

# A Teaching Unit



*The Boy in the Striped Pajamas*

By

John Boyne

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

Name: \_\_\_\_\_

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

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

### Discussion

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

Read the following passage:

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

*"Wonder what?" asked Bruno.*

*"Wonder what he .... How he can..."*

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

What is Maria alluding to in this conversation? \_\_\_\_\_

### Context Clues and Figurative Language Practice

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

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

a. to go back to a former state	b. to use abusive language
c. to reecho	d. to free
- What type of figurative language is employed in the passage?
 

a. hyperbole	b. idiom
c. simile	d. metaphor
- What words form the figurative language?
  - noise of a door slamming came from downstairs*
  - reverberated through the house so loudly – like a gunshot –*
  - Bruno jumped and Maria let out a small scream.*
  - none of these*

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

Name: \_\_\_\_\_

**This is only a portion of the test.**

Read the following passage.

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

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

*His hair flopped down over his forehead in exhaustion.*

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

**The Boy in the Striped Pajamas**  
**Chapter 13**

Name: \_\_\_\_\_

**Reference Skills**

***peck-ish (pek'is'h) adjective***

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

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

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

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

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

**casu-al (kazh'oo əl)**

**adjective**

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

**noun**

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

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

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

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

# The Boy in the Striped Pajamas

## Chapter 18

Name: \_\_\_\_\_

### Predictions

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

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

*“Don’t you remember that you said I looked like you?” He asked Shmuel....*

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

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

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

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

### Changes in Descriptions

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

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

*In fact it was a boy.* (page 105)

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

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

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

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

---

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Now, explain how they are different.

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---

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

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## ***The Boy in the Striped Pajamas*** **Silent Passage Analysis**

Name: \_\_\_\_\_

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

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

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

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

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

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

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

# *Number the Stars*

Lois Lowry

## *A Teaching Unit*



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**Number the Stars**  
**Chapter 3**

### Comprehension

1. Why is Annemarie sent to see Mrs. Hirsch?
2. What did Peter give to Annemarie when he came by?
3. What news did Peter bring?

### 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. 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. If the narrator focuses on only one character, the limited third person point of view is used. If the narrator allows the reader to know thoughts and feelings of one character, then another's, then another's, the third person omniscient point of view is used.

Answer only one easy question to decide if this story is told in the first person point of view. If the answer is yes, it is first person!

- Is one of the characters telling this story? \_\_\_\_\_

Answer these questions to decide if the point of view is third person limited:

- Is there an unseen narrator telling the story?
- Is the focus on one particular character all of the time?
- When the focal character leaves the room in a story do you know what is going on with the other characters while that character is gone?

Answer these questions to decide if the point of view is third person omniscient:

- Is there an unseen narrator telling the story?
- Does the reader have access to the thoughts (not actions) of more than one character?
- Does the focus go from one character to another character, and then another?

**Puzzled**, Annemarie watched her mother leave the apartment. She went to the kitchen and opened the door to the cupboard where the potatoes were kept. Every night, now, it seemed, they had potatoes for dinner. And very little else. (page 22)

The bolded word **puzzled** tells us how Annemarie feels in this passage.

Do we know what her mother is thinking? \_\_\_\_\_

As the reader, are we aware of where her mother goes when she leaves the apartment or how her mother feels? \_\_\_\_\_

What point of view is used in this novel? \_\_\_\_\_

## *Number the Stars*

### Chapter 5

#### Comprehension

1. How was Lise killed?
2. What did Annemarie take from Ellen just before the Nazi officers entered their room?
3. What did Annemarie's father show the soldier that made him believe that Ellen was Lise?

**Foreshadowing occurs when the author gives the reader a hint of something that is going to happen before it actually happens.**

**Foreshadowing can have two purposes.**

- **It builds suspense by raising questions within the reader's mind and causes him/her to wonder what is going to happen.**
- **Foreshadowing can also make a story more believable by preparing the reader for events to come.**

In chapter five, the soldiers bombarding Annemarie's home is very suspenseful and frightening. There is some foreshadowing early in the chapter that hints of this action. Complete the following chart to analyze this literary technique.

