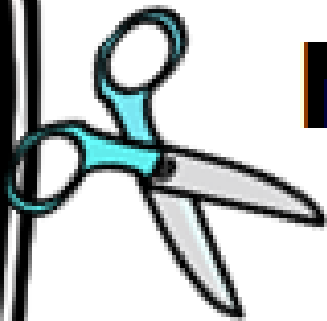


The Boy in the Striped Pajamas Interactive Notebook Novel Unit



ELA Core Plans
Teacher-Written Standards-Based Lesson Plans

***An Interactive Teaching Unit
for
John Boyne's *The Boy in the Striped Pajamas****

Tammy D. Lewis and Shannon B. Temple

www.elacoreplans.com

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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 the 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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Table of Contents

Page	Content
4	Introduction to Interactive Notebooks
5	Reading Assignment Schedule for Novel
6	Pre-Reading KWL chart
7	Chapter Title Analysis
8	Chapter 1 - Inferences
10	Chapter 2 – Context Clues
12	Chapter 2 – Figurative Language (Idioms and Hyperbole)
14	Chapter 3 – Point of View
17	Chapter 3 - Mood
19	Chapter 4 – Imagery
23	Chapter 4 – Journal Writing
24	Chapter 5 – Discussion Questions

Page	Content
26	Chapter 6 - Passage Analysis (Figurative Language and Context Clues)
28	Chapter 6 – Imagery
30	Chapter 7 – Discussion & Passage Analysis
32	Chapter 7 - Writing Friendly Letter (revisiting text to gather information to include in latter)
36	Chapter 7 – Discussion
38	Chapter 7 – Non-Fiction Analysis
40	Chapter 8 – Indirect Characterization
43	Chapter 9 – Comprehension / Passage Analysis / Historical Significance
49	Chapter 10 – Armbands / Figurative Language Review / Predictions/ Historical Significance
52	Chapter 11 – Flashbacks / Passage Analysis
54	Chapter 12 – Shmuel’s Journey
56	Chapter 12 – Compare and Contrast Bruno and Shmuel in an Essay

Page	Content
58	Chapter 13 – Reference Skills
60	Chapter 14 – Irony
64	Chapter 15 – Symbolism and Similes
68	Chapter 16 – Discussion
70	Chapter 18 – Passage Analysis
73	Chapter 19 – Analysis of Bruno’s Misunderstandings
80	Chapter 19 - Weather and Dramatic Events
82	Chapter 20 – Discussion / Tone / Passage Analysis
85	Evaluating the Novel’s Perspective
92	Discussion
93	“I Am” Poem
95	The ABC of Bruno and Shmuel

Introduction to Interactive Notebooks

What are interactive notebooks?

An interactive notebook is simply a place to record information and process ideas. It is a notebook that becomes sort of like a personalized textbook. Students become very active when completing an interactive notebook, and this type of involvement is great for learning!

What kind of notebook do I need to use?

Most teachers require their students to purchase the composition notebooks. These are sturdy, pages do not tear out easily, and they will hold up for years.

However, with that being said, we use five subject notebooks in our classrooms. The main reason we do this is because we teach ELA, and as all ELA teachers know, it's like teaching ten subjects all in one! We like the five subject notebooks because we can divide it into sections. The lessons included in this book would be in our *Literature Section*.

You may prefer to use the composition notebooks, and that is totally fine! Both types have their pros and cons. All of our pages are made to fit a composition notebook but will also fit perfectly in a spiral one.

What kind of glue do I need to use?

You really need to use the Elmer's school glue. The glue sticks seem like a natural choice, but the truth is they just do not bond the paper permanently. You will have to make sure your students know and follow the procedures for gluing, which needs to be – small dots, one inch apart. They do not need to use long strands of glue.

Reading Assignment Schedule for The Boy in the Striped Pajamas

You must have read the entire novel by _____.

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

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

Day	Date	Chapters to be completed	Activities completed in notebook
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	

Complete the following KWL
chart about the Holocaust.

K	W	L

The Boy in the Striped Pajamas

Chapter Title Analysis

Chapter #	Title	Analysis
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		9

The Boy in the Striped Pajamas Chapter 1

While reading, good readers make inferences. An inference is

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

....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 reveal about Mother?

Father?

“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 allow the readers to infer about Father?

....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.

Answer Key

The completed page.....

An inference is something you figure out from clues in the text and what you already know from your experiences.

The Boy in the Striped Pajamas Chapter 1

While reading, good readers make inferences. An inference is something you figure out from clues in the text and what you already know from your experiences.

What does this passage let us know about Maria, the family maid?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 reveal about Mother?	"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 allow the readers to infer about Father?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.

These answers will be recorded under the flaps in the notebook.

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

This passage shows that Maria lacks confidence; she feels inferior.

What does this passage reveal about Mother?

Mother: She is kind; she treats people respectfully; Mother teaches her children manners.

Father?

Father: He is condescending; he fails to treat others respectfully.

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

This passage allows the reader to learn that Father is a very powerful; he is respected and admired by both his subordinates as well as his superior.

The Boy in the Striped Pajamas Chapter 2

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.

DIRECTIONS: 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.

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

Desolate:

....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:

The Boy in the Striped Pajamas Chapter 2

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.

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

Desolate: a place deserted of people and in a state of bleak and dismal emptiness

....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: Suppose that something is the case on basis of probability

The Boy in the Striped Pajamas Chapter 2

What are **idioms** and **hyperbole**? Both an idiom and hyperbole are types of figurative language. **Hyperbole** is _____. 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 _____. For example, *she is on cloud nine*. This means that she is happy. No one would actually think she is on a cloud!

DIRECTIONS: Read the following passages from the novel. Underline the figurative language in each and label it as hyperbole or idiom. Then, under the flap analyze the figurative language.

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

"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.

answer key

The Boy in the Striped Pajamas Chapter 2

What are idioms and hyperbole? Both an idiom and hyperbole are types of figurative language. Hyperbole is an extreme 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 when you say one thing but mean another. For example, she is on cloud nine. This means that she is happy. No one would actually think she is on a cloud!

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

hyperbole

"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.

idiom

one thing but mean another. For example, she is on cloud nine. This means that she is happy. No one would actually think she is on a cloud!

Hyperbole Analysis:

had a lot to do

"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.

idiom

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

Idiom Analysis:

use it as a learning experience

The Boy in the Striped Pajamas Chapter 3

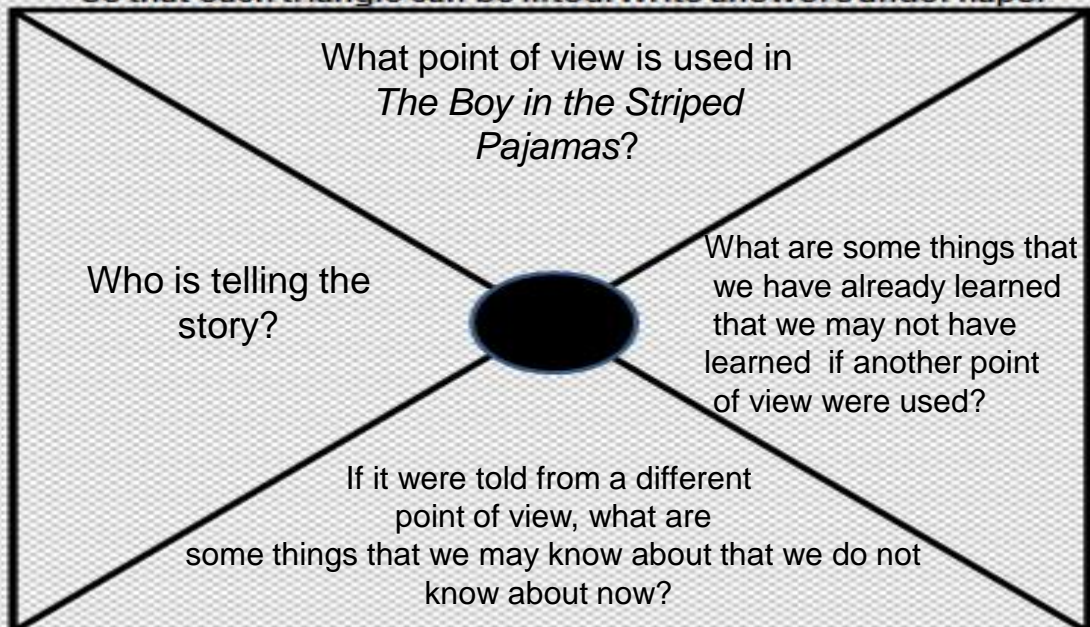
Point of View

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.

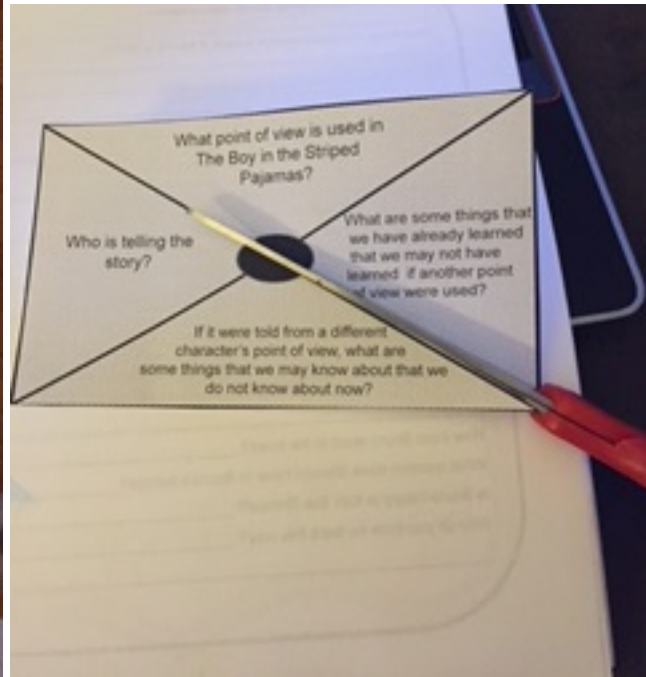
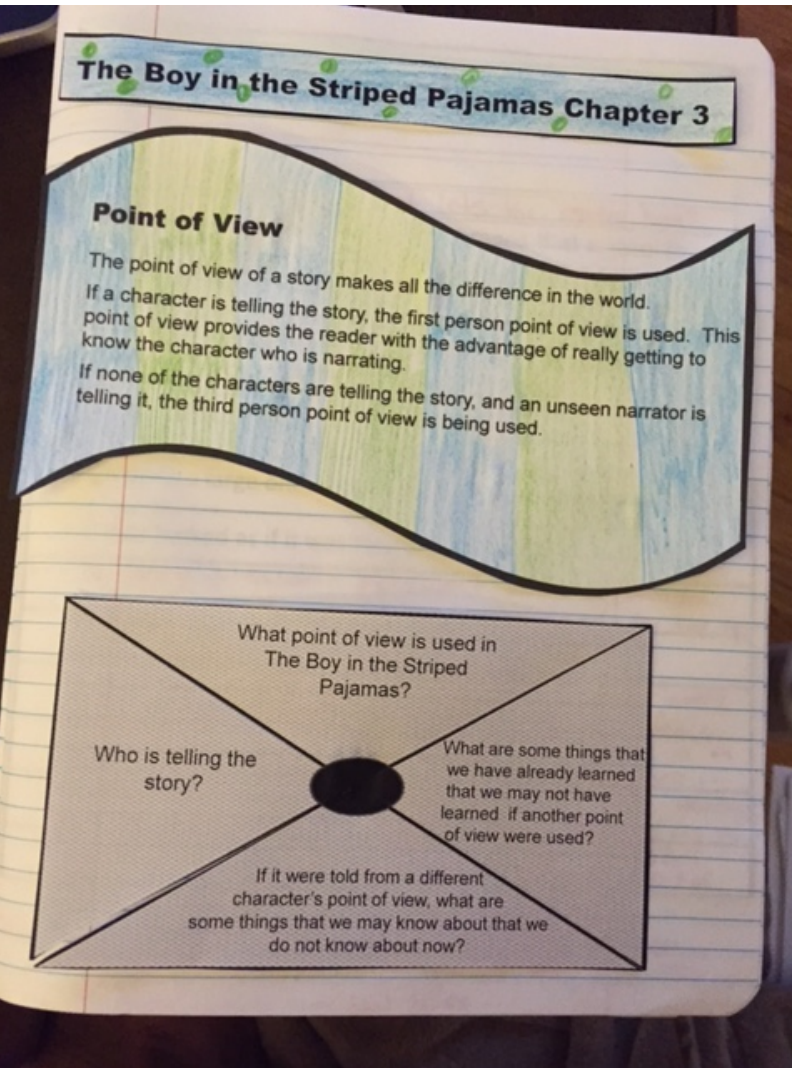
Cut out the solid lines up to the circle. Glue under the circle only so that each triangle can be lifted. Write answers under flaps.



