

Lesson plan: The Boy in the Striped Pyjamas**Age of students: 15/16****Lessons: 8 x 45min, 1 x 90min**

Time	Phase	Aims / content: "WHAT" – "Why this"	Procedure/ Method: "HOW" – "why like this"	Materials / Media required
2'	Lesson 1 Introducing the novel	Judging from the cover: what might the book be about?	Students look at the cover and guess what the book might be about. The teacher gathers ideas.	Book
3'	Teacher Input	Introduction of the author, date of publication, historical setting of the book.	The author, date of publication and the historical setting of the book are introduced briefly.	
20'	Groupwork	Pre-reading exercise: The aims of this exercise is to give students a background on the social/lived reality of the Holocaust using pictures of Germans and Jews that illustrate how each group of people lived. This exercise draws a link to the Germans' "ignorance" about their treatment of the Jews, which is an underlying theme in the book.	Students receive in groups a pair of pictures depicting either side. They are meant to answer the following questions matching their pictures: 1. What was life like in Germany for the Jews during Hitler's rule? 2. What was life like in Germany for the Germans under Hitler's rule?	Pictures, blackboard
	Whole class	(Depending on the class' pre-knowledge a historical background in the form of a short text and discussion might be necessary.)	The teacher collects answers and writes them down. Answers should be based on the evidence from the pictures. The teacher then inquires how they think the Germans could have let this situation progress the way it did. Answers are collected and noted. Later, these exercises will help the students explain why Bruno does not take note of the cruelty that takes place in front of his eyes.	

20'	Chapter 1 Protagonist, characters, setting, narrator.	After having introduced the historical and social context of the novel, chapter one will be read out aloud by students.	- On the first handout students will draw a mind map (as we are reading) of Bruno in the middle and all the people that are mentioned as part of his life. - A few more content-based questions are answered. - Who is the narrator? - What is the language like?	book
	Homework: Chapters 2-4	Students read chapters 2-4 and do the handouts		
35'	Lesson 2 Discussion of handouts 2-4	Topics: The new house and its name: Out-With ("Auschwitz", out with whom?) The father's job The relationship between the siblings	Handouts for chapter 2-4 are discussed in class. In chapter 4 students are asked to draw what Bruno and Gretel see from his window: the people living on the other side of the fence. Students can show their pictures and explain which parts of the scenery they illustrated. The class shall also discuss whether Gretel and Bruno realize what conditions these people are living in, whether they are happy and that there is a difference between the soldiers and the people in the striped pyjamas.	Handouts 2-4
10'	Reading	Start reading chapter 5		Book
	Homework	Students read chapters 5-7 and do handouts 5-7		
35'	Lesson 3 Discussion of handouts 5-7	Topics: Appearance, perception of characters, flashback The Fury - "flashback" The father from Bruno's and Maria's perspective Pavel: doctor or not?	Students shall make suggestions who the Fury could be based on how people behave around him. Father is described from Bruno's and well as Maria's perspective as a protective, strong and noble man. Why is that? Bruno injures himself and Pavel nurses him. Based on the behavior and what he says, Pavel seems to have been a doctor earlier in life, but Bruno can't quite believe it, because	Handouts 5-7

