

A Teaching Unit
for
The Boy in the Striped
Pajamas

John Boyne



SAMPLE



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Sample Teaching Unit
for
The Boy in the Striped Pajamas
by John Boyne

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The Boy in the Striped Pajamas Chapter 6

Name: _____

Imagery - Remember that **imagery** is language that creates a sensory impression within the reader's mind. Read back over the bottom of page fifty-seven through the top of fifty-eight where Maria describes the garden at the Berlin home. List the words and phrases that are examples of **imagery**. Tell to which sense each example appeals.

Words and phrases that include imagery	Sense(s) appealed to

Discussion

Explain how Maria came to work for Bruno's family. _____

Read the following passage:

"...he has a lot of kindness in his soul, truly he does, which makes me wonder..." ...

"Wonder what?" asked Bruno.

"Wonder what he How he can..."

*"How he can **what?**" insisted Bruno.*

What is Maria alluding to in this conversation? _____

Context Clues and Figurative Language Practice

*The noise of a door slamming came from downstairs and **reverberated** through the house so loudly – like a gunshot – that Bruno jumped and Maria let out a small scream.*

- Reread the following passage and determine the meaning of the bolded word.
 - to go back to a former state
 - to use abusive language
 - to reecho
 - to free
- What type of figurative language is employed in the passage?
 - hyperbole
 - idiom
 - simile
 - metaphor
- What words form the figurative language?
 - noise of a door slamming came from downstairs*
 - reverberated through the house so loudly – like a gunshot –*
 - Bruno jumped and Maria let out a small scream.*
 - none of these*

The Boy in the Striped Pajamas Test – Chapters 7-10

Name: _____

This is only a portion of the test.

Read the following passage.

On most days the young lieutenant looked very smart, striding around in a uniform that appeared to have been ironed while he was wearing it. His black boots always sparkled with polish and his yellow-blond hair was parted at the side and held perfectly in place with something that made comb marks stand out in it, like a field that had just been tilled. Also he wore so much cologne that you could smell him coming from quite a distance.

1. What literary devices are used in the passage?
 - a. imagery and metaphor
 - b. imagery and simile
 - c. simile and idiom
 - d. simile and personification
2. What can we infer about the lieutenant from this passage?
 - a. He was an intelligent student who made good grades.
 - b. His favorite color is black.
 - c. His mom does his laundry.
 - d. He is very concerned with his looks.
3. Which words form an example of figurative language?
 - a. ...that appeared to have been ironed while he was wearing it.
 - b. His black boots always sparkled...
 - c. ...that made comb marks stand out in it like a field that had just been tilled.
 - d. ...so much cologne that you could smell him coming from quite a distance.

His hair flopped down over his forehead in exhaustion.

4. What type of figurative language is found in this sentence?
 - a. hyperbole
 - b. personification
 - c. simile
 - d. metaphor
5. Who is Pavel?
 - a. Maria's husband
 - b. the family's waiter
 - c. the family's doctor
 - d. Bruno's grandfather
6. Which words best describe Lieutenant Kotler?
 - a. kind and generous
 - b. silly and loud
 - c. arrogant and harsh
 - d. intelligent and reserved
7. What did Bruno make a swing out of?
 - a. an old tire
 - b. an old sleigh
 - c. a discarded 2x4
 - d. an old skateboard
8. When Bruno was hurt while playing on the swing, who helped him?
 - a. Gretel
 - b. Lieutenant Kotler
 - c. Mother
 - d. Pavel
9. Who in Bruno's family owns a restaurant?
 - a. his mother
 - b. his sister
 - c. an aunt
 - d. his grandfather

The Boy in the Striped Pajamas

Chapter 13

Name: _____

Reference Skills

peck-ish (pek'ish) adjective

1. Brit., Informal somewhat hungry
2. Informal cross; irritable

'You're not eating again, surely?' asked Maria with a smile. *'You had lunch, didn't you? And you're still hungry?'*

'A little,' said Bruno. *'I'm going for a walk and thought I might get peckish on the way.'*

1. How many syllables are in the underlined word in the passage? 1 2 7 0
2. Which definition matches the meaning of **peckish** as it is used in the passage?
A. definition 1 B. definition 2
3. To find a synonym for **peckish**, one should consult a(n) _____.
4. What is the etymology of the word **peckish**? _____