Final Page

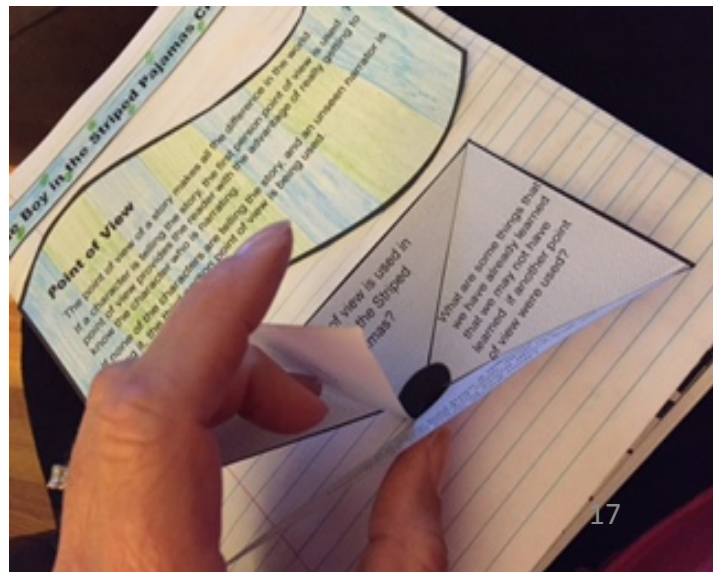
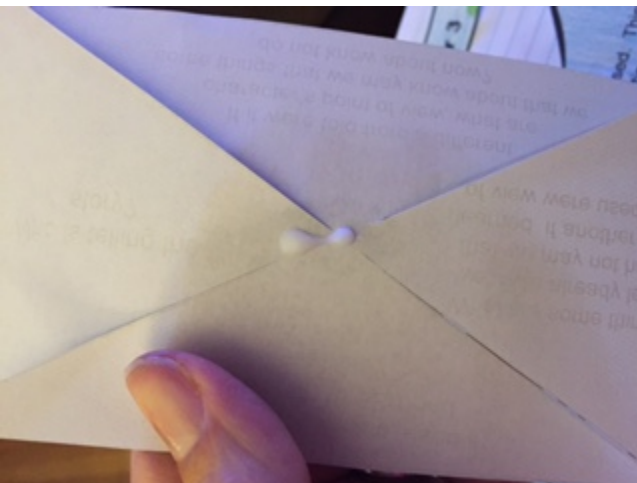
Directions for making the page.....

Cut solid lines – stop at circle.



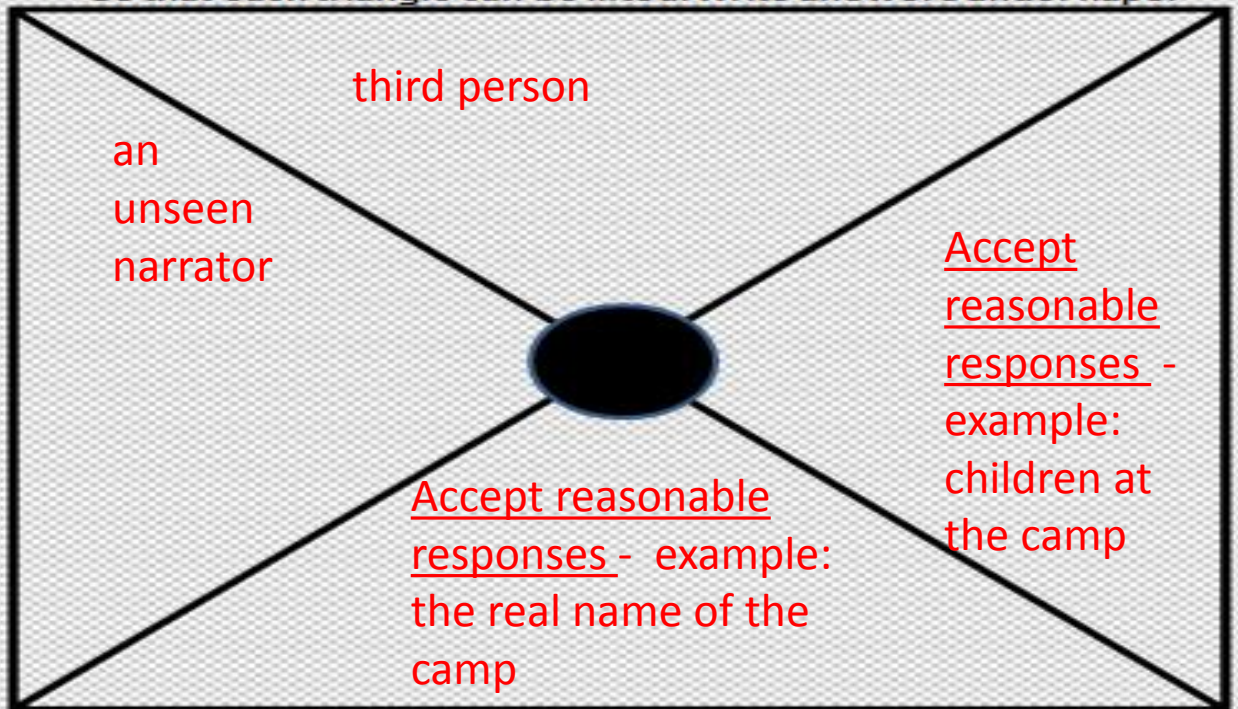
Glue under circle only.

Students will record answers under each question's flap.



Answers which will be recorded under flaps.

Cut out the solid lines up to the circle. Glue under the circle only so that each triangle can be lifted. Write answers under flaps.



The Boy in the Striped Pajamas Chapter 3

	Mood
<input type="radio"/>	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.
<input type="radio"/>	
<input type="radio"/>	

The Boy in the Striped Pajamas Chapter 3

<input type="radio"/>	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.
<input type="radio"/>	Accept reasonable responses.
	<i>Some things students may record...</i>
	<i>“It’s horrible,” said Bruno.</i>
	<i>...a thud on the carpet. He didn’t like the sound it made. It was hollow...</i>
	<i>...made her feel suddenly nervous.</i>
<input type="radio"/>	<i>She swallowed nervously and said a silent prayer...</i>

The Boy in the Striped Pajamas Chapter 4

Imagery

Imagery is _____.

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).

Directions: On the next page, you will 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...

The Boy in the Striped Pajamas Chapter 4

Answer key

Imagery

Imagery is language that lets the reader "see". 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).

...a garden...a large one....full of flowers ...in neat orderly sections

...soil that looked as if it was tended very carefully...

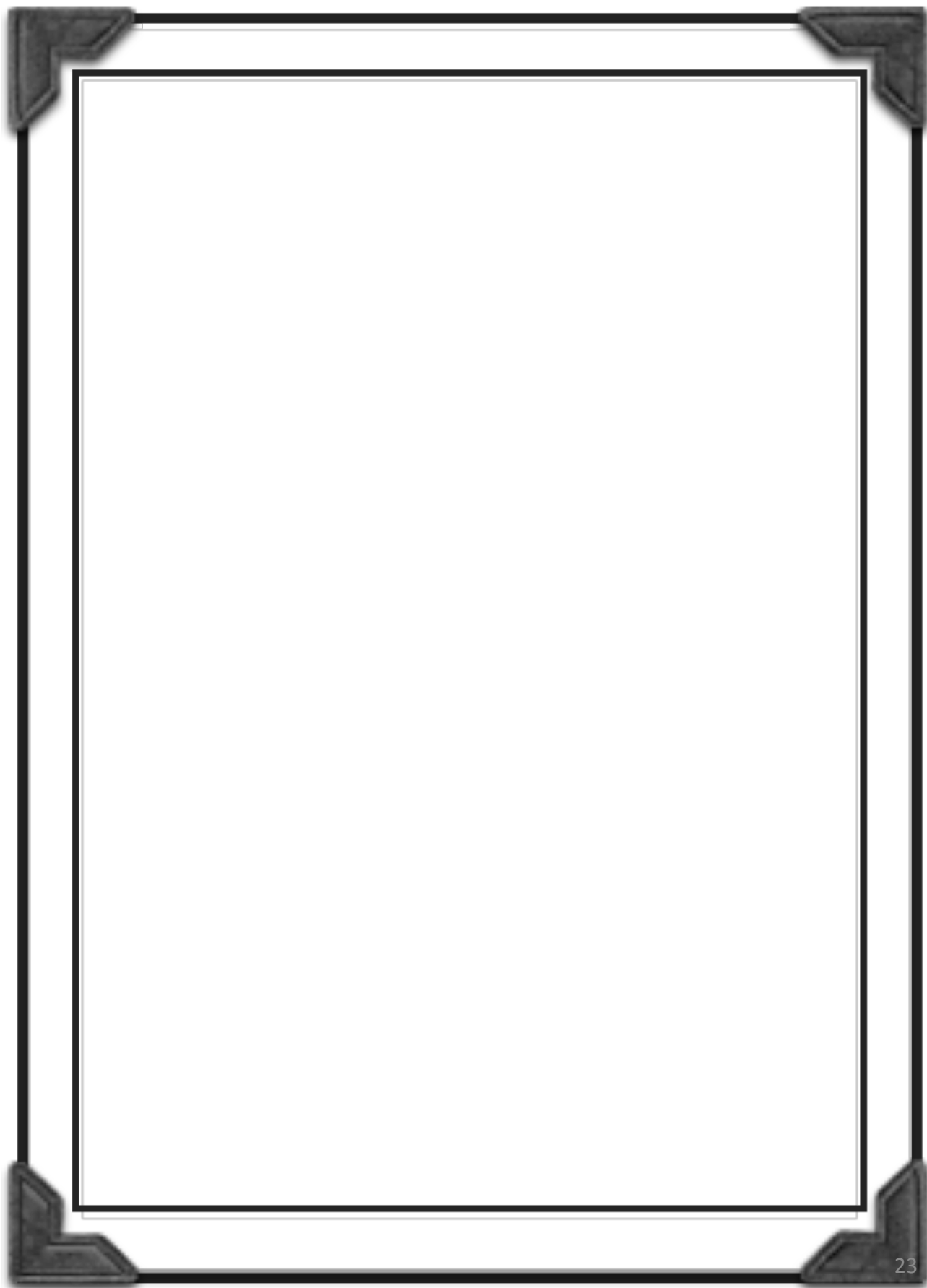
... a very pleasant pavement with a wooden bench on it... a plaque attached to the top of the bench... could not read it ...

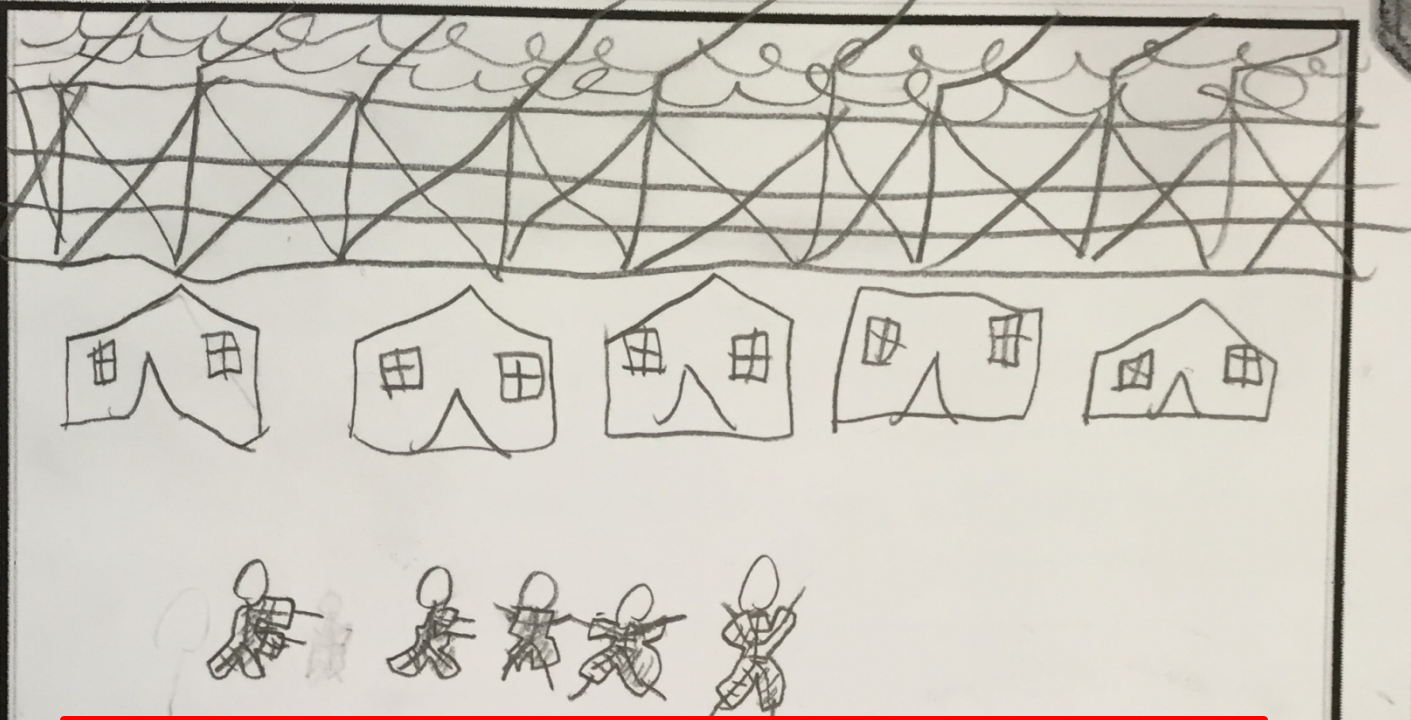
The Seat faced the house.

