Interpretation

6 – Thoughtful and accurate analysis of literary elements, and insightful connections between literary elements and text’s meaning or effect on the reader.

5 – Clear and accurate analysis; addresses connections.

4 – Primarily accurate analysis; establishes connections

3 – Some accurate analysis; a little recognition of connections.

2 – Little accurate analysis; little or no connections.

1 – No accurate analysis; no recognition of connections.

Development

6 – Ample convincing evidence from the passage to support analysis. Ideas thoroughly explained. Clear and consistent focus on analysis.

5 – Sufficient convincing evidence. Ideas clearly explained. Usually maintains focus.

4 – Some valid evidence. Ideas adequately explained. Maintains focus on appropriate ideas.

3 – A little valid evidence. Ideas somewhat explained. Usually focuses on appropriate ideas.

2 – Little and only weak evidence. Explanations are unclear or incomplete. Sometimes focuses on appropriate ideas.

1 – No evidence from the text for valid claims. Very little focus on appropriate ideas.

Organization

6 – Unified and coherent with logical progression. Effective transitions. Clear and engaging introduction. Conclusion expands ideas.

5 – Coherent with some logical progression. Clear transitions. Clear introduction and developed conclusion.

4 – Ideas logically grouped with some transitions. Clear, somewhat developed introduction and conclusion.

3 – Simple with most ideas logically grouped. Few transitions. Underdeveloped introduction and brief conclusion.

2 – Simple with some ideas logically grouped. Few transitions. Brief introduction and maybe a brief conclusion.

1 – Little or no evidence of logical grouping. Very brief introduction. May have no conclusion.

Language

6 – Well-constructed sentences with precise word choice. Appropriate voice and tone throughout. Errors do not distract or change the meaning.

5 – Well-constructed sentences and some precise word choice. Mostly appropriate voice and tone. Errors are rarely distracting and do not change the meaning.

4 – Sentences and word choice are usually clear and adequate. Appropriate voice and tone, but not consistent. Some distracting errors. Meaning is usually clear.

3 – Most sentences are clear and word choice is general. Voice and tone somewhat appropriate and inconsistent. Errors are distracting and occasionally prevent understanding.

2 – Some sentences are clear and word choice is basic. Inconsistent and possibly inappropriate voice and tone. Errors are frequently distracting and sometimes prevent understanding.

1 – A few sentences are clear. Inappropriate voice and tone. Errors are frequently distracting and make understanding difficult.

1. Find one example of the Jewish people engaging in the normalcy bias.
2. Do you think the story of Moishe the Beadle’s miraculous escape is true? Why or why not?
3. Write one Jewish word you didn’t know and its definition.
4. Find one example of allusion.
5. Find one example of juxtaposition.
6. Find at least one example each for three of the following literary devices: personification, metaphor, simile, dramatic irony, and foreshadowing.
7. Find a quote that exemplifies two of the following emerging themes: inhumanity, silence, loss of faith, and loss of identity.
8. Find a quote that exemplifies two of the following emerging symbols or motifs and explain that symbol’s literal and symbolic meaning: fire, unheeded warnings, night, and religious traditions.
9. Find one example of a simple sentence in *Night.* How does using a simple sentence affect the reader in this instance?
10. Find one example of a complex, compound, or compound-complex sentence in *Night.* How does using this sentence type affect the reader in this instance?
11. Provide a quote that you think reflects a regretful tone. What words does Wiesel use to create this tone?
12. Provide a quote that you think reflects a hopeful tone. What words does Wiesel use to create this tone?
13. Find a quote in which Wiesel uses repetition. Why do you think he chooses to repeat where he does (beginning, middle, or end of the phrase)? What effect is Wiesel creating by repeating these words?
14. Find one example of direct characterization.
15. Find one example of indirect characterization. What can we infer about one of the characters from this action?
16. Find one example of the author appealing to pathos. How does this help you relate to one of the characters or the situation as a whole?
17. Find one example of the author appealing to logos. How does this appeal to his readers’ sense of logic? Don’t say “It makes sense”; explain his reasoning.
18. Find an example of Elie Wiesel’s religious struggle. What logical appeal is he using here? Do you think Elie is justified in his doubt?
19. What are the similarities between the two hangings? How does the author understate these similarities and why do you think he does this?
20. Compare the author’s description of the soup after each hanging. Why do you think he described each the way he did?
21. What other minor details does the author use to draw our attention to these differences?
22. What is your reaction to Elie’s religious struggle after the second hanging?
23. How does Wiesel attempt to destroy the credibility of the Blockalteste even before he returns with the numbers? Are there any people in modern American society that compare to a Jewish Blockalteste?
24. What is the irony of what Elie calls his “inheritance”?
25. What does the author claim is the true cause of Akiba Drumer’s death? How does this fit with the author’s previous statements about God? Does this indicate that the author may have different views on religion than the protagonist? Explain.

How