

A Night Introduction: The Story of Kitty Genovese

Read the following story as an introduction to the Night unit. I'm sorry in advance.

On March 13, 1964, in Kew Gardens, Queens, NY, when Catherine Genovese was entering her apartment building at about 3:15 AM, from work. She was stabbed twice in the back by Winston Moseley, a heavy machine operator, who later explained that he simply "wanted to kill a woman."

Genovese screamed, "Oh, my God! He stabbed me! Help me!" and collapsed. Several neighbors in surrounding buildings reported hearing her voice, but decided it was probably just a drunken brawl or lovers' spat. One man shouted from his window, "Let that girl alone!" which scared Moseley away.

This neighbor was sure to have seen Genovese crawling across the street, under a streetlight, to her apartment, but did nothing to help her. Witnesses saw Moseley drive away, then return about 10 minutes later. He had put on a wider-rimmed hat to hide his face, and searched for Genovese in the parking lot, the train station, and the apartment complex, for 10 minutes, before finding her prone in the external hallway at the rear of the building, where the door was locked. She could not get in.

Moseley proceeded to stab her to death, inflicting multiple wounds in her hands and forearms, indicating that she tried to fight him off. She finally succumbed and he raped her as she lay dying. He then stole around \$50 from her and fled. The whole incident spanned 30 minutes.

A newspaper blasted it the next day as "Thirty-eight Who Saw Murder Didn't Call Police," but this is inaccurate. There were approximately 12 people who claimed to have seen the first attack. Many of them later stated that they "just didn't want to get involved." A simple phone call to the police would have sufficed, but everyone assumed someone else would do it.

Kitty Genovese Group Analysis

As a group, brainstorm some of the factors that you think influenced others not to help.

Requirements:

- Be sure to label each factor in a clear way
 - Under each factor, give at least two examples of how that could influence a bystander
 - During your discussion, you may stumble upon factors that can't be explained. It's fine to include these factors in your list as well.
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Age

Model of Bystander Intervention Handout

A Model of Bystander Intervention



The Bystander Intervention Model predicts that people are more likely to help others under certain conditions. As the diagram indicates, bystanders first must notice the incident taking place. Obviously, if they don't take note of the situation there is no reason to help. Bystanders also need to evaluate the situation and determine whether it is an emergency—or at least one in which someone needs assistance. Again, if people do not interpret a situation as one in which someone needs assistance, then there is no need to provide help. Another decision bystanders make is whether they should assume responsibility for giving help. One repeated finding in research studies on helping is that a bystander is less likely to help if there are other bystanders present. When other bystanders are present responsibility for helping is diffused. If a lone bystander is present he or she is more likely to assume responsibility.

Factors that Influence Helping

Situational ambiguity. In ambiguous situations, (i.e., it is unclear that there is an emergency) people are much less likely to offer assistance than in situations involving a clear-cut emergency (Shotland & Heinold, 1985). They are also less likely to help in unfamiliar environments than in familiar ones (e.g., when they are in strange cities rather than in their hometowns).

Perceived cost. The likelihood of helping increases as the perceived cost to ourselves declines (Simmons, 1991). We are more likely to lend our class notes to someone whom we believe will return them than to a person who doesn't appear trustworthy.

Diffusion of responsibility. The presence of others may *diffuse* the sense of individual responsibility. It follows that if you suddenly felt faint and were about to pass out on the street, you would be more likely to receive help if there are only a few passers-by present than if the street is crowded with pedestrians. With fewer people present, it becomes more difficult to point to the "other guy" as the one responsible for taking action. If everyone believes the other guy will act, then no one acts.

Similarity. People are more willing to help others whom they perceive to be similar to themselves—people who share a common background and beliefs. They are even more likely to help others who dress like they do than those in different attire (Cialdini & Trost, 1998). People also tend to be more willing to help their kin than to help non—kin (Gaulin & McBurney, 2001).

Mood. People are generally more willing to help others when they are in a good mood (Berkowitz, 1987).

