



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Night

based on the book by
Elie Wiesel

Written by
Barbara M. Linde, MA Ed.

© 1998 Teacher's Pet Publications
All Rights Reserved

ISBN 978-1-60249-218-9

TABLE OF CONTENTS *Night*

Introduction	6
Unit Objectives	8
Unit Outline	9
Reading Assignment Sheet	10
Study Questions	12
Quiz/Study Questions (Multiple Choice)	22
Pre-Reading Vocabulary Worksheets	35
Lesson One (Introductory Lesson)	46
Writing Assignment 1	48
Writing Evaluation Form	49
Nonfiction Assignment Sheet	50
Writing Assignment 2	58
Oral Reading Evaluation Form	61
Extra Writing Assignments/Discussion ??	69
Writing Assignment 3	75
Vocabulary Review Activities	76
Unit Review Activities	77
Unit Tests	82
Unit Resource Material	121
Vocabulary Resource Material	143

A FEW NOTES ABOUT THE AUTHOR Elie Wiesel

WIESEL, Eliezer 1928-

Elie Wiesel was born on September 20, 1928, in Sighet, Transylvania. His parents owned and operated a store, and his mother was also a teacher. He credits his maternal grandfather with his love of storytelling. As a child and adolescent, Wiesel studied the Talmud, Hasidism, and the Kabala. During the years when he was studying so seriously, he thought it was a waste of time to read novels.

Just after Passover in 1944, when Wiesel was 15, the Nazis sent all of the Jews in Sighet to the concentration camp at Auschwitz-Birkenau. He and his father were later transferred to Buchenwald. He was 16 when the war ended and he was released. Wiesel traveled to France and was reunited with his two older sisters.

Wiesel studied at the Sorbonne from 1948 until 1951. He learned the French language and took courses in literature, psychology, and philosophy. He tutored other students, directed a church choir, and worked as a translator to support himself.

Soon after his release from the concentration camps, Wiesel realized that he had a duty as a survivor to let others know what had happened. He was encouraged in this endeavor by Francios Muriac, a Catholic writer whom Wiesel met in Israel. Wiesel's first book, *And the World Has Remained Silent*, was published in Yiddish in 1956. The abridged, autobiographical version, *Night*, was published in Paris in 1958. Since then it has been translated into eighteen languages and is his best-known work.

Wiesel traveled to the United States in 1956 to write about the United Nations. He was hit by a taxi cab in Times Square. Since he was unable to return to France to renew his residency papers, he instead applied for United States citizenship. He married another Holocaust survivor, Marion Erster Rose, in New York in 1969.

In 1976 Wiesel became the Andrew W. Mellon Professor in Humanities at Boston University. President Carter named him the chairman of the President's Commission on the Holocaust and the chairman of the U.S. Holocaust Memorial Council.

Wiesel has received numerous awards and honors. In 1986 alone he was awarded the Nobel Peace Prize, the Freedom Cup Award from the Women's League for Israel, the Jacob Javits Humanitarian Award of the UJA Young Leadership, and the Medal of Liberty. He holds membership in many societies including the Authors League, a lifetime membership in the Foreign Press Association, American Gathering of Jewish Holocaust Survivors, and the Writers and Artists for Peace in the Middle East. He continues to write and speak for peace and the humanitarian treatment of all peoples.

SELECTED WRITINGS BY ELIE WIESEL

Note: Elie Wiesel writes in French. His works are translated into English by his wife.
Only the English titles are given in this list.

1956	<i>And the World Has Remained Silent</i>
1958	<i>Night</i>
1960	<i>Dawn</i>
1962	<i>The Town Beyond the Wall</i>
1964	<i>The Gates of the Forest</i>
1966	<i>Legends of Our Time</i>
1966	<i>The Jews of Silence: A Personal Report on Soviet Jewry</i>
1970	<i>Beggar in Jerusalem</i>
1970	<i>One Generation After</i>
1972	<i>Souls on Fire: Portraits and Legends of Hasidic Masters</i>
1973	<i>The Oath</i>
1976	<i>Messengers of God: Biblical Portraits and Legends</i>
1978	<i>A Jew Today</i>
1978	<i>Dimension of the Holocaust (with others)</i>
1980	<i>Images from the Bible</i>
1981	<i>The Testament</i>
1982	<i>Somewhere a Master: Further Hasidic Portraits and Legends</i>
1983	<i>The Golem: The Story of a Legend as Told by Elie Wiesel</i>
1985	<i>The Fifth Son</i>
1985	<i>Against Silence: The Voice and Vision of Elie Wiesel</i>
1988	<i>Twilight</i>
1988	<i>The Six Days of Destruction (with Albert Frielandaer)</i>

INTRODUCTION *Night*

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *Night* by Elie Wiesel. It includes seventeen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to background information about places, people, and events mentioned throughout this novel. Since being familiar with the world events at the time of the novel is essential for full understanding, the students will begin the unit with a short research project. This project is used as the first writing assignment and the nonfiction assignment.

