

A Teaching Unit
for
The Boy in the Striped
Pajamas

John Boyne



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

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

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Note: This teaching unit was produced to accompany the wonderful novel *The Boy in the Striped Pajamas* by John Boyne. The author nor publisher of *The Boy in the Striped Pajamas* was involved in the production of these lessons, and neither endorse this teaching unit.

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The Boy in the Striped Pajamas
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The Boy in the Striped Pajamas
Chapter Title Analysis

Name: _____

The chapter titles of this novel are helpful in reviewing what each chapter reveals to the reader. After reading each chapter, return to this page and explain what you think the chapter title means.

Chapter #	Chapter Title	Title Analysis
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
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18		
19		
20		

The Boy in the Striped Pajamas

Chapter 1

Name: _____

While reading, good readers make **inferences**. An **inference** is the act or process of forming logical conclusions by combining the text and past knowledge.

In this first chapter, we must make several **inferences** to gain understanding.

Read each of the following passages from the novel, and explain what is able to be **inferred** from each.

1.*he was surprised to find Maria, the family's maid – who always kept her head bowed and never looked up from the carpet – standing in his bedroom...*

What does this passage let us know about Maria, the family maid?

2. *“What are you doing?” he asked in as polite a tone as he could muster, for although he wasn't happy to come home and find someone going through his possessions, his mother had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her.*

What does this passage reveal about Mother?

Father? _____

3.*because there were always so many visitors to the house – men in fantastic uniforms, women with typewriters that he had to keep his mucky hands off – and they were always very polite to Father and told each other that he was a man to watch and that the Fury had big things in mind for him.*

What does this passage allow the readers to infer about Father?

The Boy in the Striped Pajamas Chapter 2

Name: _____

Often times, readers must use **context clues** to determine the meaning of an unknown word. Readers use words or phrases surrounding an unfamiliar word to gain understanding of the word. These words or phrases are referred to as **context clues**. If you become more aware of the words around the difficult words you encounter in your reading, you will save yourself many trips to the dictionary. You will be able to make logical guesses about the meanings of many words.

Use context clues to determine the meaning of the bolded word in each passage. In each passage, underline the word(s) that help you determine the meaning of the word.

1. *The new house, however, stood all on its own in an empty, **desolate** place and there were no other boys to play with....*

Desolate: _____

2. *....a ground floor with a kitchen, a dining room, and a new office for Father (which he **presumed** had the same restrictions as the old one), and a basement.....*

Presumed: _____

What are **idioms** and **hyperbole**? Both an idiom and hyperbole are types of figurative language. **Hyperbole** is an extravagant exaggeration. For example, *you have a mile-high ice-cream cone*. You have a large ice-cream cone, but it is not a mile high! An **idiom** is a common expression that cannot be taken literally. For example, *she is on cloud nine*. This means that she is happy. No one would actually think she is on a cloud!

Read the following passages from the novel. Underline the figurative language in each and label it as hyperbole or idiom.

1. *...they had no time to stop, not today, not when they had a hundred and one things to do.*

2. *"I think the best thing to do would be to forget all about this and just go back home. We can chalk it up to experience," he added.* _____

The Boy in the Striped Pajamas
Chapter 3

Name: _____

Point of View

The **point of view** of a story makes all the difference in the world. If a character is telling the story, the **first person point** of view is used. This **point of view** provides the reader with the advantage of really getting to know the character who is narrating. If none of the characters are telling the story, and an unseen narrator is telling it, the **third person point of view** is being used.

1. What point of view is used in *The Boy in the Striped Pajamas*? _____

2. Who is telling the story? _____

3. What are some things that we have already learned that we may not have learned if another point of view were used?

4. If it were told from a different character's point of view, what are some things that we may know about that we do not know about now?

Mood

Although the author does not reveal the exact location of the family, the **mood** (the emotions that you feel while you are reading) lets us know that it is not a pleasant place. Some literature makes you feel sad, others joyful, still others, angry. The **mood** of this chapter makes the reader feel uneasy. It is obvious that something is "not right".

Find words and phrases in chapter three that create this uneasy mood. List them on the lines below.

The Boy in the Striped Pajamas

Chapter 4

Name: _____

Imagery

Imagery is language that creates a sensory impression within the reader's mind. **Imagery** consists of words and phrases that appeal to readers' senses. Writers use sensory details to help readers imagine how things look, feel, smell, sound, and taste. In this chapter, Boyne uses a great deal of **imagery** to create a contrast in the areas the children see out of Bruno's window (pages 31 and 32). On a separate sheet of paper, draw the scene from outside Bruno's window. Be sure that you focus on the **imagery** in the novel to create the same sense of contrast in the two areas. To help you get started, make a list of the way the narrator describes the scene. The list has been started for you.

...a garden...a large one....full of flowers ...in neat orderly sections	
...soil that looked as if it was tended very carefully...	

Discussion

When Gretel leaves Bruno's room, she says she is going to her room to arrange her dolls. However, she does not. She instead sits on her bed and "a lot of things went through her head". Of the things they saw, which do you think she spent the most time thinking of? Which would have had the most impact on a young girl? Explain why you feel this way.

The Boy in the Striped Pajamas

Chapter 5

Name: _____

Discussion

1. In this chapter, the author places a great deal of focus on the relationship between Bruno and his dad. After reading, what do you think about their relationship?

2. After Bruno confronts his dad, how would you describe his character? _____

3. In the last several paragraphs of the chapter, the reader can confirm suspicions as to the setting of the novel. What is the historical setting? _____

4. As you think back over the last chapters you read, what other clues are given to support this being the setting? _____

5. As Bruno leaves his dad's office, it is obvious he is unaware of Hitler and what his salute to his dad means. If Bruno did know what the salute meant, how do you think he would feel?

Capitalization – when to capitalize family names (words such as mother, father, aunt)

Capitalize mother, dad, and other family names if they are being used as a formal name.

Let's look at the author's use of these words in chapter five.

There was only one thing for it and that was to speak to Father.

In this sentence, Father is capitalized because it is replacing the man's name.

Hint: If you can replace the "mother/mom" or "father/dad" with the person's formal name (Betty, Jim, Alice, "Mother/Mom" or "Father/Dad" should be capitalized). For example, the above sentence could be rewritten:

There was only one thing for it and that was to speak to Jim.

Now, take a look at this sentence:

"Yes, but I also knew that my father, your grandfather, knew what was best for me..."

In this sentence, neither father nor grandfather is capitalized because neither is replacing a formal name.

Thinking back to the earlier hint, this sentence would not make sense if we substituted Jim for father – reread it rewritten:

"Yes, but I also knew that my Jim, your grandfather, knew what was best for me..."

This sentence does not make sense rewritten. This suggests that "father" is a general term, not a formal name and should not be capitalized.

Practice the rule: Read and edit each of the following sentences.

- | | |
|--|---|
| 1. My mother took me to grandmother's house. | 3. Gena's mom is our art teacher. |
| 2. Sally, dad, and I went to the store. | 4. Until now I thought mom was perfect. |

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.*

1. Reread the following passage and determine the meaning of the bolded word.

- | | |
|---------------------------------|----------------------------|
| a. to go back to a former state | b. to use abusive language |
| c. to reecho | d. to free |

2. What type of figurative language is employed in the passage?

- | | |
|--------------|-------------|
| a. hyperbole | b. idiom |
| c. simile | d. metaphor |

3. What words form the figurative language?

- a. *noise of a door slamming came from downstairs*
- b. *reverberated through the house so loudly – like a gunshot –*
- c. *Bruno jumped and Maria let out a small scream.*
- d. *none of these*

The Boy in the Striped Pajamas Test -- Chapters 1-6

Name: _____

*“What are you doing?” he asked in as polite a tone as he could **muster**, for although he wasn’t happy to come home and find someone going through his possessions, his mother had always told him that he was to treat Maria respectfully...*

1. Based on the passage, what does the word **muster** mean?
 - a. taste
 - b. collect
 - c. smell
 - d. skip

2. Bruno is _____
 - a. a soldier.
 - b. the father in the story.
 - c. the boy in the story.
 - d. the main character’s best friend.

3. Mother is happy about the move the family made.
 - a. true
 - b. false
 - c. neutral – neither happy nor sad

Mother sighed and looked around the room as if she might never see it again. It was a very beautiful house and had five floors in total if you included the basement, where Cook made all the food and Maria and Lars sat around the table arguing with each other....

4. What would most readers infer about Bruno’s family based on the passage?
 - a. The family is rude and the children are snobbish.
 - b. The family is quite wealthy.
 - c. The family lives in a large city.
 - d. The family owns a hotel.

“Say goodbye to them?” he repeated, sputtering out the words as if his mouth was full of biscuits that he’d munched into tiny pieces but had not actually swallowed yet.

