**Elie Wiesel** Academy of American Achievement.
The interview excerpts are downloadable and the transcript is powerful. It also assists with discerning Wiesel's dialect.
https://achievement.org/achiever/elie-wiesel/

Elie Wiesel
*Open Heart*
Alan Berger, another TA of Wiesel, mentioned the importance of this book to Wiesel's canon.
The chapter on the importance of his dad #5
This text is referenced in Burger's book.

Elie Wiesel authored 2 memoirs:
*All Rivers Run to the Sea*
Chapters “Childhood” and “Darkness” address the time before Holocaust and during
*And The Sea is Never Full* 1969-
Chapters
“A Museum in Washington”
“Words of Remembrance”
“From Sighet to Oslo”

Other Books by Wiesel (with relevant chapters listed, if needed)

*Legends of Our Time* 1968
“The Death of my Father”

*From the Kingdom of Memory* 1990
“Why I Write”
“Pilgrimage to the Kingdom of Night”

*Conversations with Elie Wiesel*
By Elie Wiesel and Richard Heffner 2001

Other resources:
PDF of Facing History Teacher’s guide and media resources for *Night*
https://www.facinghistory.org/witnesses-history-series/teaching-night/media-resources

Another powerful documentary/film is *I'm Still Here*. This MTV produced film is captivating in both its storytelling and its presentation.
You will hear from diarists similar ages to the teens we teach, who lived in different European countries swept up in Hitler’s quest for power. The diarists are from A. Zapruder’s book *Salvaged Pages*. 
Here is a link to Facing History Facing Ourselves site with plenty of online information for students as well as teacher resources about the film and book.
https://www.facinghistory.org/teaching-salvaged-pages
Here is a link to the You Tube page where the documentary is available for view for free.
https://www.youtube.com/watch?v=E_cpvkIUGiY

Given that Night reflects the latter years of the war specifically focusing on 1944, I have found it helpful to show the PBS episode *Secrets of the Dead* titled *Escape from Auschwitz*. It is a docudrama focusing on Rudolf Vrba and Alfred Wetzler. Vrba was the son of a Jewish saw mill owner from Topolcany, Slovakia, who arrived in Auschwitz March 1942 at the age of 17. Alfred Wetzler, a 25-year-old Slovak Jew who had arrived at Auschwitz from an assembly site in Bratislava, Slovakia in 1942. Vrba and Wetzler were from the town Trnava, Slovakia. In 1944, these two men would attempt to escape and inform the world of the horrors of Auschwitz-Birkenau. Their report became known as ______________________________. Who saw this report? What was their plan for escape?

PBS link: usually full video is available. They also have other information about the escape.
https://www.pbs.org/wnet/secrets/escape-from-auschwitz/8/

Elie Wiesel also did a documentary for PBS entitled *First Person Singular*. Here is a link to information from PBS about that documentary
https://www.pbs.org/eliewiesel/teaching/index.html
My students have found it helpful to see portions of this after reading Night.

Notice, I did not reference Oprah and Wiesel’s trip to Auschwitz

Below are two excerpts I have used on student worksheets in the past.
In “My Teachers,” a story by Elie Wiesel he writes, “It was the “Selishter Rebbe” who told me one day: ‘Be careful with words, they’re dangerous. Be wary of them. They beget either demons or angels. It’s up to you to give life to one or the other. Be careful, I tell you, nothing is as dangerous as giving free rein to words’” (14).

Elie Wiesel has written in *The New York Times* (June 19, 2000) in an article titled “A Sacred Magic can elevate the Secular Storyteller” 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 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.
Acutely aware of the poverty of my means, language became obstacle. At every page I thought, "That's not it." So I began again with other verbs and other images. No, that wasn’t it either. But what exactly was that it I was searching for? ...Words seemed weak and pale.

Which ones could be used to tell of the long journey in sealed cattle cars toward the unknown? And of the discovery of a twisted and cold universe where some people came to kill and others to die? And of the separation, during nights engulfed by flames, the brutal disruption of families, what words could describe them? And the disappearance of a small Jewish child so wise and so beautiful when she smiled, killed together with her mother the very night of their arrival? Before these images, all words disintegrate and fall lifeless into the ashes.

And yet it was necessary to continue. And speak without words; more precisely, without the proper words. And to try to trust the silence that surrounds and transcends them, while knowing, "That was still not it."

Wiesel did continue, and although every major publishing house in France and the United States originally rejected Night, eventually it was published to universal acclaim.

These are two important discussion questions used near the end of the memoir.

1. Compare and contrast the father-son relationship you see at the end of this memoir between Elie and his father, Shlomo, with all of the following:
   i. the one you saw between Eliezer and his father at the beginning
   ii. with Rabbi Eliahu and his son
   iii. with the father and son on the open roofed railway car who fight over bread

2. Wiesel writes, “From the depths of the mirror a corpse was contemplating me. The look in his eyes as he gazed at me has never left me” (115). What parts of Eliezer died during his captivity? What was born in their place?