<b>Page #</b>	<b>Foreshadowing</b>	<b>Why this is a hint of what is to come?</b>	<b>Does the foreshadowing build suspense or prepare the reader for what is to come? Just write the word <i>prepare</i> or <i>build</i> below.</b>
<b>39</b>	Title of the chapter – Who Is the Dark-Haired One?		
<b>40</b>	But the night did seem, somehow, different from a normal night. And so they whispered.		
<b>42</b>	Everything seemed very familiar, very comforting. Dangers were no more than odd imaginings, like ghost stories that children made up to frighten one another: things that couldn't possibly happen.		

**Number the Stars**  
**Test One**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Annemarie and Ellen are \_\_\_\_\_.
  - a. sisters
  - b. friends
  - c. neighbors
  - d. friends neighbors
2. This story is set in \_\_\_\_\_.
  - a. Copenhagen, Denmark
  - b. Paris, France
  - c. Germany
  - d. the United States
3. Ellen is Annemarie's sister.
  - a. true
  - b. false

*“Go!” shouted Annemarie, and the two girls were off, racing along the residential sidewalk. Annemarie’s silvery blonde hair flew behind her, and Ellen’s dark pigtails bounced against her shoulders.*

4. How is imagery created in this passage?
  - a. through a simile
  - b. through descriptive adjectives
  - c. through strong verbs
  - d. both b and c

*“My little sister.” She reached down for Kirsti’s hand, but Kirsti, always stubborn, refused it and put her hands on her hips **defiantly**.*

5. Using context clues to help you, what does the bolded word in this passage mean?
  - a. slowly
  - b. unwillingly
  - c. happily
  - d. shyly

*For Kirsti, the soldiers were simply part of the landscape, something that had always been there, on every corner, as unimportant as lampposts, throughout her remembered life.*

6. According to this passage, how does Kirsti view the soldiers?
  - a. as mean and scary
  - b. as helpers of the community
  - c. as part of everyday life
  - d. as selfish and angry

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for  
The Devil's Arithmetic  
By Jane Yolen



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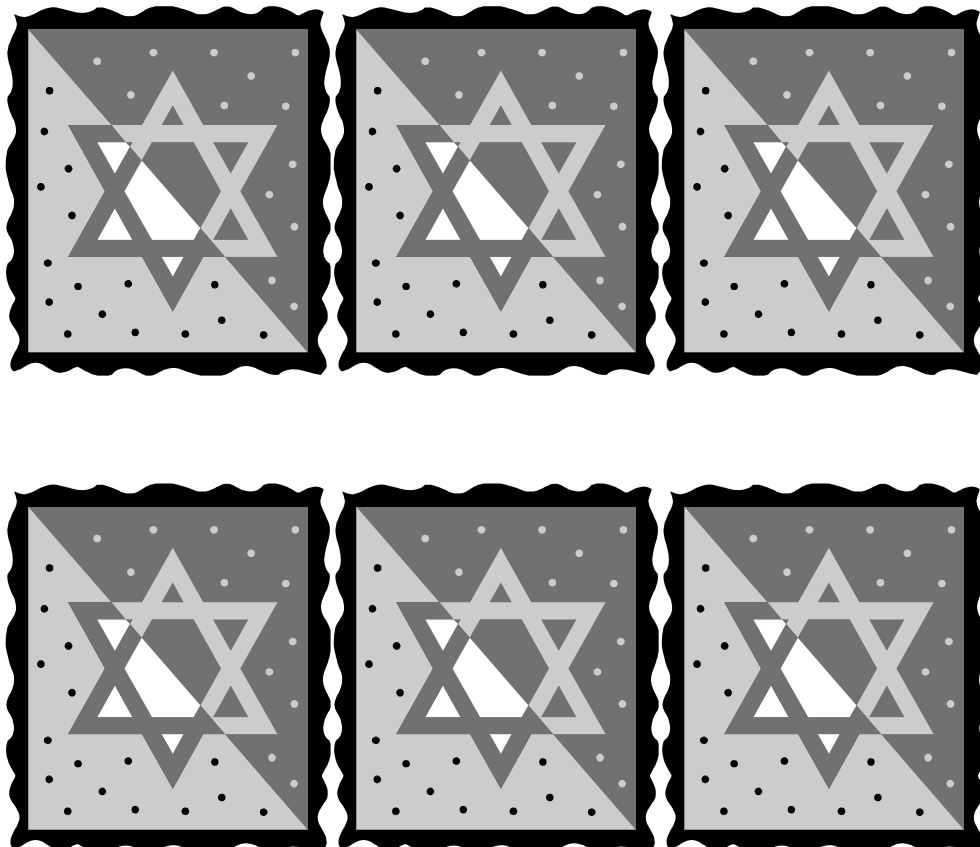
## The Devil's Arithmetic