5. What literary devices are employed in the passage?
 - a. simile, hyperbole
 - b. metaphor, imagery
 - c. simile, imagery
 - d. metaphor, hyperbole

6. Who is Gretel?
 - a. Bruno’s sister
 - b. Bruno’s babysitter
 - c. Father’s secretary
 - d. Father’s mother

7. Who are Maria and Lars?
 - a. Bruno’s best friends
 - b. the family maid and butler
 - c. Gretel’s best friends
 - d. the family cousins

8. Which of the following sentences is correctly written?
 - a. Your uncle is my Dad’s brother.
 - b. My Mother is at home.
 - c. Your dad is a very nice man.
 - d. Did you see your Mom today?

9. What can the reader infer based on the following passage?
"Well, I don't like the way we have to turn all the lights off at night now," he admitted. "Everyone has to do that," said Mother. "It keeps us safe. And who knows, maybe..."
- The family is poor and needs to save energy.
 - The family is hiding from the government.
 - The family is trying to become accustomed to what it is like to be blind.
 - The family is in some sort of dangerous situation.
10. Why does the family have to move out of their home and away from Berlin?
- They have been evicted from their house.
 - Gretel has been accepted at a very important school in another town.
 - Father's employer needs him to go somewhere else to perform a special job.
 - The family is moving to a larger home in a different neighborhood.
11. What does Bruno notice that all of the people outside of his window are wearing?
- jeans and sweatshirts
 - grey striped pajamas and grey striped caps
 - flannel pajamas and bedroom shoes
 - orange striped pajamas and tennis shoes

Father held a hand in the air, which immediately caused the other men to fall silent. It was as if he was the conductor of a barbershop quartet.

12. What can we infer about Father from this passage?
- He is a barber.
 - He is in a musical quartet and very musically gifted.
 - He is very powerful and respected.
 - He is somewhat of an airhead and cannot follow through with simple tasks.

As they left, they stood in a row together like toy soldiers and their arms shot out in the same way that Father had taught Bruno to salute...

13. What type of figurative language is used in this sentence?
- | | |
|--------------|-----------|
| a. hyperbole | b. idiom |
| c. metaphor | d. simile |
14. What is being compared with this figurative language?
- | | |
|-------------------------------------|-------------------------------|
| a. the soldiers to toy soldiers | c. the soldiers to Bruno |
| b. the soldiers' arms to palm trees | d. Nothing is being compared. |
15. Based on the chapters we have read so far, we can infer exactly what type of soldiers Bruno observes. What type are they?
- | | |
|-------------------------|-------------------|
| a. Confederate soldiers | b. Nazi soldiers |
| c. Indian soldiers | d. Union soldiers |

The Boy in the Striped Pajamas

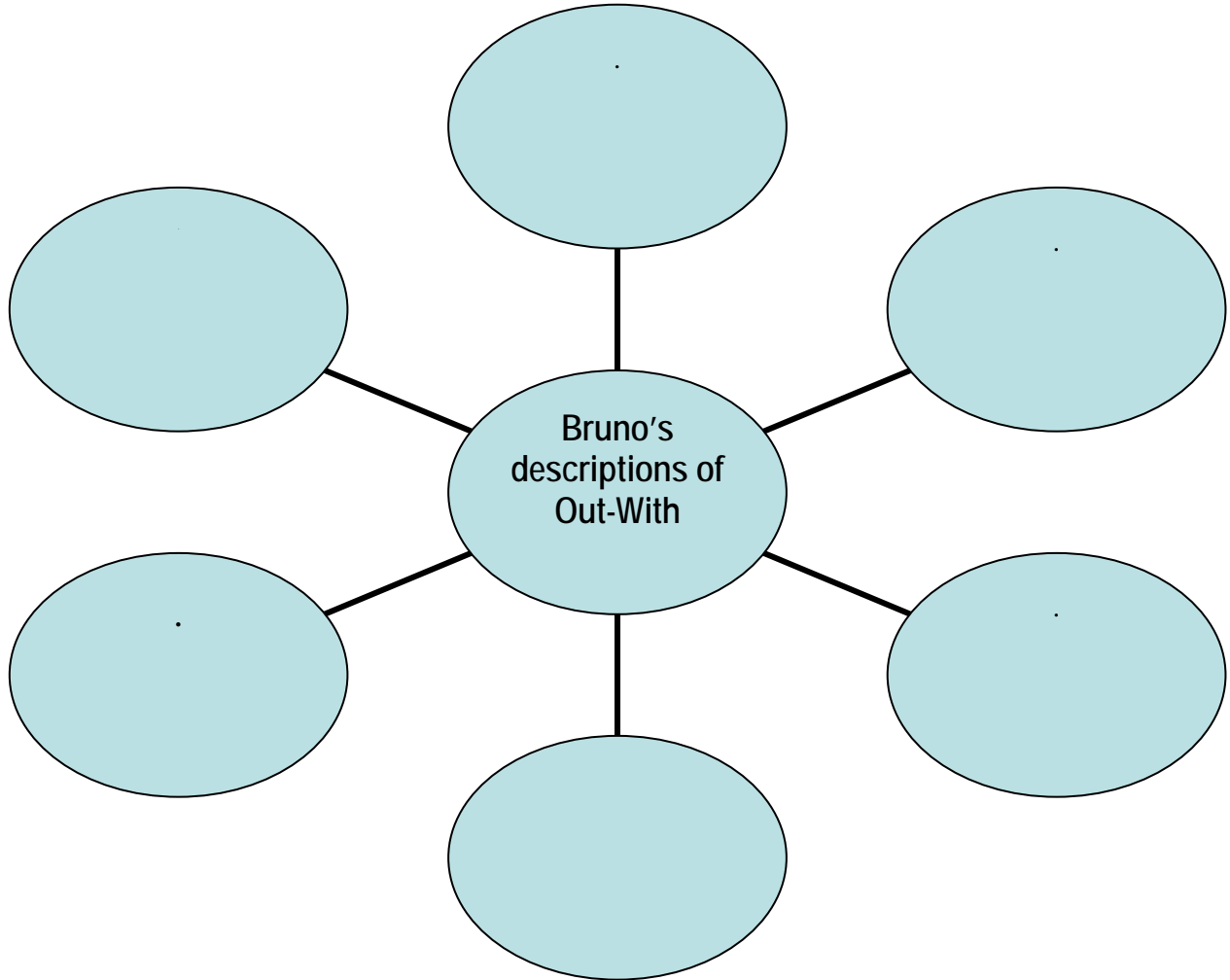
Chapter 7

Name: _____

Writing Opportunity - Friendly Letter

On a separate sheet of paper, write a friendly letter for Bruno to send to one of his three best friends back home (Karl, Daniel, or Martin). Be sure to describe life at Out-With through Bruno's eyes. Tell how you feel about having to live at Out-With. You will be writing the letter from Bruno's perspective, so what point of view will you be using? _____

Use the following graphic organizer to organize Bruno's descriptions of Out-With. Make sure you follow the correct friendly letter format.



Discussion

1. If you knew Lieutenant Kotler, how would you feel about him?

2. Is he the type of person you would want to be friends with? _____ Why?

3. What about the character of Pavel? What type of person do you think he is?

4. Is Pavel the type of person you would want to be friends with? _____ Why?

Non-Fiction Analysis

Read the following article. Then, answer the questions below it.

In the early 18th century, spelling was not standardized. Differences became noticeable after the publishing of influential dictionaries. Current spellings in the British English language follow, for the most part, those of Samuel Johnson (1755 – Johnson's Dictionary of the English Language). Many of the American English spellings follow Noah Webster (1828 – An American Dictionary of the English Language). Webster was a strong proponent of reforming spelling for several reasons, one being nationalistic - devotion to the interests or culture of one's nation. The work of Johnson and Webster helped to develop more standardized English spellings.

These reasons may have some impact on the spelling of tire vs. tyre. Tire is an older spelling than tyre, but both were used in the 15th and 16th centuries for a metal tire. Tire became the accepted spelling in the 17th century. In Britain, tyre was brought back as the accepted spelling in the 19th century for pneumatic tires (a tire made of reinforced rubber and filled with compressed air; used on motor vehicles, bicycles etc.) However, many continued to use tire as the spelling for the iron variety.

