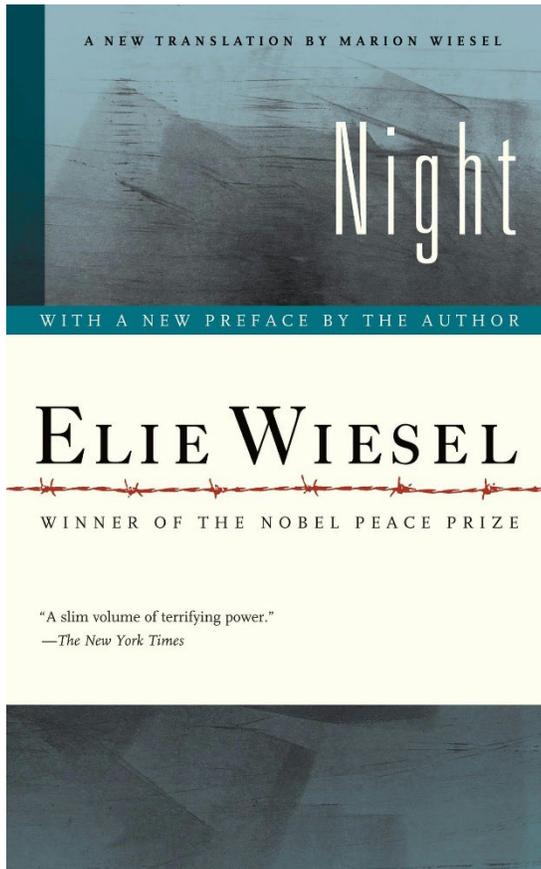


Night

Literature Guide



Night by Elie Wiesel is a harrowing memoir that recounts the author's experiences as a teenager during the Holocaust. The narrative follows Wiesel's journey from his peaceful childhood in Sighet, Transylvania, through the horrors of Auschwitz and Buchenwald concentration camps, to liberation. As he endures unimaginable suffering, the story explores themes of survival, faith, and the loss of innocence. Wiesel's powerful and personal account serves as both a testament to the atrocities committed during World War II and a plea to never forget the past. Reading *Night* will help students understand the impact that Nazi ideology, antisemitism, and the Holocaust had on both Jewish life and culture and on individual victims and survivors' choices and experiences.

Studying *Night* allows students to connect with history on a personal level. *Night* is a firsthand account of the Holocaust. Reading it helps students to bear witness to history, ensuring that the horrors of genocide are not forgotten or repeated. The memoir forces readers to confront moral and ethical questions: What is the role of faith in suffering? How do people maintain humanity in inhumane conditions? What happens when the world is silent in the face of evil? *Night* teaches about the past while exploring the dangers of hatred, propaganda, and indifference—topics still relevant today. Through Wiesel's eyes, students experience pain, fear, and loss, building emotional awareness and empathy—especially important in a world still struggling with prejudice and violence.

Grade Levels: 9-12

Essential Question:

How did the human and historical conditions of the Holocaust shift one's moral compass, including the loss of humanity both in the victims and the oppressors?

Objectives:

- Students will understand the use of memoir as a literary form.
- Students will understand the Holocaust happened to individuals.
- Students will explore moral and ethical questions.
- Students will recognize the importance of speaking out against injustice and the dangers of silence and complicity.

In this literature guide, you will find:

- Introduction
 - Pre-teaching Note
 - Historical Context
 - The Nature of Human Behavior Introductory Activity
 - Vocabulary
 - Character Analysis
- Book Study Questions
 - Reading Comprehension Questions
 - General Discussion Questions
 - Questions for Journal Writing
- Culminating Activities
 - Culminating Essay
 - Culminating Projects
- Extension Activities
 - Literary Analysis Activity #1
 - Literary Analysis Activity #2
 - Post-Reading Activity
 - Further Wiesel Writing for Discussion and Analysis
- Additional Resources

Introduction

Pre-teaching note: The lessons and resources provided in this Guide are meant to support teachers as they teach about the Holocaust using *Night*. Teachers should select those components which fit best for their students and those activities which fit best within their time frame. It is important to begin with the nature of human behavior and a brief overview of the Holocaust in order to provide context for the anchor text. In New York, *Night* is frequently read in grades 8 or 10 to complement social studies instruction on the Holocaust. To this end, the suggested activities and readings are intentionally flexible, recognizing that the memoir is taught in different grades levels. Thus, teachers should select those sections which would be most grade/age appropriate. In addition, there are materials that might be added for an honors or Advanced Placement course.

