



8TH GRADE **ELA**

Student Materials

Unit 2

Encountering Evil: The Diary of Anne Frank & Night



Daily Lesson Materials

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Witnesses have a responsibility to intervene during an incident of injustice, even when their safety may be at risk.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: People or groups in power uphold justice, so their motives should not be questioned.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: The media often perpetuates prejudice and stereotypes.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 4: When individuals or communities resist unjust leadership (peacefully or otherwise), it can lead to lasting societal change.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 5: People are always free to disagree with authority and speak out about how they feel about it.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 6: There is a limit to how far people will go in committing evil.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 7: People in power often make intentional choices about how historical events are portrayed in order to advance their own agendas.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 8: Every human being deserves basic rights and protection under the law just because they are human.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 9: In spite of the things people do and say, all people are really good at heart.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 10: No one helped victims of the Holocaust.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

Today's Materials:

- Video: ["Aftermath of World War I and the Rise of Nazism, 1918–1933"](#) by the United States Holocaust Memorial Museum
- Video: ["Building a National Community, 1933–1936"](#) by the United States Holocaust Memorial Museum

Objective: Explain how the social and cultural conditions in Europe after World War I contributed to the rise of extremist Nazi ideology in Germany.

1. What major changes took place in German society after World War I? How did these changes impact social and cultural values in Germany? Provide two examples from the video to support your answer. ("Aftermath of World War I and the Rise of Nazism, 1918–1933")

2. How did the German people respond to the various methods Hitler used to achieve his political goals? Provide two examples from the video to support your answer. ("Aftermath of World War I and the Rise of Nazism, 1918–1933")

3. How did Hitler use Nazi beliefs to build a national community across Germany? Provide two examples from the video to support your answer. ("Building a National Community, 1933-1936")

Name: _____ Date: _____

Anticipation Guide

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Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
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Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
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Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 9: In spite of the things people do and say, all people are really good at heart.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 10: No one helped victims of the Holocaust.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

Today's Materials:

- Video: [“Aftermath of World War I and the Rise of Nazism, 1918–1933”](#) by the United States Holocaust Memorial Museum
- Video: [“Building a National Community, 1933–1936”](#) by the United States Holocaust Memorial Museum

Objective: Explain how the social and cultural conditions in Europe after World War I contributed to the rise of extremist Nazi ideology in Germany.

Discussion & Writing Prompt

How did conditions in Germany after World War I contribute to the acceptance and spread of Nazism across the country? Provide one example from each video to support your answer.

Name: _____

Date: _____

Today's Materials:

- Video: "[From Citizens to Outcasts, 1933–1938](#)" by the United States Holocaust Memorial Museum
- Video: "[World War II and the Holocaust, 1939–1945](#)" by the United States Holocaust Memorial Museum

Objective: Explain what happened during the Holocaust and analyze the events that led to it.

1. How does the video use juxtaposition to make distinctions between the quality of life for Jewish people before and after the rise of Nazism? Provide at least two examples from the video to support your answer. ("From Citizens to Outcasts, 1933–1938")

2. How did the Nazis intensify their persecution of Jewish people and other perceived enemies of Germany? Provide at least two examples from the video to support your answer. ("World War II and the Holocaust, 1939–1945")

3. How does the video communicate the similarities and differences between ghettos and concentration camps? Provide at least two examples from the video to support your answer. ("World War II and the Holocaust, 1939-1945")

Name: _____

Date: _____

Today's Materials:

- Video: "[From Citizens to Outcasts, 1933–1938](#)" by the United States Holocaust Memorial Museum
- Video: "[World War II and the Holocaust, 1939–1945](#)" by the United States Holocaust Memorial Museum

Objective: Explain what happened during the Holocaust and analyze the events that led to it.

Discussion & Writing Prompt

What was the Holocaust? Why and how did it occur? Provide one example from each video to support your answer.

Name: _____

Date: _____

Where and when does the play take place in general?

Where does the play take place in particular?

Why are the Franks and the Van Daans moving into the annex together?

Who are Miep Gies and Mr. Kraler?

What is one thing that you learned about the Holocaust so far that you noticed was present in the play?

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 4–22

Objective: Determine the relationship between the historical setting of the Holocaust and the characters and plot of the play.

1. Describe the setting of the play (pp. 4–6). How does the historical background of the play contribute to the setting? How does the stage setup contribute to the setting?

2. Write an objective summary of Act I, scene 1 (pp. 7–10). Be sure to consider both place and time.

3. Summarize the living conditions in the annex in Act I, scene 2 (pp. 10–22). Be sure to consider who and what is present, what is allowed/not allowed, and when, etc.

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 4–22

Objective: Determine the relationship between the historical setting of the Holocaust and the characters and plot of the play.

Discussion & Writing Prompt

How does the historical setting impact the characters and plot of *The Diary of Anne Frank*?

Name: _____

Date: _____

How does Anne interact with Peter?

How would you describe Anne's relationship with her mother?

How would you describe the relationship between Mr. and Mrs. Van Daan?

How does Mrs. Van Daan behave toward Mr. Frank?

Who is Mr. Dussel?

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 22–45

Objective: Explain how the playwrights develop the reader's understanding of Anne as a character in *The Diary of Anne Frank*.

1. What does Anne's behavior in the annex reveal about her character? Cite evidence to support your answer.

2. What do Anne's reactions to her mother and her father on pages 27–28 reveal about her character? Cite two pieces of evidence to support your answer.

3. How do the playwrights use dialogue between characters to develop the tension in the annex? Cite evidence to support your answer.

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 22–45

Objective: Explain how the playwrights develop the reader's understanding of Anne as a character in *The Diary of Anne Frank*.

Discussion & Writing Prompt

What kind of person is Anne? How do the playwrights develop her character? Cite evidence to support your answer.

Name: _____

Date: _____

What wakes Anne up in the night?

What is Anne's relationship like with her mother and father at this point in the play?

What does Anne do to surprise the residents of the Secret Annex at Hanukkah?

What happens that interrupts the Hanukkah celebration?

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 46–64

Objective: Explain how the structural elements of *The Diary of Anne Frank* develop the reader's understanding of its characters, setting, and plot.

1. How do the playwrights use dialogue and stage directions to develop Anne's character on pages 47–50? Cite one example of dialogue and one example of stage directions to support your answer.

2. Summarize Anne's voice-over on page 51. What does it reveal about the setting, and why do you think the playwrights chose this structure to convey this information?

3. How do the playwrights use the structural elements of sound and stage directions to develop tension within the play on pages 59–63?

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 46–64

Objective: Explain how the structural elements of *The Diary of Anne Frank* develop the reader's understanding of its characters, setting, and plot.

Discussion & Writing Prompt

How do the playwrights develop the plot at the end of Act I? How is the audience impacted by the structural choices they use?

Name: _____

Date: _____

How long have the residents of the Secret Annex been in hiding at this point?

What does Miep bring to celebrate the New Year?

Why does Mr. Van Daan think they need to sell the fur coat? Why doesn't Mrs. Van Daan want to sell it?

What does Mr. Kraler tell the residents of the Annex? Why does this worry them?

What is happening between Anne and Peter?

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 65–86

Objective: Explain how specific events, lines of dialogue, and word choices reveal aspects of characters and character relationships in *The Diary of Anne Frank*.

1. What does the incident with the cake reveal about the character dynamics in the annex? How do the playwrights use dialogue and stage directions to develop the character dynamics? Cite evidence to support your answer.

2. How does the conversation with Mr. Kraler about the blackmailer propel the action of the play? Cite at least two pieces of evidence to support your answer.

3. What does the scene where Peter brings Anne her cake reveal about how the relationship between Peter and Anne has changed? How do the playwrights reveal this change? Cite evidence to support your answer.

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 65–86

Objective: Explain how specific events, lines of dialogue, and word choices reveal aspects of characters and character relationships in *The Diary of Anne Frank*.

Discussion & Writing Prompt

How does Anne's new relationship with Peter change her perspective on her life? How do the playwrights reveal this change? Cite at least two pieces of evidence to support your answer.

Name: _____

Date: _____

What do the residents of the Secret Annex catch Mr. Van Daan doing in the middle of the night?

What does Mrs. Frank think should be done about Mr. Van Daan after they catch him?

What news does Miep bring to the annex? Why is this significant?

What role does the thief who interrupted the Hanukkah celebration end up playing?

Which of the annex residents survived the war?

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 86–101

Objective: Explain how the playwrights develop mood, tone, and meaning in *The Diary of Anne Frank*.

1. How does the mood in the annex change from when Mr. Van Daan's secret is discovered to when Miep brings news of the invasion? Cite the words and phrases that most strongly demonstrate both moods, and explain the impact of this juxtaposition on the audience.

2. What is the mood of the scene in the attic while Peter and Anne are in Peter's room? What specific words and phrases from these pages help develop the mood?

3. How does the voice-over on pages 93–94 foreshadow the play's resolution? Cite the words and phrases that have the strongest impact on indicating future plot events.

Version 1

ANNE: Look at the sky. What a day. The clouds are so nice. When it seems as if I couldn't stand being in here anymore, I like to just sit and think. I think about the park, especially where the flowers grow. The best thing about thinking is that you can think about anything. For instance, you can think about lots of different flowers all together. It's funny because I used to not notice it, but now I care a lot about nature.

Version 2

ANNE: (*Looking up.*) Look, the sky. How lovely! Aren't the clouds great? You know what I do when it seems as if I couldn't stand being inside? I use my thoughts to get out, like thinking about a walk in the park where I used to go. Where the daffodils and such grow all over. You know the most wonderful thing? You can have it however you want. You can have roses and violets at the same time. It's funny; I used to take it all for granted. Now I've gone crazy about nature.

Original

ANNE: (*Looking up through skylight.*) Look, Peter, the sky. What a lovely day. Aren't the clouds beautiful? You know what I do when it seems as if I couldn't stand being cooped up for one more minute? I *think* myself out. I think myself on a walk in the park where I used to go with Pim. Where the daffodils and the crocus and the violets grow down the slopes. You know the most wonderful thing about *thinking* yourself out? You can have it any way you like. You can have roses and violets and chrysanthemums all blooming at the same time. . . . It's funny . . . I used to take it all for granted . . . and now I've gone crazy about everything to do with nature. (97)

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Version 2

ANNE: (*Looking up.*) Look, the sky. How lovely! Aren't the clouds great? You know what I do when it seems as if I couldn't stand being inside? I use my thoughts to get out, like thinking about a walk in the park where I used to go. Where the daffodils and such grow all over. You know the most wonderful thing? You can have it however you want. You can have roses and violets at the same time. It's funny; I used to take it all for granted. Now I've gone crazy about nature.

