

41. Why does Elie hate the doctors?

42. How do the other patients treat Mr. Wiesel?

43. How does Mr. Wiesel die?

44. How much longer is Elie in the camp after his father dies?

45. What happens when the camp resistance movement acts?

46. What is the prisoners’ first concern after being liberated?

47. How does Elie nearly die three days after liberation?
## Timeline of the Holocaust, 1933-1945

### 1933

**January 30**
Adolf Hitler appointed Chancellor of Germany. The appointment was the result of backroom political intrigue. President von Hindenburg was assured that Hitler’s radical tendencies would be kept in check.

**February 27**
Fire at the Reichstag (Parliament building); The Nazis did not win a majority in the 1932 elections, so they devised such terroristic acts as the Reichstag fire to place blame on opponents.

**March 20**
First concentration camp – Dachau – established

**March 23**
The Enabling Act, which allowed Hitler to ignore the Constitution and give his decrees the power of law, passed by Nazi-dominated Reichstag

**April 1**
Boycott of Jewish shops and businesses; Jewish professionals barred from entering their offices and places of employment

**April 7**
First anti-Jewish decree: The Law for the Reestablishment of the Civil Service. With this law, Nazis removed Jews, communists, and socialists from positions in civil service and universities

**April 22**
Ritual slaughter of animals in accordance with Jewish dietary laws prohibited in Germany

**April 26**
The Gestapo (secret political police) established

**May 10**
Public burnings of books authored by Jews and opponents of Nazism

**Spring / Summer**
Universities and the arts “cleansed” of Jewish influence. Jewish professors expelled. Jewish writers and artists prohibited from practicing their professions.

**Spring / Summer**
Jewish organizations in America and Western Europe protest Nazi persecution of the Jews; a few call for boycott of Nazi Germany

**October 19**
Germany leaves the League of Nations

### 1934

**June 30**
“Night of the Long Knives”: Nazis purge leadership of the Storm Troopers (SA), removing all opposition to the Nazis

**August 2**
Hitler names himself president and commander-in-chief of the Armed Forces following the death of von Hindenburg

### 1935

**May 25**
Germany renews conscription (compulsory enrollment for military or naval service), in violation of the Treaty of Versailles.

**May 31**
Jews barred from serving in German Armed Forces

**September 15**
Nuremberg Laws, anti-Jewish racial laws, enacted. Jews were no longer considered German citizens, could not marry Aryans, fly the German flag, or hire German maids under the age of 45

**November 14**
Germany defines Jews as anyone with three Jewish grandparents or someone with two Jewish grandparents who has identified himself/herself as a Jew in one of the following ways:
   A) belonging to the official Jewish religious community
   B) married to a Jew
This racial definition meant that Jews were being persecuted not for their religious beliefs and practices, but rather for a so-called racial identity transmitted irrevocably through the blood of their ancestors.

1936
March 7  Germans march into the Rhineland which had been demilitarized according to the Treaty of Versailles
May 5  Ethiopia occupied by Italy
June 17  Himmler appointed Chief of German Police

1937
July 16  Buchenwald Concentration Camp opens

1938
March 13  Anschluss: Annexation of Austria by Germany. The Austrian chancellor was bullied into telling Austrian troops not to resist Germans. All German anti-Semitic decrees immediately applied in Austria.
April 26  Jews must register all property with authorities
August 1  Adolf Eichmann establishes Office of Jewish Emigration to speed up the pace of forced emigration
August 17  Decrees revoke all names changes of Jews and force those Jews who did not have names recognized as Jewish by German authorities to add “Israel” (for males) and “Sarah” (for females) as middle names
September 29-30  At Munich Conference England and France agree to turn over Sudetenland (part of Czechoslovakia) to Germany
October 5  Following request by the Swiss authorities, Germans order all Jews’ passports marked with a large red “J” to prevent Jews from smuggling themselves into Switzerland
October 28  Jews with Polish citizenship living in Germany are expelled to Polish border. Poles refuse to admit them. Germans refuse to allow them back into Germany. 17,000 stranded in frontier town of Zbasyn.
November 9-10  Kristallnacht (Night of the Broken Glass): anti-Jewish pogrom in Germany and Austria. 200 synagogues destroyed. 7,500 Jewish shops looted and 300,000 male Jews sent to concentration camps (Dachau, Buchenwald, Sachsenhausen)
November 12  Decree forcing all Jews to transfer retail businesses to Aryan hands
November 15  Numerus Nullus decree expels all Jewish pupils from German schools