1. What is the main idea of the first paragraph?
 - a. Noah Webster was a very smart man.
 - b. Samuel Johnson and Noah Webster both created dictionaries of the English language.
 - c. The creation of dictionaries helped to standardize spellings of the English language.
 - d. Dictionaries are wonderful spelling tools.
2. Which of the following sentences is not related to the main idea of the first paragraph?
 - a. Differences became noticeable after the publishings of influential dictionaries.
 - b. Current spellings in the British English language follow, for the most part, those of Samuel Johnson (1755 – *Johnson's Dictionary of the English Language*).
 - c. Many of the American English spellings follow Noah Webster (1828 – *An American Dictionary of the English Language*).
 - d. Webster was a strong proponent of reforming spelling for several reasons, one being nationalistic - devotion to the interests or culture of one's nation.
3. Which of the following transition words would enhance meaning if it were added to the last sentence in paragraph one?
 - a. However,
 - b. Thus,
 - c. Since,
 - d. Moreover,
4. Which of the following words could be used in place of the underlined words in paragraph two?
 - a. revived
 - b. revoked
 - c. revised
 - d. reverted

The Boy in the Striped Pajamas

Friendly Letter Rubric

Name: _____ Date: _____

Criteria	Possible Points	Points Earned
<ul style="list-style-type: none">The letter is written from the perspective of Bruno.	20	
<ul style="list-style-type: none">Information in the letter is based on Bruno's descriptions of Out-With from the novel.	25	
<ul style="list-style-type: none">Bruno's feelings are included in the letter.	15	
<ul style="list-style-type: none">The point of view used is consistent.	10	
<ul style="list-style-type: none">The letter is written in the correct friendly letter format.	10	
<ul style="list-style-type: none">The letter is written neatly.	10	
<ul style="list-style-type: none">Grammatical and spelling errors, if any, do not interfere with the meaning.	10	
TOTAL	100	

Comments:

The Boy in the Striped Pajamas
Chapter 8

Name: _____

Indirect Characterization

In this chapter, the reader is introduced to Bruno's grandmother and grandfather. The author indirectly reveals these characters' personalities through what they say, how they look, their behavior, and what other characters say about them and how they act around them. Complete the following chart to examine each character.

Grandmother Her name: _____	
Her words tell you that she is	
Her looks tell you that she is	
Other characters tell you that she is	
Her behavior tells you that she is	
Grandfather His Name: _____	
His words tell you that he is	
His looks tell you that he is	
Other characters tell you that he is	
His behavior tells you that he is	

The Boy in the Striped Pajamas
Chapter 9

Name: _____

Chapter Analysis

What changes take place at Out-With in this chapter? _____

Who is Herr Liszt? _____

What does Bruno notice when the two groups (pajama group and the uniform group) mixed? _____

What does the following passage reveal about Bruno's character?

....taking a deep breath and beginning his journey. The one thing Bruno tried not to think about was that he had been told on countless occasions by both Mother and Father that he was not allowed to walk in this direction, that he was not allowed anywhere near the fence or the camp, and most particularly that exploration was banned at Out-With.

Historical Significance

In this chapter, we read where Bruno goes to the bench and reads the bronze plaque.

*Presented on the occasion of the
opening of
_____ Camp
June nineteen forty*

Bruno pronounces the name he "stumbles over" as Out-With Camp. We have had enough clues in the novel to know that he is most likely at a concentration camp. Read over this list of concentration camps. Circle the one that you think he is trying to pronounce. Then, write the name on the line above.

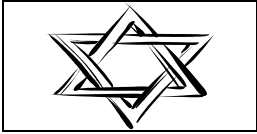
Auschwitz	Belzec	Bergen-Belsen	Buchenwald
Chelmno	Dachau	Dora/Mittelbau	Drancy
Flossenburg	Gross-Rosen	Janowska	Kaiserwald/Riga
Theresienstadt	Treblinka	Vaivara	Westerbork

The Boy in the Striped Pajamas
Chapter 10

Name: _____

The Armband

The boy Bruno sees has an armband on that looks like this:



What is this on his armband? _____ What does this let us know about Shmuel, the

boy Bruno meets? _____

What does your name sound like?

Bruno says that Shmuel's name sounds like the wind blowing. Shmuel says that Bruno's name sounds like someone who's rubbing their arms to keep warm.

What does your name sound like? _____

What about the name of your best friend? _____

Historical Significance

Shmuel tells Bruno that they are in Poland. Do some research. (Be sure to cite your source(s) correctly.)

- Was the concentration camp you selected in the chapter nine activity located in Poland?
- Now, look up information on this concentration camp. Make a list of ten facts about it on a separate sheet of paper. Share your facts with your class.

Figurative language review

...there are far too many people there and you get pushed from pillar to post.

1. What type of figurative language is used in this passage? _____
2. What words form this example of figurative language? _____
3. What does this figurative language mean? _____

Predict

Reread the last page of chapter ten. At the end, Bruno asks Shmuel about his side of the fence. What do you think Shmuel will say in return? _____

Do you think that Bruno will do something when he finds out more about the other side of the fence?

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

Name: _____

Read the following passage.

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.

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. ...his yellow-blond hair was parted at the side
 - b. His black boots always sparkled...
 - c. ...that made comb marks stand out in it like a field that had just been tilled.
 - d. ...held perfectly in place with something

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
10. Who did Bruno miss most from home?
 - a. Grandmother and Grandfather
 - b. Hilda and Louise
 - c. Herr Roller
 - d. He does not miss anyone.

11. Bruno's father's name is _____.
- a. Matthias
 - b. Pavel
 - c. Ralf
 - d. Martin
12. Which of the following words best describe Bruno's grandmother?
- a. timid and beautiful
 - b. confident and out-spoken
 - c. talented and hostile
 - d. boastful and shallow
13. The tutor Father hired is _____.
- a. Amerigo Vespucci
 - b. Herr Liszt
 - c. Shmuel
 - d. Franz Roller
14. Which of the following characters wore an armband with a star on it?
- a. Bruno
 - b. Gretel
 - c. Shmuel
 - d. none of these
15. Which character wrote plays for Bruno to perform?
- a. Herr Listz
 - b. Mother
 - c. Franz Roller
 - d. Grandmother

The Boy in the Striped Pajamas

Chapter 11

Name: _____

Flashback

A flashback is a literary device in which an earlier episode, conversation, or event is inserted into the chronological sequence of a narrative. It is a technique that bridges time, place, and action to reveal information about the character. Flashbacks are also used to fill in information about the background of a conflict or to advance the story.

Purposes of flashbacks	Some words that signal a flashback
<ul style="list-style-type: none">• To fill in information about the background of a conflict• To fill in information about the background of a character or setting	<ul style="list-style-type: none">• Once• Long ago• Yesterday• A while back

Find the flashback at the beginning of chapter eleven from page 116 that begins:

Some months earlier...

1. What is the purpose of this flashback?
 - a. to give us more information about a conflict
 - b. to give us more information about a character or setting
2. What are the words that John Boyne uses to signal this flashback? _____

The Dinner Guest

In this chapter we are told by Gretel that their dinner guest "runs the country". Thus, we infer that the Fury, as Bruno refers to him, is Hitler. Hitler was the Fuhrer (leader) of Germany during the Holocaust.

1. Is Bruno's pronunciation of "the Fuhrer" as "the Fury" also an appropriate description of Hitler?

_____ Explain why you feel this way. _____

2. Explain the way Hitler treats Eva. _____

Does the way "the Fury" treats Eva surprise you? _____ Why or why not? _____

3. What descriptions does Bruno provide as to how Hitler looks? _____

Research Opportunity

Use the Internet (with your teacher's approval) or an encyclopedia to find out if Hitler actually had a person in his life by the name of Eva. If so, on a separate sheet of paper, record information about her and her relationship with Hitler. (Be sure to cite your source(s) correctly).

The Boy in the Striped Pajamas
Chapter 12

Name: _____

Shmuel's Journey

Complete the following chart. This will help you gain an appreciation of the tragedies of a young Jewish boy during the Holocaust. Be sure to include words and phrases to describe the way things looked, felt, sounded, etc. for Shmuel in each place.

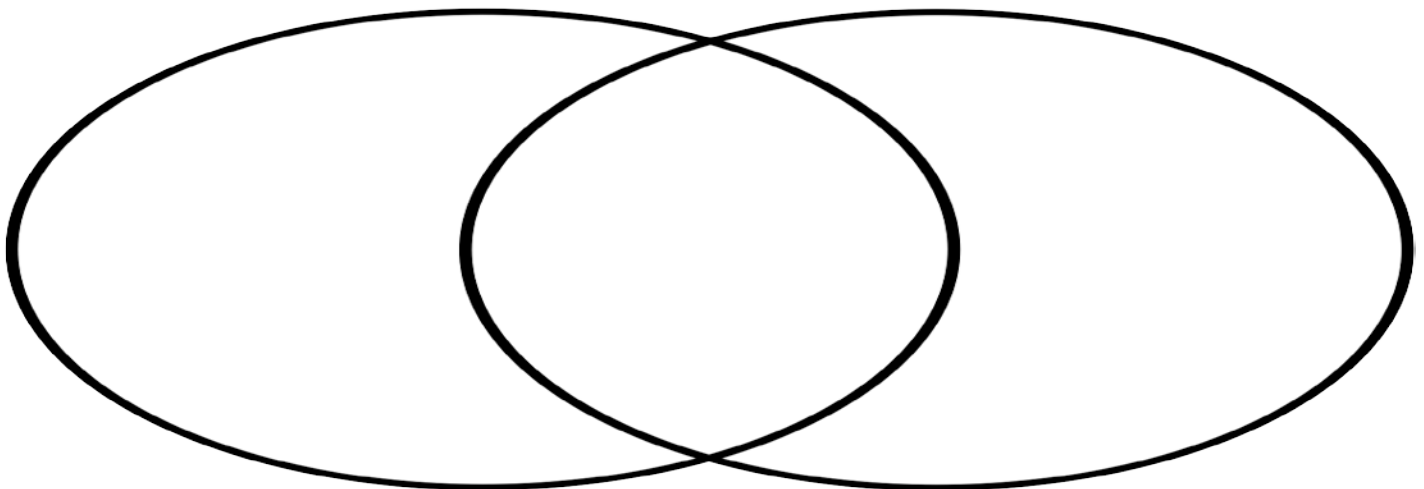
Shmuel's Location	Words and Phrases Used to Describe the Location
Shmuel's life in the small flat above the watch shop	
his life in the one room behind the wall the soldiers built	
the train ride to Out-With	
Shmuel's arrival at Out-With	

