*Night*

By Elie Wiesel

Study Packet

2012-2013

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Night*

Ms. Rosen

Pre-reading Knowledge Check

**Directions:** Get together in small groups. Using your pooled knowledge, see how many of the following terms and names you can identify before reading *Night*. Jot down a few notes indicating what you know, even if you only have a vague idea about the term or name. (After you have completed the novel, use what you have learned – plus additional resources if necessary – to complete this activity sheet.)

rabbi

synagogue

Kaddish

Hasidism

Talmud

Torah

Rosh Hashanah

Zionism

Maimonides

phylacteries

cabbala

Passover

Pentecost

Name:

Date:

***NIGHT* - Motifs**

1. Loss of humanity
2. Fear
3. Loss of faith
4. Breaking down of spirit
5. Loss of identity
6. Will to survive
7. Hope
8. Loss of innocence
9. Parent/child bond
	* father-son

Night Questions – Chapters 1-2

1. Describe Wiesel’s community at the beginning of the story. How does young Elie view

the world and his place in it?

2. What are some incidents that suggest or foreshadow the coming danger to the Sighet

Jews? Why doesn’t the community believe it is in danger?

3. What are the conditions on the Jews’ train journey? How do the Jews react to Madame

Schäcter’s behavior? What does this reveal about human nature?

4. What connection might there be between Madame Schäcter’s treatment on the train and possible future events in the concentration camp? What are some other ways that Wiesel foreshadows, or hints at, the horrors ahead?

5. Even though it was 1944, and Nazi extermination of Jews had begun years earlier, the

Sighet Jews had very few facts about it. Do you think it is possible in today’s world for a

community to know so little, to be so unprepared? Explain.

Night Questions – Chapters 3-5

Personal Response: When he arrives at Auschwitz and then at Buna, Wiesel describes scenes he will never forget. What scenes, ideas, or feelings from the memoir do you find unforgettable?

1. Describe the conditions first at the Birkenau reception center, then at Auschwitz, and

later at Buna. How does Wiesel’s relationship with his father change during this time?

2. What events lead to the two hangings Wiesel describes? How does Wiesel feel about his evening meal after each hanging? What do his reactions suggest about how he is

changing?

3. What are some ways that Wiesel and the other Jews at the camps try to observe their

religion? How have Wiesel’s feelings about God changed since his captivity began?

4. In the camps, Wiesel must struggle to stay alive and to remain human. In your opinion,

how well does he succeed with his struggles?

5. There are several discussions about resistance by the prisoners. Why do you think there

was no large scale effort to resist?

Night Questions – Chapters 6-9

Personal Response: What feelings and thoughts went through your mind as you read about Wiesel’s final experiences as a German prisoner? What would you say if you could talk to him about this time in his life? What would you want him to explain to you?

1. Why do Wiesel and his father leave Buna? How do they respond to the circumstances of the forced march?

2. What happens between Rabbi Eliahou and his son? What does Wiesel’s reaction to this

incident reveal about his relationship with God?

3. How does Wiesel treat his father during the journey to Buchenwald and later during

Chlomo’s illness? How does Wiesel’s link to his father affect his will to survive?

4. Given their life or death situation, do you believe Wiesel’s attitude toward his father was understandable? Explain your reactions.

5. Wiesel believes that remembering the Holocaust will help to ensure that this type of atrocity does not occur in the future. Do you think learning about historical events can guide people to behave differently? Explain.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English 10

***Night* Activity**

Directions: Pretend that what was happening to the Jews of Sighet is happening now in Plainedge. Troops are forcing you out of your homes. You will have a short amount of time to meet with your fellow community members to develop plans that may save you from \*deportation. Consider various options:

* Would you stay and fight? How? Be specific.
* Would you choose to escape? Who would you take? When/Where would you go?
* What *can* you do?
* Come up with a back-up plan just in case your original plan fails.

*\*Deportation - the act of expelling a person from his or her native land; Expulsion of an undesirable foreigner from a country.*

*Plans:*

Back-up Plan:

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English 10

*Night*

Chapters 1-2 Response Journal

Directions: Please consider the following information. Pretend that you are one of the Jews of Sighet. You have just been informed that you and your family will be leaving on the next train out of town. Write a journal entry to a friend, family member, or community leader expressing your views. Consider the following questions:

* How are you preparing for deportation?
* What are you going to bring with you? (Remember that the Jews of Sighet were only allowed to bring a few personal possessions with them)
* What are some of the thoughts that are currently going through your mind?
* Please include the SAT words of the week in your response. Highlight or underline these!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Night* by Elie Wiesel

**Symbolism**

Symbolism played an important part in the development of story. This narrative technique is used to give a significance to certain people or objects, which represent some other figure. The following table lists many of the examples of symbolism used throughout Wiesel’s memoir.

|  |  |
| --- | --- |
| **Object/Character** | **Represents…(provide evidence from text)** |
| 1. Night |  |
| 2. Fire |  |
| 3. Silence |  |
| 4. Corpses |  |

**“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.

*Pastor Martin Niemöller*

- Niemoller was a pastor in the German Confessing Church who spent eight and one-half years in a Nazi concentration camp.

