

# **TEACHER'S PET PUBLICATIONS**

## **LitPlan Teacher Pack**

*for*

### **THE BOY IN THE STRIPED PAJAMAS**

based on the book by

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Written by

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## INTRODUCTION *The Boy in the Striped Pajamas*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Boy In The Striped Pajamas*. It includes 21 lessons, supported by extra resource materials.

The **introductory lesson** places characters in the same position as the protagonist Bruno, endeavoring to make sense of the familiar and foreign simultaneously. Through an in-class exercise using gibberish, students begin to appreciate the important frame for the story--that it is through the eyes of a very naive boy trying to make sense of, literally, living next door to a Nazi concentration camp.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

One lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **project** in this unit that asks students to investigate some aspect of World War II to create context for understanding the novel. The project will have three pieces: first, annotated bibliographies to aid student research; second, a visual representation of their findings, which can be displayed in the classroom; and a brief essay that shares factual findings about the selected topic.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first writing assignment asks students to convey their personal opinions about the importance and relevance of hearing and reading stories. The second prompts students to chart the evolution of the main character and use textual evidence to support their claims. The third writing assignment asks students to consider the fable as a genre and assess if *The Boy in the Striped Pajamas* meets this criteria and offers a moral lesson.

There is a non-fiction **reading assignment**. Students must read non-fiction articles, books, etc. to gather information about their themes in our world today.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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## UNIT OBJECTIVES *The Boy in the Striped Pajamas*

1. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
2. Students will make connections with the material in the text and apply the lessons learned to their lives.
3. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters as they relate to the author's theme development.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
5. Students will participate in large and small group discussions.
6. The writing assignments in this unit are designed for several purposes:
  - a. To check and increase students reading comprehension.
  - b. To make students think about the ideas presented by the novel
  - c. To encourage logical thinking
  - d. To provide an opportunity to practice good grammar and improve students' use of the English language.
  - e. To encourage students' creativity
7. Students will think critically about the content and themes presented in *The Boy in the Striped Pajamas*.
8. Students will learn about the oppressive practices of Germany's Nazi regime and the magnitude of the Holocaust and final solution.
9. Students will review literary terms and devices and investigate how these create meaning in the novel.
10. Students will build inferencing and active reading skills.
11. Students will consider and reflect on issues like conformity, friendship, and the capacity for human cruelty and kindness.
12. Students will study the fable genre.

READING ASSIGNMENTS *The Boy in the Striped Pajamas*

Date Assigned	Assignment	Completion Date
	<i>Assignment One</i> Chapters One and Two	
	<i>Assignment Two</i> Chapters Three and Four	
	<i>Assignment Three</i> Chapter Five	
	<i>Assignment Four</i> Chapter Six	
	<i>Assignment Five</i> Chapter Seven	
	<i>Assignment Six</i> Chapters Eight and Nine	
	<i>Assignment Seven</i> Chapters Ten and Eleven	
	<i>Assignment Eight</i> Chapters Twelve and Thirteen	
	<i>Assignment Nine</i> Chapters Fourteen and Fifteen	
	<i>Assignment Ten</i> Chapters Sixteen through Eighteen	
	<i>Assignment Eleven</i> Chapters Nineteen and Twenty	

Key: P = Preview Study Questions V = Vocabulary Work R = Read

UNIT OUTLINE *The Boy in the Striped Pajamas*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Introduction Research Project PVR 1-2	?s 1-2 Through Bruno's Eyes PVR 3-4	?s 3-4 Historical Context Nonfiction Asst. PVR 5	?s 5 Truth & Power PVR 6	?s 6 Quiz 1-6 Character Maria PVR 7
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
?s 7 Character Pavel PVR 8-9	?s 9 Writing #1 PVR 10-11	?s 10-11 Quiz 6-11 Bruno & Shmuel PV12-13	Oral Reading Eval. Armband Symbols R 12-13	?s 12-13 Bruno's Evolution
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Writing #2 PVR 14-15	?s 14-15 Perspective PVR 16-18	?s 16-18 Gretel, Mother, Father PVR 19-20	?19-20 Quiz 12-20 Discussion Prep	Discussion
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Impromptu Speeches	Fables Writing #3	Vocabulary Review	Unit Review	Unit Test
<b>21</b>				
Creative Writing				

Key: P = Preview Study Questions V = Vocabulary Work R = Read

MULTIPLE CHOICE STUDY/QUIZ QUESTIONS  
*The Boy in the Striped Pajamas*

**Assignment One**  
**Chapters One and Two**

1. Who is Maria?
  - A. Bruno's mother
  - B. Bruno's cousin
  - C. A neighbor
  - D. The family's maid
  
2. Describe Bruno's mother's physical appearance.
  - A. She is tall and has red hair twisted into net.
  - B. She is old and her hair is grey.
  - C. She is short and has short blonde hair.
  - D. She has dark curly hair and a kind face.
  