... Twenty feet further along the garden and flowers, ... everything changed ... huge wire fence ran the length of the house and turned in on top ... extended further than he could see ... fence was higher than the house... huge wooden posts, like telegraph poles ... holding it up ... at the top of the fence enormous bales of barbed wire were tangled in spirals ... sharp spikes

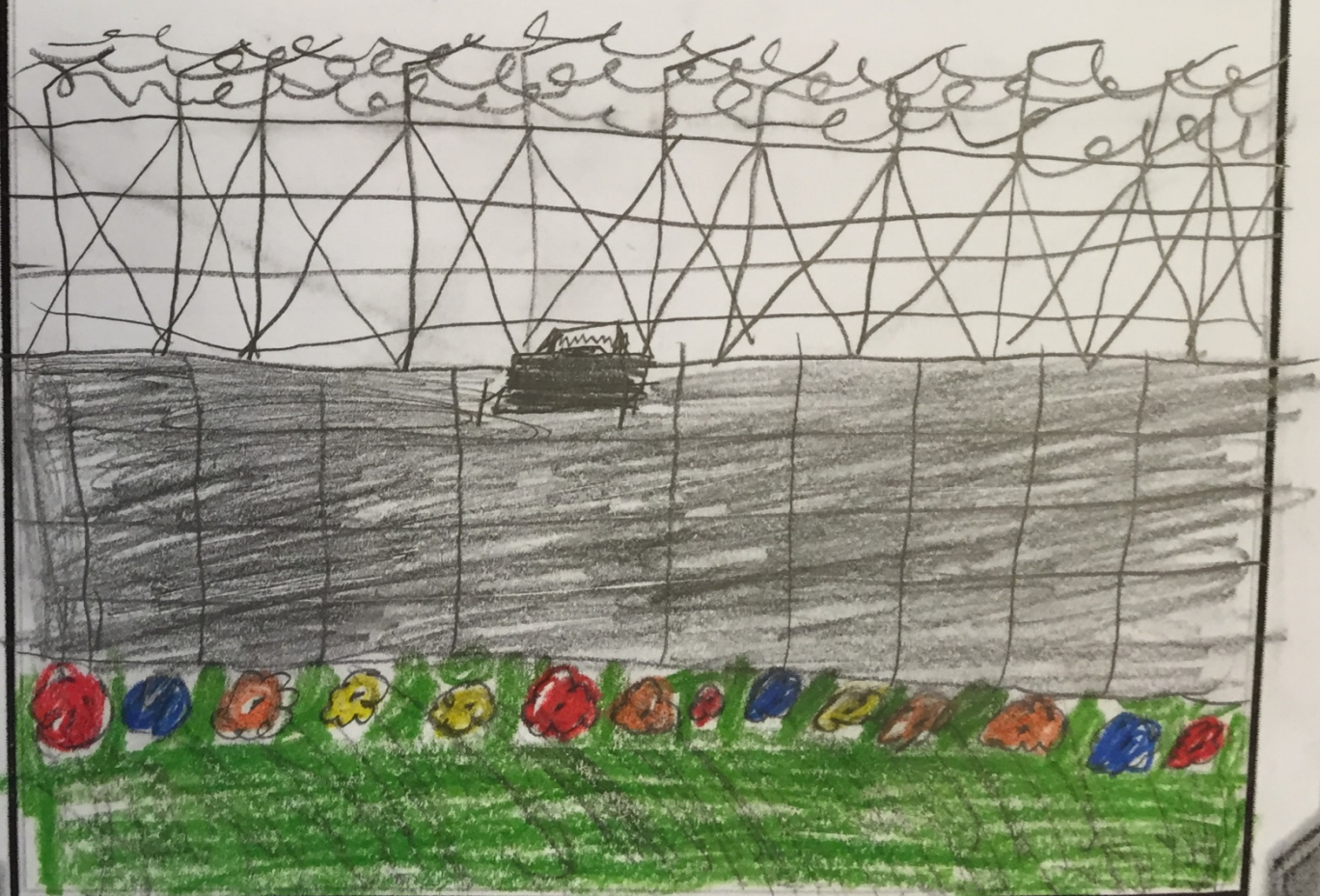
Sticking out all the way round it...

There wasn't any grass after the fence ... no greenery anywhere... ground was sand-like²²





Sample Student Drawing



The Boy in the Striped Pajamas Chapter 4

<input type="radio"/>	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.
<input type="radio"/>	
<input type="radio"/>	

The Boy in the Striped Pajamas Chapter 5

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?

After Bruno confronts his dad, how would you describe Bruno's character?

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?

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

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?

What do you think about the novel so far?
Make a prediction as to what will happen next.

The Boy in the Striped Pajamas Chapter 5

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?

Accept reasonable responses – possible responses may include that Bruno sees Father as a disciplinarian, that their relationship is formal more than loving, etc

After Bruno confronts his dad, how would you describe Bruno's character?

Accept reasonable responses – possible responses may include that Bruno is determined and willing to stand up for what he believes. Bruno is also smart enough to realize when he has said enough. He is respectful when his father finally tells him enough is enough and gets quiet.

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

the Holocaust

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

...the flags on cars, the soldier's salutes, "The Fury", etc.

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?

Accept reasonable responses - Students' responses should include that Bruno would be sad.

What do you think about the novel so far?

Make a prediction as to what will happen next.

Accept reasonable responses.

The Boy in the Striped Pajamas Chapter 6

Read the following passage:

*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*

What type of figurative language is employed in the passage?

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

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

Reread the above 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

***The Boy in the Striped Pajamas* Chapter 6**

Read the following passage:

*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*

What type of figurative language is employed in the passage?

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

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

Reread the above 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

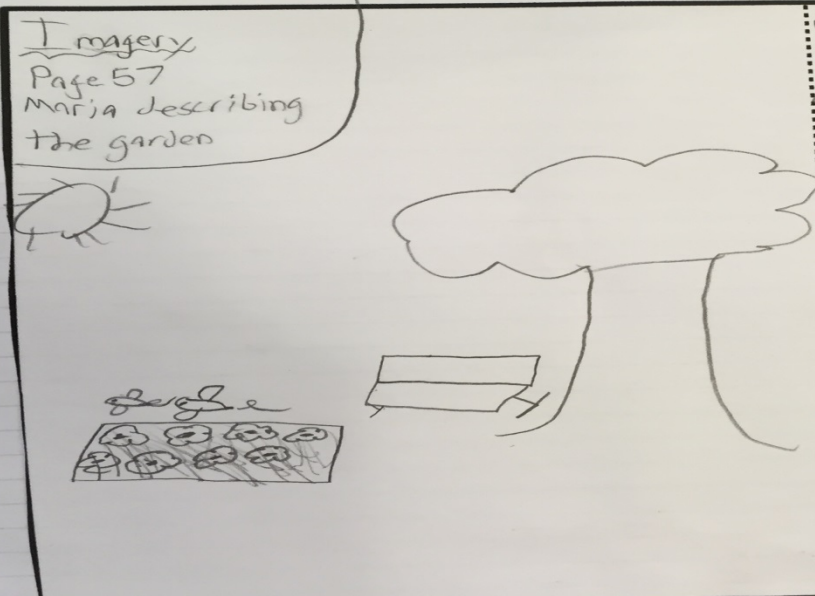
The Boy in the Striped Pajamas Chapter 6

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 on each flap. Cut out solid lines only. Glue in notebook. Under each flap, write the sense(s) to which the imagery appealed. Then, on the large rectangle, use the imagery to draw a picture of the garden.

Sample student illustration and view of final page

The Boy in the Striped Pajamas Chapter 6

Imagery
Page 57
Maria describing
the garden

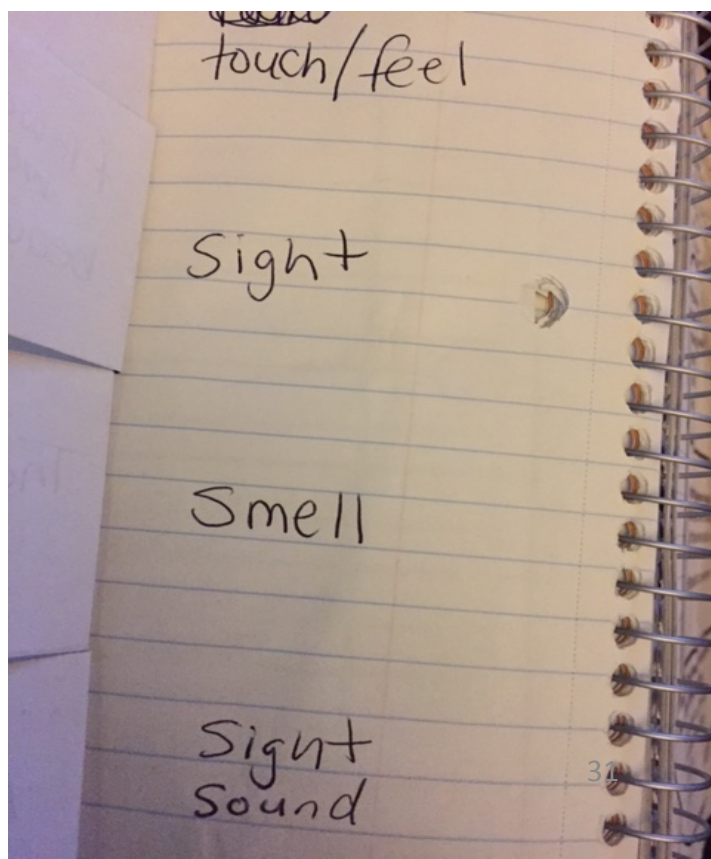
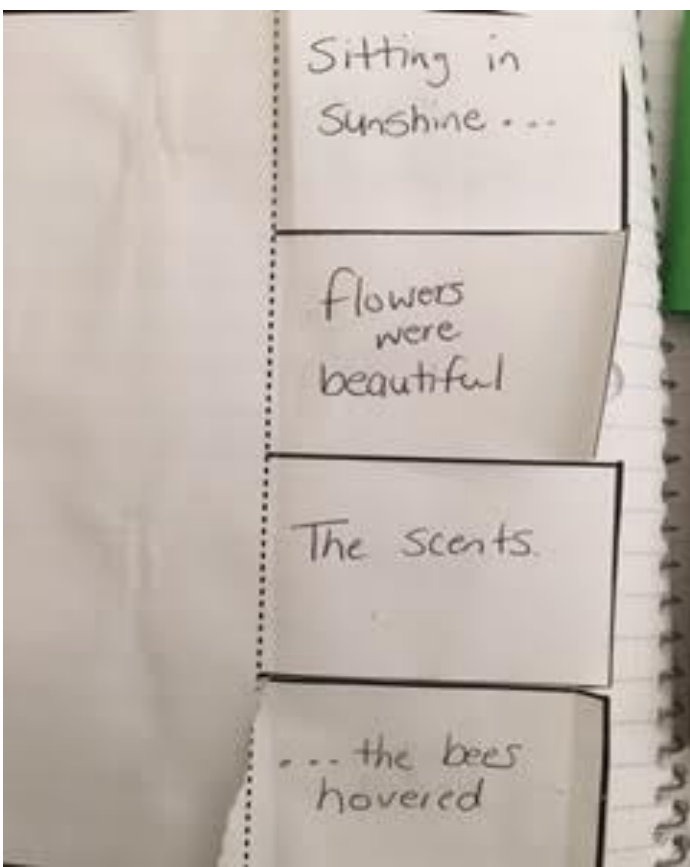


- The scents she smelled
- Beautiful flowers there
- The way bees hovered around and never bothered you
- Sitting in the warm sunshine
- Eating her lunch under the Ivy tree
- Sitting out there on a warm afternoon

Answer key

Front of flap
Words /Phrases Containing
Imagery.....

Under the flap
Senses to Which the Imagery
Appeals..



The Boy in the Striped Pajamas Chapter 6

○	Discussion
	1. Explain how Maria came to work for Bruno's family.
○	2. 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?

The Boy in the Striped Pajamas Chapter 6

Discussion

Answer key

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

Her mother worked for Father's Mother. When Maria's mother died, Bruno's father hired Maria to work for them.

2. 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.