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Goodrich, F., & Hackett, A. (2017). *The diary of Anne Frank*. Snowball Publishing. (Original work published 1955)

Name: _____

Date: _____

Today's Materials:

- Play: [The Diary of Anne Frank](#) by Frances Goodrich and Albert Hackett — pp. 86–101

Objective: Explain how the playwrights develop mood, tone, and meaning in *The Diary of Anne Frank*.

Discussion & Writing Prompt

At the very end of the play, Anne says, "In spite of everything, I still believe that people are really good at heart" (p. 101). What is Anne's tone in these lines? How does the juxtaposition between her tone and the mood of the scene develop a theme of the play? Cite specific evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Terrible Things: An Allegory of the Holocaust](#) by Eve Bunting

Objective: Explain how the author of an allegory uses specific word choice and other literary devices to develop themes related to the Holocaust.

1. How does the author use repetition to develop the story's main conflict?

2. How does the author show that Little Rabbit is a dynamic character?

3. Compare and contrast the precise words and phrases the author uses to describe the animals before and after the Terrible Things come for them. What does this suggest to readers?

Name: _____

Date: _____

Today's Materials:

- Book: [Terrible Things: An Allegory of the Holocaust](#) by Eve Bunting

Objective: Explain how the author of an allegory uses specific word choice and other literary devices to develop themes related to the Holocaust.

Discussion & Writing Prompt

How does the author use a changing mood to develop a message about being a bystander?

Name: _____

Date: _____

Who is Moishe the Beadle?

What does Eliezer do every day in the evenings?

What happens to Moishe the Beadle when he is **deported**?

What does Moishe the Beadle try to tell the residents?

Who moves into the town of Sighet?

How does life change for Jewish people once the newcomers move in?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 3–11 , ending at "Then came the ghettos."

Objective: Explain how events and ideas in *Night* influence individuals and suggest larger truths about human nature.

1. Why did Moishe the Beadle return to Sighet after being **deported**, and how do the residents of the town respond to him and his message to them? Cite evidence from the text to support your answer.

2. Compare Eliezer's relationship to Moishe the Beadle before he is **deported** to their relationship after Moishe returns to Sighet. Cite evidence from pages 3–7 to support your answer.

3. How do the Jewish residents of Sighet respond to the threat of a Nazi invasion and to the eventual arrival of Germans in their town? Cite evidence from pages 8–10 to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 3–11 , ending at "Then came the ghettos."

Objective: Explain how events and ideas in *Night* influence individuals and suggest larger truths about human nature.

Discussion & Writing Prompt

What does the community's reaction to Moishe the Beadle's warning, the news about the invasion of Hungary, and the arrival of German soldiers reveal about them? What does it reveal about human nature more generally? Cite at least two pieces of evidence from pages 3–11 to support your answer.

Name: _____

Date: _____

Where do Eliezer and his family live when the two ghettos are created?

How do Eliezer, his family, and the other Jewish residents feel about the creation of the ghettos?

What rumor does Eliezer's father hear at the meeting with the Council?

Where does Eliezer's family go when they are forced out of their home?

Where are Eliezer and his family at the end of this chapter?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 11–22 , starting at "Two ghettos were created in Sighet"

Objective: Analyze the meaning and impact of specific words, phrases, punctuation, and symbols in Wiesel's writing.

1. On page 16, Wiesel writes, "There was joy, yes, joy." What is the impact of the repetition of the word "joy" in this sentence?

2. On page 19, Wiesel writes, "From behind their windows, from behind their shutters, our fellow citizens watched as we passed." How does the phrase "fellow citizens" impact the reader's understanding of this passage?

3. On page 21, Wiesel writes, "[...] so much easier to do when the owners are on vacation ...! On vacation!" What is the impact of repeating this phrase and punctuating it with an exclamation point?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 11–22 , starting at "Two ghettos were created in Sighet"

Objective: Analyze the meaning and impact of specific words, phrases, punctuation, and symbols in Wiesel's writing.

Discussion & Writing Prompt

Wiesel strategically uses the repetition of "night" in pages 11–22. Considering what is happening in these passages, what might "night" symbolize? Cite at least two pieces of evidence to support your answer.

Name: _____

Date: _____

Where are Eliezer and his family (between pages 23 and 28)? What are the conditions like for them there?

Who is Mrs. Schächter? What is she trying to tell the other passengers?

What do the passengers see when they arrive at Auschwitz-Birkenau?

What happens to Eliezer's family when they first arrive at Auschwitz-Birkenau?

After being processed by Dr. Mengele, what does Eliezer believe is about to happen to him and his father? What actually happens to them?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 23–34 , ending at "Do you remember Mrs. Schächter, in the train?"

Objective: Draw conclusions about the passengers in the cattle car—and human nature more generally—based on the incident with Mrs. Schächter.

1. How do the passengers in the cattle car initially respond to Mrs. Schächter? What do their reactions reveal about them and human nature more generally? Cite two pieces of evidence from pages 24–25 to support your answer.

2. How does Wiesel use word choice to show a change in how the passengers react to Mrs. Schächter as time progresses? Cite two pieces of evidence from pages 26–28 to support your answer.

3. On page 29, Wiesel writes, "The beloved objects that we had carried with us from place to place were now left behind in the wagon, and with them, finally, our illusions." Why does Wiesel compare their "illusions" (p. 29) to the items left behind? How does this analogy impact the reader's understanding of the scene?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 23–34 , ending at "Do you remember Mrs. Schächter, in the train?"

Objective: Draw conclusions about the passengers in the cattle car—and human nature more generally—based on the incident with Mrs. Schächter.

Discussion & Writing Prompt

In what ways is Mrs. Schächter's story similar to Moishe the Beadle's? What do these similarities suggest about human nature? Cite evidence from pages 3–8 and 24–28 to support your answer.

Name: _____

Date: _____

What "choice" does the SS officer say the prisoners have in Auschwitz?

How is Eliezer's father treated when he asks another inmate where the toilet is?

How are the prisoners treated by the young Polish man who is in charge of their block? What eventually happens to the man?

What is the significance of "A-7713" on page 42?

What lie does Eliezer tell Stein? Why?

Who is Akiba Drumer? What does he tell the other prisoners?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 34–46

Objective: Analyze how the author uses figurative language to make connections among and distinctions between individuals, ideas, and events related to his imprisonment in a concentration camp.

1. How does Wiesel's use of repetition in the "Never shall I forget . . ." section on page 34 convey the gravity of his experiences and impact the reader?

2. How does Wiesel use word choice to develop the way the prisoners are dehumanized? Cite evidence from pages 32–42 to support your answer.

3. In response to the short talk given to the prisoners by the Polish Blockälteste, Wiesel writes, "Those were the first human words" (p. 41). What does he mean by this, and how does the Polish man's treatment of the prisoners contrast with the treatment they have received from other people in positions of power so far? Cite evidence to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 34–46

Objective: Analyze how the author uses figurative language to make connections among and distinctions between individuals, ideas, and events related to his imprisonment in a concentration camp.

Writing Prompt

camaraderie veritable

On page 37, Wiesel writes, "The child I was had been consumed by the flames. All that was left was a shape that resembled me. My soul had been invaded—and devoured—by a black flame." Explain how Wiesel uses figurative language in this line to convey the impacts of the dehumanization he experienced at the camp.

Name: _____

Date: _____

Today's Materials:

- Poem: ["Selected Poems from *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp, 1942-1944*"](#)

Objective: Compare and contrast the structures of poems and analyze how the differing structure of each contributes to its meaning and style.

1. How does the author of "Terezin" use figurative language to convey a message about childhood?

2. Contrast how the authors of "Terezin" and "Homesick" use juxtaposition to communicate ideas about their situations.

3. Compare how the authors of "Homesick" and "I Am a Jew" use structure to convey hope.

Name: _____

Date: _____

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Objective: Compare and contrast the structures of poems and analyze how the differing structure of each contributes to its meaning and style.

Discussion & Writing Prompt

Choose any two of the poems analyzed in today's lesson. Compare and contrast the structure of these poems and analyze how the differing structure of each text contributes to its meaning.

Name: _____

Date: _____

Who is Franek? How does he treat Eliezer and Eliezer's father?

Who is Juliek? Who are Yossi and Tibi?

Who is Idek? How does he treat Eliezer?

What does the Jewish dentist want from Eliezer? Why does Franek also want this?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 47–58 , end at "to say yes for all eternity."

Objective: Evaluate how dehumanization impacts individuals' thoughts, feelings, and behaviors.

1. What does Wiesel mean when he says, "I was nothing but a body" (p. 52)? What does this reveal about how much he has changed since he arrived at the camp? Cite evidence to support your answer.

2. What does the incident with Idek and the Frenchwoman on pages 52–53 reveal about human nature? Cite evidence to support your answer.

3. What does the change in Franek's behavior from page 50 to page 56 reveal about the way the Holocaust impacted some people? Cite evidence to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 47–58 , end at "to say yes for all eternity."

Objective: Evaluate how dehumanization impacts individuals' thoughts, feelings, and behaviors.

Discussion & Writing Prompt

How does Wiesel's use of flash-forward on pages 53–54 connect to the events taking place in the narrative's present? How does the flash-forward impact the reader's understanding of how Wiesel was affected by these events?

Name: _____

Date: _____

Why do the sirens go off in the camp?

Why does the prisoner try to sneak to the cauldron of soup? What happens?

Why are the prisoners made to gather in the *Appelplatz*?

Who is the *pipel*? What happens to him?

Why does Eliezer choose not to fast for Yom Kippur?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 58–69 , starting at "One Sunday, as half of our group . . ." and ending at "... I felt a great void opening."

Objective: Explain how specific words and phrases develop meaning and tone in *Night*, and how they affect the reader.

1. On page 59, how does Wiesel use descriptive language, tone, and punctuation to emphasize just how hungry he and all of the inmates are? Cite evidence to support your answer.

2. What mood is created by the language Wiesel uses to describe the incident of the camp being bombed on pages 60–61? Cite specific words and phrases to support your answer.

3. What is the condemned young man's tone when he yells out before he is hanged on page 62? Cite specific words and phrases that develop this tone.

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 58–69 , starting at "One Sunday, as half of our group . . ." and ending at "... I felt a great void opening."