3. What is Maria doing when Bruno comes home from school?
  - A. Maria is packing Bruno's belongings.
  - B. She is running a bath for Gretel.
  - C. She is sweeping the corridor.
  - D. She is unpacking groceries.
  
4. Who were guests for dinner at Bruno's house the week before the family moved?
  - A. A man called the Fury and a beautiful blonde woman
  - B. Mother's friends
  - C. A professor of literature from a nearby university
  - D. Grandmother and Grandfather
  
5. Why must Bruno's family move away?
  - A. Berlin has become a dangerous place.
  - B. The family can no longer afford their house.
  - C. Bruno's father's job requires them to move away.
  - D. Bruno's father has been fired from his job and must find employment on a farm.

## LESSON THREE

### Objectives

1. To review the main ideas and events from chapters 3-4
2. To provide background knowledge about the Nazi ideology and the Holocaust
3. To give students the opportunity to practice research skills
4. To begin the Nonfiction Assignment
5. To preview the study questions, complete the vocabulary work, and do the reading for chapter 5

### Activity #1

Discuss the answers to the study questions for chapters 3-4 in detail as previously directed.

### Activity #2

Hold class in a place where students have access to reference materials. Distribute the Historical Context worksheet and explain that students should find answers to the questions in the right-hand column. Tell students whether they should write whole sentences or provide bullet points or notes only. Tell students when the Historical Context worksheets must be completed, and hold a class discussion and/or collect the worksheets at that time.

### Activity #3

While students are doing their research, they should find nonfiction reading material about a topic related to World War II or the Holocaust. Distribute the Nonfiction Assignment Sheet. Check in with each student to see if they need assistance finding a suitable piece.

Tell students when the Non-fiction Assignment Sheets must be completed and collect them at that time.

### Activity #4

Tell students that prior to the next class period, they should preview the study questions, do the vocabulary work, and do the reading for chapter 5 of *The Boy in the Striped Pajamas*. If time remains in this class, students may begin this assignment.

### Historical Context

Directions: Use books or Internet resources to answer the questions in the right-hand column. Use a separate sheet of paper, if necessary.

<b>Bruno's Understanding</b>	<b>Actual Reference</b>	<b>Factual Information</b>
The country	Rural Poland	What happened on September 1, 1939 in Poland? Why did this occurrence happen?
The Fury	The Führer	Who was the Führer of Germany during World War II? How did he gain that position? Why did Germans believe he was a good leader for Germany?
Out-With	Auschwitz	Where is Auschwitz? Who built it? What was its purpose? How did that purpose change over time?
People in pajamas	Concentration camp prisoners	Who are these people? Why are they there?
Father is a soldier	Commandant of Auschwitz	What is a commandant? Who actually was the Commandant of Auschwitz? What happened to him?

## WRITING ASSIGNMENT #2 *The Boy in the Striped Pajamas*

### PROMPT

What causes Bruno to stop resisting Out-With, as he explains at the end of chapter 13? In your essay, you will develop a thesis and prove it using textual evidence.

### PREWRITING

Using the quotes you compiled for the Bruno's Evolution Worksheet, devise a thesis statement about what has caused Bruno's evolution. There is no one right answer, and there are many concepts in the book that are worthy of exploration (fear, pressure to conform, ignorance, ambivalence, etc.). Try annotating your quotes to distill some evidence to support your claims.

### DRAFTING

In your introductory paragraph, state your thesis clearly. Preview your main arguments, and also explain Bruno's evolution briefly.

In your body paragraphs, elaborate on the main points introduced in the first paragraph. Include relevant details and examples to strengthen your claims, as well as specific quotes. Explain why the quotes are significant and how they support your primary arguments.

In your summary paragraph, restate your position and main points.

