

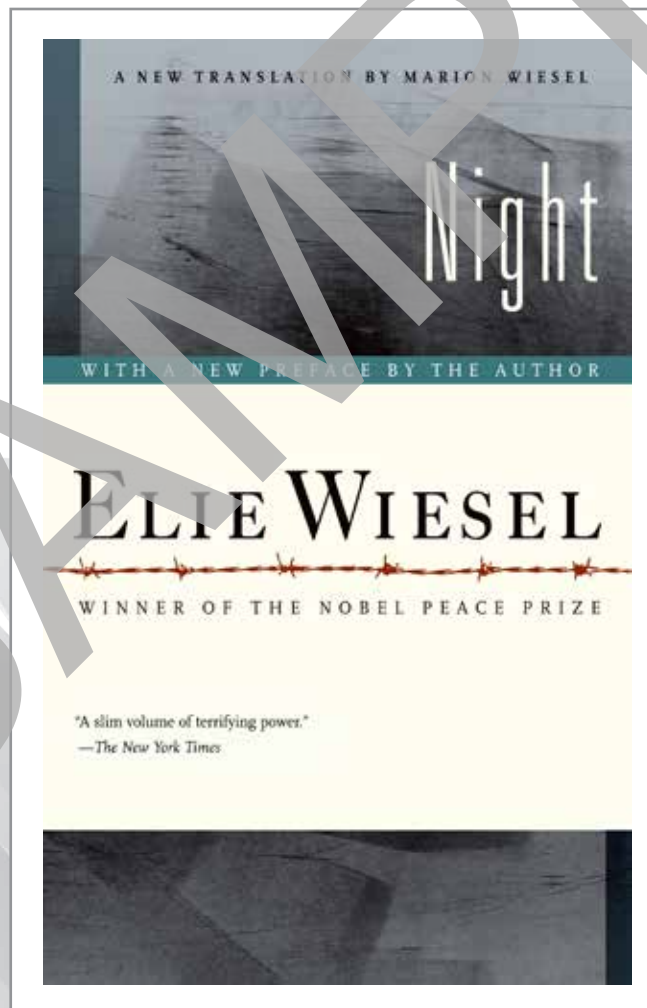


STUDENT PACKET

GRADES 9-12

Night

Elie Wiesel



READ, WRITE, THINK, DISCUSS AND CONNECT

Night

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

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Name_____

Night
Study Questions
Use During Reading

Directions: Write a brief answer to each study question as you read the novel at home or in class. Use the questions for review before group discussions and before your novel test.

Pages 1-12

1. When and where was the author's early boyhood spent?
2. How was Moshe the Beadle "different"?
3. What did the author and Moshe talk about?
4. Why did Moshe disappear for a few months?
5. How did people respond to Moshe's stories about the Gestapo?
6. Why did the author's father say that he was "too old to start a new life"?
7. What happened in Sighet on the seventh day of Passover?
8. What did every Jew have to wear?
9. What was the ghetto?
10. List three rights the Jews of Sighet lost by decree.

Pages 12-20

11. Why was someone knocking on the window?
12. Why did everyone prepare to leave Sighet?
13. What did the Jews think might be the reason for their deportation?
14. List three ways the deportees were abused.
15. Where were the deportees told they were going?

Name _____

Night
Activity #5: Vocabulary
pages 21-43

Vocabulary List

constraint 21	hermetically 22	pious 22	abyss 23	barometer 24
abominable 25	tommy gun 27	sages 29	monocle 29	unremittingly 29
crematory 30	lorry 30	Kaddish 31	infernal 31	barracks 32
antechamber 32	bestial 32	lucidity 34	redemption 34	petrol 34
oppressive 35	harangued 36	leprous 36	convalescent 36	colic 36
clout 37	compulsory 38	siesta 39	veteran 39	wizened 40
humane 41	blandishments 43			

Directions: Complete each sentence by choosing the word from the vocabulary list that best fits. Write the word on the blank line.

1. She was an extremely _____ person who dedicated her life to relieving the suffering of others.
2. The drill sergeant _____ the new recruits, scolding them for a half hour about their sloppy appearance and poorly made beds.
3. The dead woman's family drove with the urn from the _____ to the lake, where they scattered her ashes.
4. She tried flattery and coaxing, but her _____ left him unmoved.
5. The escaped political prisoner described the _____ treatment she had received at the hands of her savage torturers.
6. The _____ rumbled through the streets of London with its load of bricks.
7. Lord Periwinkle gasped in surprise and the _____ popped from his eye.
8. You do not have to attend batting practice on Thursday, but the Saturday practice is _____.
9. She tried standing on her head, breathing into a bag, and holding her breath, but the hiccups continued _____.
10. The hiker needed food that wouldn't spoil, so she bought packages of dried fruit that had been _____ sealed.

Name_____

Night

Activity #8: Critical Thinking/Decision Making
Use After Reading

Directions: One helpful strategy when making a difficult decision is to think of as many alternatives as possible, then evaluate each one. The “yardsticks” used to measure each possible solution are called **criteria**. The criteria in the chart below are phrased as questions.

In 1944, the Jews of Sighet face some difficult choices based on limited information. *What should they do about the threat posed to their families by Hitler?*

Analyze their choices at this point by (a) adding two more choices to those already listed in the chart below; (b) adding another criterion; and (c) scoring each decision: 1=yes, 2=maybe, or 3=no.

Possible Choices ↓	Criteria			
	Will we avoid having to “start all over”?	Will we be safe from Hitler?	Will we be allowed to practice our religion?	
Stay in Sighet and change nothing.				
Emigrate to Palestine.				
Try to “pass” as an Aryan.				

On your grid, which alternative received the greatest total number of points?
_____ Was this the alternative Wiesel’s family chose?_____ Why did Wiesel’s father think his decision was the best one?

Writing Activity: Write an interior monologue revealing Eliezer’s thoughts as he tries to convince his father to emigrate to Palestine.

Name _____

Night

Activity #9: Reader Response/Creative Writing
Use After Reading

Project: Write a poem about the changes that Eliezer undergoes during his time in the concentration camps.

Directions:

1. Reread pages 1-3, describing a time before the camps and pages 107-109, after the liberation.
2. Discuss with a partner how Eliezer changed—physically, spiritually, emotionally.
3. Jot down a list of hopes, pleasures, desires, plans that Eliezer used to have.
4. Jot down how Eliezer feels about his former plans and his loss of faith.
5. If you like, choose a line or two of prose from the book and incorporate it into your poem. (See the sample, below.)
6. Proceed to write the poem using the following format. (Vary that format however you wish.)

Once, New Year's Day had dominated my life (page 64)
Now I had ceased to plead, to plead

Once, _____

Now, _____

Once, _____

Now, _____

Once, _____

Now, _____

Once, _____

Now, _____

7. Read your poem aloud and rework it in any way you choose. Are there unnecessary words? Would you like to vary the once/now format? Are there other images you would like to add? Have you shown your reader what you mean?
8. Choose a title: _____