

The Boy in the Striped Pajamas Unit

Natalie Michelle Nelson

Dr. McConnell

Columbia College

EDUC

7/25/2010

**Unit Title:** Novel Unit: The Boy in the Striped Pajamas

**Objective:** The objective of this unit is to address state standards that deal with students' ability to apply skills and understanding of literary terms as they read a novel. They should be able to know the literary elements that are utilized in a novel and how those elements interact together to form longer pieces of literature. While students will be learning and studying literary elements they will interact with poetry that has a thematic trend dealing with tolerance and accepting others as individuals through study of the Holocaust. Students will also discuss their personal responsibilities to their communities and to the world.

**Time Length:** This unit will take place over a two week span or ten days. Each class will consist of sixty minutes.

**Goals:** The students will know:

1. Novels are in-depth narratives that integrate all literary elements.
2. Authors use literary devices to enhance the story.
3. Novels exhibit universal themes.
4. The interaction between the elements in a novel enhances meaning.

**Glossary:**

**Bellwork:** Work the students complete in the first five minutes of class. This helps the class to settle down and gives the teacher time to take roll and answer any questions.

## **Day One**

**Objective:** To determine students' prior knowledge of literary elements:

**Standards::** E1-1.3 Interpret devices of figurative language.

**Bellwork :** The students will copy define the first five vocabulary words.

1. genocide
2. tolerance
3. racism
4. obligation
5. anti-Semitic

### **Classwork:**

1. Students will be given a pre-assessment to gauge their understanding of literary elements. The pre-assessment is found at the end of the unit in the section entitled handouts.
2. The students will also be given a pre-assessment about their prior knowledge of the Holocaust. The teacher will write World War II and The Holocaust on the board. The students will have 10 minutes to write down everything they know about those words on a sheet of paper.
3. The teacher will have placed the saying, “ Universe of obligation” on the wall. The teacher will lead the discussion about the meaning of this saying. After a thorough discussion of this saying the students will break up into pairs to discuss how far they think that their obligation goes. After a few minutes the teacher will redirect the students to the group where they will discuss why they arrived at their conclusions.
4. Students will then start reading The Boy in the Striped Pajamas. They will read chapters 1-3.

**Day Two:**

**Standards:**

E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.

E1-1.6 Create responses to literary texts through a variety of methods.

**Bellwork:** Write sentences with vocabulary 1-5.

**Classwork:**

1. The students will watch the video, For Every Person There is a Name.
2. The students will take the books, Anatomy of a Ghetto, From the Star of Shame to the Star of Courage, Janusz Korczak's Warsaw, and A State of Terror: Germany 1933-1939. I will divide the students into groups to review these books. They will compare the books to what they saw on the video and they will prepare a short informal summary about their book.

**Homework:** read chapters 4-5 of The Boy in the Striped Pajamas.

**Day Three:**

**Standards:**

E1-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a particular audience.

E1-6.7 Use a variety of print and electronic reference materials.

**Bellwork:** The students will define vocabulary words 6-10.

6. Jew
7. Jehovah Witness
8. Roma
9. interment
10. Star of David

**Classwork:**

1. The students will present their short informal summaries of the book that each group was assigned.
2. The teacher will lead a discussion of the first five chapters of the novel.
3. Introduce the Holocaust Project. Give due dates and go through each task to make sure that students have a complete understanding. (Holocaust project is at the end of the lesson plan.
4. The teacher will give notes on literary elements that are relevant to the novel unit.

**Guided questions for teacher led discussion: (#2)**

1. What books have you previously read, or films have you seen, that help us understand the background to The Boy in the Striped Pajamas?
2. What kind of story is The Boy in the Striped Pajamas?
3. What are the clues in terms of mood/tone/setting/action that helped you decide?
4. What can you speculate about how things are likely to change for Bruno in the future?

**Homework:** Read chapters 6-8.

**Day Four:**

**Standards:**

E1-1.4 Analyze the relationship among character, plot, conflict, and theme in a given literary text.

E1-5.2 Create narratives (for example, personal essays, memories, or narrative poems) that use descriptive language to create tone and mood.

**Bellwork:** write sentences with vocabulary 6-10.

**Classwork:**

1. Have the students break up into pairs and discuss the accident with the swing and Pavel's help. Discuss the following things
  - a. Pavel and his former life?
  - b. His mother and her attitude towards Pavel?
  - c. His father and his attitude towards Pavel?
  - d. can you identify why this minor incident might be significant for Bruno's understanding of adults and their behavior?
  - e. Do these pages provide any clues that might help you predict what might happen next?
2. Students will complete an activity that will show unequal treatment. The students will have to complete activities such as chewing several crackers and having to whistle Mary Had a Little Lamb. One team will be given a glass of water to drink and one group will not. There are several activities with unfair advantages for one group.
3. The students will write a short journal entry immediately after completing the activity to discuss how the activity made them feel.

