

HOLOCAUST LITERARY AND RESEARCH UNIT
Grade 10
English / Language Arts
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Abstract of Unit

This unit is designed to cover a nine-week quarter for sophomore students. The book *Night* by Elie Weisel is the primary literary text, but a summary and excerpts of *The Sunflower* by Simon Wiesenthal, excerpts from the graphic novel *Maus* by Art Spiegelman, and various poetry from Holocaust victims is included in the study.

Not only are the students immersed in the experiences of those who suffered through the Holocaust through literary study, but they choose a specific subject related to the horrific era on which to complete a full-fledged research project.

Several projects and activities are included in the unit to urge students to evaluate their own perceptions of prejudice and racism. Students also study other historical and/or present-day "holocausts."

Key Concepts

- Students will read, analyze and critique the book *Night* by Elie Weisel and other Holocaust literature.
- Students will write a research paper about a Holocaust topic.
- Students will use the writing process that includes pre-writing, multiple-drafting, revising and editing to compose their research papers.
- Students will review the unethical practice of plagiarism and follow research and writing practices that prevent plagiarism.
- Students will complete several projects and writing that challenge them to evaluate their personal feelings about the events of the Holocaust, as well as their own actions and beliefs about racism and prejudice.
- Students will learn about other historical and present-day "holocaust" events.
- Students will discuss what the Bible teaches about equality and treatment of others.

Essential/Guiding Questions

What challenges did victims of the Holocaust face?

How did these challenges affect the victims' faith?

What were the attitudes of the Nazis, those in the general public who witnessed the actions of the Nazis, the victims of the Holocaust, other nations of the world, and Christians during and after the crisis?

How does a person forgive someone who commits atrocities against him?

How prevalent is the problem of racism/prejudice and how is it affecting the present?

Why do "holocausts" still happen today?

Standards Addressed

LA.10.1 Identify SDA Christian principles and values in correlation with language arts.

LA.10.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

LA.10.2 Develop abilities in language arts.

LA.10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)

LA.10.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)

LA.10.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)

LA.10.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)

LA.10.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)

LA.10.2.6 Evaluate media (accuracy, validity, reliability, manipulation)

LA.10.3 Be able to read, write, speak, and listen for a variety of purposes.

- LA.10.3.1 Use multiple sources of literature, including mass media.
- LA.10.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- LA.10.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.

LA.10.4 Be able to read/write/view various forms of literature to develop a better understanding of self and others and be able to analyze, interpret, and draw conclusions.

- LA.10.4.1 Identify and use literary devices (flashback, simile, metaphor, foreshadowing, symbolism, personification, alliteration).
- LA.10.4.2 Explain/analyze, with specific references, how these devices contribute to the impact of literature.
- LA.10.4.3 Compare and contrast personal life experiences to literature.
- LA.10.4.4 Identify and discuss values in literature (spiritual, global, cultural, etc.).
- LA.10.4.5 Show understanding by summarizing, asking questions, and recalling information.

LA.10.5 Be able to compose research-supported essays and technical forms.

- LA.10.5.1 Locate materials from different sources and evaluate for relevance, bias, and timeliness.
- LA.10.5.2 Organize material by a variety of methods.
- LA.10.5.3 Write a three-part essay using specified documentation (MLA, APA, etc.).
- LA.10.5.4 Include introduction with a clear and concise thesis, body with supported major points, transitions, and an effective conclusion.
- LA.10.5.5 Use coherent and logical order.
- LA.10.5.6 Use grammatically and mechanically correct sentences.
- LA.10.5.7 Use word processing for final product.

Specific Learning Outcomes

HEAD

- Students will learn the personal Holocaust experiences of several victims.
- Students will learn the personal experience of a Nazi soldier and his plight.
- Students will review and practice the research process while examining a Holocaust issue of their choice.
- Students will practice the process of writing.
- Students will consider their personal views on the Holocaust and express them in discussions and projects.
- Students will learn of other past and present Holocausts.

HEART

- Students will have opportunity to sympathize with the plight of the Holocaust victims.
- Students will evaluate their own prejudices.
- Students will consider the Nazi perspective through *The Sunflower* allowing them to feel the dilemma for many of the soldiers.
- Students will have opportunity to feel the depth and breadth of the problems of racism and prejudice.

HAND

- Students will consider their motives, words, actions and thoughts relating to racism, prejudice and forgiveness.

Assessments

- Quizzes and Exam for *Night*
- Rubric for Research Paper

Time Requirements for Unit

I use Mondays and Thursdays for literary study and Tuesdays and Wednesdays for research. . This is simply based on the computer lab availability at my school; however, I would recommend four days a week for a nine-week time period to complete this unit. On Fridays my students take vocabulary quizzes (a list of vocab words from *Night* is included), write in their journals and read silently from a book about the Holocaust of their own choosing.

Preparation time is relative, based on your knowledge of the texts used. I spend 4-6 hours on my own materials, but of course, when you are adapting materials from others, it takes longer. Laying out your own weekly grid would be

helpful. You do not have to do all the activities and can pick and choose what you want and/or combine these ideas with your own. It is a full nine-week unit, so multiple hours of planning would be expected.

Learning Experiences

I have included the day-by-day unit plan for the literary study and the research writing.

Teaching Strategies and Instructional Management

I keep a research notebook with a page for each student with a checklist of the process, checking each step off. I can write reminders of actions I need to take to assist that student in his process.

The literary unit really keeps the students interested and involved. With the several projects that go with the unit, I have to keep them reminded of each “next” step and due date. Most students get quite invested in the story and finish early. I ask students to “reread” prior to quizzes, as they are quite specific.

I find that a timeline of Elie’s life helps. I often ask students to work together to make one on a board in the classroom. It helps students track the different camps and important events along the way.

The interrelationships between the two elements (the literary study and the research project) work well together. One colleague asked, “Don’t they get burned out on the topic over the course of a quarter?” Emphatically, I can say that Elie’s story, along with the students’ private probing into their topics have kept nearly all of them quite engaged. The two elements work wonderfully together.

Accommodations, Adaptations and Extensions

This unit has great flexibility: you can only teach *Night* and/or exclude some of the activities and projects or the poetry.

For students who struggle with writing, especially those with IEPs, I tend to shorten the research paper, but still make the challenged student go through the process. Of course, I provide extra support for the process, assisting with each and every step.

Extensions are limitless. There is so much other literature about World War II, wonderful books about other “holocausts” and a great deal of art work that can also be used as teaching tools.

Required Materials

- 1) Literary Unit
 - a. *Night* Quizzes, Review Sheet, and Exam
 - b. *Night* Terms, Character List, Vocabulary
 - c. *Night* - Reading Assignment Sheet
 - d. *Night* - Literary Assignments
 - e. *Night* - Who is Responsible Activity
 - f. Holocaust Poetry
 - “Aftermath”
 - “Creed”
 - “First They Came for the Jews”
 - “Frozen Jews”
 - “Hitler’s First Photograph”
 - “To the Little Polish Boy Standing With His Arms Up”
 - “We Will Never Forget”
- 2) Research Unit Packet
 - a. Checklist for Research Paper
 - b. Thesis/Outlining/Writing the Paper Handout

- c. Internet Reliability Handout
- d. MLA Example Paper (<http://www.dianahacker.com/pdfs/hacker-daly-mla.pdf>)
- e. Sample Bibliography and Notecards – Handout (<http://mail.avon.k12.ct.us/~jlee/Notecardformat.pdf>)
- f. Plagiarism Handout
- g. Search Basics Handout
- h. Research Rubric
- i. Using Time Wisely Handout
- j. Websites for Research

Holocaust Literature Unit – Sophomore English

Day 1

Quick Write - Darkest Hour

Quick Introduction – *Night*

Read and Discuss the Poem: “First They Came for the Jews” (page 7)

Video – *If You Cried, You Died: Auschwitz* – 30 minutes (You may use other videos as an introduction.)

Day 2

Night – Terms (page 8), Characters (page 9), Key Facts (page 10), Timeline (page 11) – Quiz Day 4

Literary Assignment – Draw for Topics (page 12)

Vocab Lists (We will use these on Fridays as our vocab study.) (page 13-15)

Read and Discuss the Poem: “Hitler’s First Photograph” (page 16)

Distribute Books and Reading Assignments List (page 17)

Reading Assignment #1: pp. 1-20

Day 3

Quiz – R.A. #1 (page 18-19)

Discussion Questions

Read and Discuss the Poem: “To the Little Polish Boy Standing With His Arms Up” (page 20-21)

Reading Assignment #2: pp. 21-43

Assignment Sheet: “Who is Responsible?” (page 22)

Day 4

Quiz – Terms, Characters, Key Facts, Timeline

Introduction into other “Holocausts”

Begin Viewing *Life is Beautiful*

Day 5

Quiz – R.A. #2 (page 23-24)

Literary Assignments Discussion - What have you found in the text about your literary assignment so far. Groups first, then present to class.

Read and Discuss the Poem: “Frozen Jews” (page 25)

Reading Assignment #3: pp. 45-62

Day 6

Quiz R.A. #3 (page 26-27)

Grab Bag Quotes (page 28-29) – Grab and discuss with class or group.

Read and Discuss the Poem: “We Will Never Forget” (page 30)

Reading Assignment #4: pp. 63-80

Day 7

Other Holocausts – More discussions/movie clips/ etc.

View *Life is Beautiful*

Day 8

Quiz R.A. #4 (page 31)

Discussion Questions Over the Section

Read and Discuss the Poem: “The Creed of a Holocaust Survivor” (page 32)

Reading Assignment #5: pp. 81-98

Day 9

Other Holocausts - Continued

View *Life is Beautiful*

Day 10

Quiz R.A. #5 (page 33)

Literary Assignments Discussion – By Groups

Read and Discuss the Poem: “Aftermath” (page 34)

Reading Assignment #6: pp. 99-109

Day 11

Other Holocausts – Final Discussion/Written Reflection

Finish the Movie?

Day 12

Quiz R.A. #6 (page 35, 36)

Work Day – “Who is Responsible?” – Due: Day 9

Day 13

Review Sheet – Exam (page 37)

Collect: “Who is Responsible?”

Gallery Walk of Student Work

Work Day – Literary Assignment Quotes/Comments and Collage – Due: Day 14

Day 14

Collect: Literary Assignment Quotes/Comments and Collage

The Sunflower – Storytelling – “What would you do?” Symposium and Written Self-reflection

Day 15

Maus – Share excerpt

Discuss genre, purpose, narrator’s voice and attitude, etc.

Review for Exam

Day 16

Exam (page 38-48)

Day 17

Begin research

Research Packet (begins on page 49)

"First They Came for the Jews"

By Pastor Niemoller

First they came for the Jews and I did not speak out because I was not a Jew.

Then they came for the Communists and I did not speak out because I was not a Communist.

Then they came for the trade unionists and I did not speak out because I was not a trade unionist.

Then they came for me and there was no one left to speak out for me.



Night – Terms

Name: _____

Torah – The primary source in the Jewish religion; the Hebrew Bible consisting of 24 books divided into 3 sections. The Torah includes the first 5 books of the Bible.

Talmud – Next in importance to the Hebrew Bible is the Talmud, a collection of teachings of early rabbis from the 5th and 6th centuries.

Cabbala – A collection of traditional teachings that probe the mysteries of the universe. Covers such subjects as angels, death, the importance of numbers in religion, and human reasoning.

Rosh Hashanah – Marks the new year of the Jewish calendar. It is both a joyous and solemn holiday. Jews around the world do not work or attend school on this day.

Yom Kippur – This is the holiest day of the Jewish calendar. This is considered to be the day in which every individual is judged by God, and thus a solemn day marked by prayer and repentance. No Jew attends work or school on this day.

Passover – This 8-day festival commemorates the freeing of the Israelites from Egyptian bondage. A ritual feast called Sedar, occurs on the first 2 nights of the holiday and includes the retelling of the Passover story. Ritual foods are eaten that are not eaten at other times of the year. Observant Jews do not work or go to school on the first or last 2 days of this holiday.

