

Applied Quia – Section 2

Directions: Circle the best or most appropriate answer (2 points/question).

- How would our character Eli's feelings about religion at the beginning of Night?
 - indifferent
 - passionate
 - resentful
 - afraid
- What happens to Eliezer's enthusiasm about religion after he and the foreign Jews are expelled?
 - They become more zealous.
 - They become more passionate and zealous.
 - They grow in popularity with the entire town.
 - They stop because he has found a new religion.
- How might Eliezer's feelings about religion throughout what may happen to Elie?
 - Like Eliezer, he could become a leader and a pillar of strength to Elie.
 - Like Eliezer, he could increase his faith by spreading it to even more Jews.
 - Like Eliezer, he could lose his faith due to the exposure of such atrocities.
 - Like Eliezer, he could switch religions and choose whichever one is most pleasing to him.
- All of the following themes are implied through how the Jews of Night react to Eliezer's warnings except which?
 - All to take the evil, to wait is for good men to do nothing.
 - Human beings fear "the unknown" until it usually is too late to plan or do something.
 - One should not talk about fear, for talking about justified or unjustified fears isn't helpful.
 - "See no evil, hear no evil" does not keep evil at bay. Do not "turn a blind eye" to evil.
- How do the Jews feel about the ghetto that they have been assigned to at first?
 - They believe that this is a test from God to see who is truly faithful.
 - They believe that this is the first step in the Germans' plan to murder and eliminate them.
 - They immediately think that they are degrading and insulting.
 - They think that they are great because they're all together and operating their community.
- Why don't the Wisnitski escape even though the ghetto isn't guarded?
 - They don't want to leave their people.
 - They don't want to risk getting separated from one another.
 - They don't want to upset the Germans.
 - They don't want to upset their friends in the Jewish police.
- All of the following are restrictions that the Germans impose on the Jewish community except which?
 - Jews had to remain in their homes at all times.
 - Jews had to wear a yellow star to indicate that they were Jewish.
 - Jews were forbidden to own gold, jewelry, or any valuables.
 - Jews were no longer allowed to attend restaurants and cafes.
- Which one of the following events is not an example of how the Germans break the Jewish faith?
 - On the seventh day of Passover, the Germans arrest the leaders of the Jewish community.
 - They march their cattle in plain sight of everyone in the community.
 - They expel and force the Jews to move on Saturday, the Jewish day of rest.
 - They force the Jews to stay in the synagogues, which they have burned, and the Jews are forced to relieve themselves (i.e. use the bathroom) in the corners of the synagogues.

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Reading and Writing Strategies for the Secondary Social Studies Classroom in a PLC at Work® Daniel M Argentar, Katherine A. N. Gillies, Maureen M. Rubenstein, Brian R. Wise, 2020-10-16 Prepare middle school and high school students to read write and think like social studies experts and historians Part of the Every Teacher Is a Literacy Teacher series this resource details how grades 6 12 teachers can work together to support literacy development and social studies learning Explore how to develop collaborative teams differentiate instruction design meaningful common assessments and more Use this resource to address large literacy gaps that require the support of all content area teachers Recognize the need for and benefits of literacy development in social studies classrooms Learn why collaboration among different content area teams in a professional learning community PLC can enhance reading and writing instructional strategies Foster student engagement by utilizing adaptable strategies for developing prereading during reading and postreading skills in social studies Apply strategies for writing development in social studies Obtain tools and techniques for designing meaningful assessments that align with social studies standards and literacy goals of secondary education Contents Preface Introduction Every Teacher Is a Literacy Teacher Chapter 1 Collaboration Learning and Results Chapter 2 Foundational Literacy Triage Chapter 3 Prereading Chapter 4 During Reading Chapter 5 Postreading Chapter 6 Writing Chapter 7 Assessment Epilogue Appendix Reproducibles

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The Big Book of Parenting Solutions Michele Borba, 2009-08-11 The Today show expert tackles 101 issues ranging from sibling rivalry lying and peer pressure to cell phone use and TV addiction Indispensable Publishers Weekly A recommended read for moms by Working Mother magazine In this down to earth guide parenting expert Michele Borba offers advice for dealing with children s difficult behavior and hot button issues including biting temper tantrums cheating bad friends inappropriate clothing sex drugs peer pressure and much more Written for parents of kids age 3 13 this book offers easy to implement advice for the most important challenges parents face with kids from toddlers to tweens Includes immediate solutions to the most common childhood problems and challenges Written by Today s resident parenting expert Michele Borba Offers clear step by step guidance for solving difficult childhood behaviors and family conflicts Contains a wealth of advice that is easy to follow and gets quick results Author has written outstanding parenting books including Building Moral Intelligence No More Misbehavin Don t Give Me that Attitude and more Each of the 101 issues includes clear questions specific step by step solutions and advice that is age appropriate Moms and dads have come to rely on Dr Borba for advice on issues large and small The Big Book of Parenting Solutions is an indispensable

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Education Outlook ,1894 Books in Series, 1876-1949: Series ,1982 *Educational Times* ,1896 **The Educational Times, and Journal of the College of Preceptors** ,1902 *Scientific American* ,1891 Monthly magazine devoted to topics of general scientific interest

The Methuen Drama Guide to Contemporary American Playwrights Christopher Innes, Peter Paul Schnierer, Martin Middeke, Matthew C. Roudané, 2013-12-19 Unrivalled in its coverage of recent work and writers The Methuen Drama Guide to Contemporary American Playwrights surveys and analyses the breadth vitality and development of theatrical work to emerge from America over the last fifty years This authoritative guide leads you through the work of 25 major contemporary American playwrights discussing more than 140 plays in detail Written by a team of 25 eminent international scholars each chapter provides a biographical introduction to the playwright's work a survey and concise analysis of the writer's most important plays a discussion of their style dramaturgical concerns and critical reception a bibliography of published plays and a select list of critical works Among the many Tony Obie and Pulitzer prize winning playwrights included are Sam Shepard Tony Kushner Suzan Lori Parks August Wilson Paula Vogel and Neil LaBute The abundance of work analysed enables fresh illuminating conclusions to be drawn about the development of contemporary American playwriting

The Journal of Education ,1895

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