Shmuel and Bruno

Draw a Venn diagram to compare and contrast Bruno and Shmuel. Then, take the information from the diagram and write a paragraph (on a separate sheet of paper) in which you explain the similarities and differences between the two boys.

Bruno

Shmuel



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 (kəz'ʊəl)

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 14

Name: _____

Irony

Verbal irony involves a contrast between what is said or written and what is meant.

Example: if you call a really tall person, "Shorty"

Situational irony occurs when what happens is very different from what is expected to happen. Example: A man who has been afraid to fly in a plane all of his life finally gets the courage to do it, and then the plane crashes.

Dramatic irony occurs when the audience or the reader knows something a character does not know. Example: The reader knows who the criminal is, but the characters do not know.

Return to the text

Go back to chapter fourteen and read starting at the bottom of page 150 that begins *Every day Bruno*. Read through to the end of page 151 and finish reading at the words *wear striped pajamas all day long* on page 152.

After reading the definitions for the three types of irony, what type of irony is used in these passages? _____ Explain your answer. _____

A Secret to Cover up

What secret does Bruno reveal to Gretel in this chapter? _____

How does he cover up the secret? _____

Do you feel that Bruno was right to lie to Gretel? _____ Explain your answer.

The Boy in the Striped Pajamas
Test - Chapters 11-14

Name: _____

1. Who was the commandant of the “Out-With” camp?
 - a. Pavel
 - b. Lieutenant Kotler
 - c. Bruno’s father
 - d. Shmuel’s father
2. Which of the following words best describe “the Fury” while he was a dinner guest at Bruno’s home?
 - a. polite and thoughtful
 - b. rude and impatient
 - c. timid and soft-spoken
 - d. intelligent and out-spoken
3. Which character was the least frightened of “the Fury”?
 - a. Mother
 - b. Father
 - c. Gretel
 - d. Eva
4. With whom does Bruno share a birthday?
 - a. Shmuel
 - b. Gretel
 - c. Grandmother
 - d. Pavel
5. Shmuel asks Bruno if he has _____.
 - a. books
 - b. brothers
 - c. food
 - d. toys
6. As soon as he returns home from exploring, Bruno tells _____ about meeting Shmuel.
 - a. Maria
 - b. Mother
 - c. Gretel
 - d. no one
7. Which sentence best describes Bruno and Shmuel’s relationship?
 - a. They often make each other angry.
 - b. They have been friends for only a short time.
 - c. They enjoy playing and exploring together.
 - d. They have been friends since grade school.
8. How are Bruno and Shmuel alike?
 - a. Both have fathers that work on watches.
 - b. They both have a sister.
 - c. They both have on armbands.
 - d. They have the same birthday.

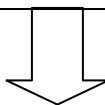
...Lieutenant Kotler grew very angry with Pavel..none of them could watch...it made Bruno cry and Gretel grew pale.

9. In this passage, the author uses the words angry, cry, and pale to help the reader understand that Lieutenant Kotler treated Pavel _____.
 - a. horribly
 - b. sadly
 - c. carelessly
 - d. strangely

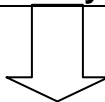
“And then one day things started to change,” he continued. “I came home from school and my mother was making armbands for us....”

10. This passage contains _____.
 - a. an idiom
 - b. a flashback
 - c. irony
 - d. none of these

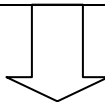
Shmuel's Journey To Out-With



Lived in one with his family and another family behind a wall built by soldiers



Rode a crowded train with many others



Arrived at Out-With and was separated from his mother

11. Which of the following belongs in the empty box?
- lived in Poland with his family above his father's watch shop
 - lived in Poland with his family above his father's restaurant
 - lived in Germany with his family above his father's watch shop
 - lived in Germany with his family above his father's restaurant

12. Which of the following words is an example of onomatopoeia?
- cowards
 - bleeding
 - glug-glug-glugging
 - interrupted

*...Mother was having one of her afternoon naps, and I made the long **trek** along the fence to meet Shmuel...*

Trek: v 1. to travel or migrate especially slowly or with difficulty 2. to travel by ox or wagon
n 1. a journey or trip 2. a migration or expedition by ox wagon

13. Which definition of **trek** matches the way it is used in the above excerpt from the novel?
- Verb 1
 - Verb 2
 - Noun 1
 - Noun 2
14. How did Bruno cover up his accidentally telling Gretel about Shmuel?
- He told her that Shmuel was the name of a soldier he had met.
 - He told her that Shmuel was the name of his imaginary friend.
 - He told her that Shmuel was the name of his friend from Berlin.
 - He told her she heard him wrong and that he has mushrooms, not Shmuel.

The Boy in the Striped Pajamas
Chapter 15

Name: _____

Bruno's List

Bruno made a list of the reasons that he does not like Lieutenant Kotler. Record those reasons.

Symbolism

A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is.

A literary symbol has literal meaning in a story but stands for something else.

If something is **symbolic**, it will most likely

- *be repeated in the book*
- *be written in a memorable or vivid way*
- *be emphasized with imagery*
- *mean something else than what it is*

Read the following passage from the novel:

...*"Our hands," he said. "They're so different. Look!"*

The two boys looked down at the same time, and the difference was easy to see. Although Bruno was small for his age, and certainly not fat, his hand appeared healthy and full of life. The veins were not visible through the skin, the fingers weren't little more than dying twigs. Shmuel's hand, however, told a very different story.

This passage is full of imagery. Underline this imagery.

The passage also contains symbolism. What are the boys' hands symbolic of? _____

Explain your choice. _____

This passage also contains a simile. A simile compares two unlike items. What is compared in the passage? _____ and _____

What word signals this simile? _____ Now you know three words that signal a simile. They are: _____, _____, and _____.

The Boy in the Striped Pajamas
Chapter 16

Name: _____

Discussion Questions

In this chapter we learn many things.

1. Why do Bruno and his family have to return to Berlin? _____

2. What things does Bruno learn as a result of this trip to Berlin?

3. What do you think these things reveal about Bruno?

4. What happens to Lieutenant Kotler? _____

5. Why do you think this happened to Kotler?

6. What does Gretel explain to Bruno?

7. Who are the Opposites? _____

8. What happens to Bruno and Gretel's hair?

9. How does Bruno react to his head? _____

10. What reaction does Shmuel have to Bruno's haircut? _____

11. Is Bruno happy to look like Shmuel? _____

12. Why do you think he feels this way?

The Boy in the Striped Pajamas
Chapter 17

Readers' Theater

Students build fluency through reading out loud, and at the middle school level, what better way to allow this than with readers' theater! Chapter seventeen of *The Boy in the Striped Pajamas* is perfect for this activity!

If you want to get your students' attention, read the beginning of this chapter with a monotone voice until they stop you and ask you why you are doing this. Explain that when reading aloud, you should always read with expression. Next, reread the section changing your voice to match each character.

Not only will readers' theater be a fun way to incorporate oral reading, it will also promote cooperation and team work. Each group will create speaking parts by breaking down this chapter into dialogue. Narrators will need to be added.

Provide your students with the directions page to help them know what to do.

Once your students understand what they will be doing, they will be eager to begin. Use the following steps to instruct them.

- In groups of five or six have students prepare their script. It is a good idea to have each student write the script on his/her own notebook paper unless you are allowing them to type it so that multiple copies can be printed.
- Once the script is complete, each member of the group will need to read over it silently.
- Students should work together to decide who will read each part. If there are more parts than students in the group, have one person read both of the narrators' parts.
- Have groups practice reading the script several times. With readers' theater there is no need to act out. The focus should be on the way that they read it. It should be read with lots of expression, and tell them that character "voices" are great as long as they match the character well.
- Students can use highlighters to highlight their individual parts.
- After practicing it several times, groups can "perform" their read aloud for the other groups.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. Have fun!