Gender. Despite changes in traditional gender roles, women in need are more likely than men in need to receive assistance from strangers (Benson, Karabenick, & Lerner, 1976).

Attributions of the cause of need. People are much more likely to help others they judge to be innocent victims than those they believe have brought their problems on themselves (Batson, 1998). Thus, they may fail to lend assistance to homeless people and drug addicts whom they feel "deserve what they get."

Social norms. **Social norms** prescribe behaviors that are expected of people in social situations (Batson, 1998). The social norm of "doing your part" in helping a worthy cause places a demand on people to help, especially in situations where their behavior is observed by others (Gaulin & McBurney, 2001). For example, people are more likely to make a charitable donation when they are asked to do so by a co-worker in full view of others than when they receive an appeal in the mail in the privacy of their own home.

Night Reading Guide: Section One

Answer the following questions as thoroughly as possible.

1. When and where was the author's early boyhood spent?
2. How did people respond to Moshe the Beadle's stories about the Gestapo when he returned?
3. List three rights the Jews of Sighet lost by decree:
4. What did the Jews think might be the reason for their deportation, and where were they told they were going?
5. What did Mme. Schachter scream about, and how did her dream come true?
6. Why didn't the deportees throw themselves on the guards?
7. Why did the author plan to kill himself – and then change his mind?
8. Who were the first ones to beat the author and the others?
9. What was tattooed on each prisoner's left arm? Why was this significant?
10. What motto was inscribed on the plaque at Auschwitz, and what did it mean?

Night Reading Guide: Section Two

Answer the following questions as thoroughly as possible.

1. Name one "job" the author had at Buna.
2. How did the French girl comfort Elie, and where did they meet again years later?
3. How were the two cauldrons of soup like "two lambs with a hundred wolves lying in wait for them"?
4. Why were the prisoners filled with joy instead of frightened by the bombs?
5. Why were the Dutchman and the "pipel" hanged?
6. How does Wiesel feel about his evening meal after each hanging? What do his reactions suggest about how he is changing?
7. In the camps, Wiesel must struggle to stay alive and to remain human. In your opinion, how well does he succeed with his struggles?
8. There are several discussions about resistance by the prisoners. Why do you think there was no large scale effort to resist?

Night Reading Guide: Section Three

Answer the following questions as thoroughly as possible.

1. How was this New Year's Day (Yom Kippur) different for Elie, and why did he not fast?
2. What did Elie do to avoid "selection" by Mengele?
3. How did Elie end up in the hospital, and why did he leave only two days after surgery?
4. What made the move to Gleiwitz so hard?
5. How did Zalman die?
6. What happened to the prisoners who stopped running?
7. What did Eliezer tell Rabbi Eliahou? Why does he tell him this?
8. How did Elie almost die in the barracks?
9. What did Juliek do before he died?
10. How did Eliezer save his father even after his father had been sent "to the left"?

Night Reading Guide: Section Four

Answer the following questions as thoroughly as possible.

1. How did the German workmen amuse themselves?
2. Years later, how was the Parisienne's (person from Paris) treatment of the "natives" like the Germans' treatment of the starving Jews?
3. How did Meir Katz save Eliezer?
4. Why did only a dozen of the original 100 prisoners get off the cattle car Elie was on when the train arrived in Buchenwald?
5. Why did Elie feel ashamed of himself while he searched for his father?
6. Why did Eliezer hate the doctors?
7. How did the other patients treat Elie's father?
8. How did Elie's father die?
9. What was the prisoners' first concern after the liberation?
10. How did Elie nearly die three days after liberation?

Cause and Effect

In chapters 1 and 2, a number of significant things happen to Elie Wiesel and the other Jews of Sighet. As you read this section, look for important events and for how people respond to them. List some key events in the Event column. In the Response column identify how Wiesel and the other Sighet Jews respond. In the third column, write what happens next in the story. Discuss whether or not the villagers' responses to events influenced, at least in part, events that followed.

Event	Response	What happens next...