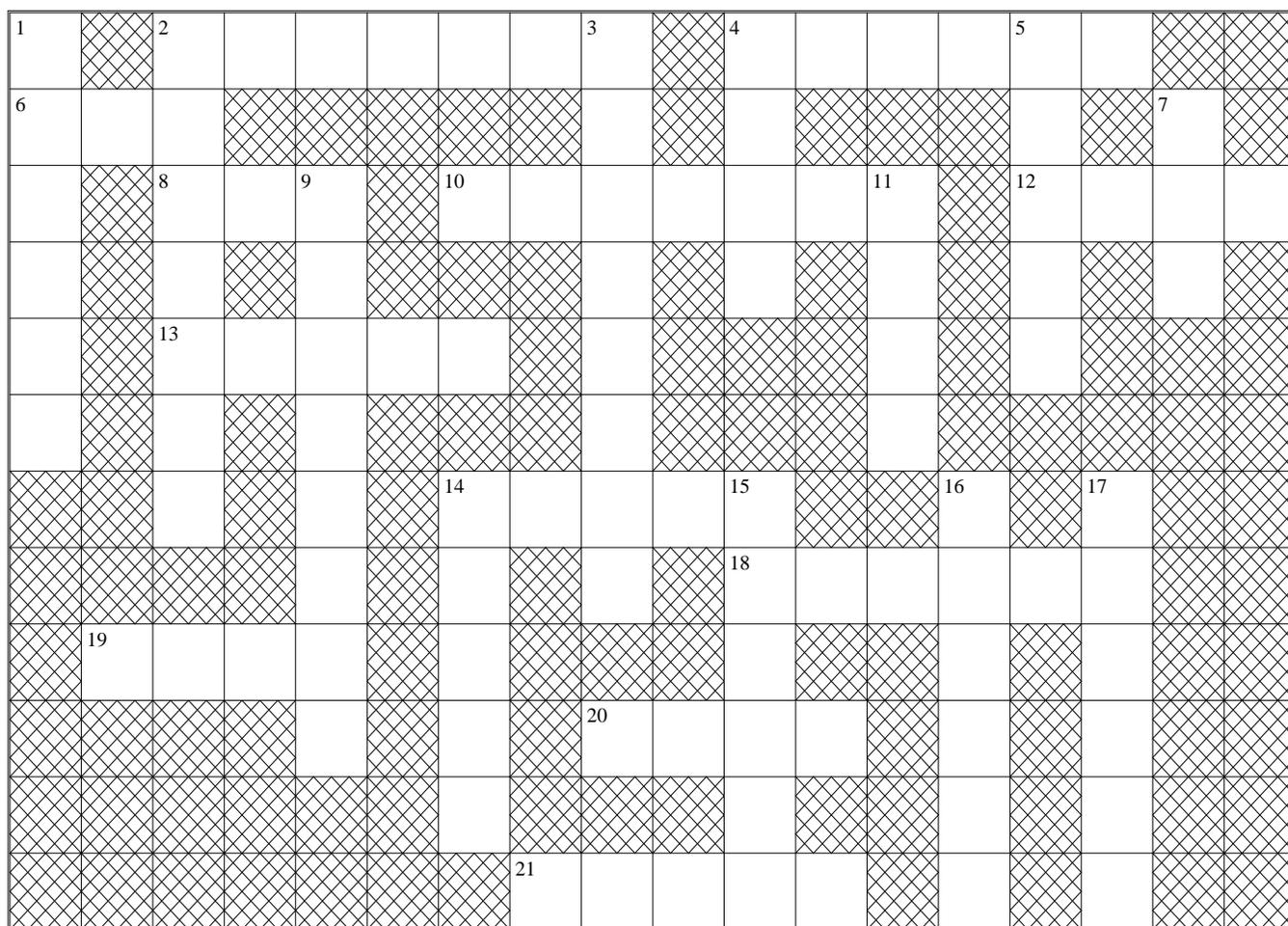
### PROMPT

When you have completed your rough draft, exchange papers with a classmate and peer edit each other's papers. Ask your peer editor to highlight any ideas that need further development. Talk about ways to strengthen your arguments; perhaps more specificity is needed or better transitions between ideas. Build these insights into your final draft.

### PROOFREADING

Scrupulously proofread your paper for errors and turn in your assignment when you are satisfied.

## CROSSWORD *The Boy in the Striped Pajamas*



### Across

2. What Maria is doing when Bruno comes home from school
4. Father says home is where the \_\_\_ is.
6. Blond woman who came to dinner with the Fury
8. Bruno gets tired of hearing about Father's.
10. Reason for two-day return to Berlin
12. Symbol on Shmuel's armband
13. Family's maid
14. He becomes Shmuel's friend.
18. He is the Commandant of Out-With.
19. Shmuel can't find him.
20. Bruno thinks he is marched into the building to get out of this.
21. He serves dinner.

### Down

1. Location of Bruno's old home
2. People on the inside of the fence wear gray, striped \_\_\_.
3. Maria thinks Father is \_\_\_.
4. Father's boss and dinner guest
5. The children's tutor
7. A subject not fit for conversation
9. Shmuel and Bruno have this in common.
11. Why Bruno's head was shaved
14. Bruno must leave his at the fence so he won't be recognized.
15. Father's is Out Of Bounds At All Times.
16. Bruno's friend in the striped pajamas
17. Grandmother would turn in her grave if she knew the Fury had sent this.