Objective: Explain how specific words and phrases develop meaning and tone in *Night*, and how they affect the reader.

Discussion & Writing Prompt

What words and phrases does Wiesel use to describe the *pipel* who is hanged? How do these words and phrases impact the reader? Cite evidence to support your answer.

Name: _____

Date: _____

What is selection?

What is the mood in the camp during selection?

What happens to Eliezer during selection?

What happens to Eliezer's father during selection?

Why does Eliezer have to go to the infirmary?

What rumor is sweeping through the camp?

What decision do Eliezer and his father have to make? What do they decide?

Name: _____ Date: _____

The Diary of Anne Frank & Night

Argumentative Brainstorming Page

Directions: Take notes on the page range indicated. Annotate the prompt and generate scaffolding questions as needed to guide your thinking about which details from the text are most important.

- **Prompt:** *Night* begins with descriptions of Eliezer's deep devotion to Judaism, but the experiences he endures during the Holocaust challenge and reshape his faith. Think about the moments you have read so far that most influence his religious beliefs and his relationship with God. Write an argument about how Eliezer's faith has changed and what you believe is the main cause of this transformation.

Pages 3–5	Pages 33–34
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Pages 66–67	Pages 68–69
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Directions: Synthesize trends from the details you gathered above. Use the trends to draft a claim and two topic sentences with clear relationships to the claim. Finally, choose three pieces of evidence for each topic sentence that support it most strongly.

Claim:	
Topic Sentence 1:	Topic Sentence 2:
Evidence: <ul style="list-style-type: none">•••	Evidence: <ul style="list-style-type: none">•••

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel

Objective: Write a logically organized argument that contains a clear, debatable claim and distinct topic sentences that are supported by relevant evidence.

Writing Prompt

Night begins with Eliezer's deep devotion to Judaism, but his experiences during the Holocaust challenge and reshape his faith. Using moments you've read so far, write an argument explaining how Eliezer's faith has changed and what you believe is the main cause of that change. Write an argument about how Eliezer's faith has changed and what you believe is the main cause of this transformation.

Name: _____ Date: _____

The Diary of Anne Frank & Night

Argumentative Brainstorming Page

Directions: Take notes on the page range indicated. Annotate the prompt and generate scaffolding questions as needed to guide your thinking about which details from the text are most important.

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Claim:	
Topic Sentence 1:	Topic Sentence 2:
Evidence: <ul style="list-style-type: none">•••	Evidence: <ul style="list-style-type: none">•••

Name: _____ Date: _____

The Diary of Anne Frank & Night

Argumentative Brainstorming Page

Directions: Take notes on the page range indicated. Annotate the prompt and generate scaffolding questions as needed to guide your thinking about which details from the text are most important.

- **Prompt:** *Night* begins with descriptions of Eliezer's deep devotion to Judaism, but the experiences he endures during the Holocaust challenge and reshape his faith. Think about the moments you have read so far that most influence his religious beliefs and his relationship with God. Write an argument about how Eliezer's faith has changed and what you believe is the main cause of this transformation.

Pages 3–5	Pages 33–34
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
Pages 66–67	Pages 68–69
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Directions: Synthesize trends from the details you gathered above. Use the trends to draft a claim and two topic sentences with clear relationships to the claim. Finally, choose three pieces of evidence for each topic sentence that support it most strongly.

Claim:	
Topic Sentence 1:	Topic Sentence 2:
Evidence: <ul style="list-style-type: none">•••	Evidence: <ul style="list-style-type: none">•••

Name: _____

Date: _____

What is selection?

What is the mood in the camp during selection?

What happens to Eliezer during selection?

What happens to Eliezer's father during selection?

Why does Eliezer have to go to the infirmary?

What rumor is sweeping through the camp?

What decision do Eliezer and his father have to make? What do they decide?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 69–84

Objective: Explain how specific plot events in *Night* influence characters' thoughts, feelings, and decisions.

1. How does knowledge of the upcoming selection impact the prisoners' behavior? Cite evidence related to at least two different prisoners to support your answer.

2. What do the prisoners' stories on pages 76–77 demonstrate about the impact concentration camps had on people during the Holocaust? What words and phrases does Wiesel use to develop this idea? Cite evidence to support your answer.

3. Consider the conversations that Eliezer has with the prisoner next to him in the infirmary, whom he refers to as "the faceless one" (p. 81). What opinions does "the faceless one" (p. 81) express, and how do they influence Eliezer's own opinions and decisions?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 69–84

Objective: Explain how specific plot events in *Night* influence characters' thoughts, feelings, and decisions.

Writing Prompt

What is the significance of the decision that Eliezer and his father make on page 82? Why do they make this decision, and what is its outcome? Cite evidence from pages 80–84 to support your answer.

Name: _____

Date: _____

What are Eliezer and the other prisoners being forced to do?

What are the conditions like?

Why does Eliezer try not to fall asleep, even when they are allowed to rest?

What happened between Rabbi Eliahu and his son?

Who is Juliek?

What has Juliek brought with him on the Death March?

What does Juliek do before he dies?

What has Juliek brought with him on the Death March?

What does Julie do before he dies?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 85–97

Objective: Explain how the author uses figurative language and specific word choice to develop mood and meaning in *Night*.

1. On page 85, what words and phrases does Wiesel use to show that the prisoners felt and were treated as less than human? Explain the impact of these words and phrases on the reader's understanding of the scene.

2. How does Wiesel use figurative language to develop the reader's understanding of his experience on the death march? Cite at least two pieces of evidence from pages 86–87 to support your answer.

3. Why does Eliezer find his memory of Rabbi Eliahu's son so upsetting? Cite evidence from page 91 to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 85–97

Objective: Explain how the author uses figurative language and specific word choice to develop mood and meaning in *Night*.

Discussion & Writing Prompt

What mood does Wiesel create on page 95, as he describes Juliek's final concert? What specific words and phrases help to develop this mood? Cite at least two pieces of evidence to support your answer.

Name: _____

Date: _____

What do the German laborers and bystanders do when they see the cattle car full of prisoners?

What happens to a majority of prisoners in the cattle car along their journey?

How does Eliezer try to help his father in this section of text?

What happens to Eliezer's father by the end of this chapter?

Why doesn't Wiesel write about his experiences for the last few months before the camp is **liberated**?

What is the only thing Eliezer cares about after being **liberated**?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 98–115

Objective: Analyze how the author makes connections and distinctions among individuals and events in the text to develop larger ideas about human nature.

1. How does Wiesel use the incident of the German laborers throwing bread at prisoners to reveal truths about human nature? Cite evidence from pages 100–102 to support your answer.

2. What comparisons does Wiesel make to show that his father's condition is getting worse? Cite evidence from pages 105–108 to support your answer.

3. What do Eliezer's thoughts and actions show about how he is impacted by his father's illness and death? Cite evidence from pages 108–113 to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. 98–115

Objective: Analyze how the author makes connections and distinctions among individuals and events in the text to develop larger ideas about human nature.

Writing Prompt

How does Wiesel make connections among and distinctions between father-son relationships in this section? How do these connections and distinctions help to develop the reader's understanding of the relationship between Eliezer and his own father? Cite evidence from pages 102–113 to support your answer.

Name: _____

Date: _____

What is one reason that Wiesel gives for writing *Night*?

Why did Wiesel consider language to be an "obstacle" (p. ix)?

What role does "memory" play in Wiesel's decision to write about his experience?

Why does Wiesel believe that the public is more interested in learning about the Holocaust today than they were in the past?

Name: _____

Date: _____

Today's Materials:

- Book: [Night](#) by Elie Wiesel — pp. vii–x (ending at "'it' is still not right"); pp. xiv–xv

Objective: Analyze the preface to *Night* to determine the author's purpose for writing.

1. Based on pages vii–viii, what is Wiesel's purpose for writing *Night*? Provide at least two examples of the reasons he gives to support your answer.

2. On page viii, Wiesel writes that he is "a witness who believes he has a moral obligation to try to prevent the enemy from enjoying one last victory by allowing his crimes to be erased from human memory." Explain what this sentence means, and what it reveals about Wiesel's purpose in writing this book.

3. What problem did Wiesel face as he began writing this book, and what fear does he have about his message as a result? Why does he write, in spite of this fear? Provide examples from pages ix–x to support your answer.

Name: _____

Date: _____

Why did Wiesel think that the rest of the world did not know what was going on inside the concentration camps during the Holocaust?

What is the story of the *St. Louis*, and why does Wiesel tell it?

What is the example of Kosovo intended to show?

Name: _____

Date: _____

Today's Materials:

- Speech: "[The Perils of Indifference](#)" by Elie Wiesel

Objective: Explain how the author develops a central idea in his speech, "The Perils of Indifference."

1. How does Wiesel use descriptions and examples to develop his definition of **indifference**? Cite evidence from the text to support your answer.

2. How did society show **indifference** to the suffering of the Jewish people during the Holocaust? What were the effects of this **indifference**? Cite evidence from the speech to support your answer.

3. What does Wiesel believe about whether humanity has learned not to be **indifferent** to the suffering of others? Cite specific evidence to support your answer.

Name: _____

Date: _____

Today's Materials:

- Speech: "[The Perils of Indifference](#)" by Elie Wiesel

Objective: Explain how the author develops a central idea in his speech, "The Perils of Indifference."

Discussion & Writing Prompt

Based on Wiesel's speech, what are "the perils of indifference"? Identify at least two examples that Wiesel gives and analyze what each example shows about the consequences of being **indifferent**.

Name: _____

Date: _____

What was Eva Kor's experience in Auschwitz like?

Why did Kor choose to testify against one of the guards from Auschwitz?

Who is Oskar Groening?

Why did the photo of Kor and Groening together shock many people?

What does Kor believe about forgiveness?

Name: _____

Date: _____

Today's Materials:

- Article: ["It's For You To Know That You Forgive,' Says Holocaust Survivor"](#)

Objective: Analyze an article to determine the author's purpose for writing.

1. How does the author develop Kor's perspective on testifying against a former Auschwitz guard? Cite evidence from paragraphs 4–12 to support your answer.

2. What is the impact of the author's use of juxtaposition in paragraphs 13–14?

3. What is unique or surprising about Kor's perspective on the Nazis on trial? How does the author develop this distinction? Cite evidence from paragraphs 16–22 to support your answer.

Name: _____

Date: _____

Today's Materials:

- Article: ["It's For You To Know That You Forgive,' Says Holocaust Survivor"](#)

Objective: Analyze an article to determine the author's purpose for writing.