**Homework:** Read chapters 9-10. Study for vocabulary quiz on Day 5.

**Day Five:**

**Standards:**

E1-1.4 Analyze the relationship among character, plot, conflict, and theme in a given literary text.

**Bellwork:** Students will take a short vocabulary quiz. The teacher will design a short vocabulary quiz.

**Classwork:**

1. Students will complete a character question about Bruno. Describe your dream room or getaway. If you could escape, where would you go? What would you do? Use details to describe your getaway—what does it look like? What sounds do you hear? What do you smell? How does your dream place relate to the places that you live in and visit now? Reflect on why you would want to escape to this place—Why is it better than where you are now? Why this place instead of another? Think about what you have read about Bruno so far? Think about his like or dislike or where he has moved to?
2. The students will begin reading the homework assignment assigned.

**Homework:** read chapters 11-14.

**Day Six:**

**Standards:**

E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.

E1-5.2 Create narratives that use descriptive language to create tone and mood.

**Bellwork:** Students will define vocabulary 1-5.

1. **classification**
2. **symbolization**
3. **dehumanization**
4. **organizations**
5. **polarizations**

**Classwork:**

1. The teacher will read from *I Promised I Would Tell*. (Section entitled *Life in a Slave Labor Camp*, p. 37-39).
2. Boyne has Bruno mispronounce several words. The students will explain the symbolism used by Boyne through Bruno's mispronunciation.
  - a. Out-With
  - b. Fury
3. The students will complete a Venn diagram comparing and contrasting Bruno and Shmuel. The students may complete #3 and #4 in pairs.
4. This story has been very controversial. Critics say that the story makes light of a terrible time in history and trivializes what these groups of people suffered. In response to that the students will write a short analysis (using specific examples from the novel) that supports yes I do believe this novel makes light of this time in history or no I do not.

**Homework:** Students will read chapters 15-16

**Day Seven:**

**Standards:**

E1-6.7 Use a variety of print and electronic reference materials.

E1-6.5 Create written works, oral and auditory presentations and visual presentations that are designed for a specific audience and purpose.

**Bellwork:** Students will write sentences with vocabulary 1-5.

**Classwork;**

1. This lesson will be conducted in the library so that students may use the computers.
2. Students will be divided into two groups. One group must look up research from critics that substantiate the claim that this book does trivialize the Holocaust. The other group must find information that disputes that claim.
3. Students will prepare a short presentation explaining the information that they have uncovered.

**Homework:** Students will read chapters 17-18.

**Day Eight:**

**Standards:**

E1-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony and allusion) on the meaning of literary texts.

**Bellwork:** Students will define vocabulary words 6-10.

5. preparation
6. extermination
7. denial
8. evil
9. Heil Hitler
10. Program

**Classwork:**

1. The teacher will discuss the eight stages of genocide. This will try to alleviate some of the questions the students ask, such as why did people just let this happen.
2. The students will present their informal presentations that were completed on day seven.
3. Students will form groups of four. As a group the students will answer the following question. Why do you think Boyne made Bruno so naïve? Do you think that was even possible? Back up your answers with direct quotes or scenes from the book.

**Homework:** Students will read chapters 19-20

**Day Nine:**

**Standards:**

E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.

**Bellwork:** Students will write sentences with vocabulary 6-10.

**Classwork:**

1. To further students understanding of how an event such as the Holocaust could occur the teacher will lead a short discussion of conformity vs. non-conformity. The teacher will ask the students to pick a side and move to the side that they belong. (The conformity side or the non-conformity side)
2. The students will watch a short clip from Dead Poet's Society that focuses on the issue of conformity.
3. After watching the clip the teacher will read Reading 10 The Birthday party from History and Ourselves resource book.
4. After discussing conformity in both of these sources have the students work together in pairs to compare and contrast the ideas of conforming in these sources.
5. Students will write a short essay from first person point of view discussing how they might have responded during the years leading up to the Holocaust to the changing society.
6. The students must complete an exit slip to leave the classroom. On the exit slip they may ask any question that they might still have about the Holocaust or the novel.

**Homework:** Work on Holocaust project.

**Day Ten:**

**Standards:**

E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.