10'	Reading	Start reading chapter 8	he's obviously working s a servant in their house. What do students think about it?	Book
	Homework	Reading chapters 8-11 and handouts 8-11		
10'	Lesson 4 Discussion handouts 8-11	Topics: Grandmother's opinion, the teacher, introduction of Shmuel		
	Discussion	Grandma writes a letter to Bruno	Students come to learn what Grandmother thinks of the Fury and are asked to write a fictitious letter to Bruno in which she tells him what she thinks about Out-With and the Fury. Some of the letters shall be read in class and different views on what her opinion could be will be collected.	Handouts 8-11
5'	Discussion	The new teacher	Discuss the corresponding question of the handout in class.	
10'	Discussion	Introducing Shmuel	Discussion of handout 10 in class.	
10'	Reading	Reading chapter 12 in class.		
	Homework	Answer the questions on handout 12 and read chapters 13-15 (134-175).	In order to reduce the workload, there will be 4 groups: one expert group for each chapter. They read everything but only do the handout for their chapter.	
3'	Lesson 5 Discussion of handout 12	Topics: Shmuel, friendship, loyalty, betrayal, mood, foreshadowing		
		Shmuel	Go through the questions on handout 12 in class. Expert group 1 shares ideas, the other students can add ideas if they want.	Handout 12
5'	Pair work, then discussion in class	Friendship	The students are asked the following questions: Would you also be as patient with Bruno when he fails to understand just how bad conditions are in the camp? Should Shmuel have tried harder to correct his friend's outrageous statements?	

			<p>Students exchange their opinions in order to be prepared for the discussion in class.</p> <p>A few groups share their results. The teacher then draws attention to how special the friendship between the boys is: the totally different mindsets of the boys & Shmuel's patience.</p>	
3'	Discussion of handout 13	Preparation for the next part of the lesson.	Expert group 2 shares their ideas. Other students can add something if they want.	
5'	Teacher Input and discussion	Introduce the concept of foreshadowing.	The teacher hands out the handout "Foreshadowing" and explains it. The teacher asks the students to read the relevant passages in the book that foreshadow Kotler's affair with Bruno's mother and his departure afterwards in order to exemplify the concept.	Handout "Foreshadowing"
3'	Discussion of handout 14	Betrayal or a white lie?	Expert group 3 shares their ideas about the questions on the handout. They relate to the title of the chapter. The students will be able to deconstruct the title and its significance for the chapter after the discussion of the questions. Other students can add their ideas if they want. The teacher then asks the students whether this is betrayal or not. Try to make them use the word "white lie".	
5'	Discussion of handout 15	Betrayal, friendship, loyalty	The questions on handout 15 are discussed in class. Further questions to ask when discussing question 2: What is 'something'? Who is 'he'?	Handout 15
5'	Discussion		Further questions asked by the teacher: Why do you think Shmuel forgives Bruno so easily for betraying him and what does that suggest about Shmuel?	
	Transition		Transition: Why did Bruno lie to Kotler in the first place?	
6'	Teacher input & individual work	Introduction of the literary device "mood"	The teacher gives a definition of "mood".	Handout Mood

5'	Discussion in class	Discuss the results of the previous activity	Let the students read p. 173, where Kotler interrupts Bruno and Shmuel in the kitchen. Ask them the following questions before they start reading: What mood is set by the passage? Underline the words that help create this mood.	
5'	Reading	Start reading chapter 16	Students share their results in class. Teacher elaborates and connects the answers to the definition.	
	Homework	Read chapters 16-20 (176-215).	They read individually in order to come as far as possible.	Book
	Lesson 6:	Topics: guilty observers, punishment, ignorance, symbolism of grandmother's death, illusion vs. reality, equality of all human beings, foreshadowing, exploration		
5'	Discussion in class	Illusion vs. reality	Discussion of the following questions in class: A few weeks ago we discussed the differences of the two places Bruno has lived at in his life. What do they symbolize? Help students come to the realization that in Berlin, Bruno had lived a life in an illusion ("peace, love and happiness") and in Out-With he has to face the sad reality of the Holocaust, although he still does not completely understand the situation.	
5'	Discussion in class	Symbolism of Grandmother's death: collapse of the illusory world & surrender to the Nazis Guilty observers	Ask students the question: What does Grandmother's death symbolize? Ask the students: could grandmother have persuaded Father to stop doing what he was doing? Is she a guilty observer because she did not do anything about the things that were going on in Out-With?	
5'	Discussion of handout 16 in class	Equality of all human beings, social conditioning	First discuss the handout. Follow-up question: What are the consequences/impacts of Bruno's haircut? → Drawing attention to the similarities of the boys → The reason why Bruno is not recognized as an 'outsider' and therefore the reason for his death.	