Create Readers' Theater Directions

You will create a readers' theater script for chapter _____.

Your script should have _____ parts including two narrators.

1. Silently, each member of the group must read the chapter taking notice and counting how many characters have dialogue.
2. After the silent read, make sure that everyone in the group came up with the same number of "speaking parts".
3. You will add two narrators to your script to read everything that is not dialogue of a character.
4. Whenever possible, turn indirect speech into direct speech. The following is indirect speech: *Sheka asked her mom if she could go, but her mom said no.* To turn this into direct speech, you would write it this way:
Sheka: Can I go?
Mom: No.
5. You may eliminate words that are not needed, such as *she said, however,* do not eliminate other parts unless they are totally unnecessary. You will not need quotation marks around what a character says since you are turning this into a skit.
6. Write the character's name on the left-hand side of the page. Underline the character's name. Put a colon (:) after the character's name, and then write what that character will say.
7. Call the narrators *Narrator 1* and *Narrator 2*.
8. Go back and forth between narrator 1 and 2 giving each equal amounts of narration.
9. Underline or use all CAPS for words that need to be stressed.
10. Use parenthesis to provide directions for how something should be said.

Look at the example on the following page. Pay close attention to how lines are divided between the narrators, how quotation marks are no longer needed, and how directions are given in parenthesis for how something should be said or to tell who it should be said to.

"Let's go to Seashell Island!" Meg begged her mother. Meg had been saving her money for the trip for some time, and wanted more than anything to take the ferry boat to the island well known for its beautiful hidden shells and sand dollars.

"I think today is a perfect day to go," her mother said.

"I'm going too!" shouted Dayne from upstairs. Dayne and Meg threw on their baiting suits, and grabbed their sand buckets. The trip to the island would take about thirty minutes.

"Welcome aboard," announced the captain of the boat. "The waves are a little rough today, so I'm going to ask that all passengers wear a life jacket for precautionary reasons." Meg and Dayne thought nothing of danger as they strapped on the orange jackets, but their mother immediately began to worry.

"Excuse me, sir" she said talking to the captain. "Is it perhaps too rough to make the trip today?"

Meg: (begging voice) Let's go to Seashell Island!

Narrator 1: Meg had been saving her money for the trip for some time and wanted more than anything to take the ferry boat to the island well known for its beautiful hidden shells and sand dollars.

Mother: I think today is a perfect day to go.

Dayne: (shouting) I'm going too!

Narrator 2: Dayne and Meg threw on their baiting suits, and grabbed their sand buckets. The trip to the island would take about thirty minutes.

Captain: Welcome aboard. The waves are a little rough today, so I'm going to ask that all passengers wear a life jacket for precautionary reasons.

Narrator 1: Meg and Dayne thought nothing of danger as they strapped on the orange jackets, but their mother immediately began to worry.

Mother: (to the captain) Excuse me, sir. Is it perhaps too rough to make the trip today?

The Boy in the Striped Pajamas
Chapter 18

Name: _____

Predictions

Go back to page 198 and read that page beginning with the passage that starts with the words:
Neither boy said anything for a moment.

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 ~ Return to the text.

Go back to chapter 10. Find the part at the bottom of page 104 and the top of page 105 that begins:
...a small dot appeared in the distance.... Stop reading after the part: *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 similar description. Return to page 193 and find the part that begins:
...a dot in the distance became a...

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 Chapter 19

Name: _____

Bruno's Misunderstandings

In this chapter, the reader is able to understand just how naïve Bruno has been about what happens on the other side of the fence. Complete the following chart to examine the misunderstandings that Bruno is faced with once he is in his own set of striped pajamas.

Passage	Bruno's original perception	What Bruno sees as reality	What this really means Historical significance
Find the passage on page 203 that begins: As it slipped over...	Bruno once believed that their pajamas were nice, comfortable, and clean.	The pajamas are dirty and smell bad, and they are not washed.	During the Holocaust, Jews were given clothes that were not fit to wear. Many times they were taken from the dead and passed on to others. They were never clean.
Find the passage where Shmuel tells Bruno he will have to leave his boots behind. (page 205)			
Find the passage where Bruno realizes that all the places and things he thought would be there are not on page 207.			

Passage	Bruno's original perception	What Bruno sees as reality	What this really means Historical significance
<p>In fact everywhere he looked, all he could see was two different types of people: either happy, laughing, shouting soldiers in their uniforms or unhappy, crying people in their striped pajamas, most of whom seemed to be staring into space as if they were actually asleep. (page 208)</p>			
<p>Return to page 210. Read the part that begins <i>"Marches!" said Bruno, appalled.</i> Continue reading until the part <i>...if this was the kind of thing that he wanted the people to do then it must be alright.</i> (page 210)</p>			
<p>Go back to page 211 and read the dialogue between Shmuel and Bruno that begins, <i>"Does the marching go on for long?"</i></p>			
<p>Return to page 212 and read the paragraph that begins <i>"And I'm sorry we didn't really ..."</i></p>			

The Boy in the Striped Pajamas
Chapter 19

Weather is used to emphasize dramatic events:

At the beginning of chapter nineteen, it is raining. By the end of the chapter, the rain has turned into a storm.

The next day – Friday – was another wet day. When Bruno woke in the morning he looked out of his window and was disappointed to see the rain pouring down. (page 200)

He looked up at the sky, and as he did so, there was another loud sound, this time the sound of thunder overhead.... (page 211)

Authors often use descriptions of weather to emphasize the dramatic events that occur as well as the dramatic inner changes in the main character. At this point in the book, there is a dramatic event that occurs. Are there any dramatic inner changes in Bruno? How can the weather be linked to those changes?

The Boy in the Striped Pajamas
Chapter 20

Name: _____

Discussion

What do you think happened to Bruno? _____

How do you think Mother felt when she returned to Berlin without Bruno? _____

How do you think she handled things when she realized he was still missing?

Does Gretel's reaction to Bruno's disappearance surprise you? _____ Why or why not?

Who were the soldiers that came for Father? _____

What do you think happened to Father after the soldiers came for him? _____

Tone

Reread the last two short paragraphs on the last page of chapter twenty (page 216).

What word best describes the tone of these final paragraphs?

- | | |
|--------------|--------------|
| a. joyful | c. angry |
| b. sorrowful | d. sarcastic |

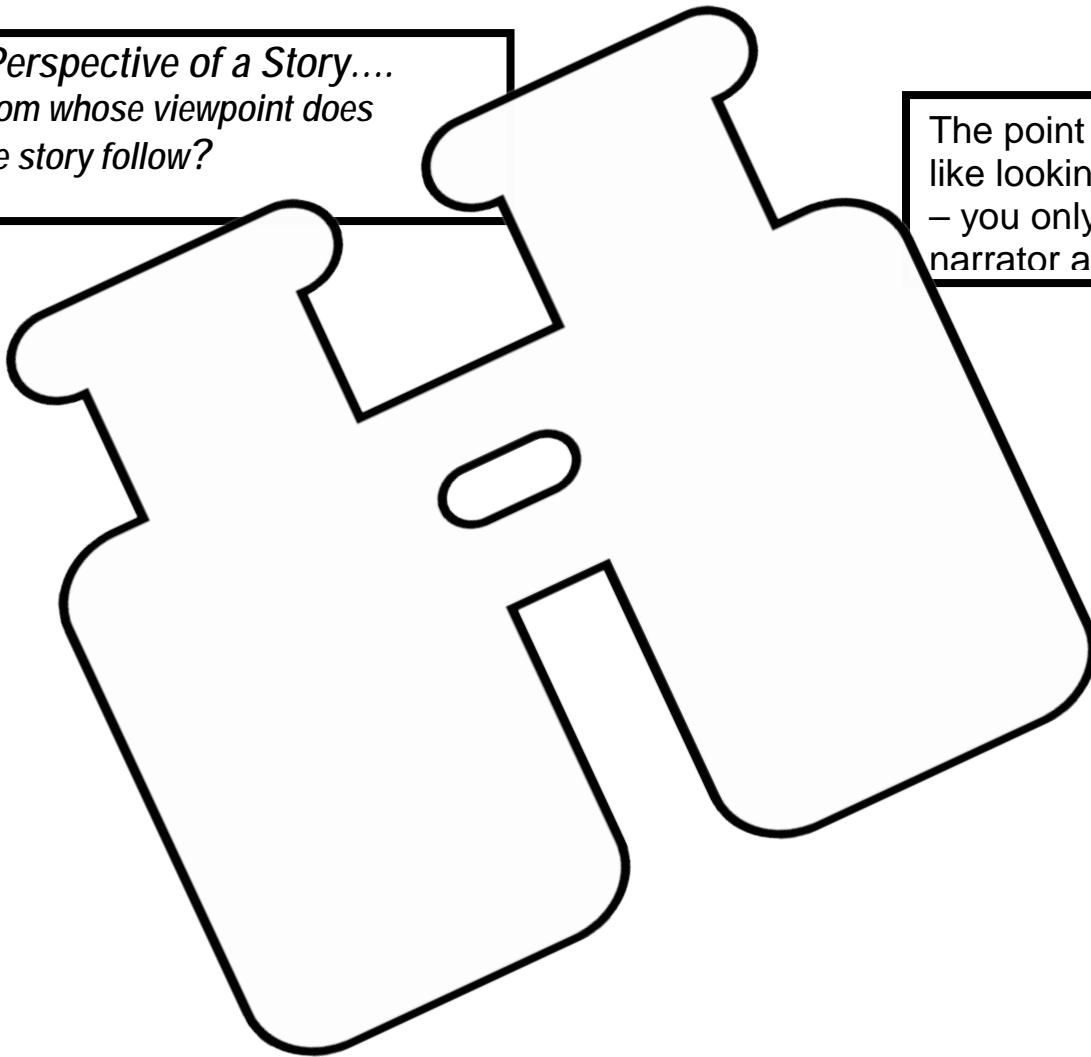
Why do you think the author chose to use this tone? _____

Do you agree with these words? Explain your answer.