Writing Prompt

What is the author's most likely purpose for writing this article?

Name: _____

Date: _____

How do human beings respond when subjected to unthinkable horror? What do these responses reveal about human nature?

What means of resistance did people use to survive systematic dehumanization during the Holocaust?

Are human beings really good at heart? What do these texts demonstrate about the relationships among selfishness, selflessness, and human nature?

Why is it important to tell and listen to stories about the Holocaust?

Name: _____ Date: _____

The Diary of Anne Frank & Night

Informational Brainstorming Page

Prompt: In an informational essay, explain how the individual you researched resisted the Nazis by taking significant action to save lives during the Holocaust.

<p>Identity: What was this person's background?</p>	
<p>Actions: What specific actions did they take to save lives?</p>	
<p>Motivations: What inspired their decision to take action?</p>	
<p>Consequences: What risks did they face if they were caught?</p>	
<p>Other questions:</p>	

List of Holocaust Registers

1. Oskar Schindler	14. Aart and Johtje Vos
2. Varian Fry	15. Semmy (Lena) Riekerk
3. Elia Dalla Costa	16. Ho Feng-Shan
4. Father Jacques de Jesus (Lucien Bunel)	17. Corrie ten Boom
5. Geertruida Wijsmuller-Meijer	18. Sára Salkaházi
6. Irena Gut	19. Mary Elmes
7. Carl Lutz	20. Marie and Emile Taquet
8. Johan van Hulst	21. Jan and Antonia Zabinski
9. Eduard Schulte	22. Caecilia Loots
10. Georg Duckwitz	23. Tina Strobos
11. Józef Walaszczyk	24. Anne Beaumanoir
12. Maria, Countess von Maltzan	25. Vesel and Fatima Veseli
13. Irena Sendler	26. Paul Grüninger

Name: _____ Date: _____

Informational Multi-Paragraph Outline

Prompt:

Introductory Sentence:	
Topic 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Topic 2:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Topic 3 (Optional):	<p data-bbox="488 233 698 264">Topic Sentence:</p> <hr data-bbox="488 310 1511 315"/> <hr data-bbox="488 365 1511 369"/> <hr data-bbox="488 420 1511 424"/> <p data-bbox="488 499 735 531">Supporting Details:</p> <ul data-bbox="537 583 557 768" style="list-style-type: none">•••
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Name: _____

Date: _____

Today's Materials:

Objective: Write an informational essay that explains how a specific individual took significant action to save lives during the Holocaust.

Writing Prompt

In a well-organized informational essay, explain how the individual you researched resisted the Nazis by taking significant action to save lives during the Holocaust.

List of Holocaust Registers

1. Oskar Schindler	14. Aart and Johtje Vos
2. Varian Fry	15. Semmy (Lena) Riekerk
3. Elia Dalla Costa	16. Ho Feng-Shan
4. Father Jacques de Jesus (Lucien Bunel)	17. Corrie ten Boom
5. Geertruida Wijsmuller-Meijer	18. Sára Salkaházi
6. Irena Gut	19. Mary Elmes
7. Carl Lutz	20. Marie and Emile Taquet
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9. Eduard Schulte	22. Caecilia Loots
10. Georg Duckwitz	23. Tina Strobos
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12. Maria, Countess von Maltzan	25. Vesel and Fatima Veseli
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Name: _____ Date: _____

The Diary of Anne Frank & Night

Informational Brainstorming Page

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<p>Identity: What was this person's background?</p>	
<p>Actions: What specific actions did they take to save lives?</p>	
<p>Motivations: What inspired their decision to take action?</p>	
<p>Consequences: What risks did they face if they were caught?</p>	
<p>Other questions:</p>	

Name: _____ Date: _____

The Diary of Anne Frank & Night

Informational Brainstorming Page

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<p>Other questions:</p>	

Name: _____ Date: _____

Informational Multi-Paragraph Outline

Prompt:

Introductory Sentence:	
Topic 1:	Topic Sentence: _____ _____ _____ Supporting Details: <ul style="list-style-type: none">•••
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Name: _____ Date: _____

The Diary of Anne Frank & Night

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<p>Motivations: What inspired their decision to take action?</p>	
<p>Consequences: What risks did they face if they were caught?</p>	
<p>Other questions:</p>	



Vocabulary

Word	Part of Speech	Definition
act		a major division in a dramatic text that forms the basic structure of a performance
analogy		a type of comparison that identifies similarities between two things in order to explain them
annihilate	v.	to destroy completely
apathy	n.	lack of interest or enthusiasm
author's purpose		the author's motivation for writing a text, specifically as it relates to the impact on the reader
camaraderie	n.	friendship; a feeling of connection and common purpose with others
central idea		an essential idea that the writer is communicating to the reader in a text
characterization		the process by which the writer reveals the personality and traits of a character
cohesion		when ideas or sentences connect to create a sense of flow

Word	Part of Speech	Definition
conclusion		the final section of a text that provides a sense of closure by restating the main points, making connections to larger ideas, and/or leaving the reader with something to think about
conspicuous	adj.	obvious; easily seen or noticed
credible		believable; trustworthy
debatable language		language that is open to interpretation, needs to be defined, or raises questions about what something means
delusion	n.	a false belief, usually firmly held even when evidence shows that it is incorrect
deport	v.	to force to leave a country
dialogue		anything a character says aloud, usually in conversation with another character
dignified	adj.	noble, decorous, or sophisticated in behavior or manner
dynamic character		a character who undergoes an inner change and develops a deeper understanding of themselves and how they view the world by the end of the story

Word	Part of Speech	Definition
elude	v.	to escape or avoid, physically or mentally
flash-forward		a jump ahead in time used by authors to show events as they are imagined by characters or to reveal the result of an action or event in the future
foreboding	n.	a feeling that something bad is going to happen
foreshadowing		a subtle warning or indication of a future event in a text; a "hint" the author provides the reader that something (usually bad) is going to happen
genocide	n.	the intentional killing of a large number of people from a specific background or identity group, with the goal of destroying that group
hysteria	n.	extreme heightened emotion, like fear or panic
ideology	n.	a system of beliefs and values, often regarding politics or religion, that guides the way a group of people thinks and behaves
imprudent	adj.	unwise; done without good judgment
indifference	n.	having no particular interest, opinion, or sympathy
indignantly	adv.	with a sense of displeasure in response to something unjust or offensive

Word	Part of Speech	Definition
in-/im-	prefix	not, without
insufferable	adj.	intolerable or difficult to endure
introductory sentence		a sentence that clearly states the main topic of the piece and may also preview its subtopics and/or provide additional context
irrelevant		not connected or related to the idea
jubilant	n.	extreme joy or happiness
juxtaposition		two things or concepts placed side by side to emphasize the difference between them
liberated	adj.	set free
magnitude	n.	large size or importance of something
memoir		a narrative, written from the perspective of the author, about an important part of their life
mood		the emotion or feeling that a text creates for the reader
obligation	n.	a commitment; something that must be done because of a rule, law, or promise

Word	Part of Speech	Definition
paraphrase		to restate an author's words in one's own words
parenthetical citation		a method that gives credit to a source of information by including a brief reference to it in parentheses
poignant	adj.	emotionally moving; deeply affecting the feelings
preface		a section of a text that appears before the main text and is usually written by the text's author to explain the text's purpose or reflections upon the text
primary source		an original record or firsthand account that comes directly from the time or event being studied
quotation		an exact group of words or text taken from someone or somewhere else to help support a particular idea or point
relevant		closely connected or appropriate to support the idea
repetition		the deliberate use of the same word, phrase, line, or idea multiple times within a text
resent	v.	to feel or express dislike or disdain for someone or something

Word	Part of Speech	Definition
scene		a division of an act in a dramatic work presenting continuous action in one place
set		the built physical environment that actors move through in the performance of a play
setting		the physical location (geographic region, neighborhood, house, etc.), time period, time of day, season, climate, and/or social context where the action of a story takes place
simile		the comparison of two unlike things using "like" or "as" to indicate what is being compared in order to provide the reader with a deeper understanding of one of those things
stage direction		an instruction in the text of a play, especially one indicating the movement, position, or tone of an actor, or the sound effects and lighting
structure		the way that a text is organized
symbol		a character, setting, object, or event that represents a larger, more complex concept or idea
transitional language		words, phrases, and clauses that connect ideas and show relationships such as sequence, comparison, contrast, or cause and effect
veritable	adj.	true; undeniable

Word	Part of Speech	Definition
voice-over		a production technique where a voice that is not part of the narrative is used off-stage or off-camera

Name: _____ Date: _____

The Diary of Anne Frank & Night

VOCABULARY PRACTICE

8th Grade ELA

Encountering Evil: *The Diary of Anne Frank and Night*

WORD LIST

1. **annihilate** (v.): to destroy completely
2. **apathy** (n.): lack of interest or enthusiasm
3. **camaraderie** (n.): friendship; a feeling of connection and common purpose with others
4. **conspicuous** (adj.): obvious; easily seen or noticed
5. **delusion** (n.): a false belief, usually firmly held even when evidence shows that it is incorrect
6. **deport** (v.): to force to leave a country
7. **dignified** (adj.): noble, decorous, or sophisticated in behavior or manner
8. **elude** (v.): to escape or avoid, physically or mentally
9. **foreboding** (n.): a feeling that something bad is going to happen
10. **genocide** (n.): the intentional killing of a large number of people from a specific background or identity group, with the goal of destroying that group
11. **hysteria** (n.): extreme heightened emotion, like fear or panic
12. **ideology** (n.): a system of beliefs and values, often regarding politics or religion, that guides the way a group of people thinks and behaves
13. **imprudent** (adj.): unwise; done without good judgment
14. **indifference** (n.): the quality of having no particular interest, opinion, or sympathy
15. **indignantly** (adv.): with a sense of displeasure in response to something unjust or offensive
16. **insufferable** (adj.): intolerable or difficult to endure
17. **jubilant** (n.): extreme joy or happiness
18. **liberated** (adj.): set free
19. **obligation** (n.): a commitment; something that must be done because of a rule, law, or promise
20. **magnitude** (n.): large size or importance of something
21. **poignant** (adj.): emotionally moving; deeply affecting the feelings
22. **resent** (v.): to feel or express dislike or disdain for someone or something
23. **veritable** (adj.): true; undeniable

ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition

WORD BANK

annihilate apathy camaraderie conspicuous delusion deport dignified	elude foreboding genocide hysteria ideology imprudent indifference	indignantly insufferable jubilation liberated magnitude obligation poignant resent veritable
---	--	--

ANSWER

DEFINITION

1.		true; undeniable
2.		large size or importance of something
3.		extreme joy or happiness
4.		friendship; a feeling of connection and common purpose with others
5.		to escape or avoid, physically or mentally
6.		to feel or express dislike or disdain for someone or something
7.		a commitment; something that must be done because of a rule, law, or promise
8.		lack of interest or enthusiasm
9.		intolerable or difficult to endure
10.		to destroy completely

11.		with a sense of displeasure in response to something unjust or offensive
12.		a system of beliefs and values, often regarding politics or religion, that guides the way a group of people thinks and behaves
13.		unwise; done without good judgment
14.		extreme heightened emotion, like fear or panic
15.		a feeling that something bad is going to happen
16.		a false belief, usually firmly held even when evidence shows that it is incorrect
17.		set free
18.		having no particular interest, opinion, or sympathy
19.		to force to leave a country
20.		obvious; easily seen or noticed
21.		the intentional killing of a large number of people from a specific background or identity group, with the goal of destroying that group
22.		noble, decorous, or sophisticated in behavior or manner
23.		emotionally moving; deeply affecting the feelings

ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank add your reasoning about why this word fits.