Diaspora – Countries outside of Israel inhabited by Jews.

Assimilation – To accept the culture of another group while giving up one's own.

Ghetto – A section of a city surround by walls in which Jews were required to live.

Genocide – This term was coined after WW 2 as a direct result of how some nationalities and ethnic groups, particularly Jews, were mistreated during the war. Its intention is the total annihilation of a race or ethnic group.

Holocaust – Refers to the destruction of 6 million Jews (and 6 million non-Jews) during 1933-1945. Its Greek root means "burnt whole."

Aryan Race – The pure Germanic race, used by the Nazis to suggest a superior, non-Jewish, Caucasian with blue eyes and blonde hair.

Third Reich – The Third Republic of Germany which began with Hitler's rule in 1933 and ended with his defeat in 1945.

SS – "Schult-Staffel" – Established in 1929 as Hitler's black-shirted bodyguards, they became the elite group of the Nazis trained in brutality and put in charge of the concentration camps.

Gestapo – The secret police organized in 1933 to uncover and undermine political opposition to the Third Reich.

The Final Solution – The plan devised in 1941 to speed up the system of killing the Jews and "undesirables." This final method used an efficient system of gas chambers and crematories.

Selection – A term used when the SS forced prisoners to line up for inspection and decided which prisoners would live and which would be killed.

***NIGHT* - Character List**

Eliezer - The narrator of *Night* and the stand-in for the memoir's author, Elie Wiesel. *Night* traces Eliezer's psychological journey, as the Holocaust robs him of his faith in God and exposes him to the deepest inhumanity of which man is capable. Despite many tests of his humanity, however, Eliezer maintains his devotion to his father. It is important to note that we learn Eliezer's last name only in passing, and that it is never repeated. His story—which parallels Wiesel's own biography—is intensely personal, but it is also representative of the experiences of hundreds of thousands of Jewish teenagers.

Chlomo - Even though he is the only character other than Eliezer who is present throughout the memoir, Eliezer's father is named only once, at the end of *Night*. Chlomo is respected by the entire Jewish community of Sighet, and by his son as well. He and Eliezer desperately try to remain together throughout their concentration camp ordeal.

Moshe the Beadle - Eliezer's teacher of Jewish mysticism, Moshe is a poor Jew who lives in Sighet. He is deported before the rest of the Sighet Jews but escapes and returns to tell the town what the Nazis are doing to the Jews. Tragically, the community takes Moshe for a lunatic.

Akiba Drumer - A Jewish Holocaust victim who gradually loses his faith in God as a result of his experiences in the concentration camp.

Madame Schächter - A Jewish woman from Sighet who is deported in the same cattle car as Eliezer. Madame Schächter is taken for a madwoman when, every night, she screams that she sees furnaces in the distance. She proves to be a prophetess, however, as the trains soon arrive at the crematoria of Auschwitz.

Juliek - A young musician whom Eliezer meets in Auschwitz. Juliek reappears late in the memoir, when Eliezer hears him playing the violin after the death march to Gleiwitz.

Tibi and Yosi - Two brothers with whom Eliezer becomes friendly in Buna. Tibi and Yosi are Zionists. Along with Eliezer, they make a plan to move to Palestine after the war.

Dr. Josef Mengele - When he arrives at Auschwitz, Eliezer encounters the historically infamous Dr. Mengele. Mengele was the cruel doctor who presided over the selection of arrivals at Auschwitz/Birkenau. Known as the "Angel of Death," Mengele's words sentenced countless prisoners to death in the gas chambers. He also directed horrific experiments on human subjects at the camp.

Idek - Eliezer's Kapo (a prisoner conscripted by the Nazis to police other prisoners) at the electrical equipment warehouse in Buna. Despite the fact that they also faced the cruelty of the Nazis, many Kapos were as cruel to the prisoners as the Germans. During moments of insane rage, Idek beats Eliezer.

Franek - Eliezer's foreman at Buna. Franek notices Eliezer's gold tooth and gets a dentist in the camp to pry it out with a rusty spoon.

Rabbi Eliahou - A devout Jewish prisoner whose son abandons him in one of many instances in *Night* of a son behaving cruelly toward his father. Eliezer prays that he will never behave as Rabbi Eliahou's son behaves.

Zalman - One of Eliezer's fellow prisoners. Zalman is trampled to death during the run to Gleiwitz.

Meir Katz - Eliezer's father's friend from Buna. In the cattle car to Buchenwald, Katz saves Eliezer's life from an unidentified assailant.

Stein - Eliezer's relative from Antwerp, Belgium, whom he and his father encounter in Auschwitz. Trying to bolster his spirit, Eliezer lies to Stein and tells him that his family is still alive and healthy.

Hilda - Eliezer's oldest sister **Béa** - Eliezer's middle sister **Tzipora** - Eliezer's youngest sister

Heinrich Himmler - Hitler's second in command and the head of the SS. He established Dachau, the first Nazi concentration camp, near Munich, Germany.

Adolf Hitler - Dictator of Germany; a demagogue and tyrant who obtains power by appealing to the emotions and prejudices of the masses.

***Night* – Timeline**

September 30, 1928 – Elie Wiesel is born in Sighet, Romania, which later becomes part of Hungary.

March, 1933 – Adolf Hitler is elected Chancellor of Germany; Heinrich Himmler opens Dachau, a death camp near Munich, Germany.

July, 1937 – Buchenwald concentration camp opens.

April, 1940 – Germany captures Norway and Denmark. A concentration camp opens in Auschwitz, Poland.

September, 1941 – At Auschwitz, Germans begin using poison gas.

March, 1943 – Himmler initiates the use of crematoria in Auschwitz.

May, 1944 – The Wiesels arrive at a concentration camp in Birkenau, Poland.

Summer, 1944 – Elie and his father are sent to Auschwitz.

January, 1945 – Elie and his father are taken to Buchenwald, Germany.

January 18, 1945 – Russian forces liberate Auschwitz.

April, 1945 – American troops free inmates at Dachau and Buchenwald camps.

1947 – Elie enters Sorbonne to study philosophy.

1955 – Elie is encouraged to write about his experiences in the death camps.

1956 – Elie enters the United States.

1960 – Elie publishes the English version of *Night*.

1986 – Elie receives the Nobel Peace Prize.

***Night* – Key Facts**

author · Elie Wiesel

type of work · Literary memoir

genre · World War II and Holocaust autobiography

language · Wiesel first wrote an 800-page text in Yiddish titled *Un di Velt Hot Geshvign* (*And the World Remained Silent*). The work later evolved into the much-shorter French publication *La Nuit*, which was then translated into English as *Night*.

time and place written · Mid-1950s, Paris. Wiesel began writing after a ten-year self-imposed vow of silence about the Holocaust.

date of first publication · *Un di Velt Hot Geshvign* was first published in 1956 in Buenos Aires. *La Nuit* was published in France in 1958, and the English translation was published in 1960.

narrator · Eliezer (a slightly fictionalized version of Elie Wiesel)

point of view · Eliezer speaks in the first person and always relates the autobiographical events from his perspective.

tone · Eliezer's perspective is limited to his own experience, and the tone of *Night* is therefore intensely personal, subjective, and intimate. *Night* is not meant to be an all-encompassing discourse on the experience of the Holocaust; instead, it depicts the extraordinarily personal and painful experiences of a single victim.

tense · Past

setting (time) · 1941–1945, during World War II

settings (place) · Eliezer's story begins in Sighet, Transylvania (now part of Romania; during Wiesel's childhood, part of Hungary). The book then follows his journey through several concentration camps in Europe: Auschwitz/Birkenau (in a part of modern-day Poland that had been annexed by Germany in 1939), Buna (a camp that was part of the Auschwitz complex), Gleiwitz (also in Poland but annexed by Germany), and Buchenwald (Germany).

protagonist · Eliezer

major conflict · Eliezer's struggles with Nazi persecution, and with his own faith in God and in humanity

rising action · Eliezer's journey through the various concentration camps and the subsequent deterioration of his father and himself

climax · The death of Eliezer's father

falling action · The liberation of the concentration camps, the time spent in silence between Eliezer's liberation and Elie Wiesel's decision to write about his experience, referred to in the memoir when Eliezer jumps ahead to events that happened after the Holocaust

themes · Eliezer's struggle to maintain faith in a benevolent God; silence; inhumanity toward other humans; the importance of father-son bonds

symbols · Night, fire

foreshadowing · *Night* does not operate like a novel, using foreshadowing to hint at surprises to come. The pall of tragedy hangs over the entire novel, however. Even as early as the work's dedication, "In memory of my parents and my little sister, Tzipora," Wiesel makes it evident that Eliezer will be the only significant character in the book who survives the war. As readers, we are not surprised by their inevitable deaths; instead, Wiesel's narrative shocks and stuns us with the details of the cruelty that the prisoners experience.

Each student will be assigned one of the following themes, focus, or symbols from the memoir. Your job is to trace your assigned topic throughout your reading of the book. At the end of the novel, you will use your ideas to create a collage that shares what you learned.

- Theme: Elie’s struggle to maintain faith in a benevolent God
- Theme: Inhumanity toward other humans
- Theme: Silence
- Theme: Importance of father-son bond
- Focus: Traditions
- Focus: Religious observance
- Symbol: Fire
- Symbol: Night

My topic: _____

As you read, keep a list of quotes (minimum 6-8) that relate to your topic. Be sure to write the page number from which you took the quotes. After each, write a short commentary about the quote: What the quote is revealing? What events are taking place? What is the narrator’s attitude at the time? How does the quote reveal the attitudes or actions of humans? Why is this important to the story? What do I feel about the quote? (Any other reactions/questions may be a part of your commentary, as well.)

Collage Criteria:

- Includes quotes
- Colorful
- 3-D (At least one part)
- Graphics or photos
- Your Name
- Title
- Border
- Clear and understandable
- Educational
- Includes summary of your topic

Quotes/Commentary – 40 points

Collage – 80 points

Night – Vocabulary

Name: _____

List N.1

prostrate	(PROS treyt) adjective: lying flat on the ground; overthrown, overcome, helpless; lying facedown as a sign of submission	adjective
interlude	(IN ter lood) a short episode, period, or space that interrupts a time segment or experience	noun
reprieve	(ri PREEV) a short break from punishment; temporary relief	noun
rations	(RASH uhns) a fixed allowance of food; an allotted amount	noun
dysentery	(DIS uhn ter ee) an infectious disease marked by diarrhea	noun
robust	(roh BUHST) strong and healthy; hardy	adjective
quarantine	(KWAWR uhn teen) a strict isolation imposed to prevent the spread of disease	noun
apathy	(AP uh thee) lack of interest; absence of passion or emotion	noun
humane	(hyoo MEYN) characterized by tenderness, compassion and sympathy	adjective
grimace	(GRIM uhs) a facial expression, often ugly or contorted that shows pain or disapproval	noun

List N.2

nocturnal	(nok TUR nl) of or pertaining to the night; active at night	adjective
livid	(LIV id) having a discolored bluish appearance caused by ill-health; enraged; furiously angry	adjective
pious	(PAHY uhs) having or showing a dutiful spirit of reverence for God or religious obligations	adjective
interminable	(in TUR muh nuh buhl) unending; unceasing; continual	adjective
wizened	(WIZ uhnd) withered; shriveled	adjective
morale	(muh RAL) emotional or mental condition with respect to cheerfulness, confidence, zeal, especially in the face of hardship or opposition	noun
infernal	(in FUR nl) hellish; fiendish; extremely troublesome	adjective
refuge	(REF yooj) shelter or protection from danger or trouble; a place of safety	noun

oppressive	(uh PRES iv)	adjective
	burdensome, unjustly harsh; causing excessive discomfort	
expel	(ik SPEL)	verb
	to drive or force out or away; to cut off from membership or relations	