'Hello,' said Bruno, trying to appear as casual as possible. *'You gave me a fright. I didn't hear you coming.'*

casu-al (kazh'oo əl)

adjective

1. happening by chance; incidental; a casual visit
2. happening, active, etc. at irregular intervals; occasional
3. slight or superficial; a casual acquaintance

noun

1. one who does something only occasionally or temporarily, esp. a casual worker
2. shoes, clothes, etc. designed for informal occasions
3. Military - a person temporarily attached to a unit, awaiting a permanent assignment or transportation

5. Which definition of **casual** is used in the sentence above?
a. adjective 1 d. noun 1
b. adjective 2 e. noun 2
c. adjective 3 f. noun 3
6. What is an antonym for **casual** as it is used in the sentence above?
a. unplanned c. unexpected
b. planned d. off-the-cuff

...His eyes appeared heavy with tears and Bruno thought that one good blink might bring on a torrent.

7. The word **torrent** most closely means _____.
a. trickle c. smile
b. flood d. frown

The Boy in the Striped Pajamas

Chapter 18

Name: _____

Predictions

Neither boy said anything for a moment. Suddenly Bruno had a brainwave.

"Unless...." He began, thinking about it for a moment and allowing a plan to hatch in his head. He reached a hand up to his head and felt where his hair used to be but was now just stubble that hadn't fully grown back.

"Don't you remember that you said I looked like you?" He asked Shmuel....

"Well, if that's the case," said Bruno, "and if I had a pair of striped pajamas too, then I could come over on a visit and no one would be any the wiser."

...."It would be a great adventure. Our final adventure. I could do some exploring at last." (page 198)

Bruno's plan of the "great adventure" that he and Shmuel would share "hatched in his head". Allow a prediction of what this "great adventure" will be like to "hatch" in your head. How do you think their plan will turn out? What will it be like on the other side of the fence for Bruno? What will he think when he finally goes to the place Shmuel has lived for the year they have been friends?

On a separate sheet of paper, write a poem describing or draw a picture showing what happens on this adventure. Make sure that your poem or drawing is specific enough for others to get an idea of the predictions you have "hatched".

Changes in Descriptions

Early in the novel, just before Bruno and Shmuel meet, we read:

...a small dot appeared in the distance....his feet were taking him closer and closer to the dot in the distance, which in the mean time had become a speck, and then began to show every sign of turning into a blob. And shortly after that the blob became a figure. And then, as Bruno got even closer, he saw that the thing was neither a dot nor a speck nor a blob nor a figure, but a person.

In fact it was a boy. (page 105)

Later in the novel, as Bruno is waiting for Shmuel at their meeting place, we read:

...a dot in the distance became a speck and that became a blob and that became a figure that in turn became the boy in the striped pajamas.

Bruno broke into a smile when he saw the figure coming towards him... (page 193)

These passages are similar yet also different. Explain how they are similar.

Now, explain how they are different.

Why do you think there is a difference in Bruno's descriptions?

The Boy in the Striped Pajamas Silent Passage Analysis

Name: _____

Directions: Write each of these passages in the center of a separate sheet of paper or on the center of a sheet of chart paper. Then, have students silently read each passage and make a comment about them individually. The comment may be their interpretation of the passage or what the passage means to them personally. You may find other passages in the book you would like to add to this activity.

Shmuel bit his lip and said nothing. He had seen Bruno's father on any number of occasions and couldn't understand how such a man could have a son who was so friendly and kind. (page 196)

Shmuel turned just as Bruno applied the finishing touches to his costume, placing the striped cloth cap on his head. Shmuel blinked and shook his head. It was quite extraordinary. If it wasn't for the fact that Bruno was nowhere as skinny as the boys on his side of the fence, and not quite so pale either, it would have been difficult to tell them apart. It was almost (Shmuel thought) as if they were all exactly the same really. (page 204)

You wear the right outfit and you feel like the person you're pretending to be, she always told me. (page 205)

Shmuel smiled too and the two boys stood awkwardly together for a moment, unaccustomed to being on the same side of the fence. (page 206)

Bruno had an urge to give Shmuel a hug, just to let him know how much he liked him and how much he'd enjoyed talking to him over the last year.

Shmuel had an urge to give Bruno a hug too, just to thank him for all the many kindnesses, and his gifts of food, and the fact that he was going to help him find Papa. (page 206)

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