Intro to *Night* by Elie Weisel Notebook Check:

The Victims, the Perpetrators, the active Citizens, and the Bystanders

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_**

**Due Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#1: Ted Talk – “The Danger of Silence”

#2: TPCASTT of “First They Came for the Jews” by Martin Neimöller

# 3 Pre-Reading Activity for *Night* by Elie Wiesel

#4 Motifs and Patterns / Possible Chapter Titles Metaphors/ Characterization

#5: *Night* Chapter 1 Excerpt Close Reading

#6 *Night* Chapter 1 Claims

#7 Chapter 1 Post Reading Questionnaire

#8 “The Hangman” Checklist: The Role of the Bystander

#9 Annotation of “The Hangman” *by Maurice Ogden*: The Role of the Bystander

#10: Group Discussion Questions for “The Hangman” by Maurice Ogden

Notebook Check #1: Ted Talk – “The Danger of Silence”

|  |  |
| --- | --- |
| *After your first viewing of the TED Talk, please note the following and be ready to discuss.* | |
| **Connections**  What connections do you draw between the message in this TED talk and your own life? How is this talk connected to our work? | **Challenges**  Does the speaker challenge you to question your beliefs or to think about something in a new way? Does the speaker challenge you to take action? |
| **Concepts**  What was the speaker’s thesis? What ideas do you think are important and worth holding onto from the talk? | **Changes**  How has your thinking changed after watching this talk? Was it the speaker’s use of logic and facts or an appeal to emotions that caused you to want to make a change in your actions, thoughts, or behavior? |

Notebook Check #2: “First They Came for the Jews” by Martin Neimöller

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| “First They Came for the Jews”  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.   * Circle the use of “they” in the poem. Who is “they” referring to? * Why do you think they came for the Jews, Communists, and trade unionists? * Why do you think the narrator did not “speak out”? * What is a citizen’s responsibility in terms of speaking out? Explain.   **Notes**   1. A socialist is a person who believes that industries should be controlled by the government rather than by individual people and companies. 2. A trade unionist is a person who belongs to a trade union (a group of workers who have organized in order to advocate for better wages, better hours, etc.). | T | **Title**: Before reading the poem, make a prediction about what the poem is based on the title. | | |
|  | | |
| P | **Paraphrase**: Translate the poem into your own words. Look for complete thoughts and look up unfamiliar words. | | |
|  | | |
| C | **Connotation**: Highlight words with strong connotation. What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements? | | |
| Form | Diction | Imagery |
| Point of view | Details | Allusions |
| Symbolism | Figurative Language | Other Devices |
| A | **Attitude/Tone**: Notice the speaker’s attitude toward the subject of the poem. This is the author’s tone. | | |
|  | | |
| S | **Shifts:** Note patterns and contrasts or shifts/changes in the poem. Look for and note changes in language, attitude, setting/imagery, mood, punctuation, or other literary devices. | | |
|  | | |
| T | **Title:** Examine the title again. What does it mean now that you’ve read the poem? Did the meaning of the title change? | | |
|  | | |
| T | **Theme:** State what the poem is about (subject) and what the poet is trying to say about the subject. | | |
|  | | |

**\*What historical event does this poem refer to?**

**Notebook Check # 3 Pre-Reading Activity for *Night* by Elie Wiesel**

**Objective: Exploring the connotations of the word *night***

Consider the word “night,” which Elie Wiesel has used as the title of the memoir we are about to read. What are the first ten adjectives that come to mind when you think of “night”?

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

What are the first five nouns that come to mind when you think of “night”?

1. 2. 3. 4. 5.

**Warm-Up Quotes**

1. “To sin by silence when they should protest makes cowards of men.”--*Abraham Lincoln*
2. “When you have a choice to make and you don’t make it, that in itself is a choice.”--*William James*
3. “…a civilization is not destroyed by wicked people; it is not necessary that people be wicked, but only that they be spineless.”--*James Baldwin*
4. “The world is too dangerous to live in, not because of the people who do evil, but because of the people who sit and let it happen.”--*Albert Einstein*
5. “The only thing necessary for evil to triumph is for good men to do nothing.”--*Edmund Burke*
6. “Thou shalt not be a victim. Thou shalt not be an oppressor. But most of all, thou shalt not be a bystander.”--*Yehuda Bauer*
7. "We are all different; because of that, each of us has something different and special to offer and each and every one of us can make a difference by not being indifferent."--*Henry Friedman*

**Based on your assigned quote, respond to the following questions:**

• What historical examples can you think of that show the validity of this quote?

• In what ways does this quote connect to the Holocaust?

• What types of things prevent people from standing up for someone else or doing what they know is right?

• Are there examples from your own life, or examples you have witnessed in this school, when someone has not stood up for something or someone? Explain. What should they have done differently?

* Discuss what all the quotes have in common**? Define “active citizen.”**

**NOTEBOOK CHECK 4 CLOSE READING of CHAPTER 1**

**For each chapter in *Night,* complete the following activities:**

**Motifs and Patterns in *Night***

***Motifs and patterns throughout a text help to develop theme*. Identify and highlight evidence of these motifs in the text. Annotate with commentary about the highlighted quotes.**

Father-son relationships Inhumanity Hope

Silence Tradition Memory

Night/Darkness Struggles with Faith Excuses

Religious Observance/Prayer Death/Corpses Exhaustion

**Possible Chapter Titles**

Author Elie Wiesel has chosen simply to separate the chapters of *Night* with white space rather than titling them. This gives us the opportunity to make up titles for the chapters as we read along.

In novels *with* chapter titles, the titles frequently provide an overview of a chapter’s content or point towards a significant incident or character that looms large in a chapter.

On the other hand, a chapter might take its title from part of the dialogue or descriptive prose in the chapter—or even from a significant word that sums up the overall tone of the installment.

As you read *Night*, pause after each chapter to consider possible titles. Fill in the below chart by writing one “plot-related” title and one prose or “tone-related” title per chapter.

|  |  |
| --- | --- |
| **Plot-Related Title** | **Prose or Tone-Related Title** |
|  |  |
| **Explanation:** | **Explanation:** |

**Metaphors**

Elie Wiesel makes frequent use of metaphor in *Night*, beginning with its title. “Night” is a metaphor for the Holocaust itself—a period of surreal, seemingly endless darkness in 20th century history.

As you read *Night*, take notice of Wiesel’s use of this device. Highlight each metaphor you find throughout the book. For each, note what two things are being compared and—*most importantly*—jot down a few words on the effect of the metaphor. What images does it conjure up? What emotion does it evoke? One is done for you as an example.

**Characterization**

**Objective**: Keeping a character log on Eliezer’s father

As *Night* progresses, we learn more and more about Shlomo Wiesel. We learn from Eliezer’s observations, Shlomo’s actions, and Shlomo’s words. As you read, keep a “character log” on Eliezer’s father. In the left column, note down any significant or interesting actions or speeches of Shlomo’s, as well as any insightful observations Eliezer makes about Shlomo. **You should make a minimum of 2 notations per chapter**.

Notebook Check # 5: *Night* Chapter 1 Excerpt Close Reading

Objective: Analyze an excerpt from an autobiographical narrative and a poem and explain the thematic connection between the texts.

|  |  |
| --- | --- |
| What is Eliezer’s (Elie’s) family like? To whom in his family does he seem most attached? With whom would he like to be closer?  List five facts about Moshe the Beadle. Include his physical description, job, place in Sighet’s society, etc.  What role does Moshe the Beadle play in Eliezer’s life?  How important is religion to the way Eliezer defines his identity, and how do you know this? | |
| 1AND THEN, one day all foreign Jews were expelled from Sighet.1 And Moishe the Beadle2 was a foreigner.  2Crammed into cattle cars by the Hungarian police, they cried silently. Standing on the station platform, we too were crying. The train disappeared over the horizon; all that was left was thick, dirty smoke.  3Behind me, someone said, sighing, “What do you expect? That’s war …”  4The deportees3 were quickly forgotten. A few days after they left , it was rumored that they were in Galicia4, working, and even that they were content with their fate.  5Days went by. Then weeks and months. Life was normal again. A calm, reassuring wind blew through our homes. The shopkeepers were doing good business, the students lived among their books, and the children played in the streets.  6One day, as I was about to enter the synagogue, I saw Moishe the Beadle sitting on a bench near the entrance.  7He told me what had happened to him and his companions. The train with the deportees had crossed the Hungarian border and, once in Polish territory, had been taken over by the Gestapo. The train had stopped. The Jews were ordered to get off and onto waiting trucks. T h e trucks headed toward a forest. There everybody was ordered to get out. T h e y were forced to dig huge trenches. When they had finished their work, the men from the Gestapo5 began theirs. Without passion or haste, they shot their prisoners, who were forced to approach the trench one by one and offer their necks. Infants were tossed into the air and used as targets for the machine guns. This took place in the Galician forest, near Kolomna. How had he, Moishe the Beadle, been able to escape? By a miracle. He was wounded in the leg and left for dead …  8Day after day, night after night, he went from one Jewish house to the next, telling his story and that of Malka, the young girl who lay dying for three days, and that of Toby, the tailor who begged to die before his sons were killed.  9Moishe was not the same. T h e joy in his eyes was gone. He no longer sang. He no longer mentioned either God or Kabbalah. He spoke only of what he had seen. But people not only refused to believe his tales, they refused to listen. Some even insinuated that he only wanted their pity, that he was imagining things. Others flatly said that he had gone mad.  10As for Moishe, he wept and pleaded:  11"Jews, listen to me! That's all I ask of you. No money. No pity. Just listen to me!" he kept shouting in synagogue, between the prayer at dusk and the evening prayer.  12Even I did not believe him. I often sat with him, after services, and listened to his tales, trying to understand his grief. But all I felt was pity.  13"The y think I’m mad,” he whispered, and tears, like drops of wax, flowed from his eyes.  14 Once, I asked him the question: "Why do you want people to believe you so much? In your place I would not care whether they believed me or n o t …"  15 He closed his eyes, as if to escape time.  16 You don’t understand," he said in despair. "You cannot understand. I was saved miraculously. I succeeded in coming back. Where did I get my strength? I wanted to return to Sighet to describe to you my death so that you might ready yourselves while there is still time. Life? I no longer care to live. I am alone. But I wanted to come back to warn you. Only no one is listening to me …"  17 This was toward the end of 1942.  18Thereafter life seemed normal once again. London radio, which we listened to every evening, announced encouraging news: the daily bombings of Germany and Stalingrad, the preparation of the Second Front. And so we, the Jews of Sighet, waited for better days that surely were soon to come. | Who are the people represented by the pronouns “they” and “we” in paragraph 2? What is the intended effect?  What is the intended effect of the underlined passage?  Underline/highlight the story that he tells over and over.  1 Sighet: a town in Romania  2 Beadle: a minor church official; a caretaker of a synagogue  3 deportees: people forced to leave their homes by an authority  4 Galicia: a former province of Austria, now in parts of Poland and Ukraine  5 Gestapo: the secret police in Nazi Germany  How do the residents of Sighet react to him? Number them in the text.  After Moshe is deported, he returns to Sighet. Why does he return?  What are the two main events of this narrative? What is Wiesel’s purpose in focusing on these two events? |
| What is the setting for the first part of the book? What was happening in the world at that time?  On the seventh day of Passover, things took a turn for the worse for the Jews in Sighet. List five things that happened that day and during the next few days.  What preparations does the family make for deportation?  Maria, the family’s former maid, came to see them in the ghetto. What does she ask the family to do? What is Elie’s father’s response, and how is this ironic?  Describe the family’s last 24 hours in Sighet. | |

Notebook Check # 6: *Night* Chapter 1 Claims

**Directions:** Read the following selections, which attempt to trace a theme or a topic from *Night* by pulling textual evidence that develops the said theme or message, called a claim.

Read the claims and the evidence from the text. Then, come up with additional pieces of evidence to support the given claim.

**Claim: Night opens with the Jews in Sighet, and Elie’s family in particular, being warned by a series of prophets.**

Quote 1: "You don't understand," he said in despair. "You cannot understand. I was saved miraculously. I succeeded in coming back. Where did I get my strength? I wanted to return to Sighet to describe to you my death so that you might ready yourselves while there is still time. Life? I no longer care to live. I am alone. But I wanted to come back to warn you. Only no one is listening to me ..." - Moshe the Beadle

Quote 2: Suddenly Batia Reich, a relative who lived with us, entered the room: "Someone is knocking at the sealed window, the one that faces outside!" It was only after the war that I found out who had knocked that night. It was an inspector of the Hungarian police, a friend of my father's. Before we entered the ghetto, he had told us, "Don't worry. I'll warn you if there is danger." Had he been able to speak to us that night, we might still have been able to flee...But by the time we succeeded in opening the window, it was too late. There was nobody outside. (14).

Quote 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Quote 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Claim: Individuals who deny the signs of tyranny threaten their own safety.**

Quote 1: The deportees were quickly forgotten. A few days after they left, it was rumored that they were in Galicia, working, and even that they were content with their fate (6).

Quote 2: Days went by. Then weeks and months. Life was normal again. A calm, reassuring wind blew through our homes. The shopkeepers were doing good business, the students lived among their books, and the children played in the streets.

Quote 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Quote 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Notebook Check #7** **Chapter 1 Post Reading Questionnaire**

**“UNTHINKABLE”**

(*The Register Guard The Harrisburg Patriot News The Lowell Sun The Salt Lake Tribune*)

**UNTHINKABLE TERROR** (*Springfield Union News*) **TERROR AND DISBELIEF** (*Pittsburgh Tribune-Review*)

**BEYOND BELIEF** (*Quad City Times Pioneer Press Daily Star*)

The above headlines are just a few of those that appeared in newspapers responding to the 9/11/01 attack on America. What we are usually equipped to find believable is a major issue in *Night*’s first chapter. Why do the Jews of Sighet think Moishe is mad? Because the news he delivers is “unthinkable” and “beyond belief.” Moishe has no visible proof of his story (aside from his own wound); the Nazis’ covert actions are not something the Jews of Sighet will hear about on the news. Would you have believed Moishe?

**Part I.** The following questionnaire is to get you thinking about what is “unthinkable” to you.

Assume that someone like Moishe has just told you the below news, and that you have no other way of verifying its truth. Circle the number that corresponds to the response you imagine you would have.

1 = would immediately believe 2 = would probably believe

3 = would find it hard to believe 4 = would find it impossible to believe

1. Overnight, every Korean-owned business located within your time zone has been burned to the ground. So have all Korean churches.

**1 2 3 4**

2. An act of biological terrorism has taken place in your state and all must stay indoors—wherever they are at this moment—for a week.

**1 2 3 4**

3. Early this morning, all of the elderly people in your state were forced into vans, driven to a forest, made to dig their own graves, and shot.

**1 2 3 4**

4. The nursing home you have just sent your grandmother to is actually an extermination camp where all of the elderly are gassed to death upon arrival.

**1 2 3 4**

5. It has been decided that no Muslims in your country may hold public office, vote, use email or the Internet, teach at or attend school, work at a newspaper, or marry or date non-Muslims, on penalty of deportation or death.

**1 2 3 4**

**Part II Role of the Citizen vs. The Bystander** Could Moishe have said anything that would have persuaded the Jews of Sighet to believe his tale? How would you persuade listeners to believe the unbelievable? Was Moishe being an “active citizen”?

How is it that millions of people were murdered by a government and its citizens based solely on the fact that they were labeled as “different”?

The Holocaust was not inevitable; it did NOT have to occur. However, sometimes it is easier for society to view things otherwise – to assume it must have been unavoidable in some way - otherwise how could such terrible things have been allowed to go on? We also like to think that the perpetrators in the Holocaust were monsters, that they were not normal people and that they were very different than any of us. The fact is, while many people committed monstrous acts, they too were human beings. And many others, also human beings, stood by quietly as terrible things happened. Police officers, teachers, doctors, parents, and youth – it took the active participation or the passive acceptance of the majority of German society for the Holocaust to take place.

When we ask ourselves, “What would we have done?” it’s quite simple to say, “I would never do something like that. I am stronger, braver, more resilient…”

*\*\*For 10 bonus points: In a paragraph, write the speech you might have given in Moishe’s place. Keep in mind that the lives of all in your village may depend on your ability to get through to them. (due the day after this activity is completed)*

**Notebook Check #8 “The Hangman” Checklist: The Role of the Bystander**

|  |  |  |
| --- | --- | --- |
| ***Directions:* Before reading the poem, check those statements with which you agree.**  **After reading the poem, check those statements with which you believe the poet, Maurice Ogden, would agree.** | | |
| **C:\Users\Michelle Russo\AppData\Local\Microsoft\Windows\INetCache\IE\MKBVQ832\136px-Gallows_001[1].pngYou** | **Poet** |  |
|  |  | 1. A person who commits a crime should be punished. |
|  |  | 2. I don’t care if I see something bad happen to someone, as long as it doesn’t happen to me. |
|  |  | 3. Evil actions occur because of bad people. |
|  |  | 4. It is difficult for me to give support to someone who is being taken advantage of by someone else. |
|  |  | 5. It is important to mind only your own business. |
|  |  | 6. Getting involved in other people’s problems is not the responsible thing to do. |
|  |  | 7. Many people need to be persecuted to be kept in line. |
|  |  | 8. If someone pushes me around, I want everyone to know about it. |
|  |  | 9. People should help other people who are being mistreated. |
|  |  | 10. The ultimate crime is murder. |
|  |  | 11. I think many people have been murdered for no reason whatsoever. |
|  |  | 12. I would defend or protect a family member or friend, but not a stranger. |
|  |  | 13. I expect help if I am mistreated. |
|  |  | 14. Someone else can help others who are wronged even if I’m unable to intervene. |
|  |  | 15. I think people who infringe on the rights of others would do the same to me. |
|  |  | 16. People should stick together for the common good. |
|  |  | 17. People generally get what they deserve. |
|  |  | 18. The bad things that happen outside our community are not our problems to deal with. |

*Adapted from Georgia Commission on the Holocaust:*

*http://holocaust.georgia.gov/vgn/images/portal/cit\_1210/31/2/26497476Study%20Guide%20one1*

Consider the following as we continue our reading:

“We must put ourselves in the difficult position of "bystander" in German society in the 1930s. As human beings we naturally gravitate toward the "rescuer" or "resister." Instead we must consider the reactions of people who were not directly affected by restrictive legislation. An understanding of people's inaction in the face of mounting persecution of other members of society should help us focus our own priorities about civil liberties. Why was this persecution of the Jews allowed to develop?” “…many people didn't speak out against the Nazis because they were satisfied with other policies and achievements--that other considerations were held to be more important than the defense of democracy. One major factor inhibiting protest was, of course, fear of the Gestapo and the concentration camps. The Nazi promises of prosperity, stability, and greatness were seductive.”

*Source: http://www.suite101.com/lesson.cfm/17387/728/3*

**Notebook Check #9 “The Hangman” *by Maurice Ogden*: The Role of the Bystander**

**Group Task: You will need: A volunteer to read for *each* numbered stanza to the group, while everyone else follows along. The volunteer will guide the group through the guided questions for each stanza.**

Stanza 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Stanza 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stanza 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Stanza 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**And Discussion Leader (s ) to 1) lead the group to complete the Hangman Checklist about the poet’s perspective and 2) guide the groups discussion questions after the reading.**

Discussion Leader1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ALL GROUP MEMBERS SHOULD: Mark the text as you read: **(\*)** important, **(!)** surprising, **(?)** wondering

**BLUE -strong connotation/denotation (diction/word choice)**

**YELLOW-big ideas (write a summary statement of important ideas for each major section)**

**PENCIL- questions/insights/impressions**

If a particular thought pops in your head that connects to the poem, write it in the margins.

|  |  |
| --- | --- |
| **What words first come to mind when considering this poem?** | |
| **Stanza 1** | |
| 1. Into our town the Hangman came, 2. smelling of gold and blood and flame. 3. And he paced our bricks with a diffident air. 4. And built his frame on the courthouse square. 5. The scaffold stood by the courthouse side, 6. only as wide as the door was wide; 7. a frame as tall, or little more, 8. than the capping sill of the courthouse door. 9. And we wondered, whenever we had the time, 10. who the criminal, what the crime, 11. that Hangman judged with the yellow twist 12. of knotted hemp in his busy fist. 13. And innocent though we were, with dread 14. we passed those eyes of buckshot lead; 15. till one cried: "Hangman, who is he 16. for whom you raise the gallows-tree." 17. Then a twinkle grew in the buckshot eye, 18. and he gave us a riddle instead of reply: 19. "He who serves me best," said he, 20. "Shall earn the rope on the gallows-tree." 21. And he stepped down, and laid his hand 22. on a man who came from another land 23. and we breathed again, for another's grief 24. at the Hangman's hand was our relief. 25. And the gallows-frame on the courthouse lawn 26. by tomorrow's sun would be struck and gone. 27. So we gave him way, and no one spoke, 28. out of respect for his hangman's cloak. | **Who does the Hangman mean when he says, “He who serves me best…shall earn the rope of the gallows-tree”?**  **How is the first victim described? Why do you think this victim was chosen?**  **Why do the townspeople remain silent as the first victim is hung?** |
| **Stanza 2** |  |
| 1. The next day's sun looked mildly down 2. on roof and street in our quiet town 3. and, stark and black in the morning air, 4. the gallows-tree on the courthouse square. 5. And the Hangman stood at his usual stand 6. with the yellow hemp in his busy hand; 7. with his buckshot eye and his jaw like a pike 8. and his air so knowing and businesslike. 9. And we cried: "Hangman, have you not done, 10. yesterday, with the alien one?" 11. Then we fell silent, and stood amazed: 12. "Oh, not for him was the gallows raised." 13. He laughed a laugh as he looked at us: 14. "Did you think I'd gone to all this fuss 15. to hang one man? That's a thing I do 16. to stretch the rope when the rope is new." 17. Then one cried, "Murderer!" One cried, "Shame!" And into our midst the Hangman came 18. to that man's place. "Do you hold," said he, 19. "With him that was meant for the gallows-tree?" 20. And he laid his hand on that one's arm, 21. and we shrank back in quick alarm, 22. and we gave him way, and no one spoke 23. out of fear of his hangman's cloak. 24. That night we saw with dread surprise 25. the Hangman's scaffold had grown in size. 26. Fed by the blood beneath the chute 27. the gallows-tree had taken root; 28. Now as wide, or a little more, 29. than the steps that led to the courthouse door, 30. as tall as the writing, or nearly as tall, 31. halfway up on the courthouse wall. | **Why are the townspeople surprised?**  **How do the townspeople react when one townsperson speaks out against the Hangman?**  **What do the townspeople notice about the gallows? (“The gallows-tree had taken root”) What does this symbolize?** |
| **Stanza 3** |  |
| 1. The third he took — we had all heard tell — 2. was a usurper and infidel, 3. And: "What," said the Hangman, "have you to do 4. with the gallows-bound, and he a Jew?" 5. And we cried out: "Is this one he 6. who has served you well and faithfully?" 7. The Hangman smiled: "It's a clever scheme 8. to try the strength of the gallows-beam." 9. The fourth man's dark, accusing song 10. had scratched out comfort hard and long; 11. and "What concern," he gave us back, 12. "Have you for the doomed - the doomed and black?" 13. The fifth. The sixth. And we cried again: 14. "Hangman, Hangman, is this the man?" 15. "It's a trick," he said, "that we hangmen know 16. for easing the trap when the trap springs slow." 17. And so we ceased, and asked no more, 18. as the Hangman tallied his bloody score; 19. and sun by sun, and night by night, 20. the gallows grew to monstrous height. 21. The wings of the scaffold opened wide 22. till they covered the square from side to side; 23. and the monster cross-beam, looking down, 24. cast its shadow across the town. | **What does the third and fourth victim have in common with the first?**  **How would you describe the townspeople? Why do you think they allow the executions to take place?** |
| **Stanza 4** |  |
| 1. Then through the town the Hangman came 2. and called in the empty streets my name – 3. and I looked at the gallows soaring tall 4. and thought: "There is no one left at all 5. for hanging, and so he calls to me 6. to help pull down the gallows-tree." 7. And I went out with right good hope 8. to the Hangman's tree and the Hangman's rope. 9. He smiled at me as I came down 10. to the courthouse square through the silent town, 11. and supple and stretched in his busy hand 12. was the yellow twist of the hempen strand. 13. And he whistled his tune as he tried the trap 14. and it sprang down with a ready snap— 15. and then with a smile of awful command 16. he laid his hand upon my hand. 17. "You tricked me, Hangman!" I shouted then. 18. "That your scaffold was built for other men. 19. And I no henchman of yours," I cried, 20. "You lied to me, Hangman, foully lied!" 21. Then a twinkle grew in his buckshot eye: 22. "Lied to you? Tricked you?" he said, "Not I. 23. For I answered straight and I told you true: 24. The scaffold was raised for none but you. 25. "For who has served me more faithfully 26. than you with your coward's hope?" said he, 27. "And where are the others that might have stood 28. side by your side in the common good?" 29. "Dead," I whispered; and amiably 30. "Murdered," the Hangman corrected me; 31. "First the alien, then the Jew... 32. I did no more than you let me do." 33. Beneath the beam that blocked the sky, 34. none had stood so alone as I – 35. and the Hangman strapped me, and no voice there 36. cried "Stay" for me in the empty square. | **Why does the Hangman tell the narrator that the gallows was built for him?**  **In your opinion, what is the Hangman’s purpose or goal?**  **What do you imagine the last victim wanted most at the end of the poem?** |
| **Who or what could have stopped the Hangman?**  **Who is most responsible for this incident and why?**  **\*Complete the Hangman Checklist about the poet’s perspective.\*** | |

**Notebook Check #10: Group Discussion Questions for**

**“The Hangman” by Maurice Ogden**

Take note of important connections that you and your group make.

* What was your group’s opinion of this poem?
* What stood out for your group?
* How did it make you feel as you read it?
* **What message did your group feel the poet is trying to convey?**
* How does this poem connect to the events of the Holocaust?
* **What lesson do you think can we take from this poem regarding society today?**
* **What events throughout history can you connect to the themes present in this poem?**
* **What examples of the Hangman exist in society today? In our school?**
* **Who or what does the Hangman represent or symbolize?**
* Review your individual *Hangman Checklist* responses.
  + Discuss the statements you felt strongly about and why.
  + Discuss the comments that you chose not to place a check beside and why.
  + What types of things did you and the poet agree on? What did you disagree on?

**Name: Block: #\_\_\_\_\_**

***Expository/Lit Analysis Writing Task: Comparing Theme***

Annotate the prompt and directions using Active Reading Strategy:

Think about the underlying themes of Chapter 1 of *Night* by Elie Wiesel’s and the Neimöller and Ogden poems. Write a paragraph or two explaining how the authors build theme. Make connections between at least two texts/themes and use details from both texts to support your response.

Be sure to:

* + Begin with a topic sentence that responds to the prompt.
  + Provide textual evidence and commentary for support from your chosen texts (TAG/ICE) Quotations must be identified by page number or line number
  + Use precise diction to inform or explain.

*NOTE:*

* *Failure to turn in on time/ follow directions will result in deductions of up to 10 points.*
* You must write a fully developed paragraph or two (5-12 sentences) including topic sentences and support. \*You do not need to hand in a rough copy, but your ideas should be clearly organized and easily understood.
* FOLLOW ALL WRITTEN ASSIGNMENT FORMAT INSTRUCTIONS: Don’t forget your header. It can be typed (doubled-spaced) or handwritten in ink on loose leaf (skip lines and do not write on the back).

|  |  |  |
| --- | --- | --- |
| Chapter 1 *Night* | “First They Came for the Jews” | “The Hangman” |
| Tone  Motif and Patterns  Thematic Statement  Supporting evidence | Tone  Motif and Patterns  Thematic Statement  Supporting evidence | Tone  Motif and Patterns  Thematic Statement  Supporting evidence |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Literary Analysis Rubric Grades 9-12** | | | | | |
|  | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading Comprehension and Written Expression** | The student response   demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis;   addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience;   uses clear reasoning supported by relevant text- based evidence in the development of the claim or topic;   is effectively organized with  **clear and coherent writing;**   establishes and maintains an **effective style.** | The student response   demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis;   addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, purpose, and audience;   uses mostly clear reasoning supported by relevant text- based evidence in the development of the claim or topic;   is organized with **mostly clear and coherent** writing;   establishes and maintains a  **mostly effective style.** | The student response   demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis;   addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience;   uses some reasoning and text-based evidence in the development of the claim or topic;   demonstrates some organization with somewhat coherent writing;   has a style that is somewhat effective. | The student response   demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis;   addresses the prompt and provides minimal development of the claim or topic that is limited in its  **appropriateness to the task, purpose, and audience;**   uses limited reasoning and text-based evidence;   demonstrates limited  organization and coherence;   has a style that is minimally effective. | The student response   demonstrates no comprehension of ideas by providing an inaccurate or no analysis;   is undeveloped and/or inappropriate to the task, purpose, and audience;   includes little to no text- based evidence;   lacks organization and coherence;   has an inappropriate style. |
| **Knowledge of Language and Conventions** | \_\_\_\_ Paper format  \_\_\_\_Followed all directions  \_\_\_\_ Turned in on time  SCORE:  \_\_\_\_\_\_/ \_\_\_\_\_\_  Grade: | The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear. | The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors  in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning**  **is generally clear.** | The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.** | The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**. |

**Name: Block: #\_\_\_\_\_**

***Application: Read “The Third Wave” and annotate the text using the following guidelines:***

**PENCIL/PEN- questions/insights/impressions(\*) important, (!) surprising, (?) wondering [(+) agree, (-) disagree]**

* *(indicate your color choice )*-**strong connotation/denotation (diction/word choice)**
* *(indicate your color choice)*-**big ideas**
* ***Then, answer the multiple choice questions that follow.***

**“THE THIRD WAVE”** by CommonLit Staff  2015

In 1967, history teacher Ron Jones conducted a social experiment with the students in his class at Cubberley High School in Palo Alto, CA. He was the only person who knew it was an experiment, and by the fifth day, it had gotten out of control.

**As you read, take notes in the margins on the experiment and what might have appealed to the students to join the Third Wave.**

**BACKGROUND**

The Third Wave experiment took place at Cubberley High School in Palo Alto, California during the first week of April 1967. History teacher Ron Jones, finding himself unable to explain to his students how people throughout history followed the crowd even when terrible things were happening, decided to demonstrate it to his students through an experiment. Jones announced that he was starting a movement aimed to eliminate democracy. Jones named the movement “The Third Wave” as a symbol of strength, referring to the mythical belief that the third in a series of waves is the strongest. One of the central points of this movement was that democracy’s main weakness is that it favors the individual over the whole community. Jones emphasized this main point of the movement when he created this catchy motto: “Strength through discipline, strength through community, strength through action, strength through pride.”

1"Reichsgründungsfeier, Schulklasse" by Unknown

**THE EXPERIMENT**

Jones started the first day of the experiment emphasizing simple things like proper seating, and drilled the students extensively until they got it right. He then proceeded to enforce strict classroom discipline by emerging as an authoritarian[1](https://www.commonlit.org/texts/the-third-wave) figure. This resulted in dramatic improvements to the efficiency, or orderliness, of the class.  The first day’s session ended with only a few rules. Jones intended it to be a one-day experiment. Students had to be sitting at attention before the second bell, had to stand up to ask or answer questions and had to do it in three words or fewer, and were required to preface[2](https://www.commonlit.org/texts/the-third-wave) each remark with “Mr. Jones.” As the week went on, Jones’ class transformed into a group with a supreme sense of discipline and community. Jones made up a salute resembling that of the Nazi regime and ordered class members to salute each other even outside the class. They all obeyed this command.

After only three days, the experiment took on a life of its own, with students from all over the school joining in. The class expanded from initial 30 students to 43 attendees. All of the students showed drastic improvement in their academic skills and tremendous motivation. All of the students were issued a member card and each of them received a special assignment, like designing a Third Wave Banner, stopping non-members from entering the class, or other tasks to bring honor to the movement. Jones instructed the students on how to initiate new members, and by the end of the day the movement had over 200 participants. Jones was surprised that some of the students started reporting to him when other members of the movement failed to abide by the rules.

By the fourth day of the experiment, the students became increasingly involved in the project and their discipline and loyalty to the project was so outstanding that Jones felt it was slipping out of control. He decided to terminate the movement, so he lied to students by announcing that the Third Wave was a part of a nationwide movement and that on the next day a presidential candidate of the movement would publicly announce its existence on television. Jones ordered students to attend a noon rally on Friday to witness the announcement.

At the end of the week, instead of a televised address of their leader, the students were presented with a blank channel. After a few minutes of waiting, Jones announced that they had been a part of an experiment to demonstrate how people willingly create a sense of superiority over others, and how this can lead people to justify doing horrible things in the name of the state’s honor.

**Notes 1Authoritarian** (adjective): severe, controlling, all-powerful 2 **Preface** (verb): to begin

**PART A: How did Ron Jones frame the goal of the Third Wave to his students?**

1. Jones stated that the goal of the Third Wave was to eliminate democracy, but because he clearly framed it as an experiment, more students willingly joined.
2. Jones framed it so the Third Wave’s goal was to create unity (throughout the school), even though this was done through exclusionary and authoritative means.
3. The Third Wave’s goal was to eliminate democracy; Jones justified this by stating that democracy was weak because it focused on the individual rather than the community.
4. The Third Wave’s goal was to create order in class through discipline and authority, however, Jones framed it as strengthening students’ grades and participation in class.

**PART B: Which of the following quotes best supports the answer to Part A?**

1. “History teacher Ron Jones, finding himself unable to explain to his students how people throughout history followed the crowd even when terrible things were happening, decided to demonstrate it to his students through an experiment.” ([Paragraph 1](https://www.commonlit.org/texts/the-third-wave))
2. “Jones announced that he was starting a movement aimed to eliminate democracy…. One of the central points of this movement was that democracy’s main weakness is that it favors the individual over the whole community.” ([Paragraph 1](https://www.commonlit.org/texts/the-third-wave))
3. ‘Jones emphasized this main point of the movement when he created this catchy motto: “Strength through discipline, strength through community, strength through action, strength through pride.”’ ([Paragraph 1](https://www.commonlit.org/texts/the-third-wave))
4. “He then proceeded to enforce strict classroom discipline by emerging as an authoritarian figure. This resulted in dramatic improvements to the efficiency, or orderliness, of the class.” ([Paragraph 2](https://www.commonlit.org/texts/the-third-wave))

**Which of the following best describes the appeal of the Third Wave’s motto?**

1. The simplicity of the motto is what likely appealed most to the students, as they cared little about the class anyway.
2. The repetition is what likely appealed to students because it resembles a chant, and this made the students feel more important.
3. The motto was likely appealing to students because it focused on pride and on the strength of the individual.
4. The repetition is not only audibly appealing, but the emphasis on “strength” suggests one would become stronger through the movement.

**How is the Third Wave salute a key detail in the experiment and in the text’s central ideas?**

1. The salute resembled that of the Nazi regime; Jones did this because he wanted to see if students were experts on the Nazis.
2. The students were required to salute each other outside of class, and this was the key reason why more kids eventually joined the Third Wave.
3. The students were required to salute each other; even without the authority figure present (Jones), using a gesture similar to the Nazi salute, they still followed orders and the crowd.
4. The salute resembled that of the Nazi regime; Jones designed it like that as an interactive section to his history lessons, showing that the education can always be applied to real life.

**Summarize how the Third Wave developed over such a short period of time and why the experiment was ended.**