...all this happened a long time ago and nothing like that could ever happen again.

*Perspective of a Story....
From whose viewpoint does
the story follow?*

The point of view of a story is
like looking through binoculars
– you only learn what the
narrator allows you to “see”.



1. This novel is told from the _____(first or third) person point of view.
2. It is _____. (omniscient or limited-omniscient)
3. On whom does the story focus? _____
4. How is the narrator’s viewpoint limited? (What things do you wish you knew that you do not know?) _____

4. How is the story biased with this narrator’s focus? Be specific and provide support from the story. _____

The Boy in the Striped Pajamas
Comparing and Contrasting Bruno and Shmuel

Name: _____

Directions: Think of adjectives that describe the boys. Record these words in the below ABC boxes. Use one color of ink for Shmuel and another for Bruno. After you have completed the chart, use the words you selected and write a short essay comparing and contrasting the boys. Make sure in your essay you explain why you use the adjectives you do for each boy.

a-b

c-d

e-f

g-h

i-j

k-l

m-n

o-p

q-r

s-t

u-v

w-x-y-z

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.

Write the passage from page 196 in chapter eighteen that begins:
Shmuel bit his lip and said nothing. He had seen...

Write the passage from page 204 that begins: Shmuel turned just as Bruno applied the finishing touches ...

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

Write the passage on page 206 that begins: *Shmuel smiled too and the two boys stood...*

Write the passage on page 206 that begins: *Bruno had an urge to give Shmuel a hug, just to let him know...*

The Boy in the Striped Pajamas
Character Analysis

<i>Character</i>	<i>Traits</i>	<i>Round/flat</i>	<i>Static/dynamic</i>
<i>Bruno</i>			
<i>Gretel</i>			
<i>Father</i>			
<i>Shmuel</i>			
<i>Pavel</i>			
<i>Maria</i>			
<i>Lieutenant Kotler</i>			

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The Boy in the Striped Pajamas

Answer the following Questions

1. What part of the story was the most frightening/upsetting? Why?
2. What part of the story was the saddest? Why?
3. What part of the story was the most believable? Why?
4. What part of the story was the most meaningful to you? Why?
5. What do you think happened at the end of the story? Why?

The Boy in the Striped Pajamas
Final Test

Name: _____ Date: _____

1. Which of the following describe the overall tone of this novel?
 - a. angry, mysterious, and harsh
 - b. festive, anxious, and encouraging
 - c. profound, revealing, and hopeful
 - d. melancholy, humorous, and sarcastic
2. What point of view is used in this novel?
 - a. first person
 - b. second person
 - c. third person limited
 - d. third person limited omniscient
3. What genre is this novel?
 - a. historical fiction
 - b. science fiction
 - c. nonfiction
 - d. drama
4. Which of the following is the best theme for this novel?
 - a. The Holocaust was a horrible event.
 - b. Sometimes horrible events take place and those around them are unaware of them.
 - c. Swallows are birds who eat insects.
 - d. It is best to keep your friendships secret from you families.
5. Who is the protagonist (main character) in this novel?
 - a. Herr Liszt
 - b. Father
 - c. Shmuel
 - d. Bruno
6. Gretel can best be described as being _____.
 - a. a round and static character
 - b. a round and dynamic character
 - c. a flat and static character
 - d. a flat and dynamic character
7. Who does Bruno refer to as a *Hopeless Case*?
 - a. his sister
 - b. his babysitter
 - c. Father's secretary
 - d. Father's mother

"But we learn in geography class that in the countryside, where all the farmers are and the animals, and they grow all the food, there are huge areas like this where people live and work and send food to feed us."

8. In the passage, which of the following roots **meaning earth** is found?
- a. farm
 - b. gro
 - c. geo
 - d. graph
9. What is Bruno able to see from his bedroom window?
- a. farm animals
 - b. a city, crowds
 - c. men, boys
 - d. a vegetable garden
10. What type of figurative language is used in this passage?
"I don't like it here," he said for the hundredth time.
- a. hyperbole
 - b. idiom
 - c. metaphor
 - d. simile

There was a huge wire fence that ran the length of the house and turned in at the top, extending further along in either direction, further than she could possibly see. The fence was very high, higher than the house they were standing in, and there were huge wooden posts, like telegraph poles, dotting along it, holding it up. At the top of the fence enormous bales of barbed wire were tangled in spirals...

11. Based on the narrator's description, we can infer that "Out-With" is a(n) ____.
- a. a countryside village
 - b. a farm in deer territory
 - c. a concentration camp
 - d. an industrial park
12. Which of the following words found in the passage contain the Greek root meaning "write"?
- a. extending
 - b. enormous
 - c. telegraph
 - d. spirals
13. Who is the oldest?
- a. Bruno
 - b. Gretel
14. Who passed away in Berlin while the family is at "Out With"?
- a. Lieutenant Kotler
 - b. Mother
 - c. Grandmother
 - d. Grandfather
15. *Passed away* is a(n) _____ meaning _____.
- a. idiom, died

- b. idiom, moved to a different place
- c. euphemism, died
- d. euphemism, moved to a different place

16. Which of the following best describes Bruno's relationship with his sister?
- a. love/hate
 - b. soothing
 - c. soothing/complicated
 - d. somber
17. Pavel, the waiter, was really a _____.
- a. barber
 - b. soldier
 - c. teacher
 - d. doctor
18. Which of the following best describes Bruno's Mother's attitude about "Out-With"?
- a. She loves living there.
 - b. She is unhappy there.
 - c. She is eager to remodel there.
 - d. She enjoys being a leader there.
19. What did Shmuel want Bruno to help him to do on their "Final Adventure"?
- a. help him find some extra food
 - b. help him find his father
 - c. help him plan an escape
 - d. help him find clothes for the small children
20. Which of the following best describe Bruno's perception of the concentration camp at "Out-With"?
- a. He was oblivious and ignorant as to what was really happening.
 - b. He was horrified once he realized that people were being killed.
 - c. He was very sad and worried over the concentration camp.
 - d. He was angry with his father for being involved with the concentration camp.
21. At the end of the novel, the reader can infer that Bruno and Shmuel _____.
- a. are killed in a gas chamber.
 - b. escape and run away.
 - c. march to the next town.
 - d. disappear into darkness.
22. Which of the following is not a theme in this novel?
- a. You reap what you sow.
 - b. Terrible things can take place without you even realizing it.
 - c. It is better to have loved and lost than never to have loved at all.
 - d. Good and evil will always be present in this world.

Identify the type of figurative language in each of the following passages.

- a. hyperbole b. idiom c. metaphor d. personification e. simile

23. Gretel didn't rise to the bait on that one.

24. ...Lieutenant Kotler saying, "Don't worry, this one knows which side his bread is buttered on," and...

25. The rain would surely have stopped by then ...but it showed no signs of slowing down and even pounded noisily against the window

**Reading Assignment Schedule for
The Boy in the Striped Pajamas**

Name: _____

You must have read the entire novel by _____.

Day	Date	Chapters to be completed	Activities completed
1		Chapters 1, 2, and 3	
2		Chapters 4, 5, and 6	
3		Chapters 7, 8, and 9	
4		Chapters 10, 11, and 12	
5		Chapters 13, 14, and 15	
6		Chapters 16 and 17	
7		Chapters 18 and 19	
8		Chapters 20 and Author's note	

The activities for each chapter will be assigned throughout the novel. They will be discussed in class and taken up on _____.

You will take a test on the novel that day as well.

Holocaust “I Am” Poems

Directions: Follow the pattern of the “I Am” poem to write a poem about the Holocaust.