1. The discovery of penicillin by Alexander Fleming in 1928 was a _____ breakthrough in medicine. This powerful antibiotic transformed the treatment of bacterial infections, saving countless lives and marking the beginning of the modern era of antibiotics.
2. Kenzo sighed as he watched the rain drench the streets of Tokyo, feeling nothing but _____ for the vibrant city around him. His heart had grown cold, indifferent to the bustling life and neon lights that once excited him. Even the cherry blossoms, symbols of fleeting beauty, left him unmoved.
3. Anna found herself torn between her family's traditional _____ and her own progressive beliefs. The generational clash was evident in their heated debates over dinner. Despite the tension, she remained resolute in her quest for a more inclusive and equitable society.
4. In 79 AD, the eruption of Mount Vesuvius devastated the ancient city of Pompeii. Researchers have since discovered that the citizens of Pompeii may have had advance warning of the volcano's activity, and it may have been _____ for the residents to ignore the warning signs, such as small earthquakes and smoke rising from the volcano. This lack of caution led to the city being buried under volcanic ash and preserved for centuries.
5. Despite his outward smiles, Bernardo couldn't help but _____ his sister's success. Growing up in the same household, he had always felt overshadowed. The bitterness festered, even as he tried to celebrate his sister's achievements at graduation.
6. On August 25, 1944, Paris was _____ from Nazi occupation by the Allied forces, marking a significant turning point in World War II. This momentous event was spearheaded by the French 2nd Armored Division and the U.S. 4th Infantry Division, restoring freedom to the city after four long years under German control.

7. Scholars wept as centuries of knowledge turned to ash, realizing the _____ of the cultural loss. They watched, as the ancient library of Alexandria fell victim to an enormous, devastating fire, its priceless scrolls engulfed in flames. The fire, relentless and unforgiving, consumed not just books but a part of human history.
8. At the Diwali festival in Mumbai, Priya's bright red sari was _____ among the sea of golden and white attire. Her choice of color not only made her stand out but also symbolized her fierce independence. She knew all eyes were on her, and she wore her uniqueness with pride.
9. When he was a child, the members of Patrick's community selflessly donated enough money to help his family afford the care he needed to help him survive a serious illness. Because of this, Patrick always felt a sense of _____ to give back to his community, volunteering at the hospital every weekend and eventually becoming a doctor to help others the way his community helped him.
10. As the storm clouds gathered ominously over the ancient manor, a sense of _____ crept into Colonel Siftar's heart. She could feel the weight of untold secrets pressing down on her, whispering that tonight, everything would change.
11. The sinking of the Titanic in 1912 is a _____ historical event because it highlights both human ambition and the fragility of life. This tragedy led to significant changes in maritime safety regulations, ensuring that future voyages would be much safer.
12. As the match came to an end, the streets of Buenos Aires erupted in _____ as it was announced that Argentina had won the World Cup. Rafael and his friends danced and sang, their faces painted with the national colors. It was a moment of pure, unbridled joy, uniting the entire nation in celebration.

13. In 1945, during World War II, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. These powerful explosions had the ability to _____ entire areas, causing massive destruction and leading to the end of the war. This event showed the world the devastating power of nuclear weapons and changed the course of history.
14. Despite the jungle of Calakmul being home to the highest concentration of jaguars in Mexico, the jaguar Dr. Ramirez's team was studying seemed to _____ every attempt by the researchers to capture it on film. The majestic creature remained a ghost, a symbol of nature's untamed spirit.
15. As the group gathered around a small bonfire, their laughter and stories were evidence of the _____ they had built throughout the week. They shared tales of their families and dreams for the future, solidifying bonds that would last a lifetime.
16. Between April and July 1994, members of the Hutu ethnic majority in the east-central African nation of Rwanda systematically murdered as many as 800,000 people, mostly of the Tutsi minority. Today, this horrific _____ is commemorated annually in Rwanda, and around the world, to honor the lives lost. The Kigali Memorial serves as a burial site for the countless Tutsi victims.
17. Sophie thinks that her classmate, Reyna, is under the _____ that she could guess all the answers right on the next quiz. Sophie would rather study and be prepared for all possible answers, than not study at all and assume that she can guess all the answers correctly. Sophie perceives Reyna as having unrealistic expectations about being able to ace the quiz without studying.
18. Living with her _____ cousin, Fernando, was a daily challenge for Leila. His arrogance and constant criticism of her art, clothes, and choice in music made their shared apartment feel like a war zone. Yet, she held on, hoping that one day he might see the error of his ways.

19. The Salem witch trials were a series of hearings and prosecutions of people accused of witchcraft in colonial Massachusetts between February 1692 and May 1693. In Salem, _____ spread like wildfire after rumors of witchcraft began to circulate. The community watched in horror as her neighbors turned against each other, driven by fear and superstition.
20. When accused of cheating in the chess tournament, Igor responded _____. He was a champion in Moscow, known for his integrity and skill, and the accusation felt like a personal attack. His fierce defense of his honor left no doubt about his innocence.
21. At the annual gala in Paris, Madame Dupont carried herself with a _____ grace that commanded respect. Her poise and elegance were the talk of the evening, as she moved through the room like a queen. Every gesture, every word she spoke, was a testament to her refined upbringing.
22. Lisa, a passionate climate activist, couldn't understand the _____ of her colleagues when she presented alarming data about the melting ice caps. Despite her heartfelt plea, the room remained silent, their expressions blank as if the fate of the planet was a distant concern.
23. Michael, a talented musician, was heartbroken when his band mate Ignacio, who had lived in the U.S. for over a decade, was suddenly _____. Despite the legal barriers, Michael composed a poignant song, "Boundless Borders," dedicated to their unbreakable friendship and the hope of a reunion.

PART TWO: EXAMPLES AND NONEXAMPLES

ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

<i>definition of the word</i>	<i>synonyms</i>
to destroy completely	Destroy, obliterate, exterminate, eradicate
1. ANNIHILATE	
<i>use the word in a sentence</i>	<i>antonyms</i>
The powerful hurricane threatened to annihilate the small coastal town, leaving the residents in a state of panic as they scrambled to evacuate.	Create, build, establish,

<i>definition of the word</i>	<i>synonyms</i>
lack of interest or enthusiasm	

2. APATHY

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
friendship; a feeling of connection and common purpose with others	

3. CAMARADERIE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
obvious; easily seen or noticed	

5. CONSPICUOUS

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a false belief, usually firmly held even when evidence shows that it is incorrect	

6. DELUSION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to force to leave a country	

7. DEPORT

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
noble, decorous, or sophisticated in behavior or manner	

8. DIGNIFIED

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to escape or avoid, physically or mentally	

9. ELUDE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a feeling that something bad is going to happen	

11. FOREBODING

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the intentional killing of a large number of people from a specific background or identity group, with the goal of destroying that group	

12. GENOCIDE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
extreme heightened emotion, like fear or panic	

13. HYSTERIA

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a system of beliefs and values, often regarding politics or religion, that guides the way a group of people thinks and behaves	
14. IDEOLOGY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
unwise; done without good judgment	
15. IMPRUDENT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
having no particular interest, opinion, or sympathy	
16. INDIFFERENCE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
with a sense of displeasure in response to something unjust or offensive	
17. INDIGNANTLY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
intolerable or difficult to endure	

18. INSUFFERABLE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
extreme joy or happiness	

19. JUBILATION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
set free	

20. LIBERATED

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
emotionally moving; deeply affecting the feelings	

21. POIGNANT

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to feel or express dislike or disdain for someone or something	
23. RESENT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
true; undeniable	
24. VERITABLE	
<i>use the word in a sentence</i>	<i>antonyms</i>

PART THREE: ADDING COMPLEXITY

ACTIVITY 4. CHANGING TENSES AND PART OF SPEECH

Directions: For each vocabulary word, write a sentence that shows you know the meaning of the word (Ex: different tenses, changing part of speech, removing or adding affixes).

annihilate (v.): to destroy completely	
CHANGE	EXAMPLE SENTENCE
<i>annihilation</i>	The annihilation of the ancient city left behind nothing but ruins and memories.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>Complete destruction or obliteration</i> .	

