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John Boyne

John Boyne was born in Dublin, Ireland, on April 30, 1971. He loved to read and write from a young age. He was given the novel, *The Chronicles of Narnia* by C.S. Lewis from his mother when he was in the hospital at the age of 10. He began writing stories about children who used their ingenuity to resolve problems. He wrote and created many books that he kept on his bedroom shelf, and now wishes that he had kept.

Charles Dickens' novels like *David Copperfield*, *Oliver Twist*, and *Nicholas Nickleby*, were teenage favorites of Boyne's because their young boy protagonists overcame obstacles on their own.

His love of reading and writing took him to Trinity College in Dublin, where he studied English Literature. From there he went to the University of East Anglia in Norwich, where he studied Creative Writing.

Before writing novels, Boyne published almost 70 short stories. His story *The Entertainments Jar* was shortlisted for the Hennessy Literary Award in Ireland. He was intrigued by Ian Serrailler's story, *The Silver Sword*, of four brave children living in Poland during World War II. This story captured his imagination and later inspired the writing of *The Boy in the Striped Pajamas*. Boyne believes that the voices of young people like Bruno, who represent real people's experiences, must be shared in stories.

Boyne also writes novels for adults, like *The Thief of Time*, which is based on time and places that fascinate him. Boyne now shares his passion for stories and story writing with other young readers in the hopes of inspiring them to become young writers.



- Boyne's books are published in 46 languages.
- Boyne was inducted into the Hall of Fame at the 2012 Hennessy Literary Awards.
- *The Boy in the Striped Pajamas* is a 2008 award-winning Miramax film.

Did You Know...?



Chapters Three to Five

Answer the questions in complete sentences.

1. What aspect of their move away from Berlin does Bruno think will be the most difficult? What would you find the most difficult if you were in his position?

2. Make a prediction about what you think Bruno sees from his bedroom window that makes him feel cold and unsafe.

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	Desperate	Practice	A
2	Exasperation	Proudly	B
3	Civilization	To come to terms with	C
4	Insolent	Something that is clear and apparent	D
5	Conviction	Something is added to something else to improve it	E
6	Resigned	To feel worried about something	F
7	Complementing	Belief	G
8	Obvious	To feel strongly annoyed by something or someone	H
9	Triumphantly	An advanced group of beings sharing in their culture	I
10	Rehearsal	Rude or impolite	J



Chapters Three to Five

1. Circle **B** if the statement is from BRUNO's perspective or circle **F** if it is FATHER's perspective on what they should think about their new home.

- F B a) Father knows best.
 F B b) This is their new home, a home is where family is.
 F B c) Does not want to accept his new home.
 F B d) He misses his friends.
 F B e) Father must have done something wrong for them to be sent here.
 F B f) They are in their new home because father is important.
 F B g) Settle into their new home and be good.
 F B h) No other houses, no vendors.
 F B i) When can they return to Berlin?

2. Fill in each blank with the correct word(s) from the chapters.

- a) It was a constant _____ to him that he wasn't as tall as any of the other boys in his class.
- b) 'The other children,' said Gretel, 'You said they don't look at all _____.'
- c) Instead the ground was made of a _____ substance, and as far as she could make out there was nothing but low huts and large square buildings dotted around and one or two _____ in the distance.
- d) Some were formed into a sort of _____ and pushing wheelbarrows from one side of the camp to the other.
- e) 'I remember when I was a child,' said Father, 'there were certain things that I didn't want to do, but when my father said that it would be better for _____ if I did them, I just put my best foot forward and got on with them.'



Chapters Three to Five

Answer each question with a complete sentence.

1. Why does Bruno complain about Gretel's nasty habit of spending too much time in the bathroom?

2. What does Bruno think that Gretel's dolls will do if he explores her room?

3. For once, Gretel agrees with Bruno. What does she agree with him about?

4. What do Gretel and Bruno see from his bedroom window?

5. What did Gretel learn in geography and how does she use this information to give meaning to what they see outside Bruno's window?

6. The people that Bruno and Gretel can see are all wearing striped pajamas. Who do you think these people are and what are their circumstances?



Journaling Prompt

The story is told from Bruno's point of view. Write about the advantages and disadvantages of telling the story told from a nine-year-old boy's perspective.



Chapters 1 to 2

Map Bruno's Homes

Draw a picture of Bruno's home and map of his neighborhood in Berlin. Be sure to include a five-floored house, other surrounding streets with large homes, shops with bright store fronts, fruit and vegetable stalls, and a school. Then, draw another picture of Bruno's new home and a map of the area surrounding his new home. Be sure to include a three-floored house that stands on its own in an empty desolate place, a huge wire fence higher than the house with enormous bales of barbed wire tangled in spirals, a forest, a storage shed at the back of the main house, an outdoor garden, pavement with a wooden bench turned toward the house, and the camp and gas chamber.



Chapter 8

Newspaper Announcement

Create a Newspaper Announcement that details the Fury's promotion of Father to Commandant. Follow this up with an article detailing the events. Be sure to include at least two supporting interviews with key members involved in the promotion.