List N.3

edict	(EE dikt)	noun
	a decree issued by one in authority; any authoritative command	
pillage	(PIL ij)	verb
	to strip ruthlessly of money or goods; to rob openly and violently	
truncheon	(TRUHN chuhn)	noun
	the club carried by a police officer of soldier; a baton	
bestial	(BEES chuhl)	adjective
	without reason or intelligence; brutal; inhuman; acting like animals	
crucible	(KROO suh buhl)	noun
	a severe test or trial; a container for heating substances at high temperatures	
emaciated	(ih MEY shee ey tid)	adjective
	bony, gaunt, pinched; skin and bones	
queue	(KYOO)	noun
	a file or line of people waiting their turn	
rivet	(RIV it)	verb
	to fasten or fix firmly	
indeterminate	(in di TUR muh nit)	adjective
	not clear; vague; not settled or decided	
encumbrance	(en KUHM bruhns)	noun
	something burdensome; a hindrance; a dependent person	

Vocab 3.4 List

diffident	(DIF ih dent)	adjective
	lacking self-confidence; timid	
glean	(GLEEN)	verb
	to gather information or material slowly	
incipient	(in SIP ee unt)	adjective
	beginning	
tedium	(TEE dee um)	noun
	boredom; the condition of being dull or wearisome	
plucky	(PLU kee)	adjective
	brave and spirited; courageous	
nemesis	(NEM eh sis)	noun
	an opponent that cannot be beaten or overcome	
beset	(bee SET)	verb
	to harass; to surround	

affront	(uh FRUNT) an action intended to insult or offend someone; an injury to one's dignity	noun
mollify	(MAHL ih fye) to appease, calm, or soothe	verb
recondite	(REK uh dyte) profound, hard to understand; over one's head	adjective

Vocab 3.5

erroneous	(ih RONE ee us) false; untrue	adjective
comprise	(kum PRYZE) to consist of; to include, to contain, to be made up of	verb
malice	(MAL is) a desire or intention to harm others or see them suffer	noun
rectify	(REK tuh fy) to correct, to straighten out, to change, revise or set right	verb
vapid	(VA pid) without liveliness or spirit; dull or boring	adjective
asperity	(ah SPER ah tee) roughness or harshness as of surface, weather, sound or manner	noun
destitute	(DES tuh toot) extremely poor	adjective
felicity	(fuh LIS uh tee) happiness; skill in expressing things	noun
imperil	(im PARE ul) to put in danger; to jeopardize	verb
mollycoddle	(MOL ee kod ul) to pamper, to spoil someone; to overindulge	verb

Hitler's First Photograph

Wisława Szymborska

And who's this little fellow in his itty-bitty robe?
That's tiny baby Adolf, the Hittler's little boy!
Will he grow up to be an LL.D.?
Or a tenor in Vienna's Opera House?
Whose teensy hand is this, whose little ear and eye and nose?
Whose tummy full of milk, we just don't know:
printer's, doctor's, merchant's, priest's?
Where will those tootsy-wootsies finally wander?
To garden, to school, to an office, to a bride,
maybe to the Burgermeister's daughter?
Precious little angel, mommy's sunshine, honeybun,
while he was being born a year ago,
there was no dearth of signs on the earth and in the sky:
spring sun, geraniums in windows,
the organ-grinder's music in the yard,
a lucky fortune wrapped in rosy paper,
then just before the labor his mother's fateful dream:
a dove seen in dream means joyful news,
if it is caught, a long-awaited guest will come.
Knock knock, who's there, it's Adolf's heartchen knocking.
A little pacifier, diaper, rattle, bib,
our bouncing boy, thank God and knock on wood, is well,
looks just like his folks, like a kitten in a basket,
like the tots in every other family album.
Shush, let's not start crying, sugar,
the camera will click from under that black hood.
The Klinger Atelier, Grabenstrasse, Braunau,
and Braunau is small but worthy town,
honest businesses, obliging neighbors,
smell of yeast dough, of gray soap.
No one hears howling dogs, or fate's footsteps.
A history teacher loosens his collar
and yawns over homework.

ENGLISH 2
Night – Reading Assignments

Name: _____

Assignment #1	pp. 1-20	Due: _____
Assignment #2	pp. 21-43	Due: _____
Assignment #3	pp. 45-62	Due: _____
Assignment #4	pp. 63-80	Due: _____
Assignment #5	pp. 81-98	Due: _____
Assignment #6	pp. 99-109	Due: _____

ENGLISH 2
Night – Reading Assignments

Name: _____

Assignment #1	pp. 1-20	Due: _____
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Assignment #4	pp. 63-80	Due: _____
Assignment #5	pp. 81-98	Due: _____
Assignment #6	pp. 99-109	Due: _____

1. Elie's hometown is
 - a. Hasidic.
 - b. Sighet.
 - c. Maimonides.
 - d. Transylvania. 2 pts.

2. T F The people in Elie's hometown disliked Moshe the Beadle. 2 pts.

3. Elie first got to know Moshe when he was ___ years old.
 - a. 18
 - b. 6
 - c. 12
 - d. 28 2 pts.

4. T F Elie's father was a very unemotional person. 2 pts.

5. Tell what you know about Elie's parents, other family members, their way of making a living, etc. 4 pts.

6. T F Elie cried when he prayed when he was a young boy. 2 pts.

7. What part did Moshe play in Elie's life? 2 pts.

8. T F Moshe the Beadle was transported away with the other foreigners, and Elie never saw him again. 2 pts.

9. Moshe the Beadle goes from house to house talking about
 - a. his faith.
 - b. his belief that Jews would soon be destroyed.
 - c. his experiences studying the cabbala.
 - d. the story of what happened to the foreigners after they left on the trains. 2 pts.

10. T F Though few people believe Moshe, Elie does. 2 pts.

11. What was the first impression the people in Elie's hometown had of the German soldiers who come to govern their town? 2 pts.

12. People come to talk to Elie's father because he had connections with
 - a. the Hungarian police.
 - b. leaders in the German military.
 - c. the rabbis.
 - d. the Gestapo. 2 pts.

13. Jews continued to be positive in Elie's town until they were forced to live _____. 2 pts.
14. Describe the morning Elie's family leaves their "home" to be deported. Be specific. His father? His mother? His little sister? The police treatment? Elie's reaction? 4 pts.
15. The night before Elie's family leaves his hometown, they sleep
- a. in the street.
 - b. in the small ghetto.
 - c. in the synagogue.
 - d. at the police station. 2 pts.
16. The final action in the section is 2 pts.

TO THE LITTLE POLISH BOY STANDING WITH HIS ARMS UP

By: Peter L. Fischl

I would like to be an artist
So I could make a Painting of you
Little Polish Boy
Standing with your Little hat
on your head
The Star of David
on your coat
Standing in the ghetto
with your arms up
as many Nazi machine guns pointing at you
I would make a monument of you and the world who said nothing

I would like to be a composer
so I could write a concerto of you Little Polish Boy
Standing with your Little hat
on your head
The Star of David
on your coat
Standing in the ghetto
with your arms up
as many Nazi machine guns pointing at you
I would write a concerto of you and the world who said nothing

I am not an artist
But my mind had painted
a painting of you
Ten Million Miles High is the Painting
so the whole universe can see you Now
Little Polish Boy
Standing with your Little hat
on your head
The Star of David
on your coat
Standing in the ghetto
with your arms up
as many Nazi machine guns
pointing at you
And the World who said nothing

I'll make this painting so bright
that it will blind the eyes
of the world who saw nothing
Ten billion miles high will be the monument
so the whole universe can remember of you
Little Polish Boy
Standing with your Little hat
on your head
The Star of David
on your coat
Standing in the ghetto
with your arms up
as many Nazi machine guns pointing at you

And the monument will tremble so the blind world

Now
will know
What fear is in the darkness
The world
Who said nothing

I am not a composer
but I will write a composition
for five trillion trumpets
so it will blast the ear drums
of this world
The worlds
Who heard nothing

I
am
Sorry
that
It was you
and
Not me

"Who Is Responsible?"

You will be determining who was responsible for creating the Holocaust and to what extent they are guilty of crime against humanity. Create a circle graph in which you assign the person(s) listed the percentage of responsibility you believe they should bear for the Holocaust. Remember, all percentages must add up to 100%

Use the colors listed for each section of your graph. After you have made the designations of responsibility for each person(s), you must also provide a short written explanation as to why you assigned that amount.

RED	Residents of Auschwitz and other towns near concentration camps who knew about the camps but did nothing to stop them
BLUE	Minor Nazi soldiers who carried out the mass extermination orders without questioning their superiors
GREEN	Hitler, the leader of the German nation who hated Jews and wanted them destroyed
YELLOW	German citizens who voted for Hitler and the Nazi Party to revitalize their morally and economically depressed country
ORANGE	The Jews who did not try to escape
PURPLE	Top SS officers who designed and executed the "Final Solution" for Hitler
BROWN	Non-Jewish Europeans who turned against their Jewish friends and fellow citizens for fear that they too would be imprisoned as Jewish sympathizers
WHITE	Leaders of the Allied countries who saw evidence of the Holocaust but refused to get involved or voice opposition to Hitler's plan of extermination
PINK	Churches of all denominations who remained silent and refused to intervene when confronted with evidence of the Holocaust
BLACK	Yahweh, the God of the Jewish faith, who seemed absent and silent during the destruction of the Jews

50 points

Due: _____

1. Name two things that Elie and the other people endured on the railroad cars. 2 points
 * _____ * _____
2. When the door of the “cattle” car was eventually opened, a German officer passed around a basket for what purpose? 2 points
3. Madame Schachter screams out that she sees _____, though no one else sees it. 1 point
4. Elie and his family arrived at _____ concentration camp. 1 point
5. T F Madame Schachter’s screamed warnings prove correct. 1 point
6. What eight simple words changed Elie’s family and many of the other families shortly after they arrived at the camp? 4 points
7. Though Elie is ____ years old, he tells the questioning doctor that he is _____. 2 points
8. Elie sees men burning _____ in the flaming ditches. 1 point
9. T F Elie and his father get within 10 steps of the fire ditches before they are instructed to turn left and go into the barracks. 1 point
10. Bela Katz, son of a tradesman in Elie’s hometown was chosen for the *Sonder-Kommando* who worked in this location. 1 point EXTRA CREDIT
11. List two of the things that the prisoners experienced their first night at the camp. 2 points.
 - _____
 - _____
12. The gypsy in charge of Elie’s group of deportees _____ Elie’s father when he asks where the bathrooms are. 1 point

13. Elie feels guilty for _____

_____ . 2 points

14. T F Once Elie and his group leave Birkenau (the reception center for Auschwitz) and go to the actual camp of Auschwitz, conditions seem improved. 1 point

15. In Block 17 a young Pole talks to Elie's group. What advice does he offer? What does Elie think of his words? 4 points

Advice:

Elie's Reaction:

16. T F Elie lies to his relative that the man's wife and children had been in contact with Elie's mother and they were fine. 1 point

17. Elie and his father stayed in Auschwitz for

- a. 3 days.
- b. 3 weeks.
- c. 3 months.
- d. 3 years.

18. Elie and his father are moved from Auschwitz to _____, their new camp. 1 point – EXTRA CREDIT

Frozen Jews

Avrom Sutzkever

July 10, 1944

Have you seen, in fields of snow, frozen Jews, row on row?
Blue marble forms lying, not breathing, not dying.

Somewhere a flicker of a frozen soul - glint of fish in an icy swell.
All brood. Speech and silence are one. Night snow encases the sun.

A smile glows immobile from a rose lip's chill. Baby and mother, side by side.
Odd that her nipple's dried.

Fist, fixed in ice, of a naked old man: the power's undone in his hand.
I've sampled death in all guises. Nothing surprises.

Yet a frost in July in this heat - a crazy assault in the street.
I and blue carrion, face to face. Frozen Jews in a snowy space.