apathy (n.): lack of interest or enthusiasm	
CHANGE	EXAMPLE SENTENCE
<i>apathetic</i>	Despite the urgent plea for help, he remained apathetic and ignored the situation.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Showing no interest or concern.</i></p>	

camaraderie (n.): friendship; a feeling of connection and common purpose with others	
CHANGE	EXAMPLE SENTENCE
<i>comrade</i>	During our challenging journey through the mountains, my loyal comrade Bo never left my side, offering both support and encouragement.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>A friend who shares interests or is a fellow member of a group.</i></p>	

conspicuous (adj.): obvious; easily seen or noticed	
CHANGE	EXAMPLE SENTENCE
<i>inconspicuous</i>	The spy managed to remain inconspicuous in the crowded marketplace, blending in seamlessly.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Added prefix, Changed to antonym</i></p> <p><i>Not easily noticed or seen.</i></p>	

delusion (n.): a false belief, usually firmly held even when evidence shows that it is incorrect	
CHANGE	EXAMPLE SENTENCE
<i>delusional</i>	He was so delusional that he believed he could fly, despite all evidence to the contrary.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Holding false beliefs despite contradictory evidence.</i></p>	

deport (v.): to force to leave a country	
CHANGE	EXAMPLE SENTENCE
<i>deportation</i>	The family faced deportation due to being vocal about this discontent with the government.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>Forced removal from a country.</i>	

dignified (adj.): noble, decorous, or sophisticated in behavior or manner	
CHANGE	EXAMPLE SENTENCE
<i>dignity</i>	She handled the challenging situation with remarkable dignity and grace.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>Quality of being worthy of honor or respect.</i>	

elude (v.): to escape or avoid, physically or mentally

CHANGE	EXAMPLE SENTENCE
<i>elusive</i>	The cunning, elusive fox outsmarted the hunters by slipping through the dense forest unnoticed.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>capable of easily escaping, avoiding, or hiding</i>	

foreboding (n.): a feeling that something bad is going to happen	
CHANGE	EXAMPLE SENTENCE
<i>Forebode</i>	The dark, ominous clouds on the horizon seemed to forebode a powerful storm that would soon sweep through the small coastal town.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to verb</i> <i>To foretell or predict that something bad will happen.</i>	

genocide (n.): the intentional killing of a large number of people from a specific background or identity group, with the goal of destroying that group	
CHANGE	EXAMPLE SENTENCE
<i>genocidal</i>	The UN report concluded that while there were mass killings, there was no genocidal intent.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Relating to or involving the deliberate killing of a large number of people.</i>	

hysteria (n.): extreme heightened emotion, like fear or panic	
CHANGE	EXAMPLE SENTENCE
<i>hysterical</i>	The news of the sudden accident left the entire community in a hysterical state of shock.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Uncontrollably emotional</i>	

ideology (n.): a system of beliefs and values, often regarding politics or religion, that guides the way a group of people thinks and behaves	
CHANGE	EXAMPLE SENTENCE
<i>ideological</i>	Their political campaign was driven by a strong ideological commitment to social justice.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Based on a set of beliefs or ideals.</i></p>	

imprudent (adj.): unwise; done without good judgment	
CHANGE	EXAMPLE SENTENCE
<i>imprudently</i>	He imprudently spent all his savings on a risky investment, ignoring the warning signs.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>Lacking caution or good judgment.</i></p>	

indifference (n.): having no particular interest, opinion, or sympathy	
CHANGE	EXAMPLE SENTENCE
<i>indifferent</i>	Mr. Reynolds was indifferent to the subject of Amy's discussion because he did not know the people she was talking about.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Marked by a lack of interest, enthusiasm, or concern.</i></p>	

indignantly (adv.): with a sense of displeasure in response to something unjust or offensive	
CHANGE	EXAMPLE SENTENCE
<i>indignant</i>	She became indignant while speaking about the unfair policies that affected her community.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>Showing anger at perceived unfair treatment.</i></p>	

insufferable (adj.): intolerable or difficult to endure	
CHANGE	EXAMPLE SENTENCE
<i>sufferable</i>	The only thing that made camping sufferable for her is the thought of getting to spend a week away from her little brother and sister.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Removed prefix, Changed to antonym</i> <i>Able to be endured.</i>	

jubilation (n.): extreme joy or happiness	
CHANGE	EXAMPLE SENTENCE
<i>jubilee</i>	The town held a grand jubilee to celebrate its 100th anniversary.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>Special anniversary celebration</i>	

liberated (adj.): set free	
CHANGE	EXAMPLE SENTENCE
<i>liberation</i>	The liberation of the oppressed people brought a renewed sense of hope and freedom.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>Act of setting someone free.</i></p>	

poignant (adj.): emotionally moving; causing a person to feel sadness	
CHANGE	EXAMPLE SENTENCE
<i>poignantly</i>	The movie ended poignantly , leaving the audience with a deep sense of reflection.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>Evoking a keen sense of sadness.</i></p>	

resent (v.): to feel or express dislike or disdain for someone or something	
CHANGE	EXAMPLE SENTENCE
<i>resentfully</i>	He spoke resentfully about the promotion he felt he deserved but didn't receive.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>With bitterness or displeasure</i>	

veritable (adj.): true; undeniable	
CHANGE	EXAMPLE SENTENCE
<i>veritably</i>	The evidence presented was veritably convincing, leaving no room for doubt.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>Truly or genuinely.</i>	



Unit Rubrics & Assessments

Name: _____ Date: _____

Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

Formatting and Evidence	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
Sentence Structure and Grammar	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
Punctuation and Mechanics	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	

Argumentative Writing Rubric

8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Introduction Provides a purposeful and well-crafted introduction that proposes and contextualizes the argument; clearly states the claim; establishes the significance of the argument	4 3 2 1	
Organization Builds the argument by addressing only relevant ideas in claims, counterclaims, and evidence; presents ideas in a logical order; clarifies relationships among ideas using words, phrases, and clauses to create cohesion	4 3 2 1	
Conclusion Provides a purposeful and well-crafted conclusion that logically follows from the argument; summarizes main points and/or reinforces the argument's larger significance	4 3 2 1	

Development	Rubric Score	Notes
Claim/Counterclaim States a precise, debatable claim and, when appropriate, a counterclaim; clearly distinguishes the claim from opposing or alternate claims; supports claims with evidence and reasoning	4 3 2 1	
Reasoning Provides logical support for claims by establishing clear relationships between claims and evidence; demonstrates understanding of the topic; organizes reasons in a purposeful and logical progression	4 3 2 1	

<p>Evidence Incorporates accurate, credible sources to support claims or oppose counterclaims; organizes evidence logically; connects evidence to claims or counterclaims using clear and effective reasoning</p>	<p>4 3 2 1</p>	
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Language	Rubric Score	Notes
<p>Style Maintains a formal, objective, and persuasive tone appropriate to the task and audience, using precise, varied, and deliberate word choice to strengthen and clarify the argument</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood</p>	<p>4 3 2 1</p>	
<p>Conventions Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break</p>	<p>4 3 2 1</p>	

Name: _____ Date: _____

Single Point Argumentative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Claim		My claim responds to all parts of the prompt and uses debatable language.	
Topic Sentences		Each of my topic sentences uses debatable language and expands on one distinct, specific idea from the claim.	
Evidence		I select the strongest pieces of evidence to support each topic sentence by determining that the evidence is clear, accurate, and relevant.	
Explanation		I connect the supporting details to my claim by explaining how they support it.	
Organization		I organize my body paragraphs by choosing which evidence relates to each topic sentence most directly and incorporating it in a logical order.	

My goal for my next argumentative writing cycle is _____

Academic Discourse Rubric

6th–8th Grade English Language Arts

	1 Point	2 Points	3 Points
Tier 1: Clarify and share their own thoughts	<ul style="list-style-type: none"> ● Attempts to provide evidence, but the evidence is unrelated or wrong ● Does not use vocabulary that is specific to the subject or task 	<ul style="list-style-type: none"> ● Provides evidence or examples to justify and defend their point clearly, but may not be the most relevant evidence ● Uses some vocabulary that is specific to the subject and task, but misses opportunities 	<ul style="list-style-type: none"> ● Provides relevant evidence or examples to justify and defend their point clearly ● Uses a variety of vocabulary that is specific to the subject and task to share and clarify their thoughts
Tier 2: Engage with the thinking of others	<ul style="list-style-type: none"> ● Shares their own ideas without listening to their peers' ideas; ideas may be random, disconnected, or replace a previous idea ● Does not track other students' ideas ● Does not ask follow-up questions to clarify ideas 	<ul style="list-style-type: none"> ● Attempts to build on a peer's ideas, but the connection may be limited ● Attempts to restate others' ideas, but is unable to retell key ideas ● Asks follow-up questions, but they may be generic and not specific 	<ul style="list-style-type: none"> ● Seeks to genuinely understand their peers' ideas and builds on them with connected ideas ● Paraphrases what others are saying in order to keep track of key ideas in a discussion ● Seeks to clarify a particular point by asking follow-up questions
Tier 3: Critique and analyze the reasoning of others	<ul style="list-style-type: none"> ● Does not engage with the thinking of their peers ● Does not compare and contrast different arguments ● Unable to synthesize ideas from the discussion 	<ul style="list-style-type: none"> ● Begins to challenge the thinking of their peers, but may be limited ● Attempts to compare and contrast different arguments, but misses the nuance ● Attempts to synthesize the discussion, but misses key understandings 	<ul style="list-style-type: none"> ● Challenges the thinking of their peers; when warranted, modifies their own views based on their peers' ideas and thinking ● Compares and contrasts the effectiveness of different arguments ● Synthesizes everything they have heard into coherent statements

Speaking and Listening	<ul style="list-style-type: none"> ● Language is not always clear ● Eye contact and posture are not consistent ● Interrupts or speaks over students 	<ul style="list-style-type: none"> ● Appropriate language ● Uses eye contact and appropriate posture ● Awareness of own airtime in order to ensure participation by others 	<ul style="list-style-type: none"> ● Sophisticated and appropriate language ● Consistent eye contact and professional posture ● Actively solicits contributions from others
Preparation	<ul style="list-style-type: none"> ● Is not prepared for the discussion; has not identified key pieces of evidence or details 	<ul style="list-style-type: none"> ● Is prepared for the discussion with some evidence and details 	<ul style="list-style-type: none"> ● Is prepared to share the best reasons and evidence to support a particular point or idea

Informational Writing Rubric

8th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Introduction Establishes the main topic; previews the ideas that will be developed throughout the piece; may provide additional relevant context to frame the information	4 3 2 1	
Organization Organizes complex ideas into broader categories; supports deeper understanding of the topic; creates cohesion through varied and purposeful transitional language	4 3 2 1	
Conclusion Summarizes, reinforces, and/or reflects on the topic logically; connects directly to the major ideas presented; emphasizes the significance of the information	4 3 2 1	

Development	Rubric Score	Notes
Details Incorporates relevant and accurate information such as facts, definitions, quotations, and examples; explains ideas thoroughly; deepens the reader's understanding of the topic	4 3 2 1	
Text Features Uses formatting, graphics, or multimedia strategically; selects features that enhance comprehension; integrates features purposefully to support the information	4 3 2 1	

Language	Rubric Score	Notes
<p>Style Maintains a formal, objective, and academic tone; uses precise, varied, and domain-specific vocabulary; strengthens clarity and accuracy of information</p>	4 3 2 1	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, including correct application of verb voice and mood</p>	4 3 2 1	
<p>Conventions Uses correct capitalization, spelling, and punctuation conventions, including commas, dashes, or ellipses to signal a pause or break</p>	4 3 2 1	

Name: _____ Date: _____

Single Point Informational Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Introduction		I orient my reader by previewing the major topics my essay will discuss.	
Organization		I organize my body paragraphs by grouping information according to the broader categories it falls into.	
Development		I develop my topic by including the most relevant and supportive details that I found through my research.	
Conclusion		I close my essay by restating the most important information and making connections to larger ideas to show why my research on this topic matters.	
Language		I use active voice to emphasize meaning appropriately when a sentence conveys multiple pieces of information.	