Historical Context

Before engaging in the book study on *Night*, teachers will want to set the historical context of the Holocaust, as defined by United States Holocaust Memorial Museum:

The Holocaust was the systematic, state-sponsored persecution and murder of six million European Jews by the Nazi German regime and its allies and collaborators. The Holocaust was an evolving process that took place throughout Europe between 1933 and 1945. By the end of the war in 1945, the Germans and their collaborators killed nearly two out of every three European Jews. While Jews were the primary victims, German authorities also persecuted and killed other groups for their perceived racial or biological inferiority: Roma; people with disabilities; some of the Slavic peoples (especially Poles and Russians), and

blacks. Other groups were persecuted on political, ideological or behavioral grounds, among them Communists, Socialists, Jehovah's Witnesses, and homosexuals.

Complete the following steps to further establish historical context:

1. Preview: How did the rise of Nazism and their policies impact Jews living in Sighet and the rest of Hungary?
2. Review historical background on the history of antisemitism, the rise of Adolf Hitler and the Nazi assumption of power in Germany, World War II, and the Holocaust.
3. Read the [Holocaust in Hungary](#) narrative.
4. Contextualize the life of Elie Wiesel using the [Road to WWII and the Holocaust timeline](#) and/or the USHMM timeline linked under "Additional Resources."
 - What does the timeline reveal about the Holocaust?
 - How did geography and the events of WWII affect how Jews were impacted by the Holocaust?
 - What events in the timeline directly affected the Wiesel family?
5. For additional information, utilize the Key Terms section of *Teaching the Holocaust and Other Genocides*, including [Concepts](#), [People](#), and [Camps and Ghettos](#).

The Nature of Human Behavior Introductory Activity

Consider using one of the [Human Behavior activities or readings](#) found on *Teaching the Holocaust and Other Genocides* as an introduction for the book study.

For older students, consider reading the essay "[Obedience, Conformity, and Authority: Psychological Lessons from the Holocaust](#)" and answering the questions.

Vocabulary

Prior to reading *Night*, define or review the following terms:

- *Dynamic Character*: a character who undergoes significant internal change over the course of the narrative. This change might involve their personality, beliefs, values, or outlook on life.
- *Memoir*: the word comes from the French for "memory": The purpose of a memoir is to share personal experiences and reflections from the author's life, usually centered around significant events, relationships, or themes. Unlike a full autobiography, which typically covers an entire life chronologically, a memoir focuses more narrowly on specific periods or moments. Memoirs help the author document or preserve important experiences. Especially in cases of trauma, injustice, or historical significance, memoirs serve to testify to real events, helping others understand what happened from the perspective of someone who lived through them. Writing a memoir allows the author to reflect upon past events, explore their emotional impact, and try to make sense of them. It's often about processing personal growth, change, or resilience.

Character Analysis

Introduce the [character analysis worksheet](#) to be used as a guide while reading the book. Consider also making the [character profiles sheet](#) available to students while reading.

Book Study Questions

Reading Comprehension Questions

Chapter 1

1. How does Elie Wiesel describe his early life in Sighet? What are his interests and priorities?
2. Who is Moshe the Beadle, and what role does he play in Eliezer's spiritual development?
3. How do the people of Sighet respond to Moshe's warnings about the Nazis? Why do they react this way?
4. What measures are used against the Jewish community as the Nazis gain control? How do they affect daily life?