I Am

I am (choose something from the Holocaust...A Jewish boy/girl, A Commandant, An Armband, A Nazi Soldier, etc.)

I wonder (something you would be curious about if you were that person or thing)

I hear (a sound, real or imaginary, you would hear if you were that person or thing)

I see (a sight, real or imaginary, you would see if you were that person or thing)

I want (an actual desire that you would want if you were that person or thing)

I am (the first line of the poem restated)

I pretend (something you would actually pretend to do)

I feel (a feeling you would have about something imaginary)

I touch (if you were this person, what is something you imaginarily touch)

I worry (something that would really bother you)

I cry (something that would make you very sad)

I am (the first line of the poem repeated)

I understand (something you would know is true)

I say (something you would believe in)

I dream (something you would actually dream about)

I try (something you would really make an effort about)

I hope (something you would actually hope for)

I am (the first line of the poem repeated)

The Boy in the Striped Pajamas

Answer Key (Sample answers – answers may vary)

Chapter 1

1. She lacks confidence; she feels inferior.
2. Mother? She is kind; treats people respectfully; teaches her children manners.
 Father? He fails to treat people respectfully; perhaps he is condescending.
3. He is a very powerful man; he is admired and respected by his subordinates as well as his superior.

Chapter 2

1. Desolate: devoid of inhabitants and visitors
2. Presumed: to suppose to be true without proof
1. They had a hundred and one things to do. **hyperbole**
2. "Chalk it up to experience," he added. **idiom**

Chapter 3

1. Third Person
2. An outside narrator who focuses on Bruno
3. Bruno is not very fond of Gretel; the house in Berlin is full of adventurous opportunities; Father is somewhat cold; the new house is boring and unadventurous.
4. what Father's job actually is; how Mother really feels about the move; why Grandmother and Grandfather did not move with the family.

Chapter 4

...a garden...a large one...full of flowers ...in neat orderly sections	...the fence was very high, higher even than the house they were standing in...
...soil that looked as if it was tended very carefully...	...huge wooden posts, like telegraph poles,... holding it up...
...a very pleasant pavement with a wooden bench on it...	At the top of the fence enormous bales of barbed wire were tangled in spirals...
...a plaque attached to the top of the bench...could not read the inscription from this distance....	...she looked at the sharp spikes sticking out all the way round it...
The seat (of the bench) was turned to face the house.....	There wasn't any grass after the fence; ...in fact there was no greenery anywhere to be seen...
About twenty feet further along from the garden and the flowers and the bench with the plaque on it, everything changed.	...the ground was made of a sand-like substance
...a huge wire fence that ran the length of the house and turned in at the top...extending further... further than he could see...	...low huts and large square buildings dotted around and one or two smoke stacks in the distance.

Discussion

The "filthy" children huddled together being shouted at by the soldiers – the soldiers lunging at them to separate them into a line – some of the children cried. She would have spent time on this because she is a child and she is obviously bothered by it – she shivered and did not begin to play when she got to her room like she said she was going to.

Chapter 5

Discussion

1. Father loves Bruno; Bruno respects Father; Father is somewhat distant when speaking to Bruno; Bruno is somewhat fearful of Father.
2. Bruno is very determined – he is willing to confront even his father when he sets his mind on a goal.
3. The setting is during World War II – Bruno's father is a Nazi Commandant.

4. soldiers yelling at and mocking the children; the tall fences surrounding the area behind the house with the wire curled at the top of it; the black cars with the flags on the front; the train station and the crowd on one side and just his family on the other
5. Bruno would not be comfortable with it at all – he seems to be a person who is very concerned with treating others with respect and fairness

Capitalization

1. My mother took me to **G**randmother's house.
2. Gena's mom is our art teacher.
3. Sally, **D**ad, and I went to the store.
4. Until now I thought **M**om was perfect.

Chapter 6

Words and phrases that include imagery	Sense(s) appealed to
I liked to sit out there in the sunshine and eat my lunch.	Sight, touch
underneath the ivy tree by the pond	Sight
flowers were very beautiful...the scents	Sight, smell
bees hovered around	Sight, sound

Discussion

1. Her mother worked for Father's Mother. When Maria's mother died, Bruno's father hired Maria to work for them.
2. that father is doing something evil/wrong

Context Clue and Figurative Language Practice

1. c
2. c
3. b

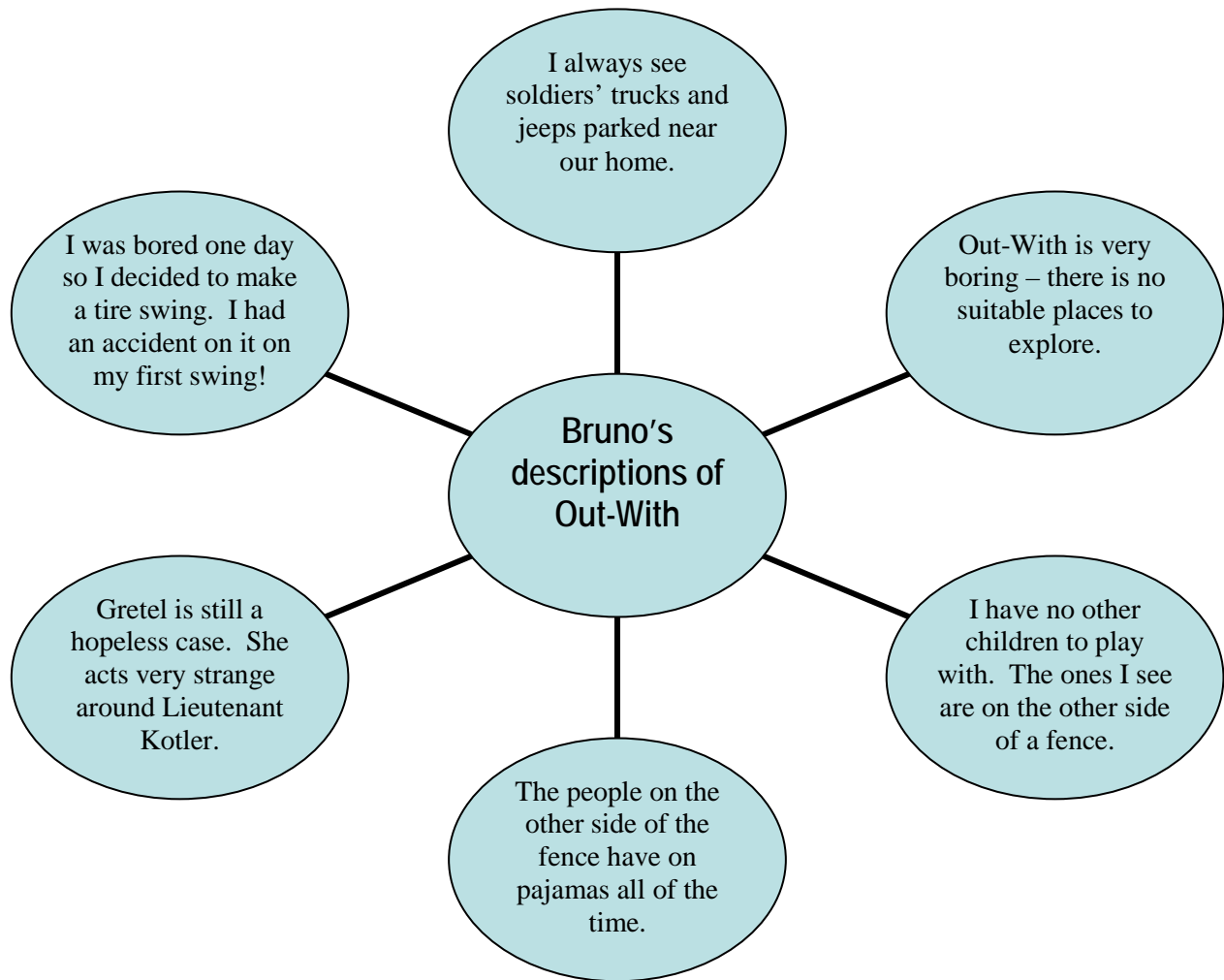
Test -- Chapters 1-6

1. b 2. c 3. b 4. b 5. c 6. a 7. b 8. c 9. d 10. c 11. b
 12. c 13. d 14. a 15. b

Chapter 7

First person point of view

(items in the chart are possible responses – accept reasonable responses)



Discussion – Accept reasonable responses to these questions.

