

English 9 Survey Honors Summer Reading Assignment 2018

Due: Wednesday, September 19, 2018

INSTRUCTORS: Ms. Leden mleden@kUSD.edu, Mr. Mommaerts pmommaer@kUSD.edu, Your summer assignments entail:

- **reading** the novel *Night* by Elie Wiesel
- crafting thoughtful, text-based, hand-written **responses to the 10 assignments** below
 - write on one side of the paper in blue or black pen
 - in a composition (lab) notebook or on loose-leaf paper bound/stapled neatly together

The **purpose** of our study of the novel is to become more familiar with the features of this memoir and to practice thoughtful responses to a variety of topics. Your project will serve as a writing sample and baseline measurement for your ability to think deeply. Put careful thought into your answers, use the text (direct quotes) as a reference, and write to the best of your ability.

Text for the Summer Reading Assignment: *Night by Elie Wiesel*

Recommended Edition: The Hill and Wang Edition, 2006. You may use your own copy or edition of *Night*, but the page numbers in this project and any other assignments will correspond with this edition of the text. Although you are **not required to purchase the book**, you must have it available to use for both your assignment and any in-class work once school starts (including the first day!). (ISBN 978-0-374-50001-6, \$6 on amazon.com)

- **Label** each entry with Assignment #, Title of Assignment, and page numbers: ex. **Assignment #2, SETTING, pp 1-24**
- For each Assignment, you are provided an explanation and tasks (labeled A, B...). Use this assignment sheet as a kind of **check-off list**. Be sure to complete all components of each Assignment.

You will be awarded **5 points for neatness, organization, and overall presentation of your finished product

Total Point Value: **75 process points**

Assignment #1: (6 points)

PRE READING:

- A. Create an **MLA BIBLIOGRAPHIC ENTRY** for the book, using a citation generator from Tremper's Library Resources (tremper.kUSD.edu) or the Purdue OWL (<https://owl.english.purdue.edu/owl/resource/747/01/>) as your resource.
- B. After the bibliographic entry, read the front and back cover of the novel and then write a well-organized, thoughtful paragraph about what you expect from the book (consider multiple elements such as content, style, tone, theme, plot, characters). Use your imagination. You may use first-person pronouns for this entry.

Assignment #2 Pages 3-22 (section ending "A prolonged whistle pierced the air. The wheels began to grind. We were on our way.") (8 points)

SETTING: For many novels, the first few pages help to establish a concrete picture of the setting. This novel shows a constant shift in the setting or "home base" for Elie and his family. There is no returning to their previous homes.

- A. Make a numbered list of 5 key descriptions (**EXACT QUOTES**) that identify the setting of the novel—you should include references to time, place, region, and atmosphere. Be sure to cite the page number for each description in MLA format (use the Purdue OWL information on in-text citations).
- B. Following your list, answer the following question in a well planned, coherent paragraph: What aspects of the shift in setting (home base) might influence the characters, their behavior, and the future events that might happen to them? Be thorough and specific.

Assignment #3 Pages 3-22 (section ending "a prolonged whistle pierced the air. The wheels began to grind. We were on our way.")

(6 points)

POINT OF VIEW: Authors make a conscious decision about how they will tell the story. Wiesel tells the story from his own point of view, but chooses to create a certain balance between his childhood innocence (the character in the novel) and his experience and knowledge as an adult (the author). It is autobiographical; there is a series of deliberate, chronological flashbacks that convey a reflective or contemplative attitude on his experiences.

- A. Write a paragraph commenting on the **effect of flashbacks** and the **presence of both** Wiesel's childhood **and** adult voices in the narrative. In other words, what are the advantages and disadvantages of the way the story is told?

Assignment #4 Pages 23-28 (section ending "We had arrived. In Birkenau.") (6 points)

MINOR CHARACTER: Authors often use supporting characters to accomplish various purposes within their novels. In this section, Elie describes his horrific experience of the cattle car transport. Here, the readers meet Mrs. Schachter.

- A. Using two direct text excerpts that are properly punctuated as supporting evidence, craft a paragraph analyzing the specific role and function of Mrs. Schachter as a supporting or minor character. Incorporate your excerpts directly into your analysis.