The **reading assignments** are approximately twenty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the book. These

questions are done either **independently** or as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to **inform**: students will write a research report on some aspect of the Holocaust or World War II. The second assignment is to express a personal **opinion**: students will keep a response journal while they read. The third assignment is to persuade: students will either persuade the Wiesel family to take refuge with their former servant, or persuade Mr. Wiesel and Elie to stay in the hospital when the camp is evacuated.

Students will use one of their research sources for Writing Assignment #1 to fulfill the requirements for the **nonfiction reading assignment**. Students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit and vocabulary resource materials sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES *Night*

1. Through reading *Night* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Night*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

UNIT OUTLINE *Night*

1 Unit Introduction Writing Assignment #1 Nonfiction Assignment	2 Library/ Research Papers	3 Writing Conferences Research Papers	4 Nonfiction Presentations	5 Distribute Unit Materials PVR Section 1
6 ?? Section 1 Writing Assignment #2 Journals Minilesson: Mood	7 PVR Sections 2, 3 Oral Reading Evaluation	8 ?? Sections 2, 3 PVR Section 4 Minilesson: Conflict	9 Minilesson: Figurative Language PVR Section 5	10 R Section 5 ?? Section 5
11 PVR Sections 6, 7, 8, 9	12 ?? Sections 6, 7, 8, 9 Minilesson: Sequence	13 Extra Discussion Questions Quotations	14 Writing Assignment #3 Persuade	15 Vocabulary Review
16 Unit Review	17 Unit Test			

Key: P = Preview Study Questions V = Vocabulary Work R = Read

READING ASSIGNMENTS *Night*

Note to the Teacher: This unit plan was developed using the Bantam Books paperback edition of *Night*. There are no numbered chapter or section divisions in this edition. We have assigned section numbers based on the printed section breaks.

Date to be Assigned	Chapters	Completion Date (Prior to class on this date)
	Section 1, pages 1-20	
	Sections 2, 3, pages 21-43	
	Section 4, pages 45-62	
	Section 5, pages 63-80	
	Sections 6, 7, 8, 9, pages 81-109	

WRITING ASSIGNMENTS

Date to be Assigned	Writing Assignment	Completion Date (Prior to class on this date)
	Writing to Inform	
	Writing to Persuade	
	Writing to Express a Personal Opinion	
	Nonfiction Assignment	

LESSON ONE

Student Objectives

1. To develop research skills
2. To write to inform by developing and organizing facts to convey information
3. To complete Writing Assignment #1 and the Nonfiction assignment

Activity

Assign one of the following topics (or topics of your choice) to each of the students. Distribute Writing Assignment #1 and the Nonfiction Assignment sheet and discuss them. Students should fill this out the Nonfiction Assignment sheet for at least one of the sources they used and submit it along with their report. Take students to the library for the rest of the period to work on the assignment.

Topics

1. Make a time line of World War II.
2. Research the country of Transylvania. Include its location on a map of prewar Europe.
3. Name the Allies and Axis countries and their leaders. Summarize the political policies and philosophies of each.
4. Identify Adolph Hitler and his role in the Third Reich.
5. Trace the persecution of the Jewish people in Europe.
6. Research the Jewish faith. Include major beliefs and holy days.
7. Explain the beliefs and practices of the Hasidic Jews. Compare these to the beliefs and practices of the Reform Jews.
8. Trace the origin and development of the Jewish nation.
9. Briefly explain the teachings of the Talmud, the Zohar and the cabbala.
10. Obtain information on the Holocaust from the Holocaust Museum in Washington, DC, or another source.
11. Describe any one of the concentration camps. Include a map with its location.

WRITING ASSIGNMENT #1 *Night* Writing to Inform

PROMPT

You are reading about the events that took place in the life of one teen-aged boy, Elie Wiesel . The setting for the autobiographical sketch is Europe in the years between 1941 and 1945. In order to better understand the terrible things that happened to him and millions of other people, you must first understand what the world was like at that time.

PREWRITING

Your teacher may assign a topic or allow you to choose one. You will then go to the library to research the topic. Look for encyclopedias, books, magazine articles, videos, and Internet sources. You may want to interview an expert on the topic of your choice.

Think of questions you have about your topic. Write each one on a separate index card. Then read to find the answers, and write them on the cards. Also take notes on interesting and important facts, even if you did not have questions about them. Put each fact on a separate card. Make sure to cite your references. That means to write down the title of the book or article, the author, and the page number for each one.

Arrange your note card in the order you want to use for your paper. Number them, perhaps in the upper right hand corner. Read through them to make sure they make sense in that order. Rearrange as necessary.

DRAFTING

Introduce your topic in the first paragraph. Tell why you chose it, and give a preview of what the rest of the paper will be about. Then write several paragraphs about the topic. Each paragraph should have a main idea and supporting details. Your last paragraph should summarize the information in the report.

PEER CONFERENCE/REVISING

When you finish the rough draft, ask another student to look at it. You may want to give the student your note cards so he/she can double check for you and see that you have included all of the information. After reading, he or she should tell you what he/she liked best about your report, which parts were difficult to understand or needed more information, and ways in which your work could be improved. Reread your report considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your report, double-checking your grammar, spelling, organization, and the clarity of your ideas.