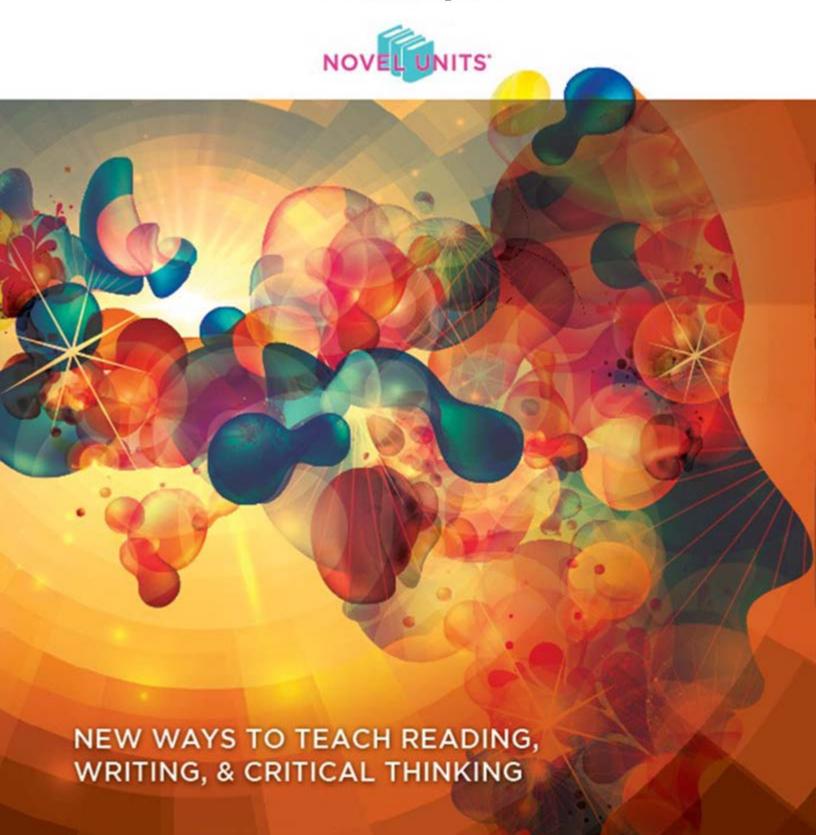
# The Boy in the Striped Pajamas

John Boyne





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## THE BOY IN THE STRIPED PAJAMAS

by John Boyne

## **Teacher Guide**

Written by Linda Herman

#### Note

The 2007 David Fickling Books paperback edition of the novel, © 2006 by John Boyne, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-0-385-75153-7

**Please note:** This novel deals with sensitive, mature issues. Parts may contain profanity, sexual references, and/or descriptions of violence. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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Scoring Rubric.....32

## **Skills and Strategies**

#### Comprehension

Predicting, cause/effect, plot, summarizing

#### **Literary Elements**

Characterization, symbolism, metaphors, similes, conflict, personification, theme, point of view, genre

#### Vocabulary

Definitions, parts of speech, synonyms/antonyms, target words, idioms

#### Listening/Speaking

Discussion, performance, presentation, review

#### Writing

Short story, personal narrative, fable, dialogue, essay, poetry, journal

#### **Thinking**

Brainstorming, research, compare/contrast, analysis, problem solving

#### **Across the Curriculum**

Social Studies—time line, geography, patriotism, propaganda, the Holocaust, Auschwitz, Adolf Hitler; Science—lice; Math—graphs; Art—design, illustration; Music—appropriate background selections; Current Events censorship, discrimination

#### **Chapters One–Three**

Bruno is very unhappy when his family has to move away from Berlin because "the Fury" (the *Führer*, Adolf Hitler) has an important job for Father. The new house, which Bruno is led to believe is called "Out-With" (a distortion of the city name, Auschwitz), is the opposite of Bruno's old home and makes him feel cold and unsafe. Bruno surprises his sister Gretel by showing her the unfriendly children that can be seen from his bedroom window.

#### Vocabulary

muster
mucky
tartan
spluttering
banister
presume
des ac
rescict ins
ours aces
preseeable
priorities
greengrocers
com and ts