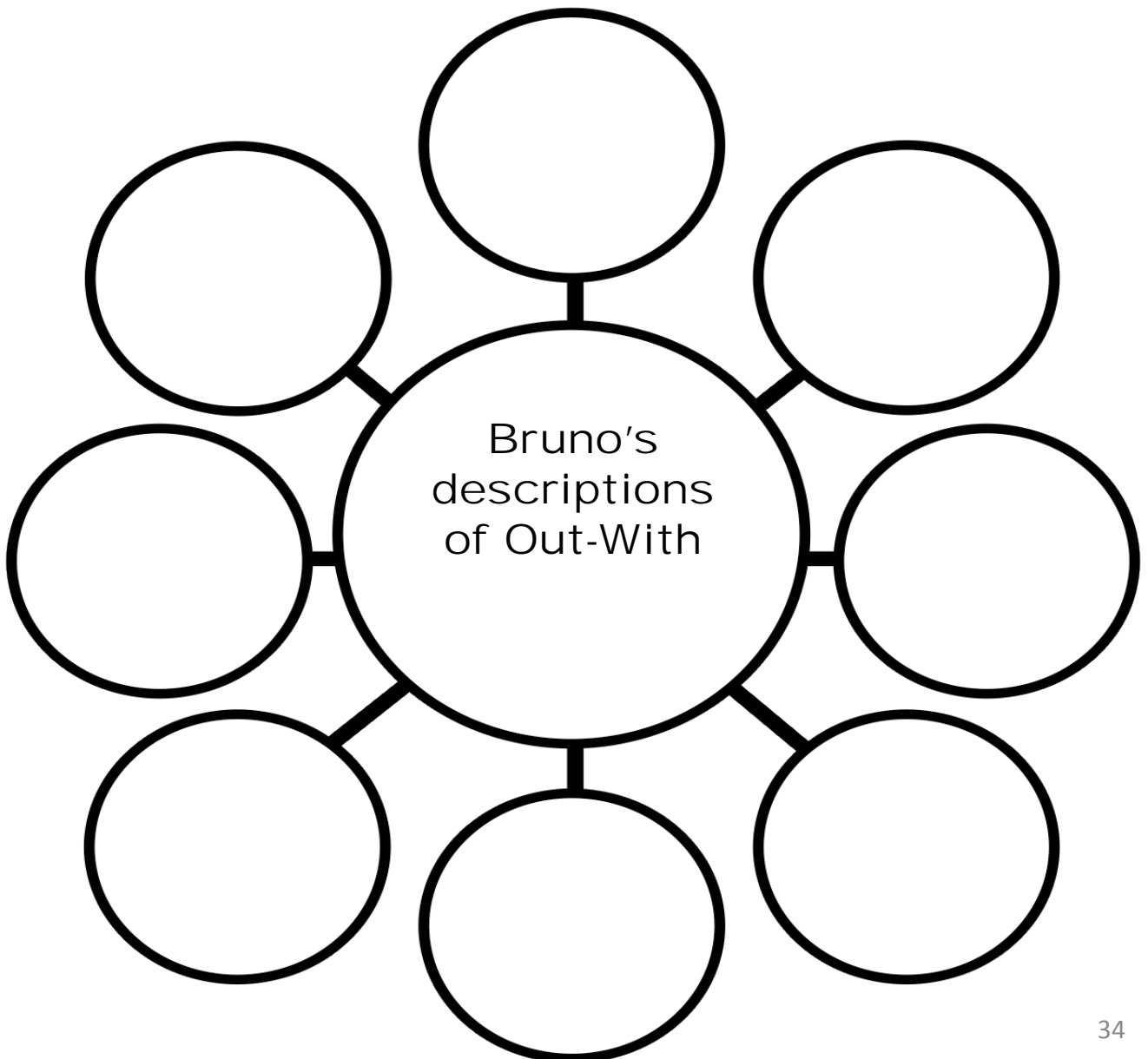
What is Maria alluding to in this conversation?

that father is doing something evil/wro

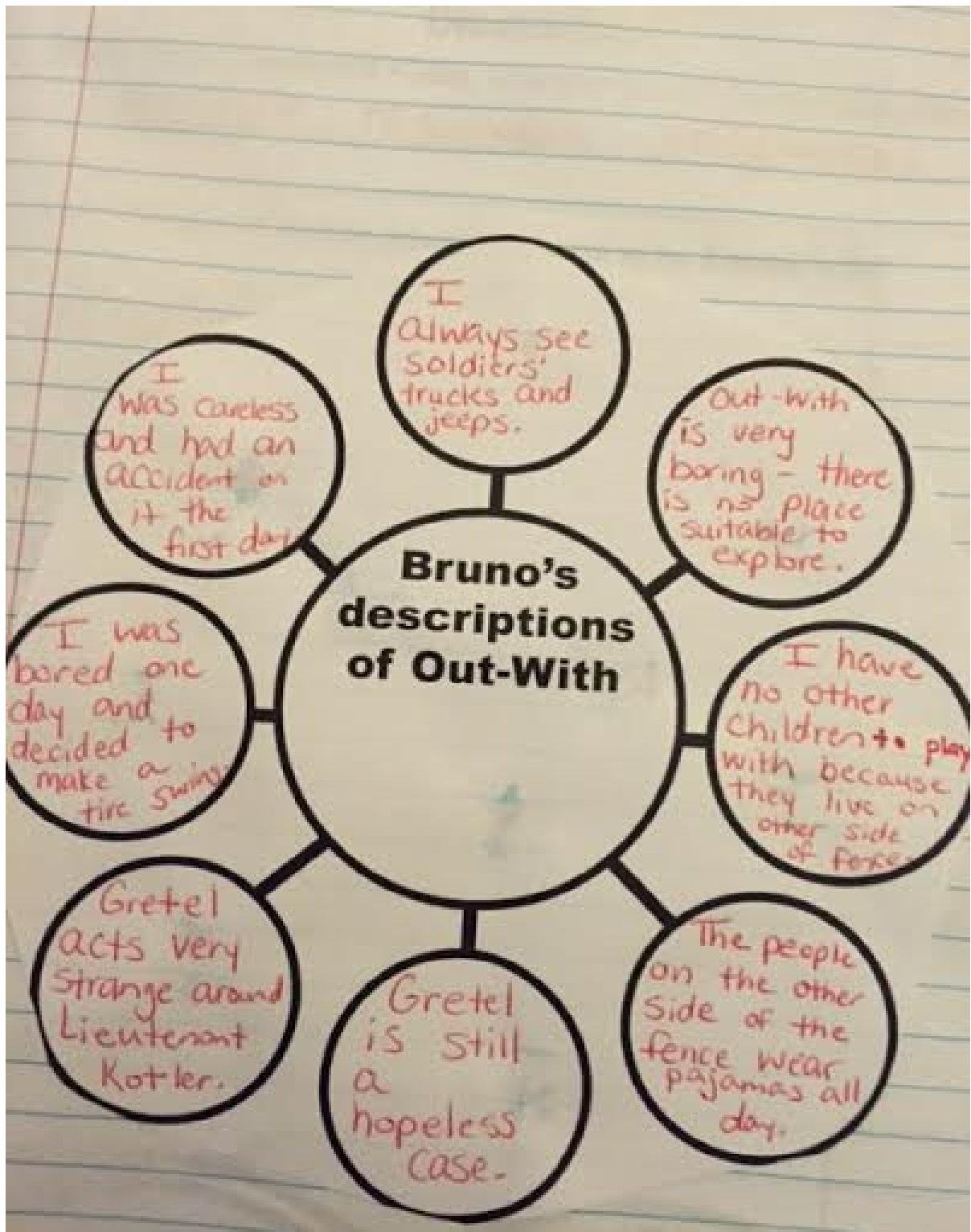
The Boy in the Striped Pajamas Chapter 7




Write a friendly letter as Bruno to one of his best friends (Karl, Daniel, or Martin) back in Berlin. 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.



answer key



Friendly Letter Rubric

Criteria	Possible Points	Points Earned
• The letter is written from the perspective of Bruno.	20	
• Information in the letter is based on Bruno's descriptions of Out-With from the novel.	25	
• Bruno's feelings are included in the letter.	15	
• The point of view used is consistent.	10	
• The letter is written in the correct friendly letter format.	10	
• The letter is written neatly.	10	
• Grammatical and spelling errors, if any, do not interfere with the meaning.	10	
TOTAL	100	

The Boy in the Striped Pajamas Chapter 7

Discussion

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

Is he the type of person you would want to be friends with?

_____ Why? _____

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

Is Pavel the type of person you would want to be friends with?

_____ Why? _____

The Boy in the Striped Pajamas Chapter 7

Answer key

Discussion

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

accept reasonable responses

Is he the type of person you would want to be friends with?

_____ Why? _____

accept reasonable responses

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

possible – kind, helpful, smart, polite

Is Pavel the type of person you would want to be friends with?

_____ Why? _____

accept reasonable responses

The Boy in the Striped Pajamas Chapter 7

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.

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.

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.

Which of the following transition words would enhance meaning if it were added to the last sentence in paragraph one?

- a. However,
- b. Since,
- c. Thus,
- d. Moreover,

Which of the following words could be used in place of the underlined words in paragraph two?

- a. Revived
- b.. Revised
- c. Revoked
- d. Rverted

Answer key

The Boy in the Striped Pajamas Chapter 7

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.

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.

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.**

Which of the following transition words would enhance meaning if it were added to the last sentence in paragraph one?

- a. However,
- b. Since,
- c. **Thus,**
- d. Moreover,

Which of the following words could be used in place of the underlined words in paragraph two?

- a. **Revived**
- b. Revised
- c. Revoked
- d. Rverted

The Boy in the Striped Pajamas Chapter 8

Indirect Characterization

The writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters respond to that character, including what they think and say about him.

Grandmother
her name is _____

Her words tell you she is...

Her looks tell you she is...

Her behavior tells you she is...

Other characters tell you she is...

Grandfather

his name is _____

His words tell you he is...

His looks tell you he is...

His behavior tells you he is...

Other characters tell you he is...

Grandmother - Nathalie

along with how other characters respond to that
r, including what they think and say about him.

She is against Nazis
outspoken - speaks her mind

looks young for her age
Classy
long red hair - Irish looking

aggressive
independent thinker
assertive

Creative
musical
loving, nice

Grandfather - Matthias

proud of his son
Supports Nazis

older
happy

likes being around people
a businessman

he's bossy

These answers are
recorded under the
flaps.

The Boy in the Striped Pajamas Chapter 9

Directions: Cut out each box. You're going to stack each piece to make a flap booklet. Glue the largest box down first by putting glue on the tab only. Then, glue the next two boxes on top by putting glue on the tab only.

Who is Herr Liszt?

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

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

answer key

y in the Striped Pajamas Chapter

Who is Herr Liszt?

B

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

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

#1

Who is Herr Liszt?

Bruno's teacher

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

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

#2

What changes take
place...

He decides to explore
the camp.
Bruno / Gretel begin school
again.

What does Bruno notice when
wo groups (pajama group and
uniform group) mixed?

#3 What does Bruno notice when..

The pajama people jump
to attention when the
Soldiers approach.
Sometimes they fell to the
ground and sometimes they
did not get up.

<input type="radio"/>	What does the following passage reveal about Bruno's character? <i>....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.</i>
<input type="radio"/>	
<input type="radio"/>	

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
 Chelmno
 Drancy
 Janowska
 Treblinka

Belzec
 Dachau
 Flossenbug
 Kaiserwald/Riga
 Vaivara

Bergen-Belsen
 Buchenwald
 Dora/Mittelbau
 Gross-Rosen
 Theresienstadt
 Westerbork

answer key

<input type="radio"/>	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.
<input type="radio"/>	Accept Reasonable Response – Possible responses –
<input type="radio"/>	guilty, disobedient, not afraid of consequences when the reward could be high, does not like being in one place too long, allows curiosity to get the best of him, gullible, likes to explore and see new things.

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
Auschwitz 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

Chelmno
Drancy
Janowska
Treblinka

Belzec
Dachau
Flossenburg
Kaiserwald/Riga
Vaivara

Bergen-Belsen
Buchenwald
Dora/Mittelbau
Gross-Rosen
Theresienstadt
Westerbork

The Boy in the Striped Pajamas Chapter 10

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?

Figurative language review

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

What type of figurative language is used in this passage?

What words form this example of figurative language?

What does this figurative language mean?

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?

The Boy in the Striped Pajamas Chapter 10

The Armband

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



What is this on his armband? **the Star of David**

What does this let us know about Shmuel, the boy Bruno meets?
It lets us know he is a Jew.

Figurative language review

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

What type of figurative language is used in this passage? **idiom**

What words form this example of figurative language?

pulled from pillar to post

What does this figurative language mean?

The area is crowded, so they get pushed around.

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?

responses will vary

What about the name of your best friend?

responses will vary

<input type="radio"/>	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?
<input type="radio"/>	
	Do you think that Bruno will do something
	when he finds out more about the other side of
	the fence?
<input type="radio"/>	

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? What year was it opened? Now, look up information on this concentration camp. Make a list of ten facts about it on the next sheet in your notebook. Share your facts with your class.