My goal for my next informational writing cycle is _____

Name: _____ Date: _____

Directions: Read each text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

Text 1

Excerpt from *Farewell to Manzanar*

By Jeanne Wakatsuki Houston and James D. Houston

During World War II, more than 120,000 Japanese-Americans (30,000 of whom were children) were forced from their homes and imprisoned in "internment camps" in the western United States. After the Japanese army dropped bombs on a US Military base in Pearl Harbor, Hawaii, the government decided that all people of Japanese descent were a "threat" to the safety of the United States, regardless of the fact that the majority of them were American citizens. These camps were often overcrowded and unsanitary, and there was limited medical care.

*The following is an excerpt from the book *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston. The author Jeanne Wakatsuki Houston was 7 years old when she was transported with her family to Manzanar, a bleak, barren internment camp of tar paper shacks in California's Owen Valley desert. Read her memories about the way that people in the camps tried to resist their imprisonment.*

- 1 Papa never said more than three or four sentences about his nine months at Fort Lincoln [a federal prison where he was transported after the bombing of Pearl Harbor by the Japanese army]. Few men who spent time there will talk about it more than that. Not because of the physical hardships: he had been through worse times on fishing trips down the coast of Mexico. It was the charge of disloyalty. For a man raised in Japan, there was no greater disgrace. And it was the humiliation. It brought him face to face with his own vulnerability, his own powerlessness. He had no rights, no home, no control over his own life. This kind of emasculation¹ was suffered, in one form or another, by all the men interned at Manzanar. Papa's was an extreme case. Some coped with it better than he, some worse. Some retreated. Some struck back.
- 2 During that first summer and fall of sandy congestion and wind-blown boredom, the bitterness accumulated, the rage festered in hundreds of tar papered cubicles like ours. Looking back, what they now call the December Riot seems to have been inevitable. It happened exactly a year after the Pearl Harbor attack. Some have called this an anniversary demonstration organized by militantly pro-Japan forces in the camp. It wasn't as simple as that. Everything just came boiling up at once.
- 3 In the months before the riot the bells rang often at our mess hall², sending out the calls for public meetings. They rang for higher wages, they rang for better food, they rang for open revolt, for patriotism, for common sense, and for a wholesale return to Japan. Some meetings turned into shouting sessions. Some led to beatings. One group tried to burn down the general store. Assassination threats were commonplace.

¹ emasculation: causing one to feel weak or less effective

² mess hall: dining hall

- 4 On the night of December 5, Fred Tayama, a leader in the Japanese American Citizens League and a "Friend" of the administration, was badly beaten by six men and taken to the camp hospital for treatment. Tayama couldn't identify anyone precisely, but the next day three men were arrested and one of these was sent out of the camp to the country jail at Independence, ten miles away. This was a young cook well known for his defiance and contempt for the authorities. He had been trying to organize a Kitchen Workers' Union and had recently charged the camp's chief steward, a Caucasian, with stealing sugar and meat from the warehouses to sell on the black market. Since sugar and meat were both in short supply, and since it was rumored that infants had died from saccharin mixed into formulas as a sugar substitute, these charges were widely believed. The young cook's arrest became the immediate and popular cause that triggered the riot.
- 5 I was too young to witness any of it. Papa himself did not take part and he kept all of us with him in the barracks during the day and night it lasted. But I remember the deadly quiet in the camp the morning before it began, that heavy atmosphere threat of something about to burst. And I remember hearing the crowds rush past our block that night. Toward the end of it, they were a lynch mob³, swarming from one side of the camp to the other, from the hospital to the police station to the barracks of the men they were after, shouting slogans in English and Japanese.
- 6 "Idiots," Papa called them. "*Bakatare*. They want to go back to Japan."
- 7 "It is more than going back to Japan," Mama said. "It is the sugar. It disappears so fast..."
- 8 "What do they think they will find over there?"
- 9 "Maybe they would be treated like human beings," Mama said.
- 10 "You be quiet. Listen to what I am saying. These idiots won't even get to the front gate of this camp. You watch. You watch. Before this is over, somebody is going to be killed. I guarantee it. They might all be killed."

Houston, J. W., & Houston, J. D. (2018). Farewell to Manzanar. Houghton Mifflin Company. Modified by Fishtank Learning, Inc.

1. What does the December Riot reveal about Papa?
 - a. Papa is easily influenced by the people around him, and is most likely more of a follower than a leader.
 - b. Papa is more concerned about his family's well-being than he is about fighting against the system that keeps them imprisoned.
 - c. Papa does not believe that anything good will come from trying to resist, and most likely does not think that they have any power to change their circumstances.
 - d. Papa is anxious that if he does not condemn the rioters, he may be separated from his family and sent back to Fort Lincoln.

³ lynch mob: a group of people who intend to kill someone

2. What does the line "Maybe they would be treated like human beings" in paragraph 9 reveal about Mama?
 - a. The stress of living in Manzanar has negatively impacted the relationship between Mama and Papa, leading to disagreements and arguments.
 - b. Mama is considering the possibility of joining the rioters, although she does not want Papa to know.
 - c. Mama thinks that Japan is the only safe place for people of Japanese descent, and regrets not bringing her family there before the beginning of the war.
 - d. Mama is sympathetic to the rioters and does not agree with Papa.

3. What does paragraph 1 reveal about the speaker's perspective of her Papa?
 - a. She sees Papa as a figure profoundly scarred by the disgrace and loss of autonomy he experienced, and he is haunted by the emotional and psychological impacts of his imprisonment.
 - b. She sees her Papa as someone who remained emotionally detached, and would be better able to cope with his experience at Fort Lincoln if he were willing to speak about it.
 - c. She thinks that Papa responded unreasonably to the experience at Fort Lincoln, as it wasn't actually very physically challenging.
 - d. She wishes that Papa had responded to that experience by striking back, rather than retreating, and sees him as powerless since his return from Fort Lincoln.

4. How does Papa's experience at Fort Lincoln help explain the broader unrest at Manzanar?
 - a. Papa's physical suffering reflects the harsh living conditions in the camp.
 - b. Papa's humiliation and loss of rights illustrate the emotional damage that fueled anger among interned men.
 - c. Papa's silence shows that most internees accepted their treatment without resistance.
 - d. Papa's background in Japan caused conflict between Japanese Americans in the camp.

5. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What mood does the author develop in paragraph 5?

- a. Secure
- b. Baffling
- c. Ominous
- d. Thrilling

Part B: What specific words and phrases develop the mood selected in Part A? Select the two best answers.

- a. "too young to witness" (par. 5)
- b. "kept all of us with him" (par. 5)
- c. "deadly quiet" (par. 5)
- d. "about to burst" (par. 5)
- e. "crowds rush" (par. 5)
- f. "shouting slogans" (par. 5)

Text 2

December 1943

By Fishtank Staff

The stage is dimly lit, revealing a small room with sparse furnishings—a table cluttered with maps and papers, a worn-out armchair, and a flickering oil lamp. Sounds of distant bombings echo faintly in the background.

- 1 [VOICEOVER] (*In a grave, authoritative tone*): Berlin, December 1943. As the Allied forces press closer, tensions rise in the heart of the Reich. In a village on the outskirts, two souls find themselves at a crossroads, their destinies intertwined by the relentless march of war.

Captain Erik Schmidt, a weathered German officer in his mid-30s, paces the room with a haunted expression. His uniform bears the weight of battles fought and decisions made.

- 2 CAPTAIN SCHMIDT (*Muttering to himself, tracing a finger over the maps*): How many more lives? How many more sacrifices?

The door creaks open, and Private Klaus Müller, barely 20, enters cautiously. His uniform is worn, his eyes weary yet determined.

- 3 PRIVATE MÜLLER: Captain, the eastern front has collapsed. We're surrounded.

- 4 CAPTAIN SCHMIDT (*Nods solemnly, his gaze fixed on a distant point*): They said it would hold. They always say it would hold.

- 5 PRIVATE MÜLLER: What about Anna, sir? She's out there, alone.

- 6 CAPTAIN SCHMIDT (*Pauses, his expression softening briefly*): Anna... She's resourceful, Müller. But the situation is dire.

- 7 [VOICEOVER] (*Echoing softly*): Meanwhile, beyond the confines of the room, Anna—tireless and determined—moves through the war-torn village with purpose. She tends to the wounded, her hands steady despite the chaos around her. With each bandage she ties and each reassuring word she offers, she embodies a resilience that transcends the horrors of war. In her eyes glimmers a hope that refuses to be extinguished, a belief in humanity that remains steadfast even as buildings crumble and sirens wail in the distance.

- 8 PRIVATE MÜLLER (*Quietly*): We can't just abandon her.

- 9 CAPTAIN SCHMIDT (*Turns sharply, his voice edged with frustration*): We have a duty, Müller! To our men, to our mission.

As Private Müller nods, a flicker of doubt crosses his face—caught between duty and the undeniable pull of compassion.

- 10 [VOICEOVER]: The distant echoes of artillery fire punctuate the tense silence that settles over the room. Captain Schmidt stands at the window, his gaze fixed on the darkening horizon where smoke billows from distant fires.

- 11 CAPTAIN SCHMIDT (*Voice tight with emotion*): We must prepare to evacuate the civilians. Get

them to the cellar, Müller. It's our best chance for now.

Private Müller nods, his eyes betraying a mix of fear and determination. He hurries to gather supplies, his thoughts torn between his duty and his concern for Anna.

- 12 [VOICEOVER] (*Intensifying*): In the chaos of war, where survival hangs by a thread, the decisions made in this room will shape the lives of those caught in its merciless grip. Anna, out there amidst the rubble and the bloodshed, embodies the hope they all cling to—a beacon of humanity in a world consumed by darkness.

Outside, Anna moves swiftly through the rubble-strewn streets, her steps cautious yet purposeful. The wounded cry out for help, and she responds with unwavering resolve, administering first aid amidst the chaos. Her heart races with each distant explosion, but her focus remains steadfast on saving lives.