**“Why Should You Care About Constitutional Rights?”**

**Source: American Civil Liberties Union**

 "Constitutional rights" and "civil liberties" may seem like abstract concepts but they have a profound impact on our daily lives.  They guarantee your freedom to express your opinion and your freedom to worship -- or not worship -- in the religion of your choice.  They ensure you won't be rejected from housing because of your gender or your race.  They help ensure you will have a fair trial and will not be excessively punished.

These rights make us safer and more free -- but if we don't actively protect them and ensure they are upheld, they can be violated.  For example, you might not currently care about criminal justice issues since you aren't a criminal. But someday you might be accused of a crime and suddenly discover that the justice system is unfair and biased, in part due to inaction by members of the public like you.  Because of this bias and other violations of your rights, you could be convicted -- and maybe even executed -- for a crime you did not commit.

Fortunately, through work of committed individuals, these situations are less common.  But attacks on our rights aren't only a thing of the past. Our freedoms are being challenged every day in communities across the nation. A civil liberties violation might not happen to you, your family or your friends today, but if you don't defend your rights now it might be your turn someday.

**Rights Need Defending Now, Not Once They're Gone.**
Once freedoms begin to be eroded, it is difficult to stop their further erosion. For example, if the government restricts your freedom of speech, it becomes much more difficult to defend your rights against further violations because you no longer are allowed to express your opinion in public.  Don't think this could ever happen in the United States? In 1917 Congress passed the Espionage Act to suppress any criticism against involvement in World War I. Many people were then convicted of conspiracy for distributing anti-war pamphlets.

**Civil Rights are Constitutional Rights - Guaranteed to all.**
Our freedoms are clearly laid out in the Constitution, a document that is the cornerstone of American political and social thought.  As such, every individual is entitled to those rights. The Bill of Rights is not a "Bill of Suggestions" that are only applicable for certain members of the community. Constitutional rights are just that: rights granted to each of us. Period.

**It's the Right Thing To Do.**
You may be one of the lucky ones who aren't immediately affected by attempts to roll back freedom.  But it is important for the stability and health of our communities and nation that we fight against injustice wherever it is found.
As Martin Luther King, Jr. said "Injustice anywhere is a threat to justice everywhere."

**We're Winning!**
We've made huge strides in protecting our rights and improving the quality of our society.  We need only look back in recent history to get an idea of what our community was like without our current freedoms. Not too long ago, women, African Americans and Native Americans couldn't vote, violence against minorities was routine, and activists were often jailed for their dissent.  In fact, the last law prohibiting interracial marriages was rolled back only 40 years ago.

**You Can Make A Difference.**
Every voice is needed to preserve and defend civil liberties.  Throughout history individual people have contributed to the movements that resulted in the rights and privileges we enjoy today.

ASSIGNMENT:

Create a controlling idea (THESIS) based on the poem and the article. Provide at least 2-3 reasons or examples that you will use to defend it.

THESIS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EXAMPLE #1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EXAMPLE #2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Who Is Responsible?” Project – *English 10***

Directions: You will be determining who was responsible for creating the Holocaust and to what extent they are guilty of crimes against humanity. Create a circle graph in which you assign the person(s) listed the percentage of responsibility you believe they should bear for the Holocaust. Remember, all percentages must add up to 100%. AND YOU MUST USE EVERY GROUP; ALL 10 MUST BE REPRESENTED!!!

Use the colors listed for each section of your graph. After you have made the designations of responsibility for each person(s), you must also provide a written explanation as to why you assigned that amount. This should be at least a few sentences for each group/person. (Don’t give me responses such as, “That’s just the way it adds up to 100%.” This will not earn you credit.)

RED: Residents of Auschwitz and other towns near concentration camps who knew about the camps but did nothing to stop them.

BLUE: Minor Nazi soldiers who carried out the mass extermination orders without questioning their superiors.

GREEN: Hitler, the leader of the German nation who hated Jews and wanted them destroyed.

YELLOW: German citizens who voted for Hitler and the Nazi Party to revitalize their morally and economically depressed country.

ORANGE: The Jews who did not try to escape.

PURPLE: Top SS officers who designed and executed the "final solution" for Hitler.

BROWN: Non-Jewish Europeans who turned against their Jewish friends and fellow citizens for fear that they too would be imprisoned as Jewish sympathizers.

WHITE: Leaders of the Allied countries who saw evidence of the Holocaust but refused to get involved or voice opposition to Hitler's plan of extermination.

PINK: Churches of all denominations who remained silent and refused to intervene when confronted with evidence of the Holocaust.

BLACK: Yahweh, the God of the Jewish faith, who seemed absent and silent during this destruction of His chosen people.