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

*The Boy in the Striped Pajamas*
Day 1: Theme

Chapters 5-6

SWBAT define theme and draw conclusions about the themes present in *The Boy in the Striped Pajamas* by completing guided reading questions and a “rhetorical ruler.” (RL1, RL2, RL3)

**Key Points**

The meaning behind a work of literature is the theme, the underlying message or central idea that the writer wants the reader to remember.

* Often, we can think of the theme as the life lesson that the author is trying to communicate.

Writers rarely state a work’s theme directly. More often, the theme is implied. We must analyze layers of clues to see what they are revealing about the theme:

* Title: the title may reflect a story’s subject or a significant idea.
* Plot and conflict: a story revolves around conflicts that are central to the theme.
* Important statements: the narrator or the characters may make statements that hint at the theme.
* Characters: characters can reflect theme by what they do or say.
* Setting: the setting can convey theme because of what it means to the characters and readers.
* Symbols: characters, conflicts, and settings can serve as symbols that support the theme.

Today, we will focus on identifying the themes present in *The Boy in the Striped Pajamas* by analyzing symbols. Symbols:

* Show up over and over again throughout the text;
* Have significance beyond their literal meaning; and
* Often help us understand theme.

To understand how symbolism helps us understand theme, we ask ourselves:

* What do the symbols represent?
* Why does the author reference the symbol consistently?
* How is the symbol related to the overallmeaning of the text?

Common theme pitfalls:

* The theme is not the subject of a work; it is what the work *means*. Love is a subject of topic. A theme is the writer’s insight or idea about love, best expressed in a sentence or two, such as “Love conquers all.”
* Therefore, a theme is almost *never* one or two words. It is also not specific to the text.
* Think about theme as a life lesson and you will avoid these common pitfalls

**Pre-Reading Activity& Recall**

Directions: For the below texts that we have read so far, recall the theme.

*The Hunger Games*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*The Lottery*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*The Story of an Hour*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Word** | **Predicted definition before Reading** | **Definition based on context clues** | **The word used in a sentence** |
| Lacquer |  |  |  |
| Customary |  |  |  |
| Splendor |  |  |  |
| Clamber |  |  |  |
| Insolent |  |  |  |
| Discard |  |  |  |
| Deliberate  |  |  |  |
| Despite |  |  |  |
| Peckish |  |  |  |
| Obliged |  |  |  |
| Incredulous |  |  |  |

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

Chapter 5:

1. Who does Mother wish never came to dinner and why?
2. The train the Bruno and his family boarded had very few people on it, but the other one was packed. Why did Bruno think that it was odd?
3. Describe Father’s office.
4. Why did Bruno think the Fury was punishing Father?

Chapter 6:

1. Why do you think Bruno has such a long conversation with Maria in this chapter, when he had never done so before? Describe the conversation.
2. Why do you think Maria is so thoughtful and careful with her answers to Bruno?

**Rhetorical Ruler**

Symbolism and Theme

**Directions**: As you encounter the symbol of *boundaries* (both figurative and literal) throughout chapters 5-6, describe the occurrence in the chapter, provide textual evidence, and analyze the occurrence in the rhetorical ruler below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Boundaries** | Occurrence 1 | Occurrence 2 | Occurrence 3 |  |
| Description in Chapters 5-6 |  |  |  |  |
| Textual Evidence |  |  |  | **Theme** |
| Analysis |  |  |  |  |

**Rhetorical Ruler**

Symbolism and Theme

**Directions**: As you encounter the symbol of *perspective* (way of regarding something—particular Bruno’s perspective) throughout chapters 5-6, describe the occurrence in the chapter, provide textual evidence, and analyze the occurrence in the rhetorical ruler below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Perspective** | Occurrence 1 | Occurrence 2 | Occurrence 3 |  |
| Description in Chapters 5-6 |  |  |  |  |
| Textual Evidence |  |  |  | **Theme** |
| Analysis |  |  |  |  |