Assignment #5 Pages 29-46 (section ending “After four hours, we arrived at the new camp: Buna. The iron gate closed behind us.”) (6 points)

KEY PASSAGE: Choose a striking or key passage from this section that is important to character development, plot development, or motif/theme. A passage may be a line, quote, or any excerpt from the novel.

- A. Copy the entire passage accurately and cite it in MLA format, using the correct method of in-text citation.
- B. Explain the significance of your chosen passage. You may answer some or all of the following questions when crafting your response: Why is this a key passage? What is the author trying to achieve or say at this point? What does this passage reveal about development of a character (a significant change or description)? Does it cause a significant development in the plot? Does it add to the meaning of the work as a whole? How is this passage typical of the author’s style? What is unusual or striking about the passage?

Assignment #6 Pages 47-65 (section ending “That night, the soup tasted of corpses.”) (6 points)

Imagery: Authors use imagery to describe all five types of sensory experiences: sight, touch, taste, sound, and smell. Locate an excerpt of text that creates a vivid image in your mind **and appeals to multiple senses**.

- A. Copy the entire passage accurately and cite it in MLA format, using the correct method of in-text citation.
- B. Write a paragraph detailing the impact of the image on your understanding of the story, a character, the theme, or the setting.

Assignment #7 Pages 77-97 (section ending “The SS shoved us inside, a hundred per car: we were so skinny! When everybody was on board, the convoy left.”) (6 points)

DEHUMANIZATION: In literature, motifs are generally viewed as “building blocks” for a larger thematic idea. The author repeatedly incorporates certain concepts or elements that ultimately help to reinforce the theme of the story. In this novel, dehumanization is one such motif.

- A. Find a definition of “dehumanization” from a credible online source to deepen your understanding of the concept (this does not need to be cited; simply name the website or domain where you found it).
- B. Locate two passages within the text, one that serves as an example of dehumanization and one that shows the effect of dehumanization on a character in the story. Copy the passages accurately and give citations in MLA format, using the correct method of in-text citation.
- C. Write one paragraph analyzing the connection between the two passages. Why does dehumanization happen? What is the lasting effect on an individual who has been dehumanized?

Assignment #8 Pages 98-112 (section ending “... I might have found something like: Free at last!”) (6 points)

RELATIONSHIPS: Wiesel shows that there is a destructive power in hatred. To balance that, he shows the readers that in the face of hellish situations, people rely on others for support and strength. Locate at least two situations when relationships made life in the camp a little more bearable.

- A. Copy the passages accurately and give citations in MLA format, using the correct method of in-text citation.
- B. Write a paragraph demonstrating how humanity overcomes the evil of the camps.

Assignment#9 Pages 3-9 and 113-115 (section ending “The look in his eyes as he gazed at me has never left me.”) (10 points)

CHARACTER EVOLUTION: Demonstrate (from the beginning, middle, and end of the novel) how Elie has changed over the course of Night.

- A. Carefully choose 15 words that Elie uses to describe himself as he evolves throughout the text: 5 from the beginning (pgs 1-28), 5 from the middle, (pgs 29-65) and 5 from the end (pgs 66-the end). Write them in three lists and cite in MLA format.
- B. Using your three lists, demonstrate your understanding of Elie’s change in identity as he characterizes himself throughout the novel. Show your understanding by writing one paragraph titled: The Change in Elie. Use proper paragraph structure including a topic sentence and supporting sentences. Consider some of the following as topics for your paragraph: faith, curiosity, relationship with his father, personality, innocence, compassion for others, and hopefulness.

Assignment#10 (entire novel) (10 points)

CREATIVE WRITING: A *police-style interview*, where Elie Wiesel is the *interviewer* and a Nazi official is the *war criminal*.