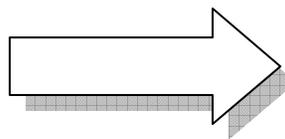
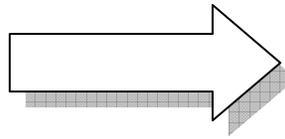
Hopelessness to Hope

In chapters 6 through 9, Wiesel is pushed closer and closer toward hopelessness and death. His inexplicable will to live and the realities of life pull him back again and again. As you read, think about the events and motions that influence Wiesel's zigzag journey between death and life. In the chart below, record examples of events that create a sense of hopelessness and events that provide hope.

Hopelessness and Death

to

Hope and Life



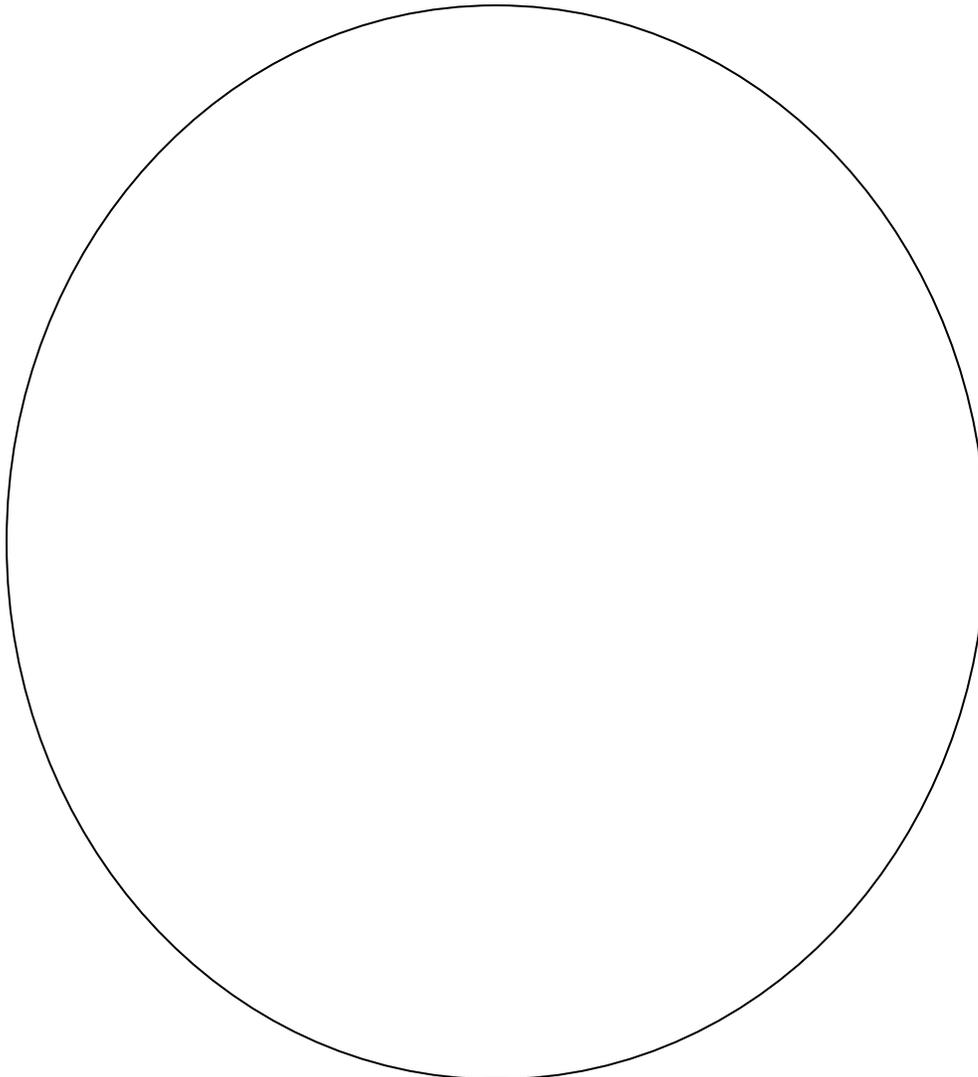
Who is Responsible for the Holocaust?

