

ANNOTATE FOR HOMEWORK DUE:

ELIE WIESEL

WE RECEIVED no food. We lived on snow; it took the place of bread. The days resembled the nights, and the nights left in our souls the dregs of their darkness. The train rolled slowly, often halted for a few hours, and continued. It never stopped snowing. We remained lying on the floor for days and nights, one on top of the other, never uttering a word. We were nothing but frozen bodies. Our eyes closed, we merely waited for the next stop, to unload our dead.

THERE FOLLOWED days and nights of traveling. Occasionally, we would pass through German towns. Usually, very early in the morning, German laborers were going to work. They would stop and look at us without surprise.

One day when we had come to a stop, a worker took a piece of bread out of his bag and threw it into a wagon. There was a stampede. Dozens of starving men fought desperately over a few crumbs. The worker watched the spectacle with great interest.

YEARS LATER, I witnessed a similar spectacle in Aden. Our ship's passengers amused themselves by throwing coins to the "natives," who dove to retrieve them. An elegant Parisian lady took great pleasure in this game. When I noticed two children desperately fighting in the water, one trying to strangle the other, I implored the lady:

"Please, don't throw any more coins!"

"Why not?" said she. "I like to give charity . . ."

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Thesis statement: In Night, Elie Wiesel uses _____

NIGHT

IN THE WAGON where the bread had landed, a battle had ensued. Men were hurling themselves against each other, trampling, tearing at and mauling each other. Beasts of prey unleashed, animal hate in their eyes. An extraordinary vitality possessed them, sharpening their teeth and nails.

A crowd of workmen and curious passersby had formed all along the train. They had undoubtedly never seen a train with this kind of cargo. Soon, pieces of bread were falling into the wagons from all sides. And the spectators observed these emaciated creatures ready to kill for a crust of bread.

A piece fell into our wagon. I decided not to move. Anyway, I knew that I would not be strong enough to fight off dozens of violent men! I saw, not far from me, an old man dragging himself on all fours. He had just detached himself from the struggling mob. He was holding one hand to his heart. At first I thought he had received a blow to his chest. Then I understood: he was hiding a piece of bread under his shirt. With lightning speed he pulled it out and put it to his mouth. His eyes lit up, a smile, like a grimace, illuminated his ashen face. And was immediately extinguished. A shadow had lain down beside him. And this shadow threw itself over him. Stunned by the blows, the old man was crying:

"Meir, my little Meir! Don't you recognize me . . . You're killing your father . . . I have bread . . . for you too . . . for you too . . ."

He collapsed. But his fist was still clutching a small crust. He wanted to raise it to his mouth. But the other threw himself on him. The old man mumbled something, groaned, and died. Nobody cared. His son searched him, took the crust of bread, and began to devour it. He didn't get far. Two men had been watching

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_____ to represent/show

Annotation Guide

Annotation Steps:

1. **Summarize** what's happening in the passage in a sentence.
 - a. Think about which events, ideas seemed most important to you (based on your summary). This is a place to start when looking for lines to annotate.
2. **Identify lines** that stand out to you.
 - a. What lines stick with you or have the greatest emotional impact?
 - b. What figurative language (e.g. repetition, similes, metaphors, symbols) do you see?
3. Which **specific words** in those lines stand out to you the most?
 - What do these words mean/represent/imply?
 - What are the implications/associations with these words (connotation does the word generally deal with/describe mental, physical, emotional, or social things)?
4. Connect your ideas.
 - Do you see any patterns/trends?
 - What do these patterns seem to suggest about human nature/behavior?
 - What does the passage mean as a whole?

Annotation Rubric

10/10	Genuine insight and original thought, or at least an attempt to fully analyze the text in detail, specific rather than general. Builds cohesive meaning from individual elements (i.e. what is the text saying about purity/religion/etc. overall)?
9/10	Mostly independent analysis. Connections between character traits, themes, and symbols, rather than plot
8/10	Large amounts of summary and identifying, some attempts at analysis (e.g. "too quiet=trouble" or "fog=ominous"). Commentary without analysis ("Wow, someone's obsessed with himself"). Basic plot connections without analysis ("The same thing happened earlier"). Some attempt at analysis must be made.
7/10	Summary (e.g. "Now he's back at the dinner table") or identification (e.g. "simile" or "simile comparing killing and puppies") without analysis.
3/10	Inaccurate, small amount of summary.
0/10	No annotations, or only things we've discussed in class.