1939
January 30  Hitler threatens in Reichstag speech that if war erupts it will mean the vernichtung (extermination) of European Jews
March 15  Nazis occupy part of Czechoslovakia (Bohemia and Moravia); make Slovakia independent satellite state
March 22  Germans occupy port of Memel
August 23  Molotov-Ribbentrop Pact signed: nonaggression pact between Russia and Germany
September 1  Beginning of World War II: Germany invades Poland. Poland is defeated within a month.
September 17  Russia invades Eastern Poland
September 27  Jews in German-occupied Poland forced to wear distinguishing badge
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 28</td>
<td>First ghetto in Poland established at Protrokov</td>
</tr>
<tr>
<td>1940</td>
<td>April 9</td>
</tr>
<tr>
<td></td>
<td>April 27</td>
</tr>
<tr>
<td></td>
<td>May 7</td>
</tr>
<tr>
<td></td>
<td>May 10</td>
</tr>
<tr>
<td></td>
<td>May 20</td>
</tr>
<tr>
<td></td>
<td>June 22</td>
</tr>
<tr>
<td></td>
<td>August 8</td>
</tr>
<tr>
<td></td>
<td>September 27</td>
</tr>
<tr>
<td></td>
<td>November 15</td>
</tr>
<tr>
<td></td>
<td>November 20-24</td>
</tr>
<tr>
<td>1941</td>
<td>January 21-26</td>
</tr>
<tr>
<td></td>
<td>March</td>
</tr>
<tr>
<td></td>
<td>April</td>
</tr>
<tr>
<td></td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>June 22</td>
</tr>
<tr>
<td></td>
<td>End of June</td>
</tr>
<tr>
<td></td>
<td>July 31</td>
</tr>
<tr>
<td></td>
<td>September 1</td>
</tr>
<tr>
<td></td>
<td>September 3</td>
</tr>
<tr>
<td></td>
<td>September 28-29</td>
</tr>
<tr>
<td></td>
<td>October 23</td>
</tr>
<tr>
<td></td>
<td>October</td>
</tr>
<tr>
<td></td>
<td>December 7</td>
</tr>
<tr>
<td></td>
<td>December 8</td>
</tr>
<tr>
<td>1942</td>
<td>January 20</td>
</tr>
<tr>
<td></td>
<td>January</td>
</tr>
</tbody>
</table>
March 1	Extermination by gas begins at Sobibor extermination camp; by October 1943, 250,000 murdered
Later March	Deportations to Auschwitz extermination camp begin
June 1	Treblinka extermination camp begins operation; by August 1943, 700,000 Jews murdered
June 30	All Jewish school in Germany closed
June	Jewish Partisan unit established in forests of Byelorussia
July 28	Jewish Fighting Organization (ZOB) established in Warsaw Ghetto
Summer	Deportation of Jews to extermination camps from Holland, Poland, France, Belgium, Croatia; armed resistance by Jews in ghettos of Kletzk, Wieswiez, Mir, Lackwa, Krements, and Tuchin
November	Allied forces land in North Africa
Winter	Deportation of Jews from Norway, Germany, and Greece to extermination camps; Jewish Partisan movement organizes in forests near Lublin

1943
February 2	German advance in Russia stopped at Stalingrad
March	Liquidation of Kracow Ghetto
April 19	Warsaw Ghetto revolt begins as Germans attempt to liquidate 70,000 ghetto inhabitants; Jewish underground fights Nazis until early June
June	Himmler orders liquidation of all the ghettos in Poland and the Soviet Union
Summer	Armed resistance by Jews in Czetoschowa, Lvov, Bedzin, Bialystock, and Tarnow ghettos
August	Armed revolt in Treblinka extermination camp
Fall	Liquidation of large ghettos: Misk, Vilna, Riga
October 14	Armed revolt in Sobibor extermination camp

1944
March 19	Germany occupies Hungary
May 15	Nazis begin deporting Hungarian Jews; by June 27, 38,000 sent to Auschwitz
June 6	Allied invasion of Normandy
Spring/Summer	Red Army repels Nazi forces
July 20	Group of German officers attempts to assassinate Hitler
July 24	Russians liberate Majdanek extermination camp
Summer	Liquidation of ghettos in Kovno (Kaunas), Shavil (Siauliai) and Lodz; inmates sent to extermination camps
October 7	Revolt by inmates in Auschwitz results in one crematorium being blown up
October 31	Remnants of Slovakian Jews deported to Auschwitz
November 2	Gassing ceases at Auschwitz
November 8  Beginning of death march for approximately 40,000 Jews from Budapest to Austria
November   Last Jews deported from Theresienstadt to Auschwitz

**1945**
January 17  Evacuation of Auschwitz; beginning of death march for 66,000 camp inmates
January 25  Beginning of death march for 50,000 inmates of Stutthof
April 3-4   Beginning of death march for 30,000 inmates of Buchenwald
April       Red Army enters Germany from East
April 30    Hitler commits suicide
May 8       Germany surrenders, ending the Third Reich

Taken in part from the book *Genocide: Critical Issues of the Holocaust*, a Simon Wiesenthal Center publication.
Journal: My Most Precious Possessions

The Nazis permit Elie and his family to take only their most precious possessions or what they can carry to the ghetto. When the Nazis evacuate the Jewish families from the ghettos and force them to board the cattle cars for work camps, they again tell them to take only what they can carry.

Directions: If you were in a situation where you were forced to suddenly leave your home and were told only to bring those items you could carry to the ghetto, what would you bring? Make a list of the items you would bring, but remember they must be items you can carry with you.

My Most Precious Possessions:

1.

2.

3.

4.

5.