5'	Discussion of handout 17 in class	Foreshadowing	<p>Discuss the title of the chapter in order to make sure the students understand why Bruno, his sister and his mother should return to Berlin.</p> <p>The students share their solutions. If they do not mention the touching of the boys' hands in a previous chapter, the teacher brings it up. (When the boys touch for the first time, their worlds are not separate anymore.)</p> <p>The teacher asks the following questions:</p> <p>Why is Shmuel unhappy when he shows up at the fence after being absent for two days? The students share their thoughts and the teacher completes if necessary.</p>	Handout 16
3'	Discussion in class	Transition: ask the students questions in preparation for the following discussion.	<p>First answer the questions on handouts 18 & 19 in preparation for the following questions:</p> <p>Is Bruno an explorer? Is exploration something bad? Does illusion motivate exploration?</p> <p>How could Bruno's death have been prevented?</p>	Handout 17
15'	Discussion of handout 18 & 19 and further questions Discussion of handout 20 No homework	<p>Reading comprehension</p> <p>Illusion vs. reality, exploration</p> <p>Reading comprehension</p> <p>Guilty observers, denial, withholding information, friendship, loyalty, punishment, guilty observers, ignorance</p>	<p>Further questions: Who are the guilty observers of the book? Was Bruno a guilty observer? Do you think Bruno's death is a punishment to one or more characters in the book? To whom and why?</p> <p>Discussion of Handout 20 in class</p>	Handout 18, 19

	Lesson 7 Discussion of the handout for session 7 in class	Topics: Innocence, friendship, narrator's perspective	The teacher discusses the handout for lesson 7 with the students.	Handout for session 7
	Lesson 8 (double lesson) Watching the movie No homework	Topic: The movie Comparison of books and their adaptations	The teacher puts the class into two groups: Group 1 needs to pay attention to similarities between the movie and the book. Group 2 needs to pay attention to differences. They are informed that they later have to share their observations in class.	Movie Handout "Movie"
2'	Lesson 9 Follow Up Discussion in class	Topics: Comparison of book and movie adaption, criticism, writer's intention, irony, message of the book Exchange opinions about the movie	The teacher asks the students what they thought about the movie. The students share their opinions	Handout "Movie"
10'	Groupwork	Exchange of observations in preparation for the class discussion; comparison of book and movie	The students get together with some of the other people of their group (see lesson 8) and discuss their observations.	
8'	Discussion in class	Collection of observations in class; comparison of book and movie	Each group presents their observations to the other group. The teacher writes them down in a diagram for everyone to copy. Further question: Is the movie an accurate adaptation of the book? Is it a success?	
3'	Teacher input	Criticism Criticism: "real" history, genre, writer's intention, impact on readers (dangers, responsibility of the author)	Explain to the students that neither the film nor the movie are historically accurate and name examples (e.g. fence, or why did Shmuel not just get out?). The teacher explains that the author is aware of that and that he wanted to keep it as a fable, wherefore the inaccuracies were left in the book.	
7'	Discussion		Ask the students:	

10'	Discussion	<p>Draw attention to the impact of this literary device and draw attention to one of the book's main messages/themes.</p> <p>Irony</p>	<p>What are the dangers of such a fable that contains fictional and nonfictional characters? What is the book about then, if not about the Holocaust?</p> <p>The students probably know irony already. The teacher therefore quickly gives the definition of irony and asks the students if the last paragraph of the book is ironic or not. How does it change the meaning? Does it raise awareness about present time issues?</p>	
5'	Conclusion No homework	<p>Who is the boy in the striped pyjamas?</p>	<p>The students have to look at the cover again. They are asked: Who is the boy in the striped pyjamas? Would they give the same title to the book?</p>	