Marble shrouds my skin. Words ebb. Light grows thin. I'm frozen, I'm rooted in place like the naked old man enfeebled by ice.

1. T F The new camp Buna was crowded and lively. 1 pt.
2. Both the head of the camp and Elie's tent head were interested in this particular group of people: 2 pts.
3. Elie makes a deal with one of the tent head assistants. He gives the man _____ in order to _____ . 3 pts.
4. T F From the first day in the new camp, Elie and the others were put to work. 1 pt.
5. The name of Elie's Kapo is _____, who is known for _____ . 3 pts.
6. Elie is assigned work in _____ doing this task: _____ . 3 pts.
7. Elie and his new friends Yossi and Tibi, two brothers spend time talking about what? 2 points
8. T F Elie's head of block was a German Jew who abused those in his care. 1 pt.
9. Elie is called to the hospital block because . . . 2 pts.
10. A dentist is thrown in prison and eventually hanged because
 - a. he was too kind to the patients.
 - b. he was using the drugs to dull his stomach's pangs for food.
 - c. he had been stealing the gold from prisoners' dental work and selling it for himself.
 - d. he refuses to follow orders when he was told to shoot a member of Elie's group. 2 pts.
11. After Elie is beaten at work, a French girl _____ . 3 pts.
12. After the war, Elie met the same woman in _____ and he finds out that she _____ . 4 pts.
13. When Elie's father is attacked by the Kapo, Elie responds by
 - a. attacking his father's attacker, remembering his guilt from the last time he did NOT act.
 - b. tried to get farther away so that he would not be hit himself.
 - c. runs away in shame.
 - d. plans a silent revenge on the attacker, though he can't do anything at the time of the attack. 2 pts.
14. T F After his father's attack, Elie is angry at his father. 1 pt.
15. Franek, who had previously been kind to Elie, changes when he realizes that Elie _____ . 2 pts.
16. T F Elie's father receives thrashings from Franek because of his inability to sing. 1 pt.
17. Why did Idek take the prisoners to work even though the Poles had left and there was no work? 2 pts.

18. Elie's punishment for offending Idek is _____
_____. 3 pts.
19. Explain what happened to the man who attempted to eat from the unguarded cauldrons of soup left unattended on the path. 2 pts.
20. T F The prisoners feel anger when the Americans bomb the camp. 1 pt.
21. The boy who is hung on the gallows for stealing food during the air raid does this before he dies:
_____. 2 pts.
22. One hanging in particular greatly affected most of the prisoners. Who was hung? Why? What made the hanging unusual? 4 pts.

English 2

Quotes – *Night* – Section 4

Directions: What does this quote reveal about human nature?

~~~~~  
“ That evening, the labor units came back from the work yards. Roll call. We began to look for familiar faces, to seek information, to question the veteran prisoners about which labor unit was the best, which block one should try to get into. The prisoners all agreed, saying, ‘Buna’s a very good camp. You can stand it. The important thing is not to get transferred to the building unit . . . .’

As if the choice were in our own hands.” p. 45

~~~~~  
“Ten minutes later, we were in front of the warehouse. A German employee, civilian, the *meister*, came to meet us. He paid us about as much attention as a dealer might who was just receiving a delivery of old rags.” p. 47

~~~~~  
“Their parents, like mine, had lacked the courage to wind up their affairs and emigrate while there was still time. We decided that, if we were granted our lives until the liberation, we would not stay in Europe a day longer. We would take the first boat for Haifa.” p. 48

~~~~~  
“ I now took little interest in anything except my daily plate of soup and my crust of stale bread. Bread, soup – these were my whole life. I was a body. Perhaps less than that even: a starved stomach. The stomach alone was aware of the passage of time.” p 50

~~~~~  
“ At the warehouse, no one knew I could speak German. That would have aroused suspicions. Saying those few words to you were risky: but I knew you wouldn’t give me away . . . . ” p. 51

~~~~~  
“ I had watched the whole scene without moving. I kept quiet. In fact I was thinking of how to get farther away so that I would not be hit myself. What is more, any anger I felt at that moment was directed, not against the Kapo, but against my father. I was angry with him, for not knowing how to avoid Idek’s outbreak. That is what concentration camp life had made out of me.” p. 52

~~~~~  
“ But alas, Franek knew where to touch me; he knew my weak point. My father had never done military service, and he never succeeded in marching in step. Here, everytime we moved from one place to another in a body, we marched in strict rhythm. This was Franek’s chance to torment my father and to thrash him savagely every day. Left, right: punch! Left, right: clout!” p. 53

~~~~~  
" Speaking in a low voice, he said 'You wait and see kid You'll soon find out what leaving your work's going to cost you. . . . You're going to pay for this pretty soon And now, go back to your place." p. 54

~~~~~  
"Within a few minutes, the camp looked like an abandoned ship. Not a living soul on the paths. Near the kitchen, two cauldrons of steaming hot soup had been left, half full. Two cauldrons of soup, right in the middle of the path, with no one guarding them! A feast for kings, abandoned, supreme temptation! Hundreds of eyes looked at them, sparkling with desire. Two lambs, with a hundred wolves lying in wait for them. Two lambs without a shepherd - a gift. But who would dare?" p. 56

~~~~~  
" ' They're bombing Buna!' someone shouted. I thought of my father. But I was glad all the same. To see the whole works go up in fire - what revenge! We had heard so much talk about the defeats of German troops on various fronts, but we did not know how much to believe. This, today, was real!" p. 57

~~~~~  
"After a long moment of waiting, the executioner put the rope round his neck. He was on the point of motioning to his assistants to draw the chair away from the prisoner's feet, when the latter cried, in a calm, strong voice: 'Long live liberty! A curse upon Germany! A curse . . . ! A cur—' The executioner had completed their task." p. 60