You will be determining who was responsible for creating the Holocaust and to what extent they are guilty of crimes against humanity. Make a pie graph showing the degree of responsibility that each group carries. Create a key with colored pencils to complete the graph. Denote the percentage of responsibility for each group. Remember, all percentages must add up to 100%. After completion of the graph, you must provide a written explanation as to why you assigned that amount.

Key:

- Residents of neighboring towns who knew about the camps but didn't stop them
- Minor Nazi soldiers
- Hitler
- German citizens who voted for Hitler
- The Jewish people

- Top SS officers
- Non-Jewish Europeans who turned against their Jewish friends and neighbors
- Leaders of the Allied countries
- Churches of all denominations
- Yahweh, the God of Jewish Faith



Chronology of Holocaust and Revoked Rights in Nazi Germany

February 1933—all non-Aryan civil servants forcibly retired; Kosher butchering outlawed; German citizenship revoked from “undesirables”

April 1933—A Nazi boycott of Jewish businesses began

May 1933—Books written by Jews and Nazi opponents were burned

January 1934—Jewish newspapers can no longer be sold in the streets; marriage and sexual relations between Jews and Aryans forbidden

July 1935—Signs reading “Juden Verboten” (No Jews) were posted

March 1936—Jews no longer have the right to vote, Jewish doctors were no longer allowed to practice medicine

January 1937—passport for Jews for travel abroad denied

July 16, 1937—Buchenwald concentration camp was opened

October 1938—Jews must carry ID cards; Jews may no longer own or bear arms; Jews may no longer own or manage businesses; Jews may no longer attend plays, concerts, etc.; all Jewish children are moved Jewish schools’ Jews must hand over drivers’ licenses and car registrations; Jews must sell their businesses and hand over securities and jewels; Jews may no longer attend universities

November 9, 1938—Kristallnacht (Night of the Broken Glass)

September 3, 1939—France and Great Britain went to war against Germany

November 1939—Jews must follow curfews; Jews must turn in radios to the police; Jews must wear yellow Star of David

January 1940—Jews may no longer have phones; German Jews begin being taken into “protective custody”—deported to concentration and extermination camps

May 22, 1940—Auschwitz concentration camp was opened

February 1941—Jews may not leave their houses without permission from the police; Jews may no longer use public telephones

September 23, 1941—Gassing experiments were started at Auschwitz

October 8, 1941—Birkenau (Auschwitz II) was opened

December 11, 1941—Germany declared war on the United States

March 1942—Jews are forbidden to subscribe to newspapers, keep pets, keep electrical equipment, own bikes, buy meat, use public transportation, and attend school

April 19, 1943—Jews in the Warsaw Ghetto revolted

May 16, 1943—The Germans liquidated the Warsaw Ghetto

May-June, 1944—Nazis sent 380,000 Hungarian Jews to Auschwitz

June 6, 1944—D-Day Allied Forces invaded Europe

May 7, 1945—V-E Day Germany surrendered

October 1, 1946—Nazi war criminals were convicted at Nuremberg Trials

A Vanished World

Here are Jewish population figures in some European countries before and after World War II. In order to understand the scope of the Holocaust, calculate the difference between the populations in 1939 and 1945, then total percentage of loss. Below the chart (or on graph paper), construct a bar graph depicting the change.

Country	1939	1945	Difference	Percentage Lost
Austria	60,000	7,000		
Belgium	90,000	40,000		
Bulgaria	50,000	47,000		
Czechoslovakia	315,000	44,000		
Denmark	6,500	5,500		
France	270,000	200,000		
Germany	240,000	80,000		
Greece	74,000	12,000		
Hungary	400,000	200,000		
Italy	50,000	33,000		
Luxembourg	3,000	1,000		
Netherlands	140,000	20,000		
Norway	2,000	1,000		
Poland	3,350,000	50,000		
Romania	800,000	430,000		
U.S.S.R.	3,264,000	2,600,000		
Yugoslavia	75,000	12,000		

How might an author represent such large numbers to help readers grasp the scope? Can you think of comparisons to help put these numbers into perspective for your peers?