Top 10 Facts About

1

2

3

4

5

6

7

8

9

10

Predict

<input type="radio"/>	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?
	responses will vary
<input type="radio"/>	
	Do you think that Bruno will do something when he finds out more about the other side of the fence?
<input type="radio"/>	responses will vary

Historical Significance

Was the concentration camp you selected in the chapter nine activity located in Poland? **Yes**

What year was it opened? **June 1940 (Auschwitz I – for Polish political prisoners)**

Top 10 facts about Auschwitz

Possible responses –

It was three camps in one (Auschwitz I was first constructed to hold Polish political prisoners, who began to arrive in May 1940. The first extermination of prisoners took place in September 1941, and Auschwitz II–Birkenau went on to become a major site of the Nazi "Final Solution to the Jewish question".)

Contained 300 prison barracks

Nearly 1.5 million died at Auschwitz

The Boy in the Striped Pajamas Chapter 11

What is the flashback at the beginning of chapter 11?

A flashback is

What is the purpose of this flashback?

Purposes of flashbacks are

What words signal this flashback?

Some words that signal a flashback are

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? _____

The Boy in the Striped Pajamas Chapter 11

What is the flashback at the beginning of chapter 11?

A flashback is **when a story's current action stops for a look back at an earlier time.**

What is the purpose of this flashback?

Purposes of flashbacks are **to provide background information about characters, conflicts (events), and/or the setting.**

What words signal this flashback?

Some words that signal a flashback are **I remember, yesterday, a while back, long ago, once...**

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. **possible responses are provided...**

1. Is Bruno's pronunciation of "the Fuhrer" as "the Fury" also an appropriate description of Hitler? **Yes** Explain why you feel this way. **Hitler seems angry/furious.; He is angry about the Jews causing problems in Germany.**

2. Explain the way Hitler treats Eva. **rudely, disrespectfully**

Does the way "the Fury" treats Eva surprise you? **no** Why or why not? **He is a mean man and thinks he can do whatever he wants.**

3. What descriptions does Bruno provide as to how Hitler looks? **short, tiny moustache, dark hair**

The Boy in the Striped Pajamas Chapter 12

Shmuel's Journey

Directions: This will help you gain an appreciation of the tragedies of a young Jewish boy during the Holocaust. Under each flap, include words and phrases to describe the way things looked, felt, sounded, etc. for Shmuel in each place.

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

answer key

The Boy in the Striped Pajamas Chapter 12
Shmuel's Journey

Shmuel's life
in the small
flat above
the watch
shop

#1

his life in
the one
room behind
the wall the
soldiers built

#2

the train ride
to Out-With

#3

Shmuel's
arrival at
Out-With

#4

These answers are
recorded under the flaps.

#1 Shmuel's life in
the small flat
above the watch
shop

happy, lived with his
mom, dad, and brother
(Josef), his family ate
breakfast together every
morning, he had a
special watch from his
father

#2 his life in the one
room behind the wall
the soldiers built

unhappy, lived with eleven
others, Luka hit him for no
reason, it was loud, only had
one window

#4 Shmuel's arrival at
Out-With

it was very cold, had to walk a
long distance, his mom was
taken away, he had no food,
surrounded by hundreds of
other boys, no time to play

#3 the train ride to
Out-With

cramped and crowded,
no fresh air, no doors,
smelled horrible

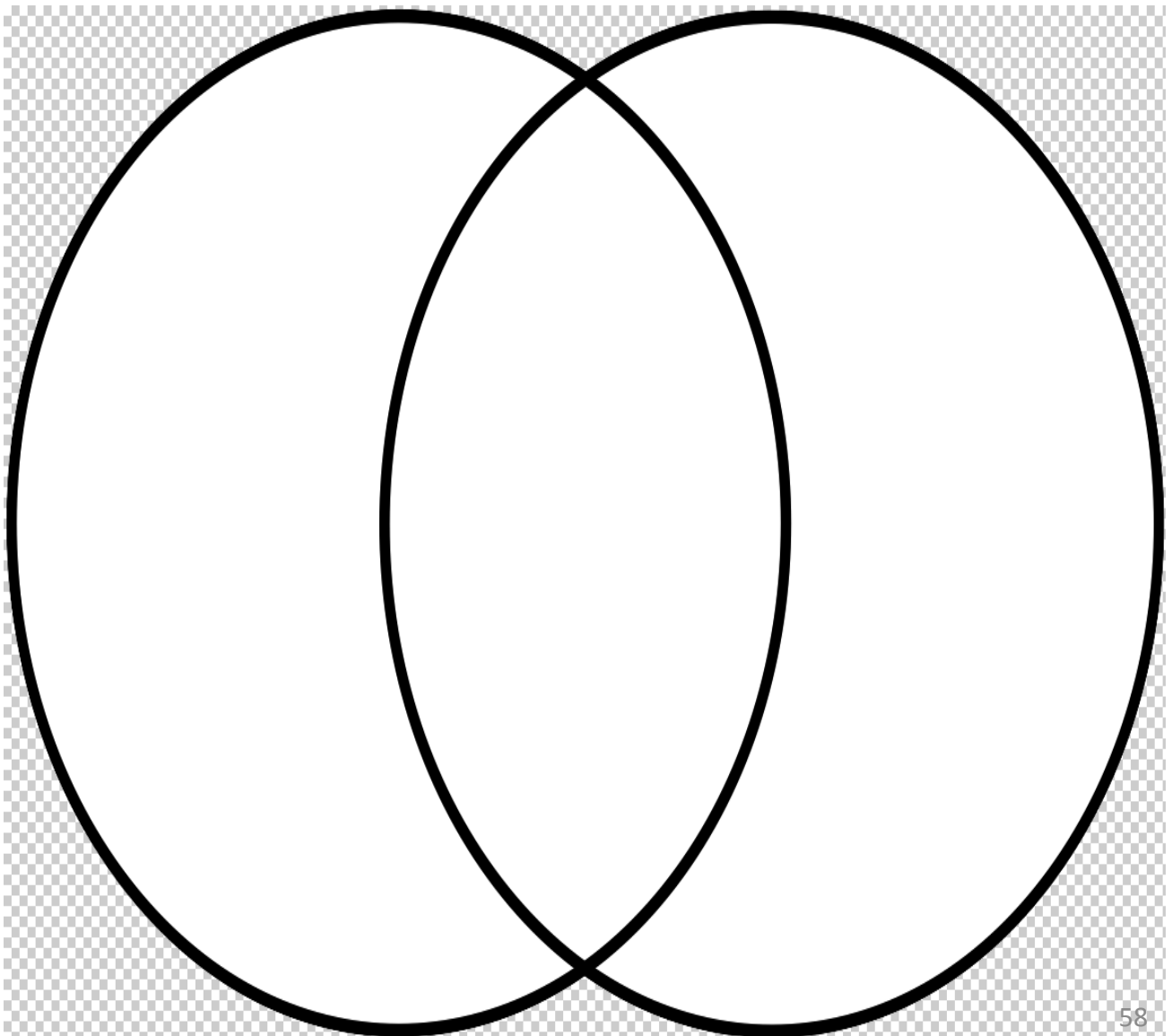
The Boy in the Striped Pajamas Chapter 12

Bruno and Shmuel

Use the following 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 12

Bruno and Shmuel

answer key

Bruno

Shmuel

- lives in a house

- lives with Mom and dad

- has a sister

- loves Chocolate

- from Germany

- father is a soldier

- had to move

- same birthday (April 15th 1934)

- nine years old

- lives in a hut

- Mom was taken from him

- has a brother

- small and skinny

- from Poland

- father was a watchmaker

The Boy in the Striped Pajamas Chapter 13

Reference Skills

peck·ish (pek'ish) adjective

1. Brit., somewhat hungry
2. 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.'

How many syllables are in the underlined word in the passage?

1 2 7 0

Which definition matches the meaning of **peckish** as it is used in the passage? definition 1 definition 2

To find a synonym for **peckish**, one should consult a(n)

_____.
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.'

casual (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

Which definition of **casual** is used in the sentence above?

- a. adjective 1
- b. adjective 2
- c. adjective 3

- d. noun 1
- e. noun 2
- f. noun 3

What is an antonym for **casual** as it is used in the sentence above?

- a. unplanned
- b. planned

- c. unexpected
- d. off-the-cuff

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

The word **torrent** most closely means _____.

- a. trickle
- b. flood
- c. smile
- d. frown

**answer
key**

peck·ish (pek'ish) adjective

1. Brit., somewhat hungry

2. 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.'

How many syllables are in the underlined word in the passage?

1 2 7 0

Which definition matches the meaning of **peckish** as it is used in the passage? **definition 1** definition 2

To find a synonym for **peckish**, one should consult a(n) **thesaurus**.

What is the etymology of the word **peckish**? British

'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

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

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.

The word **torrent** most closely means _____.

a. trickle b. flood

c. smile

d. frown

There are three types of irony.

Verbal

Situational

Dramatic

Directions: Cut around each strip. Fold in half so that the dotted-line rectangle is on top. Your teacher will tell you how to glue the foldable into your notebook.

A vertical rectangular strip designed for a foldable. It features a dashed-line rectangle at the top, which is intended to be folded over the bottom section. The bottom section is a solid-line rectangle. The strip is divided into three horizontal sections: a top section with a dashed border, a middle section with a solid border, and a bottom section with a solid border.

A vertical rectangular strip designed for a foldable. It features a dashed-line rectangle at the top, which is intended to be folded over the bottom section. The bottom section is a solid-line rectangle. The strip is divided into three horizontal sections: a top section with a dashed border, a middle section with a solid border, and a bottom section with a solid border.

A vertical rectangular strip designed for a foldable. It features a dashed-line rectangle at the top, which is intended to be folded over the bottom section. The bottom section is a solid-line rectangle. The strip is divided into three horizontal sections: a top section with a dashed border, a middle section with a solid border, and a bottom section with a solid border.

We have our students cut off the small, lower tab. On the front, they define the three types of irony. Under the flap, they record examples.

There are three types of irony.

Verbal	Situational	Dramatic
<u>Verbal</u> Say something different than what you mean	<u>Situational</u> Something happens that's unexpected	<u>Dramatic</u> the reader/audience knows what a character does not

start
@ top of 152
finish
ch. 14
stop @ 160

① A bald man called "Curly"

② You make a 62 on a test, and your mom says, "good job, Einstein."

Leaving the bank after making your last car payment and you have a wreck and your car is totaled.

Killer is in the closet and person alone opens it anyway.

63

front side (terms defined) under flap (examples)

The Boy in the Striped Pajamas Chapter 14 Irony

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 Chapter 14 Irony

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? dramatic Explain your answer.

Bruno thinks that his life is difficult – worse than Shmuel's – but we know the truth. Shmuel's life is horrific and unimaginable to us.

A Secret to Cover up

What secret does Bruno reveal to Gretel in this chapter? **that he has a new friend**

How does he cover up the secret? He tells his sister that the friend is imaginary,

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

The Boy in the Striped Pajamas Chapter 15

Symbolism and Similes

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 15 Symbolism and Similes

Bruno's List

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

He never smiles.

He is always inside his house.

He calls him "Little Man".

He shot a dog.

He beat Pavel.

answer key

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? accept reasonable responses (possible – life)

Explain your choice. accept reasonable explanations (possible response for life -

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

What word signals this simile? than

Now you know three words that signal a simile. They are: like, as, and than.

The Boy in the Striped Pajamas Chapter 16 Discussion

Why do Bruno and his family have to return to Berlin?

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

What do you think these things reveal about Bruno?

What happens to Lieutenant Kotler?

Why do you think this happened to Kotler?

What does Gretel explain to Bruno?

Who are the Opposites? _____

What happens to Bruno and Gretel's hair?

How does Bruno react to his head? _____

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

Is Bruno happy to look like Shmuel? _____

Why do you think he feels this way? _____

The Boy in the Striped Pajamas Chapter 16 Discussion

Why do Bruno and his family have to return to Berlin? their grandmother died

What things does Bruno learn as a result of this trip to Berlin? He's gotten taller. Out-With does not seem so bad anymore. He's forgotten things about his three best friends for life.

What do you think these things reveal about Bruno? possible response – Bruno is growing up and getting more mature.

What happens to Lieutenant Kotler? He was sent to the front line.

Why do you think this happened to Kotler? His dad was against the Nazi cause and he failed to report his leaving Germany.

What does Gretel explain to Bruno? She explains that they are different from the Jews, and that they do like Jews.

