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Day 2: Setting

*The Boy in the Striped Pajamas*

Chapters 3-4

SWBAT determine the setting of *The Boy in the Striped Pajamas* and analyze the impact of setting on the overall meaning of the novel by citing multiple pieces of textual evidence with 80% mastery on the exit ticket. (RL1, RL2, RL4)

**Key Points and Review**

We have learned that setting is the time, place, and social environment of a story.

* We make inferences from the text based on evidence to fill in gaps in knowledge.

Write down one conclusion that we reached yesterday about the setting of *The Boy in the Striped Pajamas* based on an inference: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Write down the textual evidence that led us to the above conclusion about the setting (you should write a direct quote from the text:

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Authors make careful choices when they decide where and when their story will take place to add to the overall meaning of the text.

* Authors choose certain places and time periods for a variety of reasons:
  + - To hold the attention and interest of the reader;
    - To make the text relatable to the everyday life of the reader; and/or
    - To communicate universal truths (life lessons).

Of the above reasons, which do you think best explain why the author of *The Boy in the Striped Pajamas* chooses to write a story set in the Holocaust? Why?

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**Thought-Provoking Discussion**

Consider the below quotations:

“The Jew is contrary to our being. He desecrated our people, spit on our ideals, paralyzed the strength of the nation, made our customs rotten, and polluted the morale.” –Joseph Goebbels, 1926

"A racist is one who despises someone because of his color, and an Alabama segregationist is one who conscientiously believes that it is in the best interest of Negro and white to have a separate education and social order." –George Wallace, 1964

What is similar about the above two quotations? What is different? How does this relate to the pyramid of hate?

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|  |  |  |  |
| --- | --- | --- | --- |
| **Word** | **Predicted definition before Reading** | **Definition based on context clues** | **The word used in a sentence** |
| Exasperate(tion) |  |  |  |
| Thud |  |  |  |
| Remark |  |  |  |
| Tend(ed) |  |  |  |
| Inscription |  |  |  |
| Suitable |  |  |  |
| Spade |  |  |  |

**Guided Questions:** Complete the following questions using complete, full sentences.

Chapter 3

1. Why did Bruno think they should have left Gretel in Berlin?
2. What is Gretel described as on a number of occasions?
3. Name one of Gretel’s nasty habits.
4. What did Bruno and Gretel agree on?
5. What is the name of the new house?
6. What did Bruno see outside of his window? Describe his reaction.

Chapter 4

1. How were Bruno and Gretel’s bedroom views different?
2. Why do you think that Bruno’s view/ observation of the people outside his window started off nicely?
3. How did this perception change? Why?
4. What did the people inside the fence live in?
5. What does Bruno’s father hate?

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Day 2: Setting

*The Boy in the Striped Pajamas*

**Exit Ticket**

Why does Boyne (the author of *The Boy in the Striped Pajamas*) choose to write a story that is set during the Holocaust? How does the setting add to the overall meaning of the text?

Your response should be written in complete sentence in a well-formed paragraph and include at least two pieces of direct textual (use the “ACE” method)! Use your setting chart as a guide.

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Day 2: Setting

*The Boy in the Striped Pajamas*

**Exit Ticket**

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