~~~~~  
" The SS seemed more preoccupied, more disturbed than usual. To hang a young boy in front of thousands of spectators was no light matter. The head of the camp read the verdict. All eyes were on the child. He was lividly pale, almost calm, biting his lips. The gallows threw its shadow over him. . . . The three victims mounted together onto the chairs. The three necks were placed at the same moment within the nooses. 'Long live liberty!' cried the two adults. But the child was silent. 'Where is God? Where is He?' someone behind me asked." p. 61

~~~~~  
"For more than half an hour he stayed there, struggling between life and death, dying in slow agony under our eyes. And we had to look him full in the face. He was still alive when I passed in front of him. His tongue was still red, his eyes were not yet glazed. Behind me, I heard the same man asking: 'Where is God now?' And I heard a voice within me answer him: 'Where is He? Here He is-He is hanging here on this gallows . . . ' That night the soup tasted of corpses." p. 62

## WE WILL NEVER FORGET - AUSCHWITZ

by Alexander Kimel - Holocaust Survivor

We will never forget the selections at Auschwitz,  
Where Black Jackals condemned millions to gas,  
Right - death, left - life, right death... death ...death.  
The black finger, surrounded with barking dogs,  
Works like the Angel of Death, creating living hell.

Children are torn apart from the tender embrace  
Of mothers, clinging to their treasures.  
Babies wailing from hunger,  
Parents parting tearfully with their children.  
Fathers shaken with helpless rage.  
The condemned form a column of trembling fear.

Soon the mass of fainting humanity  
Is led to the clean foyer of death.  
Disrobe quickly, take a shower and you will be fed.  
Food! Food! The hungry mass of disoriented humanity  
Awakens runs and fights to get into the chamber of gas.

The heavy door closes and the cyclone dropped.  
Soon the parents choke and turn blue,  
Later the children turn rigid with death  
The people become a twisted load,  
Of intertwined limbs and heads glued with blood.

When the human pulp is ready for the works,  
Sondercommando quickly pull,  
The bodies apart, peel the gold from the mouths.  
And the remains are taken to the open pit,  
Where the bones are cleaned with fire,  
And the fat drained for human soap.

Six days a week the Jackals drink beer,  
And rejoice doing the Devil's work.  
Sunday is the day of rest, the day  
When the Jackals ride to the Church, to praise God  
And assure the Salvation of their pious souls.

Deutschland, Deutschland Uber Alles!  
In this Kingdom of Evil,  
There is no peace for the Righteous.  
It is the wicked that inherited  
This tortured World, engulfed  
In the red, milky, cry-absorbing fog,  
Guarding the wilted conscience of man.

1. T F On Rosh Hashanah, Elie came to accept God's love for him, even though he was in difficult circumstances. 2 points
2. T F When Elie goes to his father to wish him a Happy New Year, he and his father have a long heart-to-heart talk that makes them both feel closer. 2 points
3. T F On Yom Kippur Elie refused to fast. 2 points
4. The New Year's gift the S.S. gives the prisoners of Buna is \_\_\_\_\_. 1 point
5. Summarize what Elie's head of block advises about #4. 3 points
  
6. Elie hated the \_\_\_\_\_ that regulated everything at Buna: bedtime, mealtime, work time. 1 point
7. T F Elie and his father no longer live in the same block. 2 points
8. Elie's father comes running to him one morning as he is about to leave camp for work, telling him that . . . 2 points.
9. Elie's father gives Elie what two items at that meeting? 2 points
10. T F When Elie comes back from camp, his father is gone. 2 points
11. T F Faithful to their promise to Akiba Drumer, the men say the Kaddish for him. 2 points
12. Elie goes to the hospital because \_\_\_\_\_ and there he \_\_\_\_\_ . 3 points
13. T F Two days after Elie gets out of the hospital, the camp is evacuated. 2 points
  
14. The people who stayed in the hospital were \_\_\_\_\_ . 2 points
15. The morning of the evacuation, the people looked like "buffoons" because . . . 2 points
  
16. Describe the weather on the day of evacuation. 2 points
  
17. T F At the last minute, Elie's block leader makes the men wash themselves. 2 points
18. Extra credit: Elie's block number is \_\_\_\_\_. 1 point

## THE CREED OF A HOLOCAUST SURVIVOR

by Alexander Kimel

I do believe, with all my heart,  
    In the natural Goodness of Man.  
Despite the blood and destruction,  
    Brought by one man, trying to be God,  
In the Goodness of Man, I do believe.

I do believe, with all my heart,  
    That God gave man the blessing and the curse.  
Man can select the curse of envy, hatred and prejudices,  
    Or the blessing of love, harmony and beauty.  
Despite the painful curses of the past,  
    In the blessing of the Creator, I do believe.

I do believe, with all my heart,  
    That God created a beautiful world,  
The sun and the trees, the flowers and the bees.  
    And the best way to serve God, is  
To enjoy the fruits of His labor of love.  
    Despite the painful memories from the past,  
In the joyful celebration of life, I do believe.

I do believe with all my heart,  
    That God has created man in image of His own.  
And killing of man, is like killing of God.  
    Despite the massacres in Rwanda, the cleansing in Bosnia,  
The folly of Muslim fanatics, and the cruelty of Pot Pol.  
In the love and compassion of the Creator, I do believe.

I believe with all my heart,  
    That the Messiah and the Kingdom of Heaven will come;  
When man will conquer his destructive urge,  
    And learn how to live in harmony with nature and himself.  
When all the preachers of hate will be silenced,  
    And man will become his brother's keeper.

When man will stop killing man, in the name of God,  
    And nation will not lift weapons against nation.  
When it will be, I do not know, but  
    Despite all the signs to the contrary.  
In the dawn of a Better World, I do believe.



1. At the beginning of section 7, as Elie is lying in the pile of people on the train, he struggles with \_\_\_\_\_; after all, "To die today or tomorrow, or later?" 2 points
  
2. When the train stops, the SS tell the prisoners to
  - a. undress and line up for selection.
  - b. shovel the snow from beneath the train engine's wheels with their hands.
  - c. stand next to a pit which was obviously a mass grave.
  - d. throw out the dead bodies from the train cars. 2 points
  
3. Elie gets angry at two men who try to do this to his father . . . . 2 points
  
4. The prisoners eat only this on their trip: \_\_\_\_\_. 2 points
  
5. Why does Elie tell about an experience later in his life when passengers on a boat were throwing coins to the native children? Explain. What does that scene have to do with Elie's present situation on the train? 3 points
  
  
  
  
  
  
  
  
  
  
6. Elie witnesses a son do this to his father:
  - a. the son stomps the father to death so that he doesn't have to carry him further.
  - b. the son punches his father to death so that he can eat the bread he has in his hand.
  - c. the son whips the father who has volunteered to take his punishment.
  - d. the son pushes the father under the train in order to get his food ration. 2 points
  
7. T F Meir Katz was chosen to be leader of the train car that Elie rode in. 2 points
  
8. T F Meir Katz manages to stay alive during the journey, though he almost gave up. 2 points
  
9. The whole train convoy of prisoners were \_\_\_\_\_ the day they reached their destination. 2 points
  
  
  
  
  
  
  
  
  
  
10. At the end of Section 7, Elie and his father have survived the train ride and arrive at \_\_\_\_\_. 2 points

## **AFTERMATH by Evelyn Roman - Holocaust Survivor**

**Fifty years after the fact  
Painful memories intact  
Nightmares recurring,  
Nazis appearing.**

**Must survivors remain  
At their altar of pain  
Forever enduring  
Unspeakable haunting?**

**And will it subside  
On life's other side  
Or go on persisting  
Into the realm of night?**

1. T F The high chimney of the crematorium in Buchenwald immediately frightened Elie and the other new arrivals. 2 points
2. At the beginning of Section 8, Elie argues with his father about . . . 2 points
3. T F Elie refused to go into the barracks until his father joins him. 2 points
4. The guards tell Elie's father and the other sick men that they do not get food because . . . 2 points.
5. In Section 8, Elie's father is struck with this sickness: \_\_\_\_\_. 2 points
6. T F The other sick men abuse Elie's father by hitting him and calling him names. 2 points
7. Elie's father sickness goes on for
  - a. one day.
  - b. one week.
  - c. one month.
  - d. until the end of the war. 2 points
8. The block leader gives Elie this advice during his father's illness: 2 points
9. The last picture that Elie has of his father is . . . 2 points.
10. Elie's father died in this month:
  - a. January.
  - b. March.
  - c. June.
  - d. November. 2 points
11. T F After his father's death, Elie could not stop weeping. 2 points
12. After his father's death, Elie's was transferred to this unit: \_\_\_\_\_. 2 points
13. Approximately this many months elapse between the time Elie's father dies and the war ends:
  - a. 1 month.
  - b. 3 months.
  - c. 6 months.
  - d. 12 months. 2 points

14. T F Elie and the other prisoners were not given rations for several days once the camp officials announced that the camp was to be liquidated. 2 points
15. T F Although Buchenwald has a resistance movement, in the end, they do not act at all because the camp is liberated by the Allies. 2 points
16. T F The Russians come in with their tanks and grenades capturing many of the SS guards when the camp is taken over. 2 points
17. The first thing all the free men do is to . . . . 1 point.
18. The final line of the book focuses on Elie looking at . . . . Explain what he looks at and his reaction to it. 3 points

ENGLISH 2  
*Night* - Review Sheet  
308 points

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Part 1: Matching – Characters with descriptions – 24 @ 2 points = 48 points**

|                  |                   |                            |
|------------------|-------------------|----------------------------|
| Eliezer          | Tibi and Yosi     | Meir Katz                  |
| Chlomo           | Dr. Josef Mengele | Stein                      |
| Moshe the Beadle | Idek              | Hilda                      |
| Akiba Drumer     | Franek            | Bea                        |
| Madame Schachter | Rabbi Eliahou     | Tzipora                    |
| Juliek           | Zalman            | Heinrich Himmler           |
| Adolf Hitler     | Simon Wiesenthal  | Karl, a dying Nazi officer |
| Frau Maria       | Vladek Spiegelman | Art Spiegelman             |

**Part 2: Matching – Terms with definitions – 17 @ 2 points = 34 points**

|               |              |                    |
|---------------|--------------|--------------------|
| Torah         | Assimilation | S.S.               |
| Cabbala       | Ghetto       | Gestapo            |
| Rosh Hashanah | Genocide     | The Final Solution |
| Yom Kippur    | Holocaust    | Selection          |
| Passover      | Aryan Race   | Third Reich        |
| Diaspora      |              |                    |

**Part 3: True/False – Content of the *Night*, *The Sunflower*, and *Maus* – 45 @ 2 points = 90 points**

Study quizzes from each section . . .

**Part 4: Multiple Choice – Content of the *Night*, *The Sunflower*, and *Maus* – 38 @ 2 points = 76 points**

Study quizzes from each section . . .

**Part 5: Poem Analysis – Analyze sections from Holocaust poems. 20 points**

**Part 6: Essay – 40 points**

What two emotions were most represented in the book? In the introduction, include a hook and thesis; in the body write two paragraphs, one for each of the emotions with the examples that illustrate that emotion; end with a conclusion paragraph that restates the thesis and leaves the reader with a final thought.

Part 1: Matching – Characters from *Night* and other Holocaust works with descriptions. 2 points each. 48 points.

- |                      |                               |                      |
|----------------------|-------------------------------|----------------------|
| a. Adolf Hitler      | i. Heinrich Himmler           | q. Rabbi Eliahou     |
| b. Akiba Drumer      | j. Hilda                      | r. Stein             |
| c. Bea               | k. Idek                       | s. Tibi and Yosi     |
| d. Chlomo            | l. Juliek                     | t. Tzipora           |
| e. Dr. Josef Mengele | m. Madame Schachter           | u. Zalman            |
| f. Simon Wiesenthal  | n. Karl, a dying Nazi officer | v. Frau Maria        |
| g. Eliezer           | o. Meir Katz                  | w. Vladek Spiegelman |
| h. Franek            | p. Moshe the Beadle           | x. Art Spiegelman    |

1. \_\_\_\_ Eliezer's teacher of Jewish mysticism; a poor Jew who lives in Sighet; tries to warn what the Nazis are doing, but no one believes him.
2. \_\_\_\_ A cruel doctor who presided over the selection of arrivals at Auschwitz; known as "The Angel of Death."
3. \_\_\_\_ Hitler's second in command and the head of the S.S.; established Dachau, the first concentration camp.
4. \_\_\_\_ Eliezer's Kapo at the electrical equipment warehouse in Buna; beats Eliezer.
5. \_\_\_\_ The narrator of the story; the book traces his journey through the Holocaust.
6. \_\_\_\_ Eliezer's middle sister.
7. \_\_\_\_ Eliezer's oldest sister.
8. \_\_\_\_ The author and illustrator of the Holocaust graphic novel *Maus*.
9. \_\_\_\_ The author and narrator of the book *The Sunflower*.
10. \_\_\_\_ Eliezer's youngest sister.
11. \_\_\_\_ Brothers with whom Eliezer becomes friends at Buna; they are Zionists who plan to move to Palestine after the war.
12. \_\_\_\_ Eliezer's father who desperately tries to stay with his son throughout the book.
13. \_\_\_\_ Eliezer's foreman at Buna; he notices Eliezer's gold tooth and claims it.
14. \_\_\_\_ A young musician whom Eliezer meets at Aushchwitz; Elie hears him playing his violin at the end of a death march.
15. \_\_\_\_ Dictator of Germany; a tyrant who has power over the masses.
16. \_\_\_\_ The main character in the book *Maus*, who tells his present personal life as well as his war experience.

17. \_\_\_\_ A Jewish woman from Sighet who screams that she sees fire in the distance.