Who are the Opposites? Bruno's family / the Nazis

What happens to Bruno and Gretel's hair? they have lice

How does Bruno react to his head? he cries

What reaction does Shmuel have to Bruno's haircut? he laughs

Is Bruno happy to look like Shmuel? no

Why do you think he feels this way? responses will vary

The Boy in the Striped Pajamas Chapter 18

Predictions and Discussion

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 the next page of your notebook, 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)

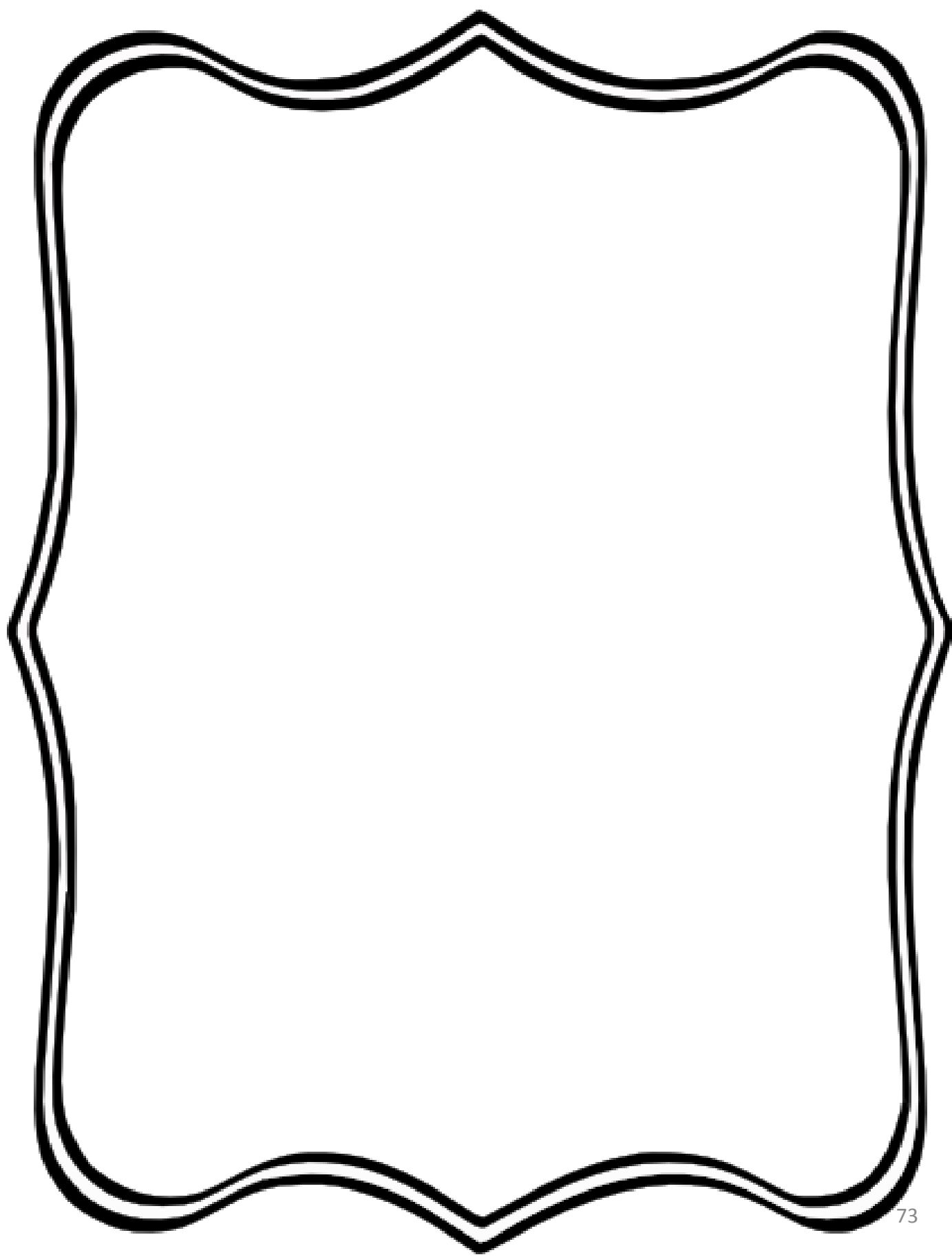
Later in the novel, as Bruno is waiting for Shmuel at their meeting place, we read a similar description. Return to page 193 and find the part that begins:

...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 18 Predictions and Discussion

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 the next page of your notebook, 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". **Accept reasonable poems and pictures.**

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.

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

Now, explain how they are 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.

The Boy in the Striped Pajamas Chapter 19 Bruno's Misunderstandings

Directions: 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. Cut out each of the following charts. Then, place them in your notebook and complete them to examine the misunderstandings that Bruno is faced with once he is in his own set of striped pajamas.

Find and read the passage on page 203 that begins: <i>As it slipped over...</i>	Bruno's original perception	What Bruno sees as reality	What this really means Historical significance

<p>Find the passage where Shmuel tells Bruno he will have to leave his boots behind. (page 205)</p>	<p>Bruno's original perception</p>	<p>What Bruno sees as reality</p>	<p>What this really means Historical significance</p>

<p>Find the passage where Bruno realizes that all the places and things he thought would be there are not on page 207.</p>	<p>Bruno's original perception</p>	<p>What Bruno sees as reality</p>	<p>What this really means Historical significance</p>

<p>...everywhere he looked, all he could see was two different types of people: ...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>Bruno's original perception</p>	<p>What Bruno sees as reality</p>	<p>What this really means Historical significance</p>

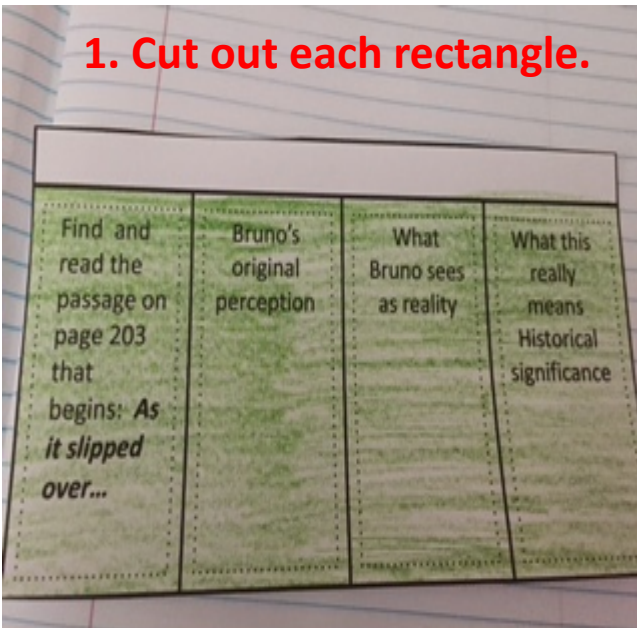
<p>Return to page 210. Read the part that begins <i>"Marches!" said Bruno, appalled.</i> Continue reading until the part <i>...if this was the kind of thing that he wanted the people to do then it must be alright.</i></p>	<p>Bruno's original perception</p>	<p>What Bruno sees as reality</p>	<p>What this really means Historical significance</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>Bruno's original perception</p>	<p>What Bruno sees as reality</p>	<p>What this really means Historical significance</p>

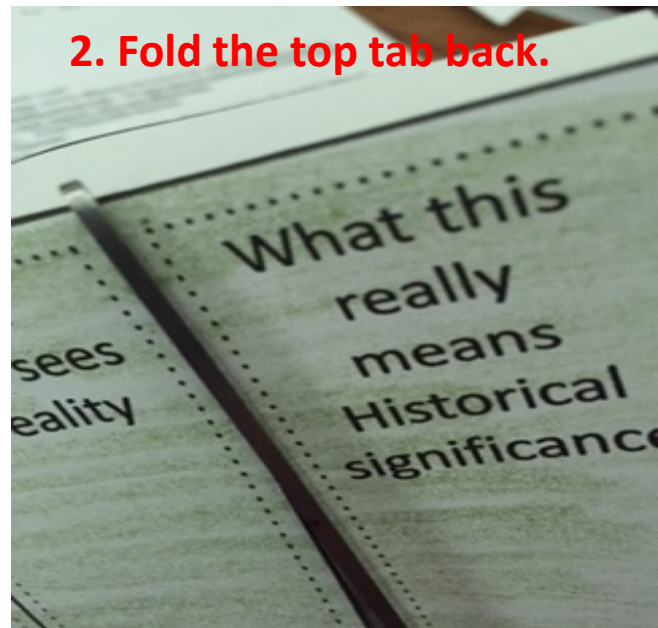
<p>Return to page 212 and read the paragraph that begins <i>"And I'm sorry we didn't really ..."</i></p>	<p>Bruno's original perception</p>	<p>What Bruno sees as reality</p>	<p>What this really means Historical significance</p>

directions for making page

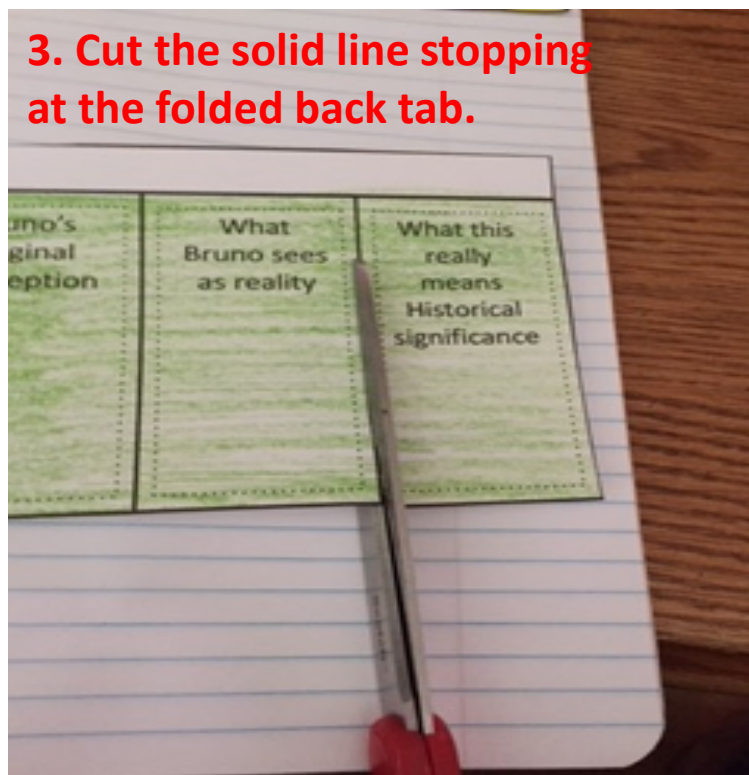
1. Cut out each rectangle.



2. Fold the top tab back.



3. Cut the solid line stopping at the folded back tab.



4. Glue tab.



answer key – these answers will be under the flaps

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.
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.

The Boy in the Striped Pajamas Chapter 19 Weather 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 19 Weather Used to Emphasize Dramatic Events

answer key

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Accept reasonable responses –
Students may include ...

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 even remember their names. He has gone on a march, and he does not return.

The Boy in the Striped Pajamas Chapter 20 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?

The Boy in the Striped Pajamas Chapter 20 Discussion

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?
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Accept reasonable responses.

86

Evaluating the Narrator's Perspective

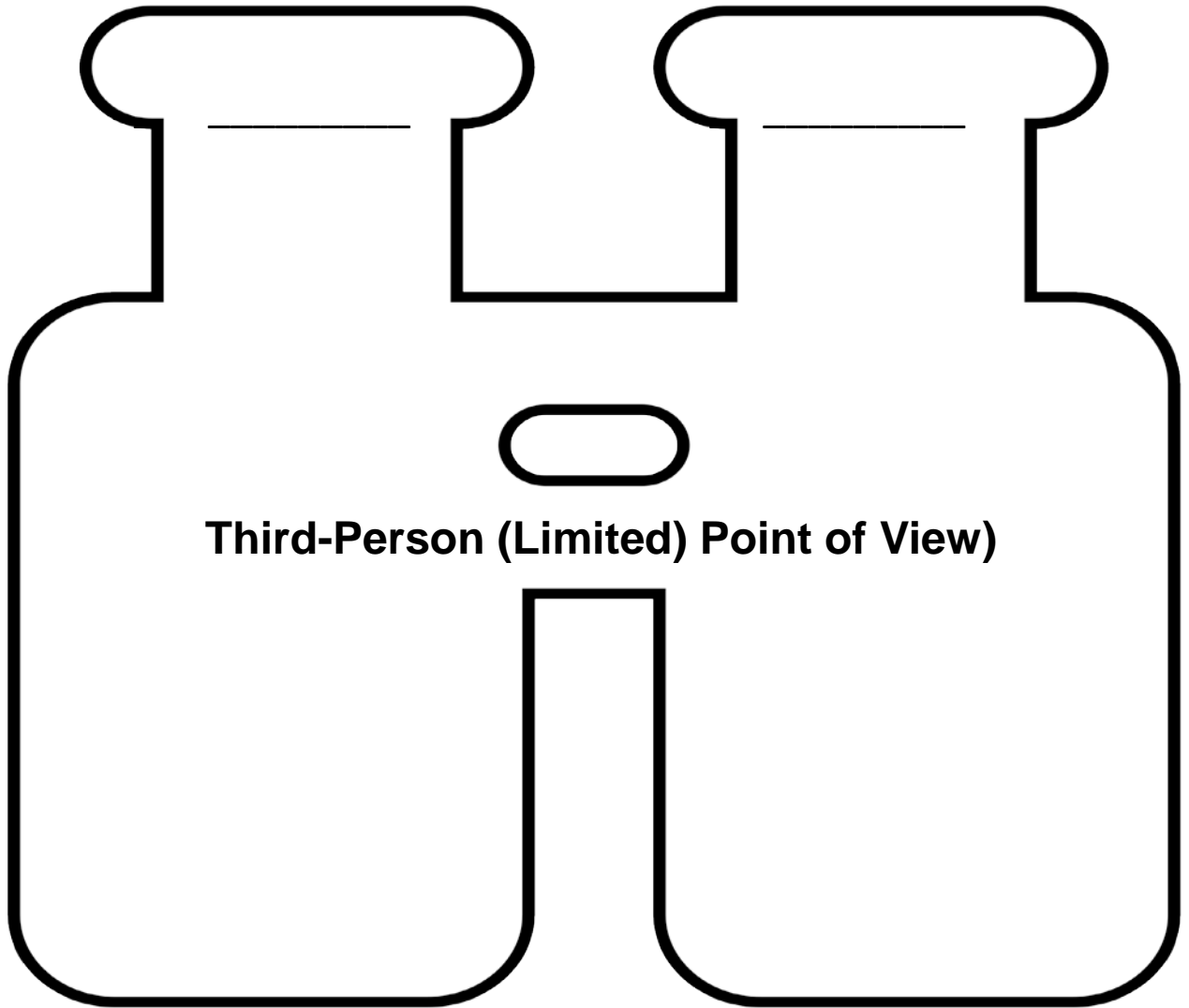
(Teacher's Page)