Chapter 2

1. Describe the conditions on the train journey to Auschwitz. How do the passengers react to Madame Schächter's visions?
2. What is the significance of Madame Schächter's screams? How do they foreshadow what is to come?
3. How does the train journey change the mindset and behavior of the passengers?

Chapter 3

1. What are Eliezer's first impressions of Auschwitz? How does he describe the arrival process?
2. What is the significance of the line "Never shall I forget that night"? How does this moment shape Eliezer's perspective?
3. How does Eliezer's faith in God begin to change during this chapter? Why?
4. What happens to Eliezer and his father during the initial selection? How do they manage to stay together?

Chapter 4

1. What is life like in the Buna camp? How do Eliezer and his father navigate the challenges of their new environment?
2. What role does music play in the camp, particularly through Julie?
3. How does Eliezer describe the experience of witnessing hangings? What impact do they have on him?
4. How does the prisoner-guard relationship develop in this chapter?

Chapter 5

1. How does Eliezer's relationship with his faith change during Rosh Hashanah and Yom Kippur?
2. What strategies do Eliezer and his father use to survive the repeated selection processes?
3. How does the experience of witnessing death and suffering affect Eliezer's worldview and internal determination?

Chapter 6

1. Describe the conditions of the forced march. What challenges do the prisoners face, and how do they cope?
2. How does Eliezer's father motivate him to keep going during the march? What does this reveal about their relationship?
3. What happens to those who fall behind during the march? How does this highlight the brutality of their situation?

Chapter 7

1. How are the prisoners treated during the train ride to Buchenwald? What does this say about their humanity?
2. What role does survival instinct play in the behavior of the prisoners during this chapter?
3. Describe the scene involving Eliezer's father and the other prisoners. How does this moment reflect the breakdown of social norms?

Chapter 8

1. How does Eliezer describe his father's physical and emotional decline in Buchenwald?
2. What emotions does Eliezer wrestle with as he cares for his dying father? How does he respond to his father's needs?
3. What are the circumstances of Eliezer's father's death? How does Eliezer react, and what does this say about his mental state?

Chapter 9

1. How does Eliezer describe the liberation of Buchenwald? What are his thoughts and emotions during this time?
2. What does Eliezer mean when he says that after liberation, he saw himself in the mirror as a corpse?
3. Reflecting on the memoir as a whole, what are the lasting effects of the Holocaust on Eliezer's identity and outlook on life?

General Discussion Questions

1. How does the author characterize himself in *Night*? What does young Eliezer tell us about the town, community, and home that defined his childhood? How would you describe his storytelling tone?

2. Why did people in Wiesel's village refuse to believe the warnings of Moshe the Beadle when he told them what happened to Jews who had been expelled from their villages in other countries?
3. Why did the people in Wiesel's village doubt Hitler's plans to exterminate the Jewish population?
4. How did the German soldiers win the confidence of the people of Sighet?
5. With the words "Women to the right!" Eliezer has a final glimpse of his mother and of his sister, Tzipora. His father later wonders whether he should have presented his son as a younger boy, so that Eliezer could have joined the women. What turning point is represented by that moment, when their family is split and the gravity of every choice is made clear?
6. Not long after arriving at Birkenau, Eliezer and his father experience the horrors of the crematorium firsthand—and are nearly killed themselves. "Babies!" Wiesel writes. "Yes, I did see this, with my own eyes . . . children thrown into the flames" (p. 32). Look back on Eliezer's physical, mental, and emotional reactions to this hellish and inexplicable experience. How does the story of *Night* change at this point? How does Wiesel himself change?
7. At Birkenau, Eliezer considers ending his life by running into the electric fence. His father tells him to remember Mrs. Schächter, who had become delusional on the train. What might account for the fact that Eliezer and his father were able to keep their wits about them while others slipped into madness?
8. Eliezer observes the now-infamous inscription (*Arbeit Macht Frei*) above the entrance to Auschwitz, equating work with liberty. How does that inscription come to embody the deceit and bitter irony of the Nazi camps? What was the "work" of the prisoners? Were any of the Auschwitz survivors ever liberated emotionally?
9. At one point, upon arrival at Auschwitz, the prisoners considered revolting. What stopped them?
10. Two of the people Eliezer encounters more than once in the narrative are Akiba Drumer and Juliek. Where and when does Eliezer cross paths with these individuals? Describe their personalities. What are their outstanding traits? Describe the relationships that Eliezer has with each of them. How do their respective deaths affect Eliezer? What does each person mean to him?
11. Eliezer's gold crown makes him a target for bargaining, concluding in a lavatory with Franek, the foreman, and a dentist from Warsaw. Discuss the hierarchies in place at Auschwitz. How was a prisoner's value determined? Which prisoners were chosen for supervisory roles? Which ones were more likely to face bullying or execution? Describe conditions in the death camps.