18. \_\_\_\_ One of Elie's fellow prisoners; he is trampled to death during the death march to Gleiwitz.
19. \_\_\_\_ Elie's relative from Belgium who they encounter in Aushwitz.
20. \_\_\_\_ A Jewish Holocaust victim who gradually loses his faith in God because of his experiences in the concentration camp.
21. \_\_\_\_ A soldier who has acted inhumanely during the war and now on his death bed wants forgiveness so he can die in peace.
22. \_\_\_\_ A devout Jewish prisoner whose son abandons him.
23. \_\_\_\_ Eliezer's father's friend from Buna. In a cattle car to Buchenwald, he saves Elie's life from an attacker.
24. \_\_\_\_ The mother of a Nazi officer who is visited by a Jewish man after the war.

Part 2: Matching – Terms with Definitions. 2 points each. 34 points

- |                   |                  |                |
|-------------------|------------------|----------------|
| a. Aryan Race     | g. Gestapo       | m. Selection   |
| b. Assimilation   | h. Ghetto        | n. Talmud      |
| c. Cabbala        | i. Holocaust     | o. Third Reich |
| d. Diaspora       | j. Passover      | p. Torah       |
| e. Final Solution | k. Rosh Hashanah | q. Yom Kippur  |
| f. Genocide       | l. S.S.          |                |

1. \_\_\_\_ Marks the new year of the Jewish calendar; both joyous and solemn holiday.
2. \_\_\_\_ Refers to the destruction of 6 million Jews and 6 million non-Jews during 1933-1945; means "burnt whole."
3. \_\_\_\_ The secret police organized in 1933 to uncover and undermine political opposition to the Third Reich.
4. \_\_\_\_ Established in 1929 as Hitler's black-shirted bodyguards; became the elite group of Nazis trained in brutality and put in charge of concentration camps.
5. \_\_\_\_ To accept the culture of another group while giving up one's own.
6. \_\_\_\_ A collection of traditional teaching that probe the mysteries of the universe.
7. \_\_\_\_ This term was coined after WW2 to show how some nationalities and ethnic groups were mistreated; its intention is the total annihilation of a race or ethnic group.
8. \_\_\_\_ The primary source in the Jewish religion; the Hebrew Bible; includes the first five books of the Bible.
9. \_\_\_\_ Countries outside of Israel inhabited by Jews.
10. \_\_\_\_ The plan devised in 1941 to speed up the killing of the Jews and "undesirables"; used an efficient system of gas chambers and crematories.
11. \_\_\_\_ The pure German race, used by the Nazis to suggest a superior, non-Jewish, Caucasian with blue eyes and blonde hair.

12. \_\_\_\_ The 8-day festival that commemorates the freeing of the Israelites from Egyptian bondage.
13. \_\_\_\_ The Third Republic of Germany which began Hitler's rule in 1933 and ended with his defeat in 1945.
14. \_\_\_\_ A section of a city surrounded by walls in which Jews were required to live.
15. \_\_\_\_ Next in importance to the Hebrew Bible; a collection of teachings of early rabbis from the 5<sup>th</sup> and 6<sup>th</sup> centuries.
16. \_\_\_\_ The holiest day of the Jewish calendar; considered to be the day which every individual is judged by God; the day is marked by prayer and repentance.
17. \_\_\_\_ A term used when the S.S. forced prisoners to line up for inspection and decided which prisoners would live and which would be killed.

Part 3: True/False – Circle the “T” if the statement is true and “F” if false. 2 points each. 90 points

1.     T     F     The people in Elie's hometown disliked Moshe the Beadle.
2.     T     F     Elie's father tended to be overly emotional.
3.     T     F     When Elie was a young child, he often wept while in prayer.
4.     T     F     Moshe the Beadle had lived in Sighet his entire life.
5.     T     F     When Moshe the Beadle returns to Sighet, he tells a tale that many believe.
6.     T     F     When the German soldiers first arrive in Sighet, the people thought they were charming and their fear of them diminished.
7.     T     F     The Jews in Elie's hometown kept thinking positively until they were forced to live in the ghettos.
8.     T     F     The police were kind to the Jews the morning they were being deported, sensing how difficult it was for the families to leave their homes.
9.     T     F     The concentration camp that Elie and his family first arrive at is Auschwitz.
10.    T     F     Surprisingly, Elie does not encounter death the first day in the concentration camp.
11.    T     F     Bela Katz, son of a man from Elie's hometown was chosen for working in the crematory.
12.    T     F     At the first camp, when Elie's father is mistreated by an overseer, Elie lunges at the man who is hurting his father.
13.    T     F     A young Pole who is placed in charge of Elie's group kindly offers advice to the new members of the concentration camp.



14. T F Elie lies to his relative that the man's wife and children had been in contact with Elie's mother and they were fine.
15. T F As Elie observes the leaders at the second camp, he finds that many of them have a special interest in children.
16. T F Elie bribes one of the tent head assistants in order to get a decent work assignment and stay with his father.
17. T F Elie is called to the hospital block because he has an infection.
18. T F The Kapo Idek is known for slipping into madness once in a while.
19. T F Elie never again sees the person who shows kindness to him after he is beaten at work, though he does dream about the person for many years.
20. T F The prisoners feel angry when the Americans bomb the camp.
21. T F The man who attempts to eat from the unguarded cauldrons of soup during the bomb raid is successful in his attempt.
22. T F On Rosh Hashanah, Elie came to accept God's love for him, even though he was in difficult circumstances.
23. T F When Elie goes to his father to wish him a Happy New Year, neither of them talk but they understand each other perfectly.
24. T F On Yom Kippur Elie eats, though usually the holiday calls for a fast.
25. T F Elie appreciates the camp bells because they signal the passage of time.
26. T F Elie and his father always live in the same block.
27. T F When the prisoners leave the second camp as the Russian Army nears, Elie's foot is not completely healed.
28. T F The men are forced to run over 40 miles in one night.
29. T F As the prisoners run from the second camp to the third, they pass through a busy village where all the people stare at them as if they were ghosts.
30. T F After the death march, Juliek dies without getting to play his violin again.
31. T F Elie and his father stay in Gleiwitz 10 days.
32. T F On the train from Gleiwitz, Elie's father is mistaken for a dead man.
33. T F The prisoners fight each other for bread that is being tossed into the cars.

34. T F When the prisoners arrive from Gleiwitz at their new camp, they were silent, nearly dead.
35. T F Elie's father gets very sick from blood poisoning.
36. T F Elie lives in the children's block after his father's death.
37. T F Elie wants to live more than ever after his father dies to carry on his father's name.
38. T F The prisoners' first thoughts after being freed were about their families.
39. T F Elie calls his reflection in the mirror a corpse.
40. T F The best symbol for the darkness and evil of the Holocaust from the book is "night."
41. T F In the story *The Sunflower*, sunflowers are a symbol for happiness and hope.
42. T F The parents of Karl greatly supported Hitler's agenda and encouraged him to join the army.
43. T F Simon is silent when Karl asks him for forgiveness.
44. T F Simon eagerly takes Karl's belongings, for he wants to meet the family.
45. T F When Simon visits Karl's mother, he tells her all he knows about Karl and his activities.

Part 4: Multiple Choice – Write the letter in the blank that best completes each statement below. 2 points each. 76 points

1. \_\_\_\_ In the first section of the book, Moshe the Beadle goes from house to house talking about
- his experiences studying the Cabbala.
  - his faith.
  - the story of what happened to the foreign Jews who had been deported from Sighet after they left on trains.
  - his belief that the Jews needed to rise up and fight their enemies NOW, before they gained further strength.
2. \_\_\_\_ When the Jews in Sighet were worried about what was happening to them, they came to talk to Elie's father because
- he was a scholar and historian who seemed to be able to answer any questions, no matter how difficult.
  - he was assigned by the Nazis to be the representative of the Jews in Sighet.
  - he had a relative who was a member of the Gestapo and who was sympathetic to Jewish situation.
  - he had connections with the Hungarian police.

3. \_\_\_\_ The night before Elie's family leaves their hometown, they sleep
- at the police station.
  - in the synagogue.
  - in the small ghetto.
  - in the street.
4. \_\_\_\_ In what point of view is the book *Night* written?
- first person
  - second person
  - third person limited
  - third person omniscient
5. \_\_\_\_ The visions of fire by one of the characters in the cattle cars is an example of
- irony
  - foreshadowing.
  - simile.
  - metaphor.
6. \_\_\_\_ "It was like a page torn from some storybook," is an example of
- irony.
  - foreshadowing.
  - simile.
  - metaphor.
7. \_\_\_\_ The eight simple words that change Elie's family and many other families shortly after they arrived at camp are:
- "How old and how healthy are you?"
  - "What did you do before the war began?"
  - "Men to the left! Women to the right!"
  - "You will be killed if you don't cooperate."
8. \_\_\_\_ Although Elie is \_\_\_\_ years old when he arrives at the first camp, he tells the questioning doctor that he is \_\_\_\_.
- 12/16
  - 8/14
  - 14/18
  - 20/28
9. \_\_\_\_ What occupation does Elie tell the SS officer that he is?
- student
  - electrician
  - farmer
  - chemist
10. \_\_\_\_ Although Elie's father is \_\_\_\_ years old when he arrives at the first camp, he tells the questioning doctor that he is \_\_\_\_.
- 25/30
  - 50/40
  - 60/45
  - 30/35
11. \_\_\_\_ When Elie's father asks the gypsy in charge of their group where the bathrooms are
- the gypsy directs him to where they are, but warns that if a member of the SS sees him, he will be shot at.
  - the gypsy acts humanely and takes him to the bathroom, making Elie feel human again.
  - the gypsy assigns Elie's father to scrub the bathroom with a toothbrush.
  - the gypsy beats Elie's father over the head, knocking him to the ground.
12. \_\_\_\_ Elie and his father stay in Auschwitz for
- 3 days.
  - 3 weeks.
  - 3 months.
  - 3 years.
13. \_\_\_\_ The camp Elie and his father next go to is
- Birkenau.
  - Auschwitz.
  - Dachau.
  - Buna.
14. \_\_\_\_ A dentist in the new camp is thrown in prison and eventually hanged because
- he refused to follow orders when he was told to shoot a member of Elie's group.
  - he was using the drugs that were for patients to dull his stomach's hunger pangs.
  - he had been showing too much kindness to the prisoners.
  - he had been stealing the gold from the prisoners dental work and selling it for himself.

15. \_\_\_\_ Elie prevents the SS from extracting a gold tooth by
- saying he is sick.
  - ignoring the order to report to the dentist.
  - sending another person in his place.
  - extracting the tooth himself.
16. \_\_\_\_ After Elie is beaten at work,
- a German civilian slips some bread to Elie to suggest that he does not approve of the beating.
  - Yossi and Tibi risk their necks to come and treat his wounds.
  - a French girl wipes the blood from his head, gives him some bread, and speaks kind words to him in German.
  - Elie's father attempts to stab the man who beats him, but instead, Elie's father is stabbed.
17. \_\_\_\_ When Elie's father is attacked by the Kapo, Elie responds by
- planning a silent revenge on the attacker since he can do nothing at the time of the attack.
  - trying to get further away so he would not be abused.
  - running away in shame.
  - attacking his father's attacker, remembering his guilt from the time before when he did not act.
18. \_\_\_\_ Franek, who had previously been kind to Elie, changes after
- he finds Elie sleeping with a girl that he likes.
  - Elie gives Idek extra bread to keep him on his "good side."
  - he discovers that Elie has a valuable gold tooth that has not yet been extracted.
  - Elie's father curses him out.
19. \_\_\_\_ Franek uses this to "get back" at Elie:
- his father's inability to sing.
  - his father's inability to march.
  - taking his father's bread rations for a week.
  - taking Elie's bread rations for a week.
20. \_\_\_\_ This person's death symbolizes the loss of Elie's faith:
- Juliek, the violinist.
  - Akiba Drumer.
  - Moshe, the Beadle.
  - the young pipel.
21. \_\_\_\_ What do the men do to help their chances during selection?
- wear extra clothing to look heavier.
  - stand close to others who are more healthy.
  - run as fast as possible
  - rub blood on their cheeks to look less pale.
22. \_\_\_\_ What does Akiba Drumer ask Elie and his father to do for him?
- Stay in the camp
  - Sleep in his bunk
  - Eat his rations to stay strong
  - Say the Kaddish for him.
23. \_\_\_\_ Elie's father gives him a spoon and knife because
- Elie was trying to bribe the Kapo for life-saving medicine for his father.
  - Elie was being transported away.
  - Elie needed the items to get out of solitary confinement.
  - Elie's father thought he had been selected and would soon die.
24. \_\_\_\_ Elie goes to the doctor because
- his foot is infected.
  - His head has been beaten.
  - His tooth aches.
  - He has been whipped 25 times, leaving his back raw.
25. \_\_\_\_ The prisoner in the bed next to Elie in the hospital says he trusts this person the most:
- Elie
  - Hitler
  - the doctors
  - himself

26. \_\_\_\_ What happened to the prisoners who stayed in the hospital after the camp was evacuated?
- They were killed and burned by the Germans so that there would not be evidence.
  - They took drugs to kill themselves.
  - They were freed by the Russian Army.
  - They were forced into cattle cars and taken to another camp where they were exterminated.
27. \_\_\_\_ Zalman dies because
- he refuses to run.
  - he passes out from fatigue.
  - he falls asleep in the snow.
  - he has dysentery and when he stops, he gets trampled.
28. \_\_\_\_ For Elie, Rabbi Eliahou's son represents
- kindness.
  - courage.
  - disrespect.
  - selfishness.
29. \_\_\_\_ How many men get on the train car with Elie and his father on the trip from Gleiwitz to the new camp?
- 12
  - 40
  - 80
  - 100
30. \_\_\_\_ How many men get off the train car with Elie and his father at the end of the trip?