### Prereading Activity

Below are pictures of Stars of David. Cut each star out. On the day that you plan to begin the unit, tape the stars on random desks throughout your classroom.

As students enter the classroom the next day, begin to treat those students who have a star on their desk differently than you do the other students. For example, make them stand instead of sit. Have them remove their shoes and put them under their desks. Take away their pencils and give them to those students who do not have stars. Tell them that they cannot talk, but allow those without stars to talk all they want, etc. Your point is to make the "the have nots" experience just a "pinch" of what it feels like to be mistreated for no reason at all, and to allow the "haves" to experience what it feels like to watch others be mistreated for no apparent reason.

Once you can tell that your point has been made, hold a discussion allowing both students with stars and without to talk about how they felt. This discussion can then lead you into the beginning of your Holocaust unit.



# The Devil's Arithmetic

## Chapter 3 ~ Symbolism and Foreshadowing

Jane Yolen's novel is full of symbolism, and it is introduced in this early chapter.

### 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*

Opening the door to Elijah is symbolic. What does this ritual symbolize?

Be on the look out for more symbolism in this novel.

### Foreshadowing

Foreshadowing is a clue or hint of what is to come later. Authors use this literary technique to add suspense and affect the tone. Answer the following questions about foreshadowing in this chapter.

At the beginning of the chapter, we read *A full moon was squeezed between two of the project's apartment buildings.* (page 13) When Hannah opens the door for Elijah, we read again about the moon. This time, it states, *The moon hung ripely between two heavy gray clouds.* (page 20) What does the moon foreshadow the second time it is mentioned in this chapter?

At the end of this chapter, Hannah sees a shadowy figure, and hears him singing a song. What does this song foreshadow? What does it seem to mean? Can you use it to predict what will happen next to Hannah?



The Devil's Arithmetic  
Chapter 7 ~ The Badchan's Poem

Name \_\_\_\_\_

Date \_\_\_\_\_

In this chapter, we meet the very interesting Badchan. Reread the following poem that he says to Hannah, and then answer the questions about the poem.

*Pretty girl, with faraway eyes  
Why do you look with such surprise?  
How did you get to be so wise?  
Old girl in young girl disguise.*

Let's analyze the poem by looking at each line of it. On the following lines, write what you think the badchan may mean. Put it in your own words, and try to "read into" what the badchan sees in Hannah and is trying to say to her. Do not be afraid to write what you are thinking. There are no wrong answers.

My thoughts:

Line 1: \_\_\_\_\_

Line 2: \_\_\_\_\_

Line 3: \_\_\_\_\_

Line 4: \_\_\_\_\_

What is the rhyme scheme of this short poem?

Write a short poem that the badchan could recite to Gitl or Shmuel. Use the same rhyme scheme that is used in the badchan's poem to Chaya.

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