

The Boy in the Striped Pajamas Movie Guide Questions:

Respond to the following questions during, or after, you watch the movie that goes along with your assigned reading. Answer these in your 70 page spiral notebook. Skip one page after your short answer responses and start there.

1. Describe at least three differences between the main characters of the novel and the movie— Elie and Bruno. Make sure to expand your answer fully.

2. Place yourself in the shoes of an award winning modern day film director, and choose a character from the novel and a real life actor/actress to play that character. Fully explain why you would choose this particular actor/actress including specific traits.

3. Night is an autobiography. Many readers consider the novel to be one of the clearest pictures of the atrocities the Nazis engineered. How does the film reinforce this idea “visually”? Be clear and expand your answer fully.

4. Explain how friendship is important in the movie. Even though everyone tells Bruno how “bad” Jews are, how does he justify his friendship? What are the ramifications of the friendship between Bruno and Shmuel if they were caught? Explain your answer fully.

5. Both the novel and film show how the innocence of childhood can end abruptly. Describe how this is true of the both the novel and the film.

6. