Charleston Catholic High School
Teacher: Ms. AndreaNull
Course: English 10


Total Time: Approximately three weeks

Essential Questions:

1. Many characters in Night are transformed into brutal savages due to the inhumane treatment they experience. Does Elie himself escape this fate? Does he remain morally and spiritually intact or does he become a bestial creature?
2. As we discussed in class, there are many groups who attempt to conceal the evidence and memoirs of The Holocaust. Why is it essential for Wiesel’s story to be told? What effect does a firsthand account of this atrocity have on its readers?
3. Do forms of mass genocide exist today? What is the world’s responsibility when genocide occurs?
4. How does silence perpetuate violence?
5. What is theodicy? How is faith injured through acts of inhumanity?

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<th>ELA 10 Goals</th>
<th>Lesson Title</th>
<th>Skills and Activities</th>
<th>Assessment</th>
<th>Resources</th>
<th>Time</th>
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</table>
| RLA.O.10.1.1 | Introduction to Elie Wiesel | 1. Interest Builder – Excerpt from Oprah & Elie Wiesel Interview  
2. Background Lecture – Elie Wiesel Biography  
3. Read Aloud Chapter 1  
4. Discussion of Moshe the Beadle in relationship to Essential Question #2 | Class discussion, full class participation | Teacher created resources, SmartBoard, copies of all works | 1 class period |
| RLA.S.10.1 | Introduction to themes, vocabulary, and allusions in *Night* | 1. Interest Builder – Excerpt from Oprah & Elie Wiesel Interview  
2. Handout Reading Guide of vocabulary/allusions and discuss meanings  
3. Introduce Essential Questions and discuss each in relationship to Wiesel’s biography and statement in book/interview | Class Discussion | Teacher created resources, SmartBoard, copies of text | 1 class period |
| RLA.O.10.1.8 | Reading *Night* | 1. Interest Builders: Read aloud “The Little Mouse” and informally discuss/analyze for shared themes with *Night*  
2. Break students into groups and assign Chapter 1 “Delving In” Discussion Questions from handout. Students will work in groups to collaborate on a one-paragraph response.  
3. Students will share responses  
4. Independent Reading of Chapter 2 | Formative Assessment – Study Questions & Reading Responses | Teacher created resources, journals, SmartBoard, copies of all works | 1 class period |
| RLA.O.10.1.3 | Reading the novel & related readings | 1. Students will read approximately 10-15 pages a night for homework  
2. Students will complete questions on each chapter in class and for homework.  
3. Students will help to lead discussions of the novel in class.  
4. Students will be introduced to related readings each day and discuss connecting themes and ideas  
5. Upon completing the novel, students will be able to answer the essential questions in relation to the overall themes. | Nightly reading homework, study guide questions, daily discussion questions | Copies of the text | 2 weeks |
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<th>Summative Assessment: Essay</th>
<th>Thinking critically about the novel – students will write an analytical essay (~4 pages) that responds to their choice of the five essential questions. Students must examine Night along with two of the related readings in their papers. Students will follow all rules of research, citation, and analytical writing.</th>
<th>Students type and submit paper to turnitin.com</th>
<th>Computer, access to Internet, copies of the text</th>
<th>2 days</th>
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<td>Summative Assessment: Socratic Seminar</td>
<td>In groups of two or three, students will prepare for and conduct a Socratic Seminar approximately thirty minutes in length. Students will prepare a combination of close-ended questions, open-ended questions, close-reading questions, and universal questions according to a prepared rubric.</td>
<td>Prepared Materials, Facilitation, Audience Participation</td>
<td>Teacher prepared materials, SmartBoard, copies of text</td>
<td>2 days</td>
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**Plus One:**

- The students will use methods of literary criticism in the analysis of the novel and the related readings.

**Formative Assessment:** discussion questions, reader responses, vocabulary, research assignments

**Summative Assessment:** essay, Socratic Seminar

**Instructional Resources – Non Fiction Selections:**

- “A Wound That Will Never be Healed: An interview with Elie Weisel” by Bob Costas
- *Cattle Car Complex* by Thane Rosenbaum
- “Assault on History” and “Rewriting History 101: Bradley Smith’s Campus Campaign” by Bob Keeler
- *The Captive’s Hymn* by Helen Colijn
Instructional Resources – Fiction & Poetry Selections:
- *Night* by Elie Wiesel
- *I never saw another butterfly...Children’s Drawings and Poems from Terezin Concentration Camp, 1942-1944* edited by Hana Volavkova
- “Illness” by Franta Bass,
- “The Butterfly” by Pavel Friedmann
- “To Olga” by Alena Synkova
- “The Little Mouse” by M. Kosek, H. Lowy, Bachner

Cross Curricular:
- History: Holocaust, World War II, Revisionist History
- Technology: Use of SmartBoard, turnitin.com, research techniques, word processing program for essay
- Theology: Themes – fate, faith, interfaith relationships

Hyperlinks:
- [www.turnitin.com](http://www.turnitin.com)
- [https://www.youtube.com/watch?v=FONfCP4NyQ4](https://www.youtube.com/watch?v=FONfCP4NyQ4)  Oprah and Elie Wiesel Interview