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EN40SC

October 30th, 2019

Ms. Smith ✓

Elie's Experience with Man's Inhumanity ✓

What lengths will a man go to protect himself? To what limits would they allow another human being to suffer just to survive? In Elie Wiesel's *Night*, he describes his life during the Holocaust. The reader is taken through a story of pain and suffering at the hands of the Nazis in Germany. In the book, Elie has written about his experiences with the Holocaust, where man's inhumanity towards man was found when they robbed the prisoners of their belongings and identity, starved and dehydrated them, and forced them to live in tragic barracks they spent years calling home. ✓

The Nazis found enjoyment in taking away prisoner's precious belongings, and even their identity. Once the Jewish people arrived at Auschwitz it says, "The beloved objects that we carried with us from place to place were now left behind in the wagon." (Wiesel 29). With their precious belongings ripped away from them and left behind, so was their sense of hope and the memories of the days when their families were safe and happy. Taking away someone's last peaceful memories of the life they once had is cruel, and the Nazis could only laugh in their faces while they profited off the stolen objects. Not only did they steal their possessions from them, but they also attempted to take away who they were when they gave them tattoos instead of names. After the boy got his tattoo it says, "I became A-7713. From then on, I had no other name." (Wiesel 42). Forcing everyone to get these tattoos tore away their humanity and turned them into nothing more than a number on a sheet of paper, and made it significantly easier to treat them as if they were not people. Dehumanizing people in this way can be

avoid repetition

very traumatic and could separate them from the world creating intense loneliness and a loss of who they were. The act of robbing someone of their own name, and treating them like they are not a human being is tragic, highly disturbing, and inhumane. Not only were their belongings and identity stolen from them, but they were also robbed of a healthy diet.

The lack of food they were allowed to consume took a harsh toll on their bodies. After arriving at the camps, prisoners were given small portions of food that most could not survive on. Elie describes their food where it says, "They brought us black coffee...At about noon, we were brought some soup, one bowl of thick soup for each of us...followed by bread with something." (Wiesel 42-43). The food, and the amount of it, they were given was extremely non nutritional, and could not keep most prisoners standing on their feet, let alone working long, hard hours in unbearable conditions. Most prisoners died due to lack of nutrition and collapsed where they stood. Without proper feeding, prisoners became weak and fragile, which more often than not, led to sickness, injuries, and death. Not only were they given awful diets, but sometimes when times got rough, they were not given any food, or drink at all. Elie, and many other prisoners went days without food when it says, "We stayed in Gleiwitz for three days. Days without food or water. We were forbidden to leave the barrack." (Wiesel 95). The human body cannot live long without food or water before it starts to crumble. Without the proper nutrition prisoner's bodies felt weak and made simple tasks incredibly difficult to complete, and forcing them to perform hard labour after being starved was enough to end the lives of many. To starve the human body of its essential needs is psychotic and savage, and proves that the Nazis lack of concern for their starving inmates was just another example of man's inhumanity towards man during the Holocaust. The lack of nutrition they were getting was not the only contribution that took a toll on their bodies.

The barracks which they were forced to live in were less than that of a homeless man, and made their lives living hells. The beds which they slept on after long hours of work were dreadful and made it difficult to sleep at night. The beds were small, uncomfortable, and crowded as it shows when it says,

"Go to sleep. Two people to a bunk. Goodnight." (Wiesel 41). Not being able to have a good sleep can drive anyone into insanity and cause great pain to the body and mind. No sleep, followed by vigorous labour would put major strain on prisoners physical and mental states, but they beds were only the start of their problems. The barracks were never clean and did not have floors as it says, "There was no floor. A roof and four walls. Our feet sank into the mud." (Wiesel 38). Living in filthy quarters can cause multiple injuries, and life-threatening diseases. To not provide the bare minimum of a floor and a proper bed is inhumane and shows that the Nazis did not care about the comfort of the prisoners, and treated them like animals in a stable. The prisoners living conditions, lack of food and water, and the cruel acts of taking away prized possessions and their identity, were all clear acts of man's inhumanity towards man.

To conclude, when prisoners had their belongings and identity ripped away from them, it robbed them of peaceful memories of happiness, and made them forget who they were and where they came from. Being starved and dehydrated weakened, and killed, most prisoners because their bodies could not withstand the hard labour, and lastly the barracks they lived in were filthy and made many prisoners lose sleep, and later collapse because of how awful they felt. These examples all prove how inhumanity towards man was committed numerous times during the Holocaust. Learning about the horrors of the Holocaust is important because we need to educate current, and future generations of how past inhumanity has affected people throughout history. With the right education, people can prevent another mass genocide, like the Holocaust, and find peaceful solutions to problems instead of resorting to violence.

Works Cited

Wiesel, Elie. *Night*. Hill and Wang, 2006.



Sample: Identifying Your Writing Variables



Day 2

Identifying Your Writing Variables

Think of the writing variables like pieces of a puzzle. Plan your writing variables for your written text about *Topic* in the graphic organizer below. If you decide to change your writing variables during the writing process, please indicate the changes on your Final Copy.

Form
essay

Purpose
educate /
prevent from
happening again

Central Idea
Man's Inhumanity
towards
man

Audience
Students
be more
specific

Context
Holocaust info
websites

Sample: Reflecting on Your Writing Task



Day 3 or 4

Reflecting on Your Writing Task

Using specific reference(s) to your writing variables and/or your draft, explain one or more of the following prompts:

5 marks

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- The information I included in my text is effective for my purpose because . . .
- The advantages of my choice of form are . . .
 - My style of writing is effective in capturing and maintaining my audience's attention by . . .
 - The context in which my audience will experience the text is important because . . .
- The central idea of my text is important for my chosen audience because . . .

The information I've included in my essay helps back up my purpose because I wish to educate about past inhumanity to make a better future. In my essay I explain three ways the Nazis turned on the Jews and treated them cruelly with the hope of educating my readers. Writing in the form of an essay helps to explain my points thoroughly with examples so I can effectively educate my readers about the inhumane acts of the past. Other types of writing may not be as effective. Lastly the idea of man's inhumanity towards man is important for students to understand because those students are going to be our future and nobody wants a future of violence and death. I wish to educate our next generation so they can be better than we've been in the past and learn to treat others in humane ways.