12. As the story progresses, we witness scenes in which the Jews have been reduced to acting—and even treating their fellow prisoners—like rabid animals. During an air raid over Buna, a starved man risks being shot by crawling out to a cauldron of soup that stands in the middle of the camp, only to thrust his face into the boiling liquid once he has arrived there safely. Where else do we see examples of human beings acting in extreme ways? What are some events that may lead people to engage in such horrific behavior? Do you believe it would be fair to say that such beastliness in the death camps is inevitable? Do Eliezer and his father fall prey to such tragedies?
13. Eliezer expresses sympathy for Job, the biblical figure who experienced horrendous loss and illness as Satan and God engaged in a debate over Job's faithfulness. After watching the lynching and slow death of a young boy, Eliezer tells himself that God is hanging from the gallows as well. In his Nobel lecture, Wiesel describes the Holocaust as "a universe where God, betrayed by His creatures, covered His face in order not to see." How does Wiesel's understanding of God change throughout the book? How did the prisoners in *Night*, including rabbis, reconcile their agony with their faith?
14. After the surgery on Eliezer's foot, he and his father must face being marched to a more remote camp or staying behind to face possible eleventh-hour execution amid rumors of approaching Red Army troops. Observing that Hitler's deadline is the only reliable aspect of their lives, Wiesel's father decides that he and his son should leave the camp. The memoir is filled with such crossroads, the painful outcomes of which can be known only in retrospect. How does Wiesel respond to such outcomes? Do you believe these outcomes are driven by destiny, or do they simply reflect the reality of decision-making?
15. In his final scenes with his father, Eliezer must switch roles with him, becoming the provider and comforter, despite advice from others to abandon the dying man. What accounts for the tender, unbreakable bond between Eliezer and his father long after other men in their camp begin fending for themselves?
16. What is the significance of the book's final image, Wiesel's face, reflected in a mirror? He writes that a corpse gazed back at him, with a look that has never left him. What aspects of him died during his ordeal? What aspects were born in their place? What do you make of his observation that among the men liberated with him, not one sought revenge?
17. Look again at the opening pages of *Night*. When it begins, twelve-year-old Eliezer lives in the Transylvanian village of Sighet with his parents and sisters. How does being introduced to such people alter your understanding of the fact that, half a century ago, six million Jews were exterminated in the Holocaust? How is this sickening truth achieved through *Night's* dual purposes of memoir and history? If this is a story of one person's journey as well as a history of one horrendous part of World War II, how do the plot and the theme of the book overlap? How does the author blend the personal and the universal aspects of

Night? In what ways does Wiesel relate not only his own nightmarish memory of the Holocaust but also humanity's?

