

## Unit #7: The Dark *Night* of Innocence

Honors 10 Literature

Mr. Coia

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

### Tues 5/8

- Check out *Night*
- Discuss *epiphany*
- Read and mark "Can Buy Me Love"
- Discuss epiphany in this story. Best lines?

HW: In AP World? I suggest reading *Night* homework early to have a reading-free week next week

### Thurs 5/10 (AP Env Sci)

- Read and mark "[Araby](#)."
- Discuss epiphany in this story. Best lines?
- What do these two stories have in common? What modern-day stories share this theme?
- Questions for interpretation
- Writing time on paper

HW: Type a short piece (300-500 words) about unrequited love or an epiphany about love. This can be true, fiction, or a mix of both. Model your writing after "Can Buy Me Love." This should be humorous.

### Mon 5/14 (AP Bio)

- **In-Class Essay for Final Exam** (40 min)
- Story sharing
- Write #1: Define evil. What makes evil evil? How can we determine what evil is in our lives?
- Discuss [theodicy](#)
- Clip: [Elie Wiesel and Oprah at Auschwitz](#)
- Read forward and begin book

HW: *Night* 1-43

### Wed 5/16

- Sharing writing
- *Night* reading quiz 1-43
- Write #2: Respond to the "Never" passage (page 32). Write whatever comes to mind.
- Small group sharing and discussion on last section. Look at *Night* questions
- Clip: Continue [Elie and Oprah interview](#) (<http://www.youtube.com/watch?v=IEbLJv3uSPY>)
- AP-style question practice

HW: *Night* 45-80

*Thurs 5/17 (AP World) Good luck today!*

### Fri 5/18

- *Night* reading quiz 45-80
- Write #3: Make a list of things you think about when you read this book or discuss the Holocaust
- Work time on Never Art (see examples for inspiration)

HW: *Night* 81-end; finish Never Art; *Night* questions

### Tues 5/22 (Far East week)

- *Night* reading quiz 81-end
- Write #4: Explain the last two lines of the book. Is it a happy ending or not?
- Never Art Museum Walk
- Complete Story Pyramid
- **Absent?** Sign up for seminar 5/29. Turn in work no later than 0730 on 5/29.

HW: *Night* questions; study for test

### Thurs 5/24 (Far East week)

- Share *Night* questions
- Turn in *Night* book (no book=no test)
- *Night* test (80 questions—mult choice, matching, pre-AP questions)
- **Absent?** Sign up for seminar 5/29. Turn in work no later than 0730 on 5/29.

*Tues 5/29*

*Night test and quiz make-up Session 1 in Seminar*

### Wed 5/30

- Watch *Life is Beautiful*
- **Absent?** Watch first half and take notes

### Fri 6/1

- Finish *Life is Beautiful*
- Complete two typed responses to the questions
- **Absent?** Watch rest of film and take notes

HW: Typed responses

### Tues 6/5

- Sharing *Life is Beautiful* responses
- *A Year in a Poem*: A creative writing piece that incorporates characters and titles from all the novels we've read this year. Include experiences from content and classes. See examples. (30-50 lines)
- Socratic Seminar essential question signup

HW: Type poem. This is our final writing piece, so make it your best work!

### Thurs 6/7

- Sharing poems
- Favorite book/favorite character of the year

HW: Prepare for Socratic Seminar. You'll need your points and examples typed in advance

### Mon 6/11 1205-1255

- **Essential Question #1**: "Which book studied this year is the most important? What theme does it teach us today? Use evidence from any of the pieces we studied this year."

### Tues 6/12 0900-1030

- **Essential Question #2**: "Which character studied this year best represents our American society and ideals?"
- Semester Exam (in IC)

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

"Araby" by James Joyce

**Questions for Interpretation**

1. Judging from the games the boys play, how old do you think the narrator is? Why?

\_\_\_\_\_

2. What is the mood of the story? How does Joyce establish it in the first few pages?

\_\_\_\_\_

\_\_\_\_\_

3. Would you describe the narrator's feelings toward Mangan's sister as realistic or romantic? Explain.

\_\_\_\_\_

\_\_\_\_\_

4. Why does the word *Araby* contain so much meaning for the narrator? Discuss the possibilities the word represents to him.

\_\_\_\_\_

\_\_\_\_\_

5. How are the results of the trip to Araby foreshadowed?

\_\_\_\_\_

\_\_\_\_\_

6. Why is the uncle late coming home Saturday night? \_\_\_\_\_

\_\_\_\_\_

7. Why does he not buy anything at the young lady's booth?

\_\_\_\_\_

\_\_\_\_\_

**Quotations to Discuss**

- "We walked through the flaring streets, jostled by drunken men and bargaining women, amid the curses of labourers, the shrill litanies of shop-boys who stood on guard by the barrels of pigs' cheeks, the nasal chanting of street-singers. . . .These noises converged in a single sensation of life for me: I imagined that I bore my chalice safely through a throng of foes."
- "Gazing up into the darkness I saw myself as a creature driven and derided by vanity; and my eyes burned with anguish and anger."

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

Themes for Observation

*Night*

**Comradeship**

Definition: \_\_\_\_\_

How it is in the Holocaust: \_\_\_\_\_

\_\_\_\_\_

How it is present in *Night*: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rebellion**

Definition: \_\_\_\_\_

How it is in the Holocaust: \_\_\_\_\_

\_\_\_\_\_

How it is present in *Night*: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Dehumanization**

Definition: \_\_\_\_\_

How it is in the Holocaust: \_\_\_\_\_

\_\_\_\_\_

How it is present in *Night*: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Loss of Faith**

Definition: \_\_\_\_\_

How it is in the Holocaust: \_\_\_\_\_

\_\_\_\_\_

How it is present in *Night*: \_\_\_\_\_

\_\_\_\_\_

## Story Pyramid

For a story pyramid, you will show your understanding and connection to *Night* by writing a structured poem. Here's how it works:

1. Name one character.
2. Give two words describing this character.
3. Give three words that describe the setting.
4. Give four words stating the problem.
5. Give five words that explain the main event.
6. Give six words that explain the character's change.
7. Give seven words that explain how this book affected you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Elie

Losing Faith

Barren, Lost, Threatening

Has God abandoned him?

Elie clings to his life

He becomes **stronger** than his captors

What if I were in the camps?

**Socratic Seminar Grading Criteria**

Total \_\_\_\_\_/20 discussion \_\_\_\_\_/5 evaluation notes

Name of Speaker (who is the student you are grading?): \_\_\_\_\_

Name of Evaluator (that's you!): \_\_\_\_\_

- Essential Question #1: “Which book studied this year is the most important? What theme does it teach us today? Use evidence from any of the pieces we studied this year.
- Essential Question #2: “Which character studied this year best represents our American society and ideals?” Be prepared to defend your response.

**A. Number of comments**

0                    1                    2                    3                    4                    5

Doesn't speak   1 comment   2 comments   3 comments   4 comments   5 comments

**B. Quality of comments** *(earning a 0-2 on above rubric limits this category to a 0-3)*

0                    1                    2                    3                    4                    5

Doesn't speak   repeats other comments   original ideas   original, deep comments

**C. Addresses essential question and stays to the text**

0                    1                    2                    3                    4                    5

Never                    once or twice                    Often                    Insightful and thought-provoking

**D. Discussion Etiquette** *(listens to others, allows others to speak, avoids dominating and cutting others off)*

0                    1                    2                    3                    4                    5

Not engaged/slouching   Listening only   Appears only mildly interested in discussion   actively engaged and good part

**How would you describe and explain what you saw from the Speaker's performance in this activity? What impressed you? What needed more work?**

---



---



---

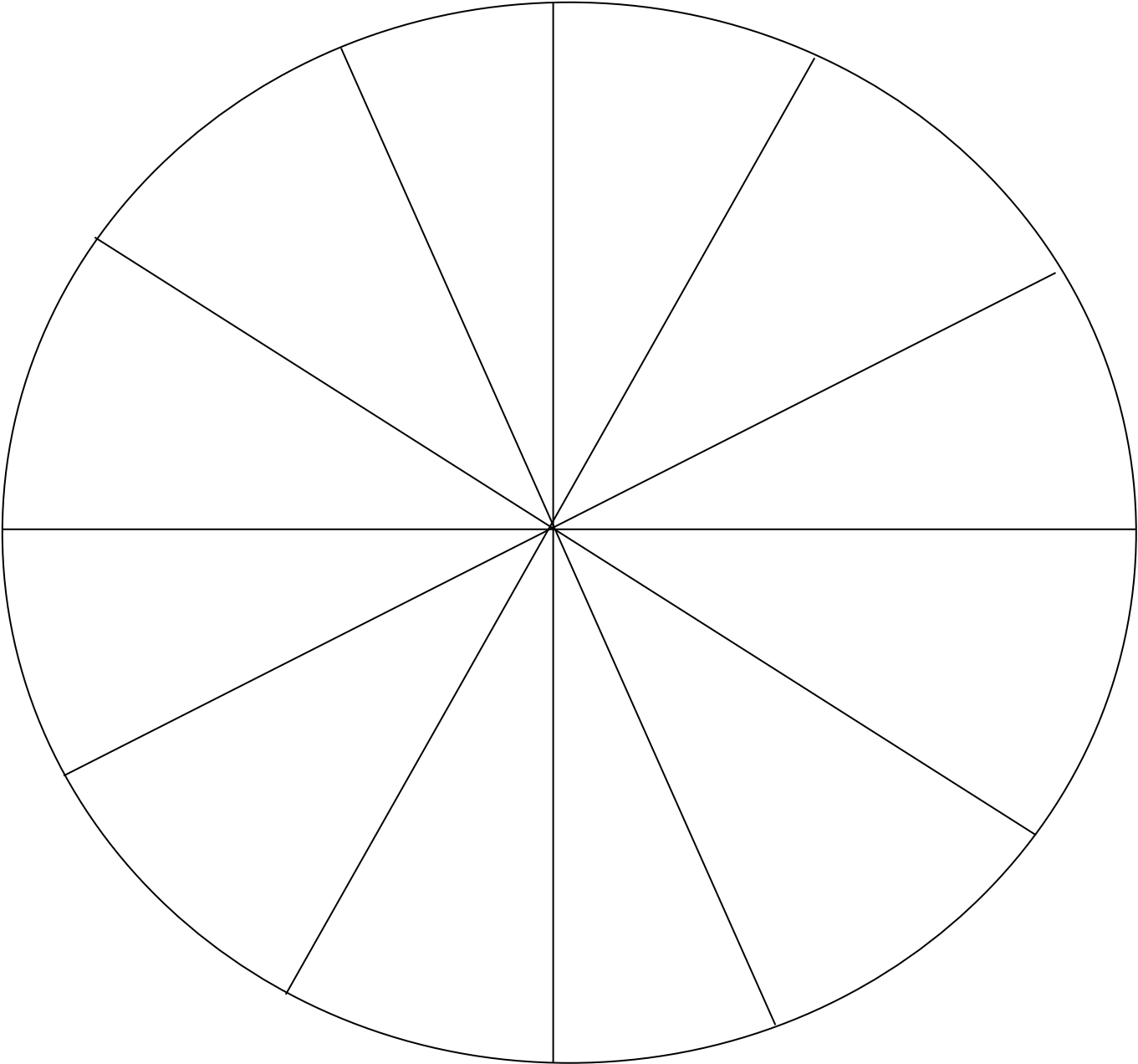


---

**Socratic Seminar Circle**

**Evaluator's Name:** \_\_\_\_\_

*Put student names on the outside of each wedge to represent the circle. Tick off each time a person speaks, and jot down important comments. While you will take notes on all students, your focus will be on your partner.*



**Additional Comments**

## **Night Questions**

The following list is questions that relate to various themes and ideas in the reading. Use these questions to guide your reading and better understanding of the novel. **Choose any 1-4 questions to answer.** Please include the question and **typed responses**. Make these personal and creative. Your entire paper will be about 800-1000 words, whether you choose one or four questions to meet that goal. Follow the class formatting.

1. Why are the warnings of "horrible things to come" from Moshe the Beadle not taken seriously? Are there other warnings? Why do people ignore such warnings? What warnings are there today?
2. Discuss how the Holocaust shows that there is a universal morality, an evil definition that exists outside cultures and time. Or, show that it is merely a relative morality evil.
3. Why do Eliezer and the other prisoners respond so emotionally to the hanging of the child? Why were the SS "more preoccupied, more disturbed than usual?"
4. Discuss how Eliezer's relationship with his father changes throughout the book.
5. How does this book connect to a theme of loss of innocence?
6. The Kaddish, the traditional Jewish prayer of mourning, does not mention the dead and instead praises God. In *Night*, what did it mean that living people recited it for themselves and why did this anger Eliezer?
7. What advice does the head of the block give to Eliezer on page 105? How does it compare to the advice given by the young Pole on page 38?
8. Wiesel concludes his work by writing, "a corpse gazed back at me, the look in his eye, as they stared at mine, has never left me." Discuss this statement.
9. From deportation from Sighet to murder at Birkenau, deception was often used to confuse the prisoners. How does deception dehumanize?
10. What is the symbolism of the word "night" in the book?
11. How is Wiesel's moral struggle an important element of *Night*?
12. Why do you think survivors often feel guilty?
13. What hints of hope does Wiesel offer us in this book?
14. Why do you think Wiesel tells his story in the first person? If *Night* were written in the third person, would it be more or less believable?
15. Why should high school students study *Night*?
16. Discuss Wiesel's view of the problem of evil and God? How does this correspond with your own beliefs on the subject?
17. What is an example of a modern-day Holocaust? What can we do? How does it relate to *Night*?
- 18. Create your own question. Which part of the novel do you want to discuss that we missed in class? [I'll be impressed that you are taking responsibility for your learning.]**

## *Life is Beautiful* Film questions

**Choose any 2 questions to answer.** Please include the question and **typed responses** of about 250 words each.

1. The film is divided into two parts. In your opinion, can each part stand on its own or is there a connection between them? If there is such a connection, what is it? What does the first part of the film contribute to the second part and what is the main think that it is trying to say?
2. How do you think the character of the father is constructed as the film develops?
3. In your opinion, what is the purpose of the riddles that the German doctor asks Guido? Trying to think about what they mean add how they are connected to the text of the film.
4. How does the Benigni present the irrationality and absurdity of race theory in his film?
5. What is the relationship that develops between the father and his son as the plot progresses?
6. In your opinion, what is the role of “the game” in the film, from the aspect of the relations between the father and son and from the aspect of the film’s universal statement?
7. Benigni has something important to say about the cultural breakdown brought about by the Holocaust; how does he form this in his film?
8. Some people say that Benigni’s film distorts the Holocaust and can be used as a tool for Holocaust denial; what do you think about this contention?
9. Can you find interesting angles of photography in the film through which the artist attempts to send us a message? What is it?
10. The testimony of a child who was interned in Ravensbrock camp at the age of 7 has been found. His mother helped him overcome his fear by inserting the message into his consciousness that what was happening around him was not happening in reality, but was a kind of play taking place there. Read the quote and find the connections between the testimony and the motif of the game in the film. In your opinion, can the father;s behavior be explained in the same way? Explain and give your reasons. *I didn't have fears. They call is her indoctrination, in that I saw this environment, all of these, even in the camps, as clown [...] I had the feeling, or that is what my mother managed to instill in me, not to take [...] seriously, that it wasn't a real world.*