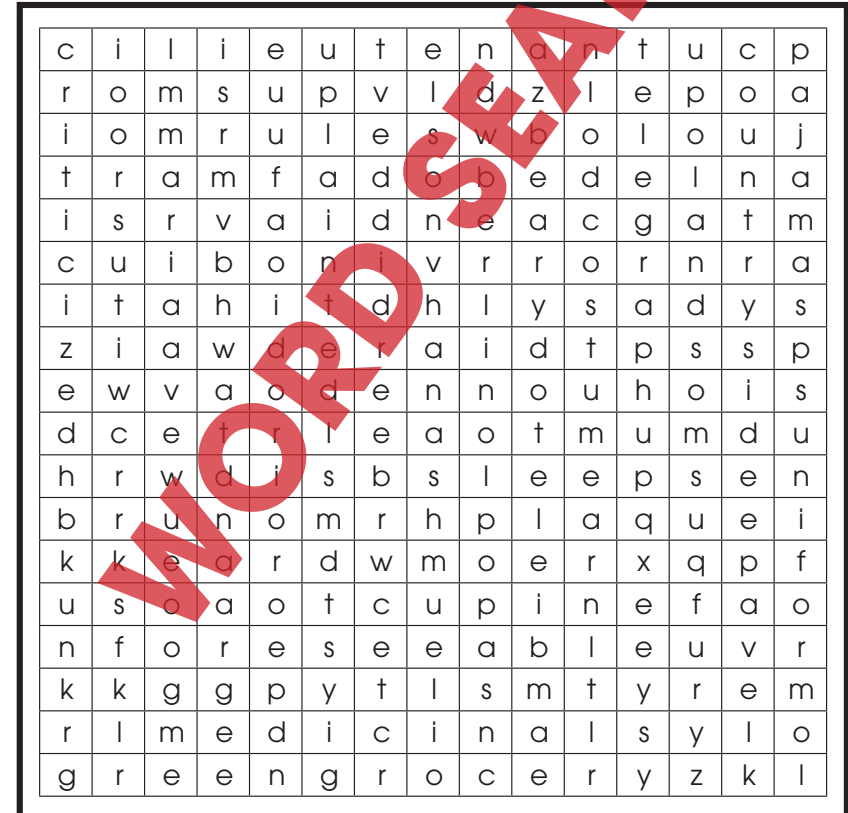
As a bonus activity, lay out your announcement and article on the front page of your newspaper. Include other related stories to fill in the space. Include a date, issue number, and other relevant information you would normally find on the front page of a newspaper.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

armbands	countryside	Lieutenant	plaque
Berlin	criticized	Maria	Poland
bread	foreseeable	medicinal	rules
Bruno	Fury	pajamas	senile
Commandant	greengrocer	Pavel	Shmuel
costume	tyre	uniform	window
telegraph			



Comprehension Quiz

Answer each question in a complete sentence.

- What two concerns does Bruno have when he finds out that he is moving?

- What is Gretel's reaction to seeing the high fence with bales of barbed wire tangled in spirals?

- Why does Bruno feel so uncomfortable when Gretel is rude to Maria?

- What is Bruno's reaction when Lieutenant Kotler says that he made many swings himself when he was a child?

- Why does Bruno's mother suggest that if the Commandant asks, they should lie and say that she cleaned Bruno up?

- Why does Grandmother storm out of the house and slam the door behind her?

- What are Bruno's initial observations about Shmuel?



SUBTOTAL: /14

Newspaper Article

Write a Newspaper Article about the disappearance of the Commandant's son. Create a headline and a byline. Write a lead paragraph including who, what, when, where, and why. Write a two-sentence paragraph elaborating on the events leading up to his disappearance. Include a witness statement from his father and a witness statement from one of the Nazi soldiers in the camp. Write a two-sentence paragraph that comments on what will happen to the remaining prisoners.

Headline: _____
Byline: _____

Lead paragraph: (who, what, when, where, and why)

Paragraph elaborating on events:

Father's witness statement:

Soldier's witness statement:

Comment on the future of the prisoners:

NAME: _____

After You Read 



Chapter Six

Answer each question with a complete sentence.

1. What significant lesson does Bruno learn from his conversation with Maria?

2. What experiences does Bruno think that he shares with Maria?

3. What did Bruno's dad do when Maria's mother was hospitalized?

4. What does Gretel's attitude toward the maid say about Gretel?

5. What is Bruno's response to his sister's attitude toward the maid?



Write a diary entry about a time when you thought that your parents were making a terrible mistake, and share how their decision affected you. Put yourself into your parent's shoes. How would you have handled the issue differently? How might you resolve it?

1.

For the first time, Bruno realizes that Maria is a person with a life and history all her own.

2.

She must have thoughts in her head, things she missed, friends she wanted to see, and she cried herself to sleep every night since she got there.

3.

Paid her mother's hospital bill, took Maria into his household, and paid for her funeral. He held back and of wool to sell so he could feed his sickly child.

4.

Gretel's demanding attitude demonstrates that she thinks that she is better than Maria and that Maria is there to satisfy her whims.

5.

Bruno insists that Maria is not there to do things that they can do for themselves and he thinks about apologizing to Maria.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. b

2. a

3. c

4. c

5. b

1.

- a) M
- b) B
- c) B
- d) B
- e) M
- f) M
- g) B
- h) M
- i) B

2.

- a) C

- b) A

- c) B

1.

"You shouldn't laugh." "You have no idea what he's been through."

2.

He creates a rope and tyre swing.

3.

He came in and out of his house as if he owned the place; the atmosphere around him made Bruno feel very cold; his arms were surprisingly tanned and he had the kind of muscles that Bruno wished he had himself; he looked smart; he wore a uniform; his black boots sparkled with polish; he had yellow-blond hair that was parted at the side, and wore cologne.

4.

He lost his grip on the tyre, slipped and fell downwards, one foot still inside the rim while he landed face down on the ground. Pavel carries him across the lawn towards the house, settles him in the kitchen and bandages his knee.

EASY MARKING ANSWER KEY

The Boy in the Striped Pajamas

- **SRSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.