18. At once unthinkable and unforgettable, the autobiographical *Night* offers an eyewitness account of the utmost importance, but it is essentially one young man's story. What had you read, heard, or otherwise learned about the Holocaust before reading *Night*? How did Wiesel's remembrance agree with or differ from what you already knew about the history of this event?
19. Elie Wiesel has written in *The New York Times* (June 19, 2000) about the difficulties he faced in finding the right words for the painful story he wanted to tell—and had to tell—in *Night*. "I knew I had to testify about my past but I did not know how to go about it," he wrote, adding that his religious mentors, his favorite authors, and the Talmudic sages of his youth were of surprisingly little help. "I felt incapable and perhaps unworthy of fulfilling my task as survivor and messenger. I had things to say but not the words to say them . . . Words seemed weak and pale . . . And yet it was necessary to continue." Wiesel did continue, and although *Night* was originally rejected by every major publishing house in France and the United States, eventually it was published to universal acclaim. As a story, albeit a true story, how fitting did you find the words, imagery, and overall plotting of *Night*? Does the author succeed in his self-described goals as a "survivor and messenger" who must "testify" to his readers?
20. Given its horrific and incomprehensible nature, the Holocaust is sometimes described as an "unimaginable" moment of history, and yet—apart from scores of nonfiction accounts like autobiographies (such as *Night*) and documentary films—it is an event that has been imagined or reimagined in many novels, stories, movies, and so forth. Is this contradictory? Why or why not? Do you believe that historical fiction written on the topic of the Holocaust helpful or harmful to students understanding the time period? How, if at all, did reading *Night* influence your idea of how best to discuss, imagine, and conceptualize the Holocaust?
21. Wiesel wrote of those things he will never forget (p. 32). After reading *Night*, what images, ideas, and feelings do you think you will never forget?
22. At one point in the book, Wiesel said that he had ceased to feel human. What did he mean by this and what things can cause people to lose their sense of dignity and humanity?
23. Discuss the significance of the book's title, *Night*.
24. When the Jewish people were being deported, they were allowed to take only one small bag with all their possessions. Evidence has shown that most people took their photograph albums. Why were these albums so important to them?
25. Wiesel's village was invaded by the Nazi soldiers in 1944, years after the extermination of Jews had begun. Why, after all this time, did the people have so

little, if any, information about what had been happening to Jews all over Europe?

26. How does Elie Wiesel's faith in God change throughout the memoir, and what events most significantly impact his beliefs?

27. Why is bearing witness an important theme in *Night*, and how does Wiesel's narrative serve as form of remembrance and resistance?

Questions for Journal Writing:

Chapters 1-3:

1. How do you picture Sighet, Eliezer's family, and Moshe?
2. What is Wiesel's tone in these early pages?
3. Is there a line that "haunts" you?
4. What were the preparations for deportation? Sights? Sounds? Smells?
5. What are your impressions of the fact that 80 people were placed in one cattle car?
6. Discuss the separation of family upon reaching Birkeneau.
7. Could the younger men convince the elders to revolt? Why?
8. What is the *Kaddish*?
9. Discuss loss of identity in the barracks.
10. Eliezer and his father lied to Mengele and lied to Stein. Why?
11. What is your perspective of Eliezer not defending his father?
12. Do you believe that Akiba Drumer's comments were an example of foreshadowing? Explain your answer.

Chapters 4-9

1. Describe the dentist and the scene that ensued.
2. Why was music present in such a place?
3. Why was Eliezer angry with his father and what did he do to help him?
4. What is Rosh Hashanah? Why did Kapos come to the service?
5. What do you think it was like to be a Jew put in charge of camp prisoners?
6. Select lines that show how camp life effected Eliezer's religiosity.
7. What are your impressions of Zalman, Rabbi Eliahou, and Juliek?
8. What do you believe are the major moral dilemmas that are present in *Night*?
9. How did relationship with his father alter? How did his relationship with God alter? Provide evidence from the text.
10. What point was Wiesel making with the book's conclusion?

Culminating Activities

Culminating Essay

Select one of the following questions and write a well-conceived and carefully developed essay with a solid thesis statement. Be sure to use specific examples (with page citations) from the memoir.

Option 1:

Analyze the quotes below and explain these two strategies for survival in the camps in relation to Eliezer's experience at Auschwitz, Buna, and Buchenwald.

