

Ms. Blackmer
Eng. 9, Per. 1, 3, 4, 5
Fall 2019

HOLOCAUST UNIT: *Night* and *Farewell to Manzanar*

For this unit, you will be reading two books: *Night*, by Elie Wiesel, and *Farewell to Manzanar* by Jeanne Wakatsuki Houston. You will be introduced to the Holocaust, a particularly tragic part of recent world history, as well as similar events on U.S. soil that occurred at the same time. The *Night* assignments are below; the *Farewell to Manzanar* assignments will be on a separate assignment sheet.

PART I: NIGHT

Mo 9/23: Journal topic #1: Why would a government imprison some of its own people—members of a specific **socio-ethnic group**, not criminals? Are there circumstances where that would be acceptable? If no, why not? If yes, what would those circumstances be?
Proofread, label, and submit autobiographical essays & peer reviews.
Complete anticipation guide.

**Tu 9/24-
We 9/25:** New Groups; introduce Holocaust/show PPT on the Holocaust and Manzanar video; select a mini research topic. Review how to read/annotate for information (5 q's, stats, facts, names, dates, places). Practice on "Animals in Translation" (pp. 53-56) in *Close Reader*. Find answers to the 5q's, stats, facts, names, dates, places. **HW: Finish "Animals. . ." assmt.**

**Th 9/26-
Fr 9/27:** Submit research topic request; library orientation visit; find 2 good sources on your topic. **HW: finish researching your topic;** bring in two full articles from good sources, printed out and annotated, covering the 5q's, stats, facts, names, dates, places.

Mo 9/30: Hand out *Night* books; read **letters** from last year. Go over German/Polish words, vocab list.

**Tu 10/1-
We 10/2:** Introduce *Night* Part 1; introduce **graphic org.**; select 25 words from **vocab list**. **HW: Finish Part 1; start Race to Death chart.**

**Th 10/3-
Fr 1/4:** **Review** *Night* Part 1; **Read** Part 2; **answer** group study questions **for Parts 1 and 2;** fill out **Race to Death chart**. **HW: Finish Part 2;** continue filling out **Race to Death chart**.

Mo 10/7: **Review** *Night* so far; **Vocab** review (quiz next week). Catch up on **study questions**.

**Tu 10/8-
We 10/9:** **Review** Part 2; **start** reading Part 3, **complete** Part 3 group study questions. **HW: Finish Part 3; fill out more Race to Death chart.**

**Th 10/10-
Fr 10/11:** **Review** vocab; **Read Part 4;** fill out rising action, etc.; start **Part 4 study questions**. **HW: Finish Part 4;** fill out **Race to Death chart;** study for **vocab q#1**.

Mo 10/14: **TEACHER work day; no students**

**Tu 10/15-
We 10/16:** **Review** *Night* so far; **vocab q#1**. Catch up on **study questions**.

**Th 10/17-
Fr 10/18:** Read *Night* Parts 5&6; **answer** group questions. **HW: Finish reading Parts 5&6; fill out Race to Death chart.**

Mo 10/21: Read *Night* Parts 7-9; answer group questions. Vocab review for Q#2.
HW: Finish reading Parts 7-9; finish **Race to Death** chart.

**Tu 10/22-
We 10/23:** Turn in **Race to Death** chart. Chromebooks; introduce **letter writing**; write **rough draft of letter** in class. **HW: Finish rough draft of letter.**

**Th 10/24-
Fr 10/25:** Complete **peer review** of letter in class; introduce *Farewell to Manzanar*.
HW: Type up **final draft** of *Night* letter

Mo 10/28: Turn in **Final Draft of letter**; start *Night/Farewell* comparison chart; **Vocab Q#2**

***NIGHT* Group Work: STUDY QUESTIONS**

In your groups, for each set of parts in the book, answer the following questions. Some will require short paragraph answers; others simply need a list or short answer.