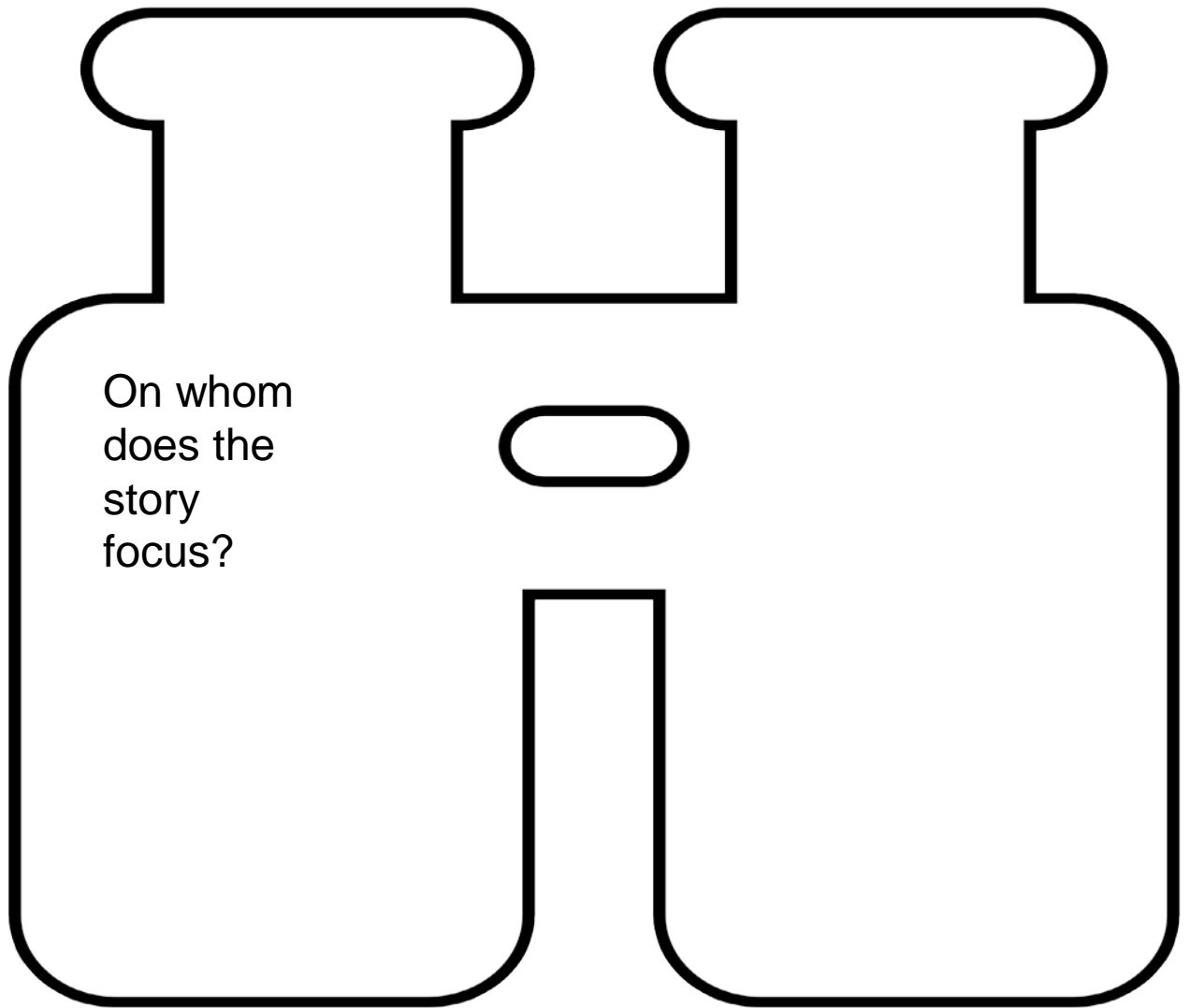
Directions:

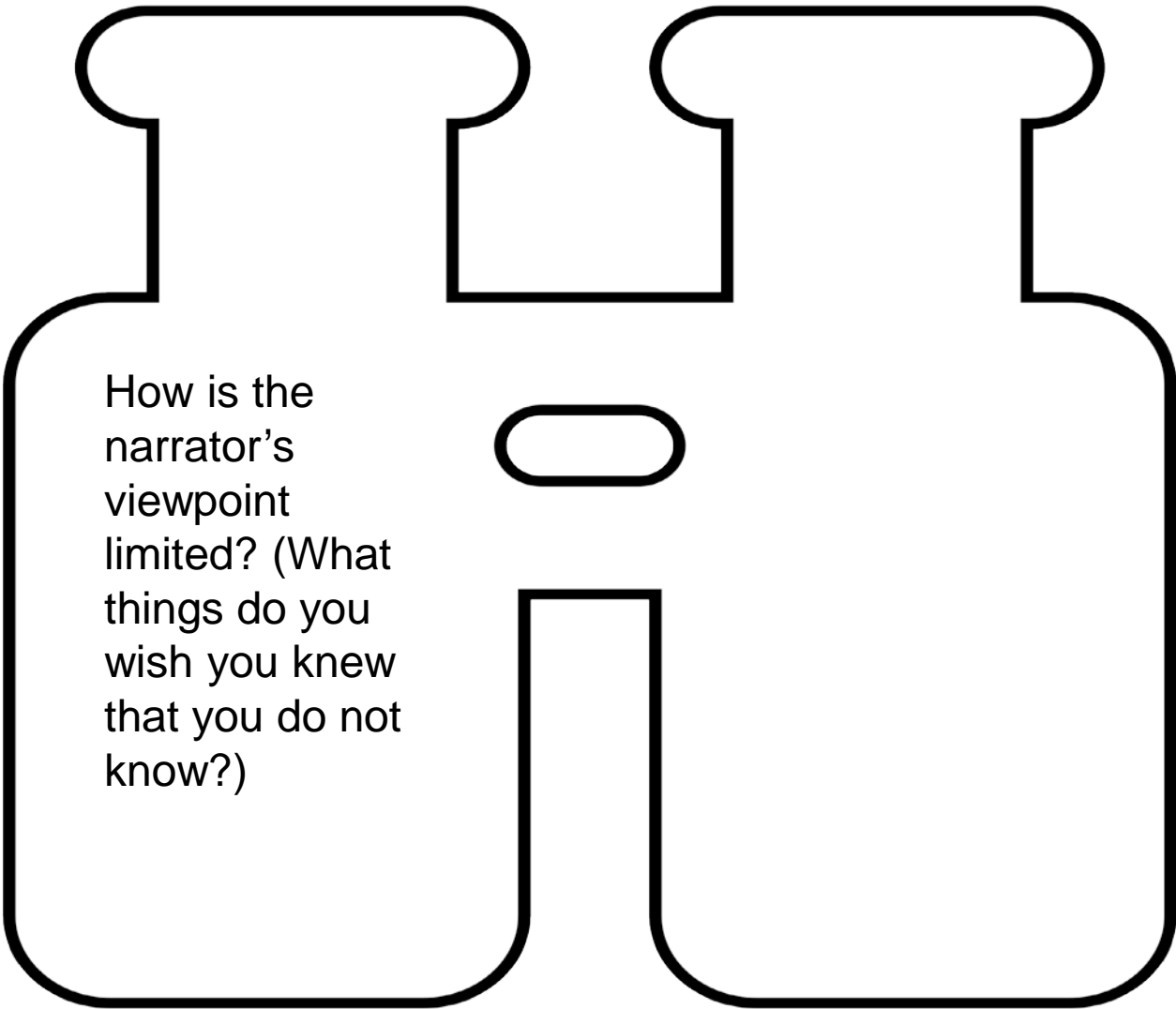
- Explain that the point of view of a story is like looking through binoculars – you only learn what the narrator allows you to “see”.
- Cut out the binoculars.
- Read and answer all of the questions on each pair of binoculars.
- When you are done, staple the binoculars together. Numbers are provided for the correct order. Staple guides are provided on the first pair.
- Now, glue or tape the point of view binoculars into the notebook!

Perspective of a Story....

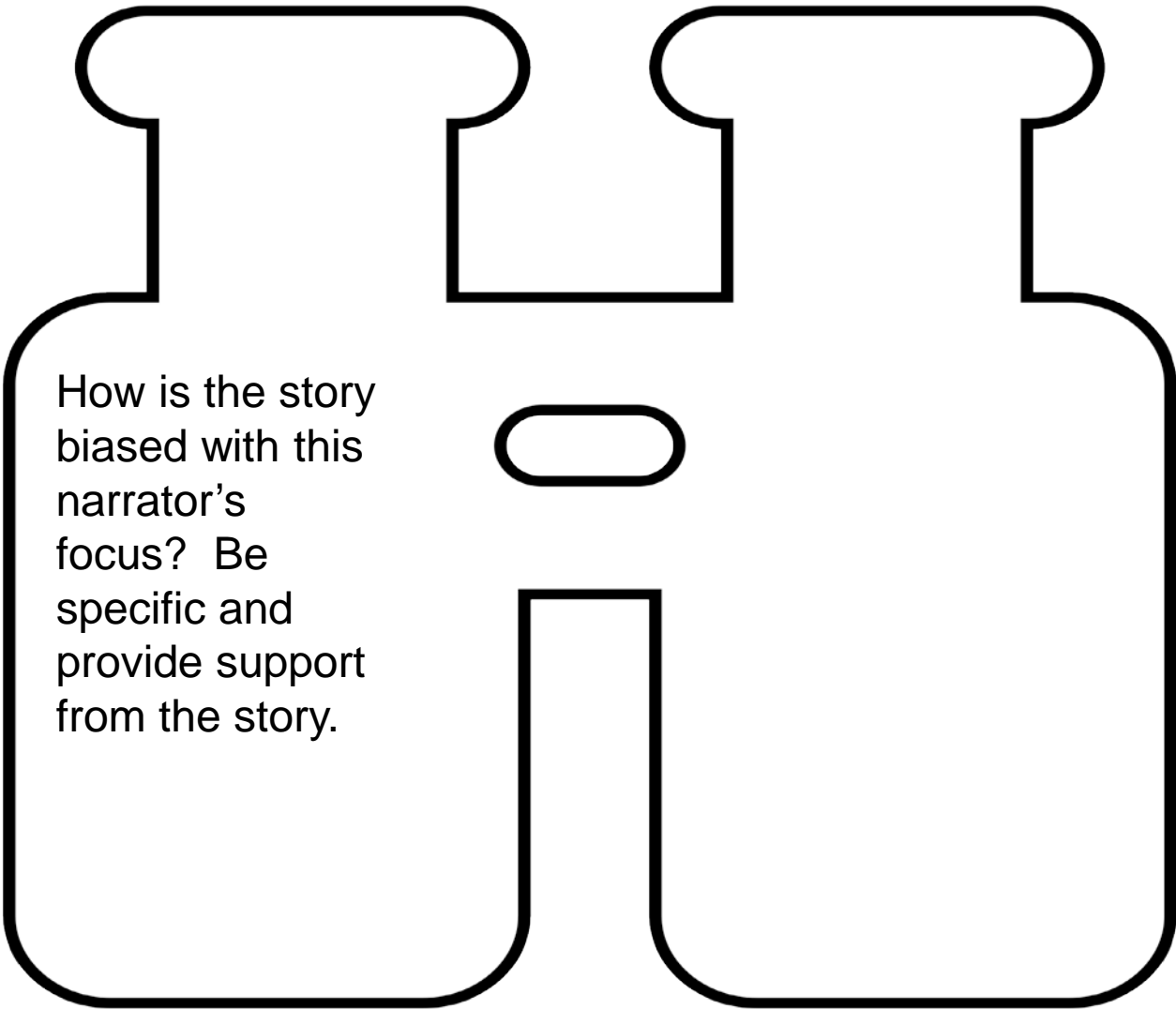
From whose viewpoint does the story follow?