Graphic Representation

8 Steps for Genocide Prevention

The follow chart shows the progression of genocide, and how to stop it.

Stage	Characteristics	Preventive measures
		"The main preventive measure at this early stage is to develop universalistic institutions that transcend... divisions."
		"To combat symbolization, hate symbols can be legally forbidden as can hate speech".
		"Local and international leaders should condemn the use of hate speech and make it culturally unacceptable. Leaders who incite genocide should be banned from international travel and have their foreign finances frozen."
		"The U.N. should impose arms embargoes on governments and citizens of countries involved in genocidal massacres, and create commissions to investigate violations"
		"Prevention may mean security protection for moderate leaders or assistance to human rights groups...Coups d'état by extremists should be opposed by international sanctions."
		"At this stage, a Genocide Emergency must be declared. ..."
		"At this stage, only rapid and overwhelming armed intervention can stop genocide. Real safe areas or refugee escape corridors should be established with heavily armed international protection."
		"The response to denial is punishment by an international tribunal or national courts."

Responding to “Life is Beautiful”

Answer the following questions as completely as possible.

1. The first half of the film is peppered with references to the horrible events to come. Describe several of these and analyze Guido's attitude towards them. Are there clues that speak to how he will eventually handle being put into a concentration camp?

2. Over the course of the film, Dora goes through an extraordinary transformation. Describe this transformation, paying close attention to the early scenes with Amico and the later scenes in the concentration camp. What inspires her to change? How is this transformation evidenced?

3. Do you think that Guido was right in telling his son that the Holocaust events were a "game"? Analyze Guido's parenting style and unique approach to protecting his son.

4. When you first meet Guido, does he seem the kind of man you would call a hero? By the end of the movie, have you changed your mind? Why?

5. Thinking about the book *Night*, how is the relationship between father and son similar to “Life is Beautiful?” Most importantly, what does this relationship provide in both cases?

6. Again, thinking about the movie and the book, what are some of the ways in which the prisoners attempt to resist the dehumanization of the concentration camp?

7. Many critics have noted that the film feels like two distinct pieces: the first, a lighthearted comedy, and the second, a dark tragedy with comedic elements. Why do you think that Benigni divided the film so sharply into two halves? What effect does this have?

Project Ordinary Event, Yet Interesting Message

Write a story that uses a moment in your life to teach or convey a message that you decide.

Some quick tips for good writing:

- Establish a setting that we can see.
- Introduce characters that we can identify with.
 - How do your characters speak? What is their dialect like?
 - What do they look like? How do they dress?
 - How do your characters act, what are their manners like?
- Create a message out of the events in your story.

Grading Elements:

- Focus: How clearly is your message conveyed?
- Details: How clearly can we see your settings and characters?
- Style: How interesting is your writer's voice or tone?
- Mechanics: Can you spell?

Technical:

- 12 point Times New Roman
- Double spaced
- Left justified
- Creative Title
- 3-5 pages

Prewriting

Some questions to get you started...

- Choose your topic:
 - What is important to you?
 - What message do you want to convey?
 - Any memories you could center a story around?
- Take notes and gather details:
 - What are some details that will make your story compelling?
 - Why would people want to read your story?
 - Is your message universal or easy to relate to?
- Developing your story further:
 - Use a chart to list and identify details about your characters
 - Using your chart, note how your characters speak, dress, act—how will you make them real people?
- Planning your story:

Plan your storyline. Every plot element in your story should help readers understand at least one of the following elements of your story.

 - The **characters** personality, attitudes, relationships
 - The **setting** and its effects on events
 - The **conflict** the characters face
 - The **action** that occurs as a result of the conflict