- A. **PROMPT: Write a 2-page (minimum) transcript of an imaginary interview session between the 16-year-old narrator Elie (after liberation) and ONE of the following Nazi officials: Heinrich Himmler, Joseph Goebbels, OR Josef Mengele (this requires research into your Nazi official’s title and personal history).**

SETTING INFORMATION: Though no actual interview took place between Wiesel and your Nazi official, the pretend interview that you will write will have occurred at the British 31st Interrogation Camp in Luenberg, Germany. Historically, British Allied forces transported Nazi officials (like Heinrich Himmler) to this interrogation camp in May 1945-- four months after the liberation of Auschwitz--so this is where and when the interview will take place.

GUIDING ADVICE ON ELIE: Though it would not change what occurred during the Holocaust, in this scene, Elie would finally have his say regarding what happened to him, his family, and other victims of the horror at Auschwitz. Through Elie’s

words, depict his rage, confusion, and frustration (again, *words only*; no stage directions). Mention Elie's religious beliefs--and his beliefs about family and how the world works--as well as how *all* of those beliefs were indelibly affected by his experiences at Auschwitz. Use your knowledge of Elie's memoir and its events to inform your characterization of Elie.

GUIDING ADVICE ON YOUR NAZI OFFICIAL OF CHOICE: How would your Nazi official, a prejudiced man who did not see the wrongs in his actions, respond to Elie? Would he express remorse, or would he express anger that a Jewish man would speak to him in this way? Have your official blame at least two of the following Nazi leaders (he may blame himself if you wish), and make sure to have him explain why he is blaming them. You may add other Nazi officials (or other parties) to blame who are not on this list, but they must be in addition to the two you choose from this list:

- **Joseph Goebbels**, Minister of Propaganda: worked hard to convince civilians and Nazis alike that Jews were a problem that must be "solved," or scum that must be extinguished in Europe forever
- **Josef Mengele**, SS officer and physician at Auschwitz: helped to select those who died and performed evil experiments on camp detainees
- **Heinrich Himmler**, SS officer and head of the coalition that designed and implemented the "Final Solution" to the Third Reich's issue with the European Jewry, among other groups and minorities
- **Rudolf Hess**
- **Hermann Goering**
- **Artur Liebehenschel**
- **Richard Baer**
- **Rudolf Hoess (this is a different man than Rudolf Hess)**
- **Irma Grese**

Some links to guide your research:

The United States Holocaust Memorial Museum's Learning Site for Students:

<https://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students>

BBC Mini-Biographies of Main Nazi Leaders (to Prompt Further Research):

http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/germany19291947/nazi_leaders1.shtml

United Press International's Profiles of 21 Nazi Leaders Tried at Nuremberg:

<http://www.upi.com/Archives/1946/09/30/Profiles-of-the-21-Nazi-leaders-on-trial-at-Nuremberg/2178534120119/>

The United States Holocaust Memorial Museum's Article on Nazi Propaganda (and Its Minister, Joseph Goebbels):

<https://www.ushmm.org/outreach/en/article.php?ModuleId=10007677>

A Short Youtube Film on the Nuremberg Trials (and the Nazi Leaders' Lack of Accountability and Remorse):

<https://www.youtube.com/watch?v=CL4RDFY1jcl>

An Interview with A Treblinka SS Officer, Part One of Seven (From Claude Lanzmann's 1985 Documentary, *Shoah*):

Note his lack of emotion while describing the atrocities: it will help with characterizing your Nazi official.

<https://www.youtube.com/watch?v=-NpF3jGmKOM>

See the sample below for guidance as to what the exchanges might look like.

Sample Entry:

Elie Wiesel: My father, my mother, and my youngest sister perished horribly at Auschwitz. Did you not see the wrong in your crime as you--the command--and your coalition drew up the plans for Auschwitz?

Himmler: I simply did as I was told, *Jew*. The Fuhrer was the one who guided my hand: he ordered the plans. I committed no crime, and therefore do not need to see the wrong in my actions. Hitler is the criminal whom you seek.

Wiesel: Do you have any idea what I saw? What I experienced?

Himmler: I led men in the Great War, so I have some idea, yes.

Wiesel: That's a lie. I have seen your military record. You never fought in the first World War. Are you capable of the truth?

Summer Reading Sessions: Wednesday July 25th and Wednesday August 15th (12:30 -200 at Tremper)