**Bellwork:** Students will take a short quiz on vocabulary words.

**Classwork:**

1. Students will have a wrap up day. The teacher will have selected several of the questions from the exit slips to answer and to lead a discussion about.
2. The teacher will read I Am Free from I Promised I would Tell.
3. The teacher will answer any questions about the Holocaust Project.

**Homework:** Complete Holocaust Project.

**Handout 1**  
**Literary Elements Pre-Assessment**

Allusion	anecdote	author's purpose	character	characterization
Conflict	falling action	flashback	foreshadowing	genre
Imagery	memoir	motivation	plot	setting
Point of view		tone	theme	

Fill in the Blanks:

1. \_\_\_\_\_ the main idea or message of a story.
2. \_\_\_\_\_ the time and place in which a story occurs.
3. \_\_\_\_\_ a reference to a well-known character, place, or situation from history, music, art or literature.
4. \_\_\_\_\_ a short written or oral account of an event from a person's life.
5. \_\_\_\_\_ an interruption in the chronological order of a narrative to describe an event that happened earlier.
6. \_\_\_\_\_ a type of narrative nonfiction that presents an author's personal experience of an event or a period in the writer's life.
7. \_\_\_\_\_ the perspective from which a story is told.
8. \_\_\_\_\_ an author's attitude toward his or her subject matter.
9. \_\_\_\_\_ the struggle between two opposing forces in a story or drama.
10. \_\_\_\_\_ descriptive language that appeals to one or more of the five senses.
11. \_\_\_\_\_ in a play or story the action that follows the climax.
12. \_\_\_\_\_ a category or type of literature.
13. \_\_\_\_\_ the methods a writer uses to reveal the personality of a

character.

14. \_\_\_\_\_ an author's intent in writing a literary work.
15. \_\_\_\_\_ the sequences of events in a narrative work.
16. \_\_\_\_\_ the stated or implied reason a character thinks, acts, or feels a certain way.
17. \_\_\_\_\_ an author's use of clues to prepare readers for events that will happen later in a story.
18. \_\_\_\_\_ an individual in a literary story.

**Handout Two:**

**English I**

**Mrs. Nelson**

**Holocaust Project**

**Due: \_**

**TASK ONE:**

As your first task, you will be required to research the events, which led to World War II. You will need to discover the countries, people, and historical events involved in World War II. Create a timeline of your findings. You may use any references, but here are some helpful links for this task:

<http://www-th.phys.rug.nl/~ma/annefrank.html>

[www.euronet.nl/users/wilfried/ww2/ww2.htm](http://www.euronet.nl/users/wilfried/ww2/ww2.htm) <http://www-lib.usc.edu/~anthonya/holo.htm>

**TASK TWO:**

Do you take where you live for granted? At the age of thirteen, Anne Frank was forced out of her home by the Nazis. Anne Frank's most memorable years were spent living above an office in a secret annex. For many months, Anne Frank could not talk, use running water, turn on lights, wear shoes, or go outside. Many of the things you do at home every day, she was not allowed to do.

Your second task will be to live for two hours as Anne Frank did in the annex. You will have to complete this task at home. Here are your instructions: \_ 1.) Take off your shoes, go to your room, close the windows and doors, and turn off all of the lights except for one flashlight. \_ 2.) During the time in your room, you can not talk, eat, use running water, watch TV, walk, or do anything that makes excessive noise such as flushing the toilet. \_ 3.) Record your thoughts, reactions, and activities you experienced by writing your own diary reflection.

**TASK THREE**

Discrimination was a big issue during the Holocaust as well as other time periods in history. The purpose of this task is to analyze the different types of discrimination from two historical time periods.

Your next task is to interview someone with firsthand knowledge of discrimination whether it's because of race, gender, religion, culture, age, nationality, disabilities, or creed. You should ask questions that relate to discrimination and how it affects today's society. Type the interview to put in the scrapbook. The purpose of this task is to better understand how discrimination is still present in the modern world.

#### **TASK FOUR**

Create a diary or journal – all of the following **must** be included:

During the Holocaust, Jews were required to identify themselves by wearing yellow Jewish star patches that said 'Jude' (meaning Jew). Think of a symbol that is very important to you ( a flag, religious symbol, last name, etc.). In your "journal" or "diary", tell about what it symbolizes and why it means a lot to you. Describe how you might feel if you had to hide this symbol, as many had to do.