Parts 1&2:

1. (char./plot/theme) Who is Moshe the Beadle? What is his job? Where does he come from? How is he important to Elie? Why did he leave the first time? Why did he come back? and Why does no one believe him when he returns?
2. (plot) List at least three warnings the Jews in Sighet (and Eliezer's family) received. What did they do each time?
3. (char. symbolism) Why is Madame Schächter included in the story? What does she symbolize? What do the others do to her and why?

Parts 3 & 4:

4. (char. /theme) Elie loses his faith (in God and his religion). Find one incident in these parts where he discusses his doubt in God's existence.
5. (symbolism) Elie explains why the book is called *Night* here – why here, and why is it called *Night*?
6. (char.) Elie admits his lack of pity for others. Find three examples of his inability to care about others anymore.
7. (symbolism) How/why was the death of this youth by hanging different from the thousands of deaths daily at Auschwitz/Buna? Why did it affect everyone differently?

Parts 5 & 6:

8. (plot) –pp. 85-87 Elie Wiesel becomes fascinated with death. He is so weak, so sick, in so much pain, that he wishes for death. What stops him from seeking death? Would you have done the same? Why/why not?
9. (plot/theme) Find an example of bravery or someone sacrificing to help another.
10. (plot/history) Dr. Mengele—research the name. Who was he? Why was he infamous?
11. (plot/theme) Compare the two descriptions of Elie saying goodbye to his father. The first time, he *thought* he was never going to see him again; the second time, he *knew* he would never see him again (you'll need to finish part 8 to answer the second part). How are the goodbyes different? Why?

Parts 7-9:

12. (char. /theme) Elie again shows that he has lost his faith (in God and his religion). Find one incident in these parts where doubts God's existence.
13. (plot) How does Elie react to the death of his father? Why?
14. (plot) How are they liberated? Who liberates them? How does Elie react?

NIGHT WRITING ASSIGNMENT
A Letter to Next Year's Class

Content: You will write a letter to next year's Freshman Class about the following:

(Paragraph 1) Introduction: give author, title, summary of *Night* (plot pertaining to the Holocaust, characters, setting).

(Paragraph 2) Body: Describe the single most unforgettable image/event for you in the book. Include a quote (use proper ICCEE format) for each one and a detailed description as well as an explanation of why that image/event is the most unforgettable to you.

(Paragraph 3) Conclusion: Reflect on what you learned from *Night*, in particular what you learned from the image/event you discussed in the previous paragraph, and give some practical advice to next year's class about what might make the book easier to read or understand.

Format: Follow the format for a formal business letter *exactly* (see the AHS English Handbook on my web site, pg. 47).

PEER REVIEW:

- A. Is the letter in the proper format? _____ **Circle any parts of the format that are done *incorrectly*:**
single spaced?, no MLA header?, has no paragraph indents?, is not evenly spaced between sections?, has improper formal letter format (home address, school name and address, date, salutation, signature, name at bottom, single spaced, indented paragraphs)?
- B. Are the authors' names included and properly spelled? _____
- C. Is the title of the book included? _____
- D. Does the summary include plot? _____ characters? _____ settings? _____
- E. Does the unforgettable event include a description? _____
- F. Does the unforgettable event include a quote? _____ with a page number? _____
- G. Is the quote clearly explained and connected to why the writer chose it? _____
- H. Does the conclusion include reflection on how the writer felt about the books? _____
- I. Does the conclusion include advice to next year's freshmen? _____
- J. Is the advice useful? _____
- K. List below everything the writer needs to work on for his/her final draft:

Name: _____

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Grading Criteria Sheet

Assignment: *Night Letter*

CRITERIA	Points Possible	Student Assessment	Teacher Assessment
Letter Format: addresses, date, salutation, three paragraphs, signature, single spaced, first lines not indented, no MLA Header, etc.	5		
Organization: three parts—introduction, most memorable image/event with quote, overall reflections and advice to next year's class—logically arranged and fully explained, includes author, title, summary, quote.	15		
Quote: quote in proper format—ICCEE (introduced, copied, cited, explained, elaborated)	5		
Mechanics: spelling, grammar, punctuation, word choice, wordiness	10		
Rough Draft/Peer Review: COMPLETE, on time, done with care	5/5		
TOTAL:	45		/45