"We are all brothers and share the same fate. The same smoke hovers over all our heads. Help each other. That is the only way to survive..." (p. 41)

"In this place, it is every man for himself, and you cannot think of others. Not even your father. In this place, there is no such thing as father, brother, friend. Each of us lives and dies alone." (p. 110)

Option 2:

Dehumanization is the process by which the Nazis gradually reduced the Jews to little more than "things" that were a nuisance to them. Discuss specific examples of events which dehumanized Eliezer, his father, or his fellow Jews.

Culminating Projects

(The following culminating project ideas may be completed individually or in a group. They are designed to help students synthesize themes, characters, and historical context through creative, analytical, and personal engagement):

1. Literary Scrapbook

Create a scrapbook from Eliezer's point of view, chronicling his journey from Sighet to liberation. Include photos, drawings, quotes, diary entries, and symbolic objects. Each page should reflect a different stage of his journey and emotional state.

2. Theme-Based Multimedia Presentation

Choose a major theme (loss of faith, dehumanization, silence, etc.) and create a multimedia presentation (Google Slides, video, or website). Incorporate textual evidence, visuals, historical references, and original reflections on how the theme evolves.

3. Historical Context Research Project

Research an aspect of the Holocaust (concentration camps, resistance movements, bystanders, Nazi propaganda, etc.). Present your findings through a documentary-style video, museum-style display board, or digital timeline that ties into *Night*'s events.

4. Literary Analysis Essay

Write a formal literary essay analyzing one of the following:

- Eliezer's transformation throughout the memoir
- The use of symbolism (night, fire, silence, etc.)
- The role of father-son relationships
- Narrative voice and style

5. Survivor Testimony Comparison

Compare *Night* to another Holocaust survivor's testimony (written, recorded, or filmed). Create a Venn diagram or presentation showing similarities and differences in experiences, tone, and message. Reflect on why each voice matters.

6. Art Installation or Gallery Walk or Class Museum

Create a visual art piece inspired by the emotions and events in *Night*. This could be a sculpture, painting, or mixed-media collage. Write an artist's statement explaining how your work reflects the text.

7. Creative Writing – Alternate Perspectives

Write a series of fictional diary entries or letters from the perspective of a secondary character (Eliezer's father, Moishe the Beadle, Juliek, etc.). Explore what they might have felt or thought during key scenes.

8. "Never Forget" Awareness Campaign

Design a campaign to educate others on the importance of Holocaust remembrance. Create posters, social media posts, a website, or a podcast that highlights lessons from *Night* and connects them to modern-day human rights issues.

9. Interactive Timeline + Map

Create an interactive map and timeline that traces Eliezer's physical journey and key events from *Night*. Use tools like Google Earth or a physical map with pins and QR codes linking to quotes and historical facts.

10. Literature Circle / Socratic Seminar Facilitation

Plan and lead a student-centered discussion about a big question from *Night* (for example, "What does it mean to be human in the face of cruelty?"). Prepare open-ended questions, discussion norms, and quotes for support.

11. Music and *Night*

Prepare a Readers Theater reading of one section of *Night* and accompany it with background music that Julieck would have played.

11. Does *Night* exist today?

Create a class museum of articles, pictures, etc. depicting current antisemitism in the United States.

Extension Activities:

Literary Analysis Activity #1:

1. What is the purpose of memoir?
2. What kind of choices do people make when sharing their stories?
3. How does personal testimony enhance our understanding of historical events?
4. Why might a Holocaust survivor want to write a memoir?
5. How was Elie Wiesel changed by the Holocaust experiences he described in *Night*? How was he changed over time?
6. How did Elie Wiesel use the dynamic character technique as a writer to convey his real-life experiences during the Holocaust?
7. What reasons did Elie Wiesel give in the preface for writing this memoir? (Note: teachers may reference the quotes below).

"Did I write it so as not to go mad or, on the contrary, to go mad in order to understand the nature of madness, the immense, terrifying madness that had erupted in history and in the conscience of mankind?" (p. vii)

"Or was it simply to preserve a record of the ordeal I endured as an adolescent, at an early age when one's knowledge of death and evil should be limited to what one discovers in literature?" (p. vii)

“However, having survived, I needed to give some meaning to my survival. Was it to protect that meaning that I set to paper an experience in which nothing made any sense?” (p. viii)

“I only know that without this testimony, my life as a writer—or my life, period—would not have become what it is: that of 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.” (p. viii)

Literary Analysis Activity #2:

Wiesel uses the following literary devices in *Night*. Find examples of the following in the book.