- 13 ANNA (*To a wounded civilian, voice calm yet urgent*): Hold on. Help is coming.

8. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What kind of person is Private Muller?

- A decisive and authoritative soldier who follows orders without question.
- A compassionate and conflicted young soldier grappling with moral dilemmas.
- A cynical and skeptical soldier distrustful of his commanding officer.
- A fearless and bold soldier willing to take risks for the greater good.

Part B: What specific lines of text develop the reader's understanding of his character selected in Part A?

- "Captain, the eastern front has collapsed. We're surrounded." (par. 3)
- "What about Anna, sir? She's out there, alone." (par. 5)
- "We must prepare to evacuate the civilians. Get them to the cellar, Müller." (par. 11)
- "We have a duty, Müller! To our men, to our mission." (par. 9)

9. What does the phrase "the weight of battles fought and decisions made" most nearly suggest about Captain Schmidt?

- His uniform is physically heavy from long use
- He is proud of his military achievements
- He feels a moral burden from his wartime experiences
- He is physically exhausted from marching

10. What mood is created by Anna's final line "ANNA: (To a wounded civilian, voice calm yet urgent) Hold on. Help is coming" (par. 13)?

- A mood of despair and resignation
- A mood of indifference and detachment
- A mood of urgency and determination
- A mood of celebration and relief

Directions: The final set of questions asks about both texts. Read the questions and select the best answer(s). Be sure to return to the texts while you are answering questions.

12. How does the overall structure of the two excerpts differ?
 - a. The first excerpt presents events through reflective narration, while the second uses dramatic scenes and dialogue.
 - b. Both excerpts rely primarily on dialogue to convey events.
 - c. The first excerpt is chronological, while the second is written as a flashback.
 - d. Both excerpts present events as historical summaries.

13. How does the use of dialogue differ between the two excerpts?
 - a. Dialogue in both excerpts is used mainly to provide background information.
 - b. Dialogue in the first excerpt explains emotions indirectly, while dialogue in the second reveals immediate conflict and tension.
 - c. Dialogue in the second excerpt is more formal than in the first.
 - d. Dialogue serves the same purpose in both texts.

14. How does the point of view and structure shape the reader's understanding of conflict in each excerpt?
 - a. Both excerpts focus on a single character's internal struggle.
 - b. The first excerpt explains conflict through memory and analysis, while the second shows conflict unfolding through action and conversation.
 - c. The first excerpt avoids describing conflict directly.
 - d. The second excerpt provides more historical context than the first.

Name: _____ Date: _____

*The Diary of Anne Frank & Night***Directions:** Read each question carefully and select the best answer(s).

1. **Poignant** music is likely to make a person feel:
 - a. uncomfortable
 - b. regretful
 - c. terrified
 - d. emotional

2. Read the sentence.

Kim wasn't surprised by her son's **apathetic** response to her suggestion for a family game night.

What is the best meaning for the word **apathetic**, as used in the sentence above?

- a. A spontaneous act of kindness
 - b. Lack of interest or enthusiasm
 - c. A violation of societal expectations
 - d. A behavior consistent with ethical guidelines
3. Which of the following words are the closest synonyms?
 - a. obvious; indifferent
 - b. noticeable; conspicuous
 - c. delusion; apathy
 - d. indifference; imprudence

4. Read the sentence.

The government decided to grant Raquel refugee status instead of _____ her back to her native country.

What word best completes the sentence above?

- a. deporting
 - b. eluding
 - c. anguishing
 - d. secluding
5. Which sentence uses the word **hysteria** incorrectly?
 - a. The woman started to scream when she saw the wasp, and soon after, everyone else was caught up in the hysteria.
 - b. Mass hysteria spread through the village when they all learned of the witches that lived among them.
 - c. The doctor diagnosed Carl's hysteria as the flu after a few additional tests were run.
 - d. The police officer knew that more hysteria would be evoked in the neighborhood when they learned that the thief had not been caught.

6. Read the sentence.

The thief was able to _____ being captured by the police officers.

What word best completes the sentence above?

- a. compulsive
- b. elude
- c. resent
- d. imposed

7. Read the sentences.

Madison and Tommie had been best friends since the fifth grade. It was surprising to their parents that they both were **indifferent** about salvaging their friendship after the argument.

What is the best meaning for the word **indifferent**, as it is used in the sentences above?

- a. having no particular interest
- b. having extreme excitement
- c. having tremendous doubt
- d. having no particular regrets

8. Which of the following is an antonym for the word **liberated**?

- a. obsolete
- b. confine
- c. emancipate
- d. privilege

9. Read the sentence.

A dignified person could also be described as _____.

What word best completes the sentence above? Select all that apply.

- a. A person who can hold engaging conversations.
- b. A person who is sophisticated in behavior.
- c. A person who is deceptive by nature.
- d. A person who lacks manners.
- e. A person who engages in gossip.
- f. A person who is noble in behavior.

10. Which of the following sentences uses the word **insufferable** incorrectly?

- a. After three long hours at the opera, another 45-minutes seemed insufferable.
- b. The hostesses' insufferable attitude caused several customers to leave the restaurant.
- c. It was a day full of insufferable yard work and unbearable heat.
- d. The insufferable bolt needed to finish building the shelves was nowhere to be found.

11. Read the sentences.

Joseph was proud to win the World Chess Championship. Not only did he **annihilate** his opponent, he was the first in his family of chess players to win this tournament.

What is the best meaning of the word **annihilate** as used in the sentence above?

- a. to overwhelm with strategy
- b. establish something as a rule that must be followed
- c. to destroy completely
- d. having a positive or hopeful outlook

12. Which of the following are synonyms for the word **camaraderie**? Select all that apply.

- a. friendship
- b. companion
- c. opposition
- d. togetherness
- e. defiant

13. Read the sentence.

A person experiencing a **foreboding** feeling is experiencing _____.

What word best completes the sentence above?

- a. An unshakeable feeling that something bad is going to happen
- b. An unshakeable feeling that something exciting is going to happen
- c. An unshakeable feeling that something unexpected is going to happen
- d. An unshakeable feeling that something miraculous is going to happen

14. Read the sentence.

Despite overwhelming evidence to the contrary, the leader continued to act under the _____ that decisions were benefiting everyone.

What word best completes the sentence above?

- a. suspicion
- b. delusion
- c. realization
- d. prediction

15. Read the sentence.

The principles outlined in the United States Constitution encompass the **ideologies** of freedom, human rights, and the rule of law.

What is the best meaning of the word **ideologies** as used in the sentence above?

- a. A system of beliefs and values, often regarding politics or religion, that guides the way a group of people thinks and behaves.
- b. A system of beliefs and values, without consideration to religion or politics, that dictates how a group of people thinks and behaves.
- c. A system of beliefs and values, established in a single community to self-govern outside of the established judicial system.
- d. A system of beliefs and values, established in a single state to self-govern outside of the established judicial system.

16. Read the sentence.

In the last two years, there has been a **veritable** surge in the mortgage rates that has caused home ownership to decrease.

What is the meaning of the word **veritable** as used in the sentence above?

- a. undeniable
- b. doubtful
- c. unpleasant
- d. poignant

17. Which of the following is an antonym for the word **jubilation**? Select all that apply.

- a. excitement
- b. triumph
- c. sorrow
- d. gleeful

18. Read the sentences.

Her **indignation** with the treatment of animals was evident. She began to craft an email to the Director of the animal shelter explaining everything that happened.

What is the meaning of the word **indignation** as used in the sentence above?

- a. with a sense of displeasure in response to something unjust or offensive
- b. intense physical or emotional suffering
- c. in a way that expresses regret or blame
- d. done or acting according to a fixed plan or system

19. Which description explains **imprudent** behavior?
- A person responding to a rude comment on social media with an angry face.
 - A person studying every night a week before the final exam.
 - A person calling their friend after school to plan the weekend.
 - A person crossing the street without looking both ways first.

20. Read the sentence.

The **magnitude** of the earthquake became clear as scientists assessed the widespread damage across multiple regions.

What is the best meaning of the word **magnitude** as used in the sentence above?

- location
 - cause
 - size or extent
 - duration
21. Which of the following sentences uses the word **resent** correctly?
- The winner resented the award because they felt proud of the recognition.
 - The team player began to resent the unfair treatment after being repeatedly excluded from the game.
 - They resent the plan by carefully evaluating its details.
 - The teacher resented the meeting by arriving early.

22. Read the sentence.

He ignored his **obligation** to return the borrowed materials on time.

Which word is the closest in meaning to **obligation** as it is used in the sentence above?

- choice
- privilege
- responsibility
- opportunity

23. Read the sentence.

In a history class, students learned that **genocide** refers to acts committed with the intent to destroy a national, ethnic, racial or religious group.

Which situation best fits this definition?

- A government enforces strict laws to maintain public order.
- A group relocates voluntarily in search of better opportunities.
- A population is systematically targeted because of its identity.
- A country limits immigration during economic hardships.

Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from *Night*

A barrel of foul-smelling liquid stood by the door. Disinfection. Everybody	11
soaked in it. Then came a hot shower. All very fast. As we left the showers, we were	29
chased outside. And ordered to run some more. Another barrack: the	40
storeroom. Very long tables. Mountains of prison garb. As we ran, they threw the	54
clothes at us: pants, jackets, shirts...	60
In a few seconds, we had ceased to be men. Had the situation not been so tragic,	77
we might have laughed. Mier Katz, a colossus, wore a child's pants, and Stern, a	92
skinny little fellow, was floundering in a huge jacket. We immediately	103
started to switch.	106
I glanced over at my father. How changed he looked! His eyes were veiled. I	121
wanted to tell him something, but I didn't know what.	131
The night had passed completely. The morning star shone in the sky. I too	145
had become a different person. The student of Talmud, the child I was,	158
had been consumed by the flames. All that was left was a shape that resembled me.	174
My soul had been invaded — and devoured — by a black flame.	185
So many events had taken place in just a few hours that I had completely	200
lost all notion of time. When had we left our homes? And the ghetto?	214
And the train? Only a week ago? One night? One single night?	226
How long had we been standing in the freezing wind? One hour? A	239
single hour? Sixty minutes?	243
Surely it was a dream.	248

Wiesel, Elie. *Night*. Hill and Wang, 2006. Print. Pp. 36-37.

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Surely it was a dream.

Wiesel, Elie. *Night*. Hill and Wang, 2006. Print. Pp. 36-37.



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/8th-grade/materials/>