COMMENTS:

Night Vocabulary

1. **abyss**- deep hole/crack in earth p.25
2. **anecdote**- short story (entertaining) p.12
3. **benediction**-a blessing p.67
4. **billeted**- to put up, house soldiers p.9
5. **caressed**-to touch lovingly p.23
6. **colic**- intestinal pains or spasms p.39
7. **condemned**-found guilty, declared wrong, sentenced p.21,61
8. **convoy**-a group of vehicles traveling together p.28
9. **credible**-believable p.60
10. **deportees**- a person forced to leave p.6
11. **devouring**-to eat up, consume p.25
12. **distinction**-difference p.21
13. **divine**- having to do with God p.3
14. **emaciated**-extremely and unnaturally thin p.73
15. **esteem**- to set a high value on p.4
16. **grave**-serious p.45
17. **hermetically**-closed/cut off from the outside p.24
18. **horrendous**-horrible p. 22
19. **indifferently**-without interest p.29
20. **indiscriminately**- randomly, not clearly identifiable p.16
21. **indulgently**-overly lenient, permissive p.5
22. **lament**- to regret p.68
23. **lucidity**- clearness of thought p.36
24. **notorious**- generally known and talked of (negative) p.28
25. **oblivion**-the act of forgetting or having been forgotten p. 36
26. **possessed**-to own, have as an attribute p. 5
27. **procession**- a ceremonial movement of individuals p. 17
28. **prominent**- obvious, standing out p.11
29. **radiant**-glowing, happy p.45
30. **redemption**-being saved or rescued from p.36
31. **salvation**- deliverance, rescue p.68
32. **surname**- last name p.3
33. **surreptitiously**- secretly p.16
34. **synagogue**- temple p.3
35. **temple**- a house of worship p.3
36. **torment**- torture, pick on p.16,55
37. **treatise**- declaration p.12
38. **unsentimental**- lacking feeling, emotion p.4
39. **waiflike**- like a homeless child p.3
40. **wizened**- lean and wrinkled by shrinkage as from age or illness p.42,51

FOREIGN/NONSTANDARD Vocabulary Reference List

- anti-Semitic**- discriminating against Jews
Antwerp- city in North Belgium
Auschwitz- former concentration camp (largest extermination camp) in Poland
Beadle- parish official
Belgium- a country in Europe
billet- provide lodging to soldiers
Birkenau- a concentration camp near Auschwitz
Budapest- capital of Hungary
Buna- a concentration camp in Germany
Cabbala- secrets of Judaism
Fascist- a person who puts nation and race above the individual in a dictatorship
Gestapo- *Geheimschutzpolizei*, secret state police
Haifa-a city and port in Israel
Hasidic- a type of Jew
Idek- a prisoner's name
Kaddish- a Jewish prayer
Kapo- the leader of the barracks
Lager- German for camp
lorry- truck
Los- German for 'get moving'
Meister- a German employer or professional
Messiah- the expected king and deliver of the Jews
Passover- Jewish holiday
Pentecost- Jewish holiday
phylacteries- Jewish prayer box
pipel- a child who works under the Kapo
Schächter- a name
Sighet- Elie Wiesel's home town in Hungary
Sonderkommando- camp prisoners in charge of other prisoners
SS-(the "Special Forces") an elite group of Nazi military troops
Stalingrad- a city in Russia, now called Volgograd
Talmud- Jewish law book
Torah- Jewish holy book
Tzipora- Elie's sister
Warsaw- a city, the capital of Poland
Zionism- Jewish movement to create Israel
Zohar- cabbalistic book