Using the space below, explain in five to six sentences why you chose the items you did and how you would feel if you had to leave them behind.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Setting

Sighet, Transylvania

Ghetto
(still in Sighet)

Auschwitz
(Birkenau)

Auschwitz
(Buna)

Gleiwitz

Buchenwald
Similes and Metaphors: Describing the Unthinkable

A metaphor is a figure of speech used to compare two unlike things. An example would be, “My heart was a shattered mirror.” A simile is also a figure of speech used to compare two unlike things, but similes use “like” or “as.” For example, “My love is like a red, red rose.”

Directions: Use the examples below from *Night* and decide if each is a simile or metaphor. Next, identify the two things being compared.

<table>
<thead>
<tr>
<th>Example</th>
<th>Metaphor or Simile?</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>“We can’t go like beasts to a slaughter.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“It was a nightmare.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Never shall I forget the little faces of the children whose bodies I saw turn to wreaths of smoke.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“It seemed like an eternity to me.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Our senses were blunted; everything was blurred as in a fog.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Themes

A theme is a central message or insight into life revealed through a literary work. It is a general statement about people or life in general. There are many subjects within the novel Night that can be developed into themes.

**Directions**: Complete the chart below. For each subject, find direct quotes from the novel that relate to that subject. After considering your textual evidence, develop a thematic statement for each subject.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Evidence from the Novel (Include citations)</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANKIND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPASSION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAITH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Theme, continued

One of the themes of *Night*, born out of Elie Wiesel’s own experience with his father and observations of other sons and fathers, addresses self-preservation versus family commitment.

**Directions:** Complete the bubble cluster below with direct quotes that show the interactions between fathers and sons. After considering your textual evidence, develop a thematic statement.

---

Theme:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

---

self-preservation versus family commitment
Another of the themes of *Night* deals with dignity in the face of human cruelty.

**Directions:** Complete the three boxes on the right. You may either paraphrase events from the novel or use direct quotes. After considering your textual evidence, develop a thematic statement.

### Inhuman Cruelty
- Abusive kapos and being allowed only minimal food
- Forbidden to play Beethoven, forced on a death march, freezing and crushed in barracks
- The doctors will not attend Eliezer’s father, the fellow prisoners beat him, no more food is given to him because he is dying

### Responding with Dignity
- On Rosh Hashanah...
- Juliek...
- Eliezer...

---

Theme:

__________________________________________________________________________________________
__________________________________________________________________________________________

---

40
Motif

A motif is a word, character, object, image, metaphor, or idea that recurs and usually bears an important relationship to the theme of a work.

The connotations of a word – the meanings, associations, or emotions that a word suggests – often enable it to act as a motif.

What are some connotations of the word *night*?

Directions: Locate three examples of the word *night* in the novel. Write a direct quote and citation in the first column. Identify the events which occur around the use of the words and write them in the second column. In the third column, tell what the word connotes in its context.

<table>
<thead>
<tr>
<th>Example</th>
<th>Event</th>
<th>Connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>“By day I studied Talmud and by night I would run to the synagogue” (Wiesel 3).</td>
<td>At night Elie prays and later studies with Moishe the Beadle.</td>
<td>Night is a time of mystery and mystical things.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Motif, continued

Another motif in *Night* is the use of eyes, which reveal the thoughts, feelings, or personalities of people throughout the novel.

**Directions**: Identify the narrator’s description of each individual’s eyes and the behavior or personality of that individual.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Description of Eyes</th>
<th>Behavior or Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moishe the Beadle</td>
<td>Dreamy and then joyless</td>
<td>He is a kind and understanding teacher before he is deported, but he returns to Sighet an emotionally dead man.</td>
</tr>
<tr>
<td>Mrs. Schächter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The French girl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franek and the old man on the transport to Buchenwald</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eliezer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Video Questions: An Interview with Elie Wiesel at Auschwitz

Directions: Answer the following questions as we watch the video.

1. How many people died at Auschwitz? ________________________________

2. In what country is the death camp located? ____________________________

3. Why was Germany “desperate”? ______________________________________

4. True or False: Buna and Birkenau are part of Auschwitz. ______________________

5. Elie Wiesel says, “This is the largest ____________________________ in recorded history.”

6. Why was Madame Schächter speaking of fire? ________________________________

7. Where did the largest mass murder in history occur? ________________________

8. How many were deported each day to Auschwitz? __________________________

9. What does Elie Wiesel mean when he says, “The world shrank.”? ______________________

10. What percentage of those who arrived at Auschwitz were killed? _________________

11. What was the average life span of the prisoners at the camps? ______________________

12. What does “Arbeit macht frei” from the iron gate in front of Auschwitz mean? 

__________________________________________________________
13. How did Elie Wiesel do with/cope with his anger? “I _______________ and I _______________ and my goal in both cases is to _______________.

14. What does Elie do to help others who are experiencing injustice? “I can’t do anything except use my _______________.
What does he mean by this statement? _______________.

15. What was the hair used for? _______________.

16. Elie Wiesel said, “We must be there to shout and say ‘_____________________________’.”