Go to the website and pick a painting or drawing by Jan Komski. Write a journal entry telling the emotions and the story that goes along with the painting or drawing, as if you were Jan Komski. <http://www.remember.org/komski/index.html>

**Then and Now** <http://remember.org/then-and-now/index.html> Take this tour, and in your "journal" or "diary" graph the similarities and differences between each piece of artwork from the Holocaust, and the photographs taken in 1996.

**TASK FIVE** Read the literature about the children of the Holocaust. Select works that especially express the courage and heroic spirit of the children. After selecting 3 works, print each and explain why you chose these particular works.

*Anne Frank's Scrapbook*

:[http://www.annefrank.com/site/af\\_life/af\\_scrpbk/af\\_scrpbk01/story01.html](http://www.annefrank.com/site/af_life/af_scrpbk/af_scrpbk01/story01.html)

*Poem "Daniel":* <http://www.mtsu.edu/~baustin/daniel.html>

Stories of survivors: <http://www.holocaustsurvivors.org/survivors.shtml>

[http://www.adl.org/children\\_holocaust/children\\_main1.asp](http://www.adl.org/children_holocaust/children_main1.asp)

<http://www.tellingstories.org/holocaust/index.html>

<http://www.sfusd.k12.ca.us/schwww/sch773/review/hs.html> -- lots of poetry from survivors

Children who suffer: <http://www.usmmm.org/museum/exhibit/online/phistories/> - \*\* great site

Child survivor's testimony on video with audio:

<http://www.library.yale.edu/testimonies/excerpts/>

Survivors' testimonies on video with audio: <http://college.usc.edu/vhi/>

**TASK SIX** "A picture is worth a thousand words." \_ Your last assignment is to create a scrapbook that will include all of the tasks about the Holocaust and WWII. Be sure to include the timeline, the interview, solitary confinement, journals (at least 3),

literature/poetry/video testimony write-ups and pictures or other information you gathered on your journey through this webquest. Make sure that your scrapbook is colorful, neat, and organized. Dedicate this scrapbook to the remembrance of a Holocaust child, their hopes, dreams, and others who suffered from the Holocaust.



## **Annotated Bibliography**

1. Aizenberg, Rabbi Isidoro. From the Star of Shame to the Star of Courage: The Story of the Yellow Star. Bayside, NY: The Holocaust Resource Center, 2008.

This short book is a description of what the yellow star was and what it stood for. It tells about how it was something that was supposed to shame a people, but it ended up becoming a proud symbol. This book is suitable for high school level students.

2. Facing History and Ourselves. <http://www.facing.org>. 7/23/2010.  
This website is a wealth of knowledge for any educator. It also provides a source to receive supplemental materials.

3. Kirchheimer, Janet R. How to Spot One of us. New York, NY: the National Jewish Center for Learning and Leadership, 2007.

This book is a book of poetry. This book would be a good way to be able to draw other genres in to the subject of the main literature being studied.

4. Reynolds, John. For every Person There is a Name. College of Charleston.

This is a short video introduction of the Holocaust. It is suitable for the high school level classroom.

5. Shulman, William L, Anatomy of a Ghetto. Bayside, New York: Holocaust Resource Center, 1997.

This short book is a brief description of the ghettos in the Holocaust. It explains how it happens and why. It also gives descriptions of certain ghettos.

6. Shulman, William L. A State of terror: Germany 1933-1939. Bayside, NY: The Holocaust resource Center.

This brief book explains how the Holocaust began and how the people who were targeted lived in terror during this time. It explains some of the things, such as sterilization that were used to stem the tide of not acceptable human beings.

7. Shulman, William L. Janus Korczak's Warsaw. Bayside, new York: Holocaust resource Center.

This brief book talks about a man who helped the children who were being persecuted. It explains what he did and why he did it. This book is acceptable to be used in a high school level classroom.

8. South Carolina Holocaust Council. <http://www.scholocaustcouncil.org>.  
7/23/2010.

This site is beneficial to help teachers supplement their knowledge of the Holocaust. It also is a resource to find out information where teachers can receive extra training about this subject.

9. Strom, Margot. Facing History and Ourselves Holocaust and Human behavior. Brookline, MA: Facing History and Ourselves National Foundation and Inc, 1994.

This book is a wealth of knowledge. It included readings with questions to further help understanding. The book is broken down into parts to make it more user friendly.

10. Weitz, Sonia Schreiber. I Promised I would Tell. Brookline, MA: Facing History and Ourselves, 1993.

This book is Mrs. Weitz's memories of what she experienced during the Holocaust. It is interspersed with the poetry that she wrote to further help portray her experience.