#### Discussion Questa is

- 1. How 'ou' is 'nm' 'ize Bruno's life in Berlin? (Answers will vary be shall iclude that Bruno's life is comfortable. He enjoys ber 'in's 'ime with his friends and his grandparents. Bruno's parents in the 'ng but firm and expect the 'ence from him and Gretel. The family is wealthy, as show by 'here' arge house and the presence of servants and special site.)
- 2. What can youngfer bound Bruno's father from information in Chapter the solution is an important man, a commandant in t' no state from the solution in the s
- 3. When do you think Bruno is a configuration of the sunderstanding what his ather does at work? In we, who vary. Suggestions: Bruno is young and naïve. Adults as we have knows things such as who the Fury is. The adults along the constant to be what is really have enough for child an analyter cionally hide what is really have enough. For instance, and Bruno asks what Faver we see the constants and on waves an important to be the constant and to do it.)
- 4. Why would ture this off at night keep Brung for the safe? What does this tell you about the twelt see g. (Answers will vary to it is a sonable to say that darkness may protect people and title from bombing attacks due to artime because lights let involves know where people live.)
- 5. The new house makes Brune fee "In ty nd colo. Why do you thin Thur oneels this way? (Answers will vary. Discussion Tou Tine. de that Bruno move free a verm, suppy home to an isolated house where he see that a see he trusts [such as Mover et al Veria] are no happier by he is.)
- 6. Bruno's mother as, we don't have the luxur of links g" (p. 13) and "Some per le make all the decisions wis" (p. 14). What does not remain by this? Is life easie we in the else makes everyone's decisions? (In were villed ary, out Mother likely received the invartime it is necessary to act swiftly to ensure one so two injulfill one's patriotic dution. The government may place demands upon its citizens to act what it views as the country of the erests. Bruno's mother feels that her husband, and in ffect, she and the rest of the family are obliged to follow suit. Nevertheless, most people [including Bruno's family] have the country of think independently and make their own decisions. While having someone we make the country of think independently and make their own decisions. While having someone we make the country of think independently and make their own decisions and reactions of the country of the country of the link independently and make their own decisions and reactions of the country of the country of the link independently and make their own decisions and reactions of the country of the country of the link independently and make their own decisions and reactions of the country o
- 7. What can you infer from Maria's come at that the soldiers "have very serious jobs...or so they think anyway" (p. 19)? (Answers who vary, but students should infer that Maria doesn't agree with what the soldiers are doing.)

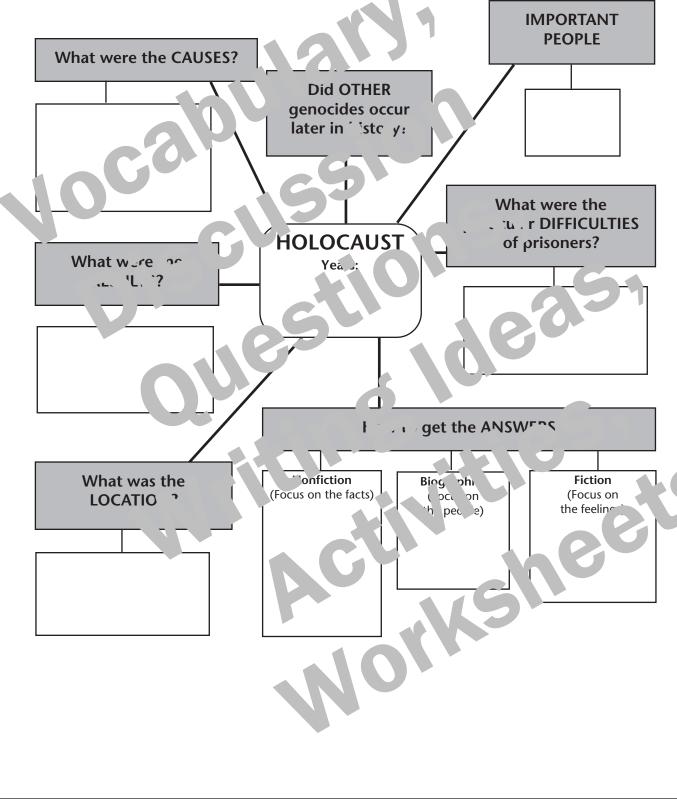
- 8. How might the metaphor "civilization of dolls" be important to the story? (Answers will vary. The dolls seem to represent Gretel's innocence and her controlling nature. Throughout the story, *Gretel usually internalizes her unhappiness. Like Bruno, she is upset that the war has upended her* former life and fears the chaos she senses around her. She spends hours in her room managing the dolls' mini-world to help her cope with these feelings. For Gretel, this activity seems to nurture an imagined sense of order. Also, the idea of a manipulated civilization may symbolize the Fury's control of the German people.)
- 9. In addition to the explanation given by Green how night the name "Out-With" be a pun? (Answers will vary. "Out-With" ma, also ep to be Jev forced relocation and/or their systematic *extermination.*)
- 10. How would you explain Brui. 's a decetel's reactions to the "children" seen from the bedroom window? (Answers with  $\frac{1}{2}$ ). The  $\frac{1}{2}$  into feels "cold and unsay are that Gretel is nervous and not "sure she wanted to the ecoldren at all" [p. 28" mpl's at the hildren sense something is wrong.)
- 11. **Prediction** The are he people that live near 1 up 's ouse?

#### ip lei en iry Activities

- terary Devices: Keep a ' ... f. er ... devices (such as met "ho..., si hies, and personification) as you read the novel, coing the page numbers on whice you find them. Write one or two sentences exprir receptificance of each lite ry ex e.
- 2. Com, re/C to the trace artwork showing are of ' and new houses. W' explaining the symbolism of certain differences in them.
- 3. Compreh\_nsion: Bruno likes to \_\_\_\_ ' \_\_ n chalk it up to exp\_ 'er\_ o" (p \_\_\_\_. Think of three existing figures of speech that "are to pruno's unhappiness at the hanges in his life. Then create three figur f s, ec.
- 4. Writing: Write out in that your life change rernige Explain how you dealt with the changes.
- 5. Writing: Write a poem from the point of ew facility ocent child

## **Concept Map**

**Directions:** Research the Holocaust, and complete the map below.



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