

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

August 28, 2013

Homeroom: \_\_\_\_\_

Reading 8

### Night by Elie Wiesel

Objective: \_\_\_\_\_

\_\_\_\_\_

#### Reading Quiz, "Perils of Indifference"

Complete the following questions based on your knowledge from pages 1 and 2 of "Perils of Indifference". You may not use your novel or notes. Fill in your answers on the Cumulatst bubble sheet and put it face down on your desk. Then turn to page 2 in your packet and begin your pre-reading.

**Comment [CD1]:** Embedded text! A speech by Elie Weisel that Maggie assigned to her students for homework the night before. (Accountable Independent Reading with a Do Now quiz to emphasize accountability)

1. Elie illustrates how he was "grateful for rage" by
  - a. explaining how indifference is a weapon of the enemy.
  - b. describing how the "Muselmanner" felt and feared nothing.
  - c. explaining his resentfulness to the American people for not liberating concentration camps sooner.
  - d. remembering the day he was liberated from Auschwitz by American soldiers.

**Comment [CD2]:** Critical Phrase Text Dependent Question (TDQ)

2. Elie argues that indifference can be tempting because
  - a. it is easier to ignore victims than be involved in another person's pain.
  - b. indifference etymologically means "no difference."
  - c. neighbors often view one another's lives as meaningless.
  - d. indifference causes anger and hatred.

3. Challenge: Explain the meaning of the following line from "Perils of Indifference."

Indifference reduces the other to an abstraction.

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**Comment [CD3]:** Students are asked to Paraphrase an important line from the speech (another TDQ)

## Terms & Vocabulary

1. **Delusion:** a \_\_\_\_\_ that is firmly maintained despite being \_\_\_\_\_ by \_\_\_\_\_.
2. **Dispossessed:** \_\_\_\_\_ someone of something they \_\_\_\_\_.
3. **Theme:** the universal \_\_\_\_\_ explored in a text. (3-5 words)

Example: Jews in the Ghetto found **comfort in delusion** while facing a terrifying reality.



**Theme**

**Comment [CD4]:** This phrase—comfort in delusion—is a critical phrase that Maggie will require students to analyze several times throughout the course of her lesson/questioning.

Excerpt from page 12 of Night.

- A. Most people thought that we would remain in the ghetto until the end of the war, until the arrival of the Red Army. Afterward, everything would be as before. The ghetto was ruled by neither German nor Jew; it was ruled by delusion.

Notes: How is the theme developed here?

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Excerpt from page 15 of Night.

- B. Half asleep, he was staring at me, his eyes filled with terror, as though he expected me to burst out laughing and tell him to go back to bed. To sleep. To dream. That nothing had happened. It was all in jest...

Notes: How does the author emphasize the comfort of delusion?

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**Comment [CD5]:** For both questions on this page, Maggie lifts two short but challenging and important excerpts from *Night* that students read in a previous lesson. Students are required to re-read the excerpts independently and paraphrase them (implicit TDQ) in order to connect them to a major theme of the text.

Pages 15 – 16

1. How do pages 15 and 16 develop the tension between chaos and order in the ghetto? Cite at least two examples from the text.

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AIR, Pages 16 -18

2. Which of the following details explains whether Jews are able to find comfort in delusion as they are removed from the ghetto?
- a. They passed by me, like beaten dogs, with never a glance in my direction. They must have envied me.
  - b. All the things one planned to take along and finally left behind. They had ceased to matter.
  - c. They passed me by, one after the other, my teachers, my friends, the others, some of whom I had once feared, some of whom I had found ridiculous, all those whose lives I had shared for years.
  - d. The street resembled fair grounds deserted in haste.

**Comment [CD6]:** Maggie returns to the critical phrase “comfort in delusion” and asks students to choose (and explain) evidence that illustrates the concept. (Critical Phrase TDQ)

Explain in 1-2 sentences: \_\_\_\_\_

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Early finishers: Tag two details that develop the tension between chaos and order on pages 17.

- Do you think that Elie and his family continue to find **comfort in delusion** as they wait for deportation or have they accepted reality? Complete the chart to prepare your evidence and analysis.

**Comment [CD7]:** More analysis based on this Critical Phrase! And more Evidence Based Questioning to support the analysis of this phrase.

Evidence	Analysis

- Re-read this passage from the text.

From behind their windows, from behind their shutters, our fellow citizens watched as we passed.

Which of the following lines has a similar theme to the passage above?

- My father was crying. It was the first time I saw him cry. I had never thought it possible.
- She was clenching her teeth; she already knew it was useless to complain.
- They were our first oppressors.
- Only there was no one left to bring us water.

Now it gets tricky! In 1-2 sentences explain the theme in these two details.

3. At what point is the seed of hatred planted in Elie? Connect this to Elie's statement, "They were the first faces of hell and death."

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Leave the lines below blank

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Reading 8

### Exit Ticket

1. Consider the following passage from page 17 of Night.

Open rooms everywhere. Gaping doors and windows looked out into the void. It all belonged to everyone since it no longer belonged to anyone. It was there for the taking. An open tomb.  
A summer sun.

Why does Wiesel include this passage in Night?

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**Comment [CD8]:** A Deliberate Design (TDQ) that requires students to re-read a short excerpt from the text and then evaluate authorial intent for including it.

2. Which of the following lines best develop the strength and resilience of the Jews during their transport?
- a. That was when I began to hate them, and my hatred remains our only link today.
  - b. From behind their windows, from behind their shutters, our fellow citizens watched as we past.
  - c. {Tzipora} was clenching her teeth; she already knew it was useless to complain.
  - d. I looked at my house in which I had spent years seeking my God, fasting to hasten the coming of the Messiah, imagining what my life would be like later.

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Reading 8

### Homework

- A. Read and mark-up pages 20-22 (finish chapter).
- B. Complete the questions below.

1. In 1-2 sentences, explain what happens to the Jews after being deported from the large ghetto.

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2. Describe the mood in the small ghetto citing at least two examples of dialogue from the text. (Be sure to use your notes from yesterday on mood.)

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Don't forget the back ☺

3. Re-read the following line.

There no longer was any distinction between rich and poor, notables and the others; we were all people condemned to the same fate—still unknown.

How does this line develop the relationship between Jews in the small ghetto? Why was it important for Elie to include this in the text? What theme is he introducing?

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