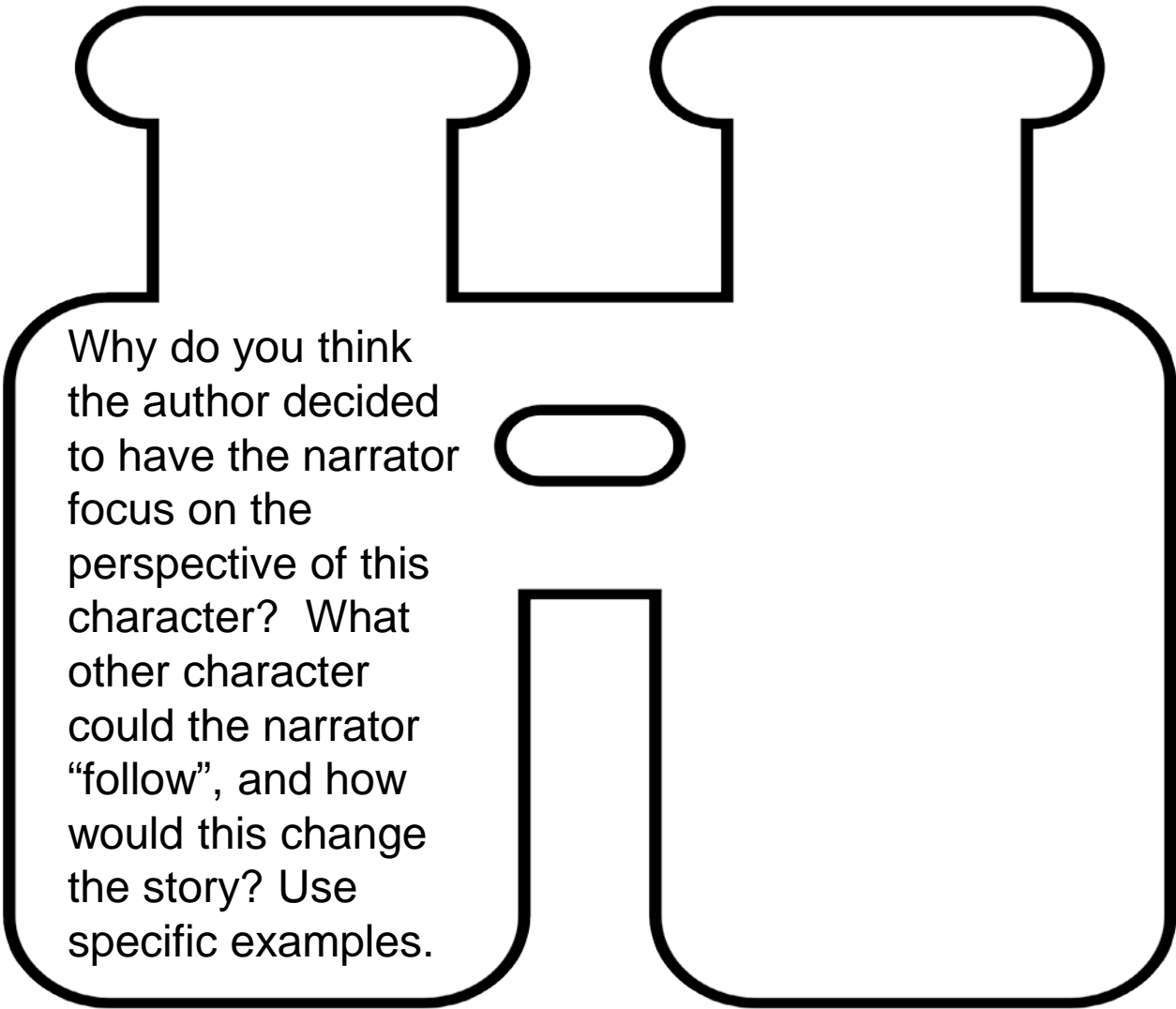




How is the
narrator's
viewpoint
limited? (What
things do you
wish you knew
that you do not
know?)

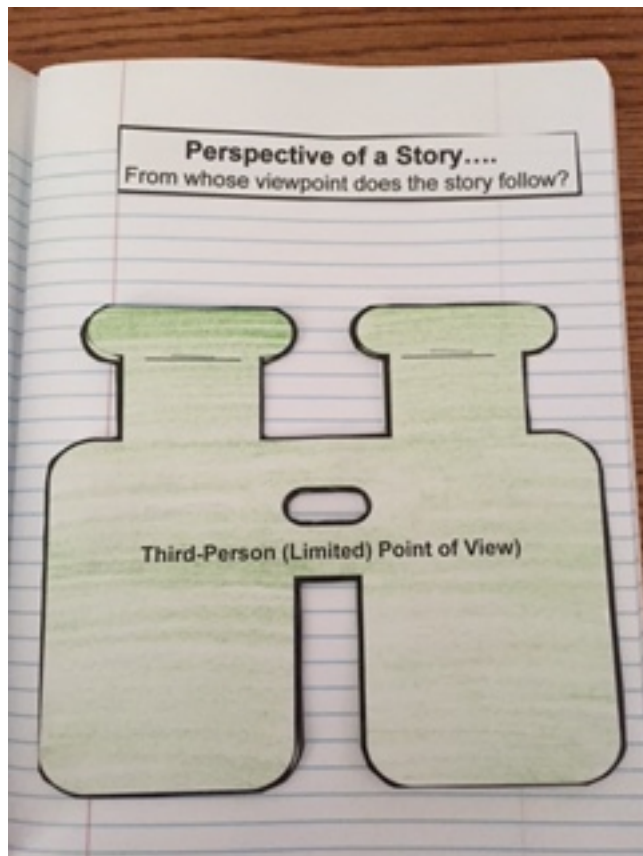


How is the story biased with this narrator's focus? Be specific and provide support from the story.

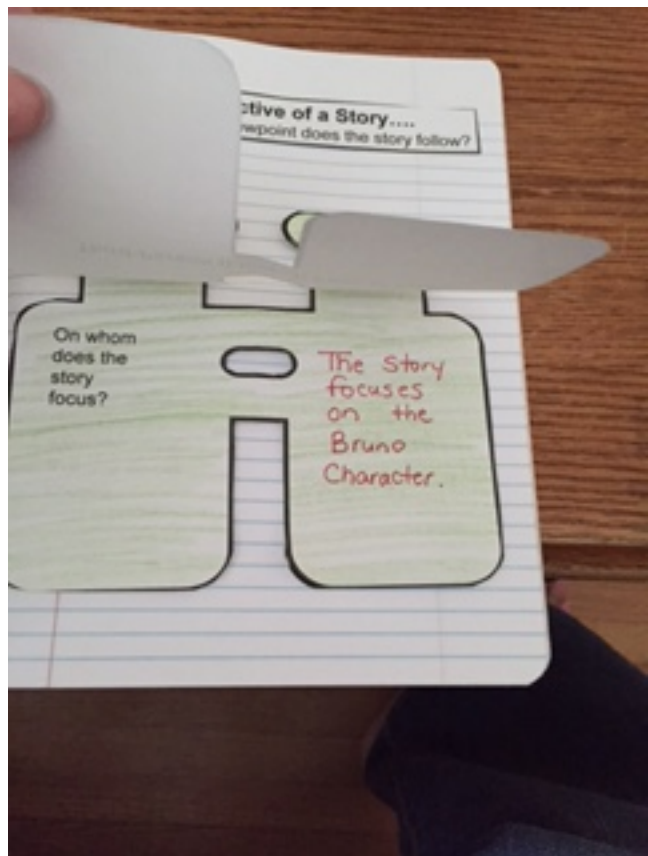


Why do you think the author decided to have the narrator focus on the perspective of this character? What other character could the narrator “follow”, and how would this change the story? Use specific examples.

complete full page



view of foldable



Answers:

#1 The story focuses on Bruno.

#2 Possible – How does Father act when he is on Shmuel's side of the fence?

#3 Possible – The author wants the story to have an innocent perspective. If it were told from Shmuel's perspective, we would "see" the hardships he must endure.

#4 Students may use information such as the name Bruno uses for the camp (Out-With) and Hitler (the Fury) or that we never learn how hard Shmuel's life is.

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?

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)

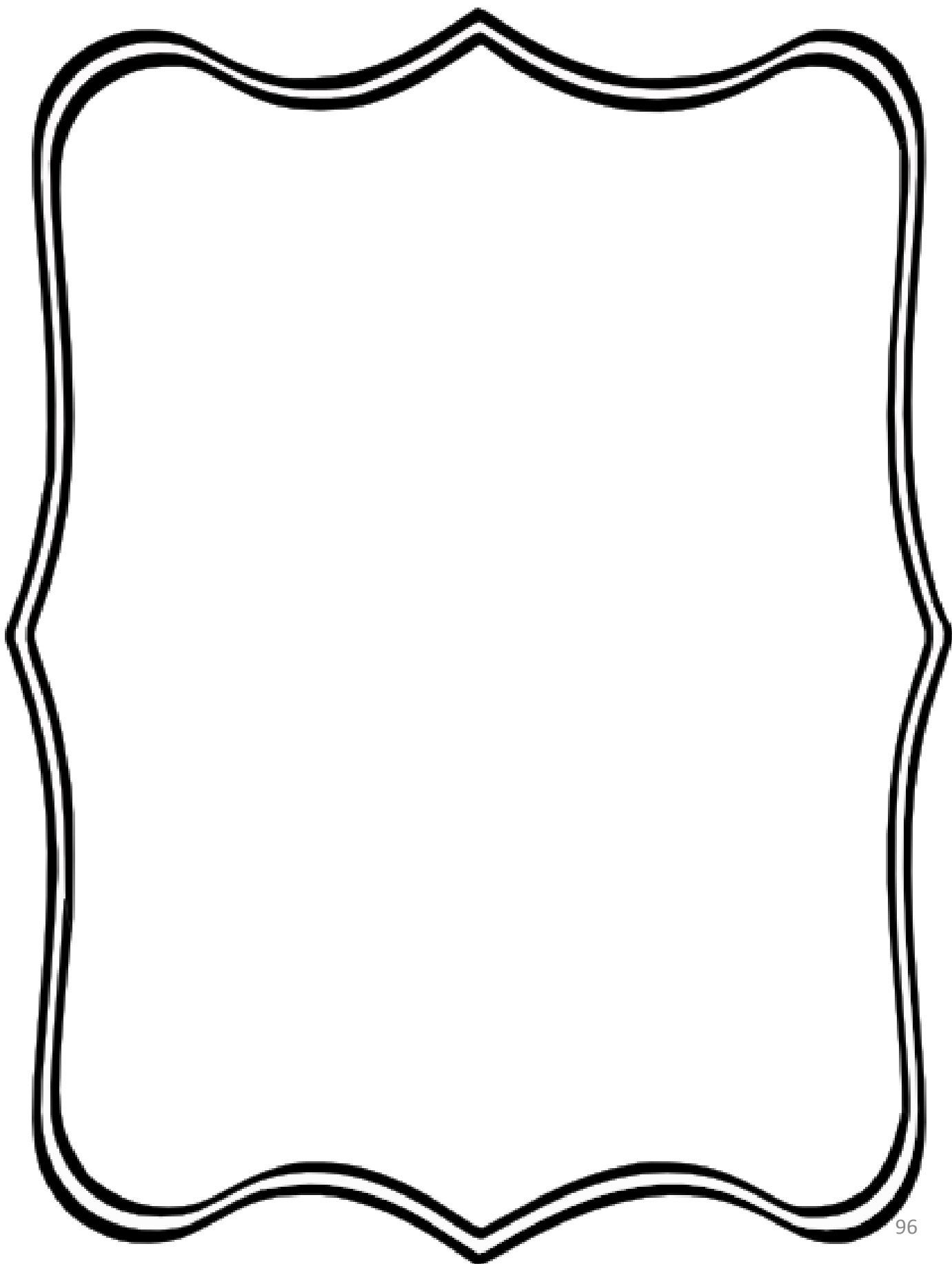
I say (something you would believe in)

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)



Directions: Think of adjectives that describe the boys. Record these words in the ABC boxes. Use one color of ink for Shmuel and another for Bruno. After you have completed the foldables, 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.

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

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

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