- a) Style: The certain and unique way a writer writes. Elie Wiesel’s style has been called “lean, taut and sparse.”
- b) Simile: A comparison that uses the words “like” and “as”
- c) Metaphor: A comparison without using the words “like” and “as”
- d) Imagery: The use of sensory details, like sounds, tastes, smells, sights
- e) Non-flowery language: Writing that uses simple, direct, and clear words and phrases. For example, “He was poor and lived in utter penury” (p.3)
- f) Rhetorical questions: A question that is asked to make a point, rather than get an answer. For example, “Where are you, my God?” (p.66)
- g) Ellipses: Punctuation mark used to indicate an omission of words, pause in a sentence, or to suggest that something is left unsaid. For example, “But...sir, they did write me down” (p. 69)
- h) Parallel structure: Using similar grammatical structures for items in a list, series, or comparison. For example, “No more bell, no more roll call, no more work” (p. 78)
- i) Sentence Length: Using different sentence lengths to convey varying levels of detail and complexity. For example, “The gate” (p. 76)
- j) Tone: The author’s attitude or approach towards the subject matter and audience. For example, Wiesel’s tone is detached as if he is talking to himself,

away from everyone and dealing with this atrocity alone when he writes, “I myself was so weary that his silence left me indifferent” (p. 104)

- k) Foreshadowing: Giving clues as to what might be happening. For example, “But I wanted to come back to warn you” (p. 6)
- l) Repetition: Repeating the same word or phrase to emphasize key ideas, influence rhythm and flow, and make text more memorable. For example, “Never...Never...” (p. 34)
- m) Symbolism: Using something to stand for something else

Post-Reading Activity:

If the students read “[Obedience, Conformity, and Authority: Psychological Lessons from the Holocaust](#)”, instruct them to find examples in the text that illustrate these facets of human behavior.

Further Wiesel Writing for Discussion and Analysis:

1. Read Wiesel’s [Nobel Peace Prize Speech](#) and answer the questions.
2. Listen to Wiesel’s “Perils of Indifference” Speech delivered 12 April 1999, White House, Washington, D.C.
<https://www.americanrhetoric.com/speeches/ewieselperilsofindifference.html>
 - Write an essay in which you analyze how Wiesel uses rhetorical strategies—such as personal testimony, emotional appeal, and historical context—to persuade his audience of the dangers of indifference. How does his message remain relevant in today’s global and political climate?
3. Using Elie Wiesel’s quote as a lens, explore how the Nazis employed physical, psychological, and bureaucratic methods to erase Jewish identity, community, and humanity. Consider how the gradual process of isolation and dehumanization reflects broader themes of control, fear, and the destruction of self. Discuss the historical realities that support Wiesel’s imagery and reflect on the implications of his words for our understanding of genocide and memory.

“The Nazis’ aim was to make the Jewish universe shrink - from town to neighborhood, from neighborhood to street, from street to house, from house to room, from room to garret, from garret to cattle car, from cattle car to gas chamber. And they did the same to the individual - separated from his or her community, then from his or her family, then from his or her identity, eventually becoming a work permit, then a number, until the number itself was turned into ashes.”

Elie Wiesel, All Was Lost, Yet Something Was Preserved," *New York Times Book Review*, 1984 August 19, section 7, page 15.

Additional Resources

- Classroom video "Bearing Witness: Elie Wiesel and *Night*"
<https://www.youtube.com/watch?v=6pHg6VWpA6M> (8"04')
- [Bibliography](#)
- [Elie Wiesel Timeline from USHMM](#)
- [Elie Wiesel speech, "A Voice for the Voiceless"](#)
- [USHMM Timeline Activity](#)
- [A Day for Night Immersive Experience](#)