Non-Fiction Analysis 1. c 2. d. 3. b 4. a

Chapter 8 (items in the chart are possible responses – accept reasonable responses)

Grandmother Her name: Nathalie

Her words tell you that she is talented, enjoys the spotlight, head strong, opinioned, fair, fun-loving

Her looks tell you that she is Beautiful

Other characters tell you that she is loved, fun, talented, impressive

Her behavior tells you that she is outspoken, brave, ashamed, hot-headed, creative

Grandfather His Name: Matthias

His words tell you that he is proud, nostalgic

His looks tell you that he is older

Other characters tell you that he is reserved, a patriot

His behavior tells you that he is

proud, distant, able to ignore the opinions of his wife

Chapter 9

Chapter Analysis

Changes: Father hires a tutor for the children; Bruno decides to go exploring

Herr Lisz: Bruno and Gretel's tutor

The groups mix: It is clear to Bruno that the people from his side of the fence are in charge; the pajama people all jump to attention whenever the soldiers approach; sometimes they fall to the ground, sometimes not getting up and have to be carried away; the uniformed people from his side go on the pajama side of the fence, but the pajama people never come on their side.

Bruno's character:

Historical Significance

*. Presented on the occasion of the opening
of
Auschwitz Camp
June nineteen forty*

Chapter 10

The Armband

on his armband: A star of David

What does this let us know about Shmuel, the boy Bruno meets: He is Jewish.

What does your name sound like? accept reasonable responses

Figurative language review

...there are far too many people there and you get pushed from pillar to post.

1. idiom
2. from pillar to post
3. moving around in a meaningless way

Predict accept reasonable responses

Test -- Chapters 7-10

1. b 2. d 3. c 4. b 5. b 6. c 7. a 8. d 9. d 10. a 11. c 12. b
 13. b 14. c 15. d

Chapter 11

Flashback

What is the purpose of this flashback? b

words that signal this flashback: Some months earlier

The Dinner Guest

In this chapter we are told by Gretel that their dinner guest "runs the country". Thus, we infer that the Fury, as Bruno refers to him, is Hitler. Hitler was the Fuhrer (leader) of Germany during the Holocaust.

1. accept reasonable responses
2. He shouts at her, clicks his fingers for her to come to where he wants her; he does not open doors for her; accept reasonable responses
3. He is short with dark, short hair and has a tiny moustache.

Chapter 12

Shmuel's Journey

Shmuel's Location	Words and Phrases Used to Describe the Location
Shmuel's life in the small flat above the watch shop	<i>Papa made and mended watches; ate breakfast with his family each morning; he went to school had to wear an armband made of cloth and had a special star drawn on it</i>
his life in the one room behind the	<i>had to live in one room; lived in the same room with another family; one of the</i>

wall the solders built	<i>other boys (Luka) was very mean to him; room only had one window; it was noisy; he couldn't sleep;</i>
the train ride to Out-With	<i>too many people in one car; no air to breathe; smelled awful; no doors</i>
Shmuel's arrival at Out-With	<i>Cold; had to walk; Mama was taken from them; put into huts; hundreds of boys there; can't play; not much food</i>

Shmuel and Bruno

Bruno

- lives in a house
- lives with Mom and Dad
- has a sister
- loves chocolate

Shmuel

- lives in a hut
- Mom was taken from him
- has a brother
- small and skinny

Both

- had to move
- same birthday

Chapter 13

Reference Skills

1. 2
2. A. definition 1
3. thesaurus
4. Britain
5. a. adjective 1
6. b. planned
7. b. flood

Chapter 14

type of irony: dramatic Explain: We, the readers, know why Shmuel says that Bruno should not crawl under the fence. We know that he should not be jealous of Shmuel and what he has to wear.

A Secret to Cover up

secret: Bruno has a friend

cover up: the friend is imaginary

Do you feel that Bruno was right to lie to Gretel? Explain your answer. Accept reasonable answers

Test -- Chapters 11-14

1. c 2. b 3. d 4. a 5. c 6. d 7. b 8. d 9. a 10. b 11. a 12. c 13. c 14. b

Chapter 15

Bruno's List

1. never smiles
2. he calls him Little Man
3. makes jokes with Mother
4. shot a dog that was barking
5. he causes Gretel to act with nonsense

Symbolism

...“Our hands,” he said. “They’re so different. Look!”

The two boys looked down at the same time, and the difference was easy to see. Although Bruno was small for his age, and certainly not fat, his hand appeared healthy and full of life. The veins were not visible through the skin, the fingers weren’t little more than dying twigs. Shmuel’s hand, however, told a very different story.

symbolic of: Life; the concentration camps - Accept Reasonable responses

Explain your choice. Accept reasonable responses

This passage also contains a simile. A simile compares two unlike items. What is compared in the passage? fingers and twigs

What word signals this simile? than Now you know three words that signal a simile. They are: like, as, and than.

Chapter 16

1. Why do Bruno and his family have to return to Berlin? Grandmother’s funeral
2. What things does Bruno learn as a result of this trip to Berlin? He is unable to remember one of his best friends’ names; he has grown; he does not mind the new house as much as he used to.
3. What do you think these things reveal about Bruno? He is maturing. (answers may vary)
4. What happens to Lieutenant Kotler? He left “Out-With”.
5. Why do you think this happened to Kotler? answers will vary
6. What does Gretel explain to Bruno? The fence is in place to separate them from the Jews; the Jews must stay on their side of the fence; Jews are not liked by them.
7. Who are the Opposites? Bruno and his family
8. What happens to Bruno and Gretel’s hair? They find lice in their hair.
9. How does Bruno react to his head? He cries when he sees his shaven head.
10. What reaction does Shmuel have to Bruno’s haircut? He laughs.
11. Is Bruno happy to look like Shmuel? No
12. Why do you think he feels this way? Answers will vary

Chapter 18

Predictions

Accept reasonable poems and pictures

Changes in Bruno’s Descriptions

Similar: In both passages the reader sees Shmuel as a speck, then a blob, then a person.

Different: In the first passage, early in the novel, the person is just a boy. By the end of the novel, we see Bruno smile when he sees him and he is the “boy in the striped pajamas”.

Why do you think there is a difference in Bruno’s descriptions? Accept reasonable explanations

Chapter 19

Bruno’s Misunderstandings

Passage	Bruno’s original perception	What Bruno sees as reality	What this really means Historical significance
Shmuel pointed at Bruno’s feet and the heavy boots he had taken from the house. “You’ll have to leave them behind too,” he said. Bruno looked appalled. “But the mud,” he said. “You can’t expect me to go barefoot.” (page 205)	Bruno is shocked that he would be expected to do something as awful as walking in the mud without shoes.	He will do it. It is expected.	Jews in the camps were lucky if they had shoes to have. Many suffered frost bite and other horrible things from having no shoes. Their own shoes were taken from them as they arrived at the camps.
(page 207)	Bruno thinks that the other side of the fence is like an ordinary town.	It is void of anything nice like he was used to in Berlin.	The camps were horrible places and the people forced to live there were exposed to many hardships and were not allowed even small pleasures.

. (page 208)	The soldiers and people on the other side of the fence got along. The soldiers worked there.	The soldiers were mean to the people on the other side of the fence. The people in the pajamas were far from happy.	The Nazi soldiers were very cruel to the people in the concentration camps.
page 210	Things are normal on the other side of the fence. They have a dinner time. Even though the march is interfering with his dinner, it is simply marching. He thinks his father is good to the people on the other side of the fence.	The people on the other side of the fence are afraid of his father and the soldiers. They view the marches as something bad.	The people in the
page 211	Bruno thought the march would be simple – fun.	The march is not fun. He has to do it for as long as the soldiers say – hungry or not.	The Jews in the camps were led on marches often to their deaths.
Page 212	Bruno is sure that he and Shmuel will be friends for life.	Bruno will never get to come to Berlin.	Most of the Jews that were sent to the camps never made it out to return home.

Chapter 19

Weather is used to emphasize dramatic events:

Accept reasonable responses – sample responses may include things such as:

Bruno is beginning to realize that things on the other side of the fence are not very pleasant. He is also forgetting his friends from Berlin. He cannot remember his best friends' names. He has gone on a march and he does not return.

Chapter 20

Discussion – accept reasonable responses

Tone

What word best describes the tone of these final paragraphs? d. sarcastic

Why do you think the author chose to use this tone? accept reasonable responses – answers may include things such as to make the reader realize that the horrible events Jews had to deal with during the Holocaust could be repeated if we do not learn from it. Hatred and prejudices exist; we must work to be aware of them and stand up against them.

Perspective

This novel is told from the first person point of view.

2. It is limited-omniscient)

3. On whom does the story focus? Bruno

4. How is the narrator's viewpoint limited? (What things do you wish you knew that you do not know?) accept reasonable responses

4. How is the story biased with this narrator's focus? Be specific and provide support from the story. Accept reasonable responses – students should include things such as the way Bruno pronounces things such as Out-With.....

Final Test

1. c 2. d 3. a 4. b 5. d 6. b 7. a 8. c 9. c 10. a 11. c 12. c
13. b 14. c 15. c 16. a 17. d 18. b 19. b 20. a 21. a 22. c 23. b 24. b
25. d

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