- 12
  - 40
  - 80
  - 100
31. \_\_\_\_ The final word Elie's father spoke before dying was
- "Mercy."
  - "Water."
  - "Eliezer."
  - "Food."
32. \_\_\_\_ The date of Elie's father's death was
- January 29, 1935.
  - January 29, 1945.
  - April 11, 1935.
  - April 11, 1935.
33. \_\_\_\_ The French woman that Elie met earlier in the electrical plant was actually
- Jewish.
  - German.
  - Aryan.
  - American.
34. \_\_\_\_ *Night* is
- fiction.
  - non-fiction.
  - poetry.
  - science fiction.
35. \_\_\_\_ Which of the following was NOT a source of cruelty to Elie or his father?
- Idek
  - gypsies
  - the doctor who operated on Elie
  - Kapos
36. \_\_\_\_ The book *The Sunflower* is broken up into two parts:
- the beginning of the story and the end, leaving the middle to the reader's imagination.
  - the story from Karl's perspective and the story from Simon's perspective.
  - the story about Simon and Karl and a symposium of people who tell whether Simon should have forgiven or not.
  - the story from Simon's point of view and the sunflower's story of the war and what they saw and heard.
37. \_\_\_\_ The best words to describe Simon's character from hearing the story are
- hateful, vengeful, and angry.
  - superior, responsible, and dominant
  - weak, weary, and insecure.
  - thoughtful, sincere, and searching

38. \_\_\_\_ *Maus* is told from this perspective:

- a. the artwork of an adult man whose father lived through the war.
- b. the artwork of a child who has been told the story of the war and wants to recreate it in pictures.
- c. the comics of a bitter man who went through the war and wants to seek revenge of those who hurt him.
- d. the words of a woman who lost her love who was an artist in the war and wants to pay a tribute to him.

Part 5: Poem Analysis, 20 points

1. \_\_\_\_ The poem “Hitler’s First Photograph” is set in \_\_\_\_ and contemplates \_\_\_\_:

- a. a concentration camp; the photographs that were taken there.
- b. the town where the baby Hitler was born; the idea that he was a baby like any other with an unknown future.
- c. a photography studio; how Hitler was a beautiful child.
- d. a classroom; why his teacher did not detect his hate for those different than himself. 2 points

2. What do you believe is the meaning of the final three lines of the poem “Hitler’s First Photograph”? 4 points

No one hears howling dogs, or fate’s footsteps.  
A history teacher loosens his collar  
and yawns over homework.

3. In the poem “To the Little Polish Boy Standing with His Arms Up,” the speaker says he would like to be an artist and a composer. Why, according to the following excerpt, is that the speaker’s desire? 4 points

And the monument will  
tremble so the blind world  
Now  
will know  
What fear is in the darkness

I am not a composer  
but I will write a  
composition  
for five trillion trumpets  
so it will blast the ear drums  
of this world.

4. Explain the title of the poem "Frozen Jews," when the text speaks of heat in the excerpt below. Be very specific, using lines from the text to make your explanation. 4 points

Yet a frost in July in this heat – a crazy  
assault in the street. I and blue carrion,  
face to face. Frozen Jews in a snowy  
space.

Marble shrouds my skin. Words ebb.  
Light grows thin. I'm frozen, I'm rooted  
In place like the naked old man  
Enfeebled by ice.

5. What irony is suggested in the following lines from the poem "We Will Never Forget – Auschwitz"? Explain carefully and thoroughly. 4 points

Six days a week the Jackals drink beer,  
And rejoice doing the Devil's work.  
Sunday is the day of rest, the day  
When the Jackals ride to the Church, to praise God  
And assure the Salvation of their pious souls.

6. \_\_\_\_ What is the message of the poem "Aftermath" included below? 2 points
- a. That the Nazis will die and not go to Heaven for the atrocities that they committed.
  - b. That those who endured the Holocaust live with pain and wonder whether it will end even in Heaven.
  - c. That pain is part of life and that it helps one grow stronger.
  - d. That the nightmares of the Holocaust don't just cause pain to the survivors but the Nazis who caused the pain.

"Aftermath" by Evelyn Roman – Holocaust Survivor

Fifty years after the fact  
Painful memories intact  
Nightmares recurring,  
Nazis appearing.

Must survivors remain  
At their altar of pain  
Forever enduring  
Unspeakable haunting?

And will it subside  
On life's other side  
Or go on persisting  
Into the realm of light?

Part 6: Essay – 40 points

What two emotions were most represented in the book? In the introduction, include a hook and thesis; in the body write two paragraphs, one for each of the emotions with the examples that illustrate that emotion; end with a conclusion paragraph that restates the thesis and leaves the reader with a final thought.



ENGLISH 2 – RESEARCH PROJECT

Name: \_\_\_\_\_

This semester you will choose a topic related to the Holocaust and write a research paper.

**Requirements:**

- \* At least 5 sources
  - 1 must be a print source
  - You must print a copy of all internet sources for your folder.
  - 5 points/source – 25 total points DUE: \_\_\_\_\_
  
- \* Bibliography cards
  - 5 cards – one for each source
  - 5 points/card – 25 total points DUE: \_\_\_\_\_
  
- \* 15 Research note cards
  - Cards may have quotes, paraphrases, or summaries
  - 3 points/card = 45 total points DUE: \_\_\_\_\_
  
- \* Thesis statement written on note card
  - 10 points DUE: \_\_\_\_\_
  
- \* Typed outline
  - 40 points DUE: \_\_\_\_\_
  
- \* First Draft
  - Must include:
    - Introduction paragraph
    - 3-6 paragraphs in the body
    - Conclusion paragraph
    - Works Cited Page
    - Use of 10 Citations (Quotes/Paraphrases/Summaries)
  - 80 points DUE: \_\_\_\_\_
  
- \* Final Draft
  - 250 points DUE: \_\_\_\_\_

**Total Points:**

|                    |     |                                 |
|--------------------|-----|---------------------------------|
| Using Time Wisely  | 100 |                                 |
| Requirements Above | 475 | Total points: <b>575 points</b> |

# RESEARCH SCHEDULE

- Day 1            Research Project Packet  
Review: Use of Time, Plagiarism, Topic Selection  
Folder  
Research Question
- Day 2            Required Sources – (5; 1 must be a print source)  
Internet Search Basic  
Reliability Check for Internet Information  
Lab Time – Search for Sources  
Seating Chart – Lab
- Day 3            Search for Sources  
Test Sources for Reliability  
Print Sources (That you plan to use for your project)  
Have 5 Sources by Day 5
- Day 4            Search – Sources
- Day 5            **Check for 5 Sources – 25 points** (Must have printed copies of internet sources)  
Bibliography Cards Information  
5 Bib Cards due: Day 7
- Day 6            Note-taking  
Paraphrase vs. Summary vs. Quote – Knowing the difference  
15 Note cards due: Day 9
- Day 7            **Collect: 5 Bibliography Cards – 25 points**  
Note-taking
- Day 8            Note-taking
- Day 9            **Collect: 15 Note Cards – 45 points**  
Research Question to Thesis Statement  
Thesis Statement Note card due: Day 10
- Day 10          **Collect: Thesis Statement – 10 points**  
Ordering your paper – Outline Process  
Outline Due: Day 12
- Day 11          Work on Outline
- Day 12          **Collect: Outline – 40 points**  
Paper Format – MLA Example  
Intro/Body/Conclusion  
15 Citations  
4 Sources  
How to put info into your paper . . . .  
Avoiding “patchwork” papers . . . .

Framing quotes . . . .  
Parenthetical Citations . . . .

Day 13 Writing Day  
Draw for First Draft Slots

Day 14 Writing Day

Day 15 Writing Day

Day 16 First Draft Appointments/Peer Editing – **First Drafts – 80 points**

Day 17 First Draft Appointments/Peer Editing

Day 18 First Draft Appointments/Peer Editing

Day 19 Final Day for Revising

Day 20 **FINAL DRAFT DUE – Beginning of Period**

**Research Paper – English 2**  
**Using Time Wisely Guidelines**

We will be working on the Holocaust research project for the next few weeks. Learning to manage and use your time wisely is an important skill that will help you be successful in many areas of your life. Therefore, in order to reinforce the kinds of behaviors that will help you be successful, you will start this project with Using Time Wisely points: 20 days at 5 points each for 100 points. **This is worth a great deal of your total points for this project, so you can see that you should take it seriously.**

**You will hold on to all your points** if you use every class period productively. Besides being rewarded with points, you will also enjoy the added benefit of maximizing your class time and minimizing your homework time.

**You will lose your points** for a particular day if you do not use your time wisely. If you choose to waste your time, your classmates' time, and/or my time, you choose to lose your points. Wasting time includes such behaviors as talking off task, surfing non-project-related websites, sleeping, not working on the project, or other disruptive behaviors that prevent you, me, or anyone else from using our time together in class fully. I will deduct points as I deem fit. You cannot recover points lost for wasting time.

**Attendance:** This project is very process-intensive; therefore, your attendance will help ensure that you get as much guidance, direction, and class time as possible to be successful. Missing a day creates extra work for you and for me. You can minimize that by coming to class each day. You will lose your Using Time Wisely points if you are absent. You can make them up if you come in **before or after school** to see me to find out what you missed and to show me the work you did to make up for your absence. You must see me **before or after school** on the **same day** of your return from your absence to recover your points and find out what you need to know to keep up with the project.

**Plagiarism Defined**

Comes from the Latin word “plagiarius” meaning “\_\_\_\_\_”

**Two Kind of Wrongs**

\_\_\_\_\_ = “using another person’s ideas, information, or expressions without acknowledging that person’s work”

Gibaldi J. *MLA Handbook for Writers of Research Papers*, 5<sup>th</sup> edition. New York: The Modern Language Association of America; 1999.

\_\_\_\_\_ = “passing off another’s person’s ideas information, or expressions as your own to get a better grade or gain some other advantage”

Gibaldi J. *MLA Handbook for Writers of Research Papers*, 6<sup>th</sup> edition. New York: The Modern Language Association of America; 2003.

**“Four common kinds of plagiarism have been identified:**

1. \_\_\_\_\_: Verbatim lifting of passages without enclosing the borrowed material in quotation marks and crediting the original author.
2. \_\_\_\_\_: Borrowing the ideas and opinions from the original source and a few verbatim words or phrases without crediting the original author. In this case the plagiarist intertwines his or her own ideas and opinions with those of the original author, creating a ‘confused, plagiarized mass’.
3. \_\_\_\_\_: Restating a phrase or passage, providing the same meaning, but in different form without attribution to the original author.
4. \_\_\_\_\_: Noting the original source of only part of what is borrowed or failing to cite the source material in such a way that a reader will know what is original and what is borrowed.”

Iverson C., Flanagan Al, Fontanarose PB., Glass R.M., Glitman P., Lantz J.C., et al. *American Medical Association Manual of Style. A Guide fro Authors and Editors*. 9th ed. Philadelphia: William and Wilkins; 1998.

**Summing Up – You have plagiarized if . . .**

You took notes that did not distinguish summary and paraphrase from quotations.

You presented summary or paraphrase notes as quotations.

You cut and pasted text from the web into your paper without quotation marks or without naming the source.

You paraphrased someone’s wording without acknowledgement.

You borrowed someone’s unique or well-written phrases without acknowledgement.

You bought or acquired a research paper and handed in part of all of it as your own.

**You can avoid plagiarism by . . .**

Keeping paraphrases, summaries and quotation carefully delineated and marked.

Keeping source references carefully matched with the correct information.

Organizing your information carefully.

Talking to your teacher when you are unsure how to give credit.

Being conscientious.

I have read and understand the plagiarism information above. I pledge not to plagiarize on this or any other writing for English class and understand that if I am caught plagiarizing, I will receive a zero on the project.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **Possible Topics for Research:**

Ghettos  
Concentration Camp-Auschwitz-Birkenau  
Concentration Camp-Bergen-Belsen  
Concentration Camp-Dachau  
Concentration Camp-Sobibor  
Concentration Camp-Treblinka  
Concentration Camp-Theresienstat  
Concentration Camp-Buchenwald  
Survivors  
Liberators/Rescuers/Resisters  
Starvation-lack of food and nutrition  
World War II- Important Leaders  
World War II-Important Events  
Holocaust War Criminals  
Lessons learned from the Holocaust  
Doctors of the Holocaust  
Raoul Wallenberg  
Kindertransport  
Jewish Religion  
Museums and Memorials  
History of the Swastika  
Mengele: Angel of Death  
Nazi Propaganda  
Simon Wiesenthal  
Displaced Persons and Refugees  
Miep Gies  
Treatment of Homosexuals  
Handicapped  
Resistance  
United States – Response  
The Roosevelt Administration – Response  
Rudolf Hess  
State of Israel  
Jews' initial refusal to flee Germany  
Christians who opposed the treatment of Jews  
Segregation of the Jewish population  
King Christian X of Denmark  
Wannsee Conference  
Klaus Barbie  
Corrie ten Boom  
Holocaust Deniers

Tolerance/Intolerance  
Children of the Holocaust  
Nuremberg Trials  
The Final Solution  
Hate Groups  
Nazi Beliefs  
Kristallnacht  
Adolf Hitler  
Liberation  
Boxcar Horrors  
Acts of Courage  
Olympics of 1936  
Daily Life in the Camps  
Star of David  
Medical Experiments of the Holocaust  
Death Marches  
Voyage of the St. Louis  
Artwork, Stolen Artwork, Poetry, Literature, Music of Holocaust  
Oskar Schindler  
Pogroms  
Gestapo  
Adolf Eichmann  
Silence of the World  
Killing Squads  
Romans or Gypsies  
Jehovah Witnesses  
Criminals  
Judenrat  
The press and public awareness  
Efforts to assist Jewish refugees fleeing Europe  
Allied Forces  
Personal Possessions of Prisoners  
Role of the Christian Church  
*Mein Kampf* as a blueprint for the Holocaust  
Hannah Senesh  
Janusz Korczak  
Emigration policies (Europe/US)  
Babi Yar  
Yad Vashem

## Internet Search Basics

### 1. Subject Directories

Most search engines organize their indexed information in a subject directory. In a subject directory, searching occurs from a general category that uses the broadest terms. For example, instead of looking specifically for American Airlines, begin with a broader term such as "airlines" or "travel," and work through layers of information leading to the desired result. Oftentimes, this is a good way to start if you haven't yet decided on a specific topic.

### 2. Keywords

Boil your thoughts down to a few keywords representing the most essential aspects of what you are looking for. For example, if you are looking for the American Airlines Web page to check on arriving and or departing flights or to price an American Airlines' ticket, you could type in "American Airlines." Keyword searches are useful for finding specific information.

#### **Simple word search: physics**

A simple word search, such as one for the word "physics," is usually too general and will return hundreds of pages that may or may not be relevant to what you're looking for.

#### **String search: "Albert Einstein"**

A string search is more effective than a simple word search. A string is two or more words enclosed within quotation marks, and the search engine looks for exactly that phrase. The drawback with this type of searching is that it cannot discern among contexts. It may return quotations, jokes, physics pages, mathematics pages, fan pages, lecture outlines, and so on, many of which are probably irrelevant. To refine your searches and minimize the amount of extraneous information, a little Boolean logic goes a long way.

#### **Boolean Searches**

Boolean searches use AND, OR, and NOT to represent relationships among the terms. The term NEAR, although not a part of the Boolean system, can be used with some search engines.

#### **AND (or + with no space after it) requires all terms to appear**

atom AND physics

atom +physics

"Albert Einstein" AND "Theory of Relativity"

"Albert Einstein" + "Theory of Relativity"

#### **OR retrieves either term**

"Albert Einstein" OR "Theory of Relativity"

NOT (or - with no space after it) excludes terms

"Albert Einstein" NOT "Theory of Relativity"

"Albert Einstein" - "Theory of Relativity"

#### **Refining Your Searches**

Parentheses may be used to sequence operations and group words

(falcon OR eagle) AND ("bird watching")

By combining searches in parenthesis, you increase the probability that the search will result in usable information. In this case, watching falcons or eagles.

#### **Search for one term near another.**

"Edgar Allan Poe" NEAR mystery

This search hunts for occurrences of Edgar Allan Poe near the word mystery.

#### **Search for Truncated Terms (or Wildcards).**

In some search engines, such as AltaVista, a word stem can be entered into a search or search string. The unknown portion of the word is represented by an asterisk. For example, theat\* will return pages that contain theater, theatre, and theatrical.

Use wildcards when spelling varies or when a variety of terms could result in useful information.

Some search engines will find the substring and return "rivers" for "river."

If spelling variations do not use the same stem, enter all variations: Khaddafi OR Quadafy OR Kaddafi OR Qadaffi...

## How to Judge the Reliability of Internet Information

### There is no regulating body that monitors reliability of what is on the Internet.

Arguably, student researchers should always make these decisions, even about materials they find in the library. However, judging the reliability of sources found on the Internet is crucial because there is no regulating body that monitors the reliability of what is on the Internet. Although there is so much information on the Internet that it can seem like a library, it is actually more like a huge open-air market. In one corner there might be reliable sources from whom you can obtain valuable information. But over in another corner there might be weirdos, whackos, and eccentrics, from whom anything you obtain is, at best, questionable. The problem is that on the Internet there is no way to tell the difference. Someone who wants to turn *Moby Dick* into a glorification of bloodsports or an animal rights tract can post a rewritten version with no indication of its differences from Melville's original. There's a saying in Latin, *caveat emptor*, or "let the buyer beware." When it comes to doing your research on the Internet, "let the surfer beware."

### Major points to consider when judging reliability.

- **Who is the author or sponsor of the page?** On the page you are citing, or on a page linked to it, that individual or organization should be identified, that individual's qualifications should be apparent, and other avenues of verification should be open to you. For a good example of a reliable source, see "Notes about this document" for the hypertext version of *Pride and Prejudice* at <http://www.pemberley.com/janeinfo/pridprej.html>. On the other hand, a page created by a person or an organization that does not provide this information is not a good source to cite.
- **Are there obvious reasons for bias?** If the page is presented by a tobacco company consortium, you should be suspicious of its reports on the addictiveness of nicotine. Is there any advertising? If the page is sponsored by Acme Track Shoes, you should be suspicious of its claims for Acme track shoes' performance.
- **Is contact information provided?** If the only identification available is something cryptic, such as "Society for Ferruginous Retorts," be suspicious of the page's reliability. If the page is sponsored by a reputable person or organization, there should be some other way to verify that reputation, such as an e-mail or postal address. (Note that a tilde [~] in the page's address usually indicates a personal home page and may require more searching for reliability.)
- **Is there a copyright symbol on the page?** If so, who holds the copyright?
- **Is this page a "zombie,"** or one considered "walking dead" because the person who posted it no longer maintains or updates it? Even though the information is "alive" in that it is still accessible, it is "dead" in that it could well be several years old!
- **What is the purpose of the page?** Why is this information being posted--as information, as a public service, as a news source, as a research tool for academics, as a personal ax to grind, or as a way to gain attention?
- **How well organized is the page?** Is the page easy to navigate? Is it complete? When was the page last updated? Is the information on it current? How credible are the links it provides?
- **Is the information on the page primary or secondary?** That is, is it a report of facts, such as a medical researcher's article counting cases of "mad cow" disease in England in 1997, thus making it primary information, or is it an Internet newsgroup discussion about "mad cow" disease, thus making it secondary information? The papers and reports you write for your college classes need to be based on primary information whenever possible. The further away from the primary sources your own sources are, the less reliable the information is.
- **Can you verify the information** on the Web page some other way? For example, can you check the page's bibliography (if there is one) against your library's holdings or check the information against a source in the library?
- **If you are worried that the information may lack credibility, try starting with a source you know is reputable.** For example, if you have to do a project on the latest in cancer research, you can begin your search at major cancer research institutes, such as [Mayo Clinic](http://www.mayoclinic.com) in Rochester, Minnesota .
- Finally, remember that **even though a page might not meet your standards as a citable source, it may help you generate good ideas** or point to other usable sources. Also, be sure not to stop your search at the first page you find--shop around and do some comparing so that you can have points of reference.



### Websites that may be used for research:

- United States Holocaust Memorial Museum
  - <http://www.ushmm.org/>
- Nizkor Home Page
  - <http://www1.us.nizkor.org/>
  - Gathers and organizes links to major Internet resources about the Holocaust
- Survivors of the Holocaust
  - <http://www.holocaustsurvivors.org/>
  - Stories, pictures, videos
- Perpetrators of the Holocaust
  - <http://www.remember.org/>
  - Letters, speeches and other documents created by the people who conducted the Holocaust: Hitler, Himmler, and other Nazis.
- America and The Holocaust
  - <http://www.pbs.org/wgbh/amex/holocaust/>
  - Complex social and political factors shaped America's response to the Holocaust, from *Kristallnacht* in 1938 through the liberation of the death camps in 1945.
- Questions About the Holocaust
  - <http://www.jewishvirtuallibrary.org/jsource/Holocaust/36quest1.html>
  - Answers to 36 of the most common questions about the Holocaust.
- Museum of Tolerance Multimedia Learning Center
  - <http://motlc.wiesenthal.com/site/pp.asp?c=gvKVLcMVluG&b=358201>
  - A comprehensive resource on the Holocaust and World War II, with over 3,000 text files, and tens of thousands of photos.
- Remembering the Holocaust
  - <http://home.vicnet.net.au/~aragorn/holocaust.htm>
  - This page is a collection of many links on the Internet that offer information about how that happened.

### Website that may be used for MLA format questions:

<http://www.mla.org>

<http://www.owl.english.purdue.edu>

<http://www.ccc.commnet.edu/mla/format>

# Thesis Statement

- Umbrella Metaphor – The statement must “cover all” the information in the paper.
- Opinion – The thesis statement must contain an opinion, rather than state only a fact.  
Example fact thesis statement: Auschwitz was a concentration camp where many deaths took place.  
Example opinion thesis statement: Auschwitz concentration camp ruined the lives of millions of Jews.
- It is NOT necessary to list each of the sub-topics you will cover in the paper in the thesis statement.

# Outlining

- Begin by separating your cards into piles by the same sub-topic.
- Order piles logically into what would best come first, second, third, etc.
- Take each pile and put into a practical order.
- Look for gaps in the paper. Do you need more information to be complete in any area?
- Consider all the topics you are covering in the paper and consider introduction and conclusion.
- 

# Writing the Paper

- Include a hook in the introduction to get your readers interested.
- Include the thesis statement in the introduction
- ALWAYS FRAME YOUR REFERENCES: prepare the reader for the quote by providing a lead-in, include your research information, and comment about the information afterwards.
- NEVER END A PARAGRAPH WITH A REFERENCE: you need the end “frame” (as explained above.)
- Try to make your paper flow by transitioning from idea to idea. No PATCHWORK PAPERS!!!
- Use proper parenthetical citations for each piece of information you use.
- Use four of your five sources in your paper at least one time.
- You must have twelve citations in your paper.

Thesis Statements Due: \_\_\_\_\_  
Outlines Due: \_\_\_\_\_  
First Drafts Due: \_\_\_\_\_

# Checklist for Research Paper

1. Is the thesis statement at the end of the introduction?
2. Is the introduction interesting? If not, make a suggestion to improve it.
3. Is there a topic sentence in each paragraph that tells what the paragraph will be about?
4. Do the sentences in each paragraph relate directly to the topic sentence of that paragraph?
5. When source material is used, is there a citation inside parentheses? Ex: According to experts, private schools are the best in the United States for building lasting relationships (Smith 2).
6. Does the punctuation after an internal citation follow the closing parenthesis? Ex: Here are the words in the sentence (Smith 2).
7. Does the word used in the parenthetical citation match the first word in the entry on the Works Cited page? If not, what should it be?
8. Is the Works Cited page formatted correctly? (Title centered; list double-spaced; First line ONLY flush with margin; Alphabetical order)
9. Does the paper use an easy-to-read, size 12 font?
10. Does the paper have 1" margins all around?
11. Read through the paper slowly. Notice the following:
  - a. Conventions (punctuation, spelling, grammar, paragraphing)
  - b. Word Choice (Does the paper use vivid words?)
  - c. Is the paper written in 3<sup>rd</sup> person? (there should be no words such as *I, me, my, you*)
  - d. Does the paper use transitions to help the flow of ideas run smoothly? (words such as *consequently, furthermore, therefore, in addition, however, accordingly*)
12. Does the paper give a good explanation of the topic?
13. Does the paper have interesting statistics and support?
14. Does the writer use his/her own words?

Make your paper the best it can be so that you and I can both be proud of your work. Look at the rubric on the back of your research packet. Review this to be sure you've done all that is required before handing in your paper.

## HOLOCAUST RESEARCH PAPER

Name: \_\_\_\_\_

### \_\_\_/20      **COMPLETENESS/NEATNESS**

- Correct title format on first page
- Page numbers in correct location,
- Works Cited page included

### \_\_\_/40      **INTRO, THESIS, CONCLUSION**

- Interesting introduction with hook
- Thesis statement in introduction
- Interesting conclusion, reflects learning/importance of research

### \_\_\_/30      **ORGANIZATION**

- Paragraphs follow the same order as the topics in the outline.
- Information flows logically.
- Transitions are effective.
- Topic sentence in each paragraph

### \_\_\_/30      **MECHANICS/CORRECTNESS**

- Punctuation, capitalization, usage
- Careful proofreading

### \_\_\_/40      **PARENTHETICAL REFERENCES**

- Correct format
- Use of lead-ins and follow-ups
- Are not "patched in" but instead are logically and carefully tied into the text

### \_\_\_/40      **WORKS CITED PAGE**

- Correct format of page number
- Title centered; list double-spaced
- First line ONLY flush with margin
- Alphabetical order
- Punctuation, capitalization, underline, quotes

### \_\_\_/100      **CONTENT/IDEAS**

- Complete explanation of topic
- Interesting stats/support
- Uses own words

### \_\_\_/300 **TOTAL POINTS**

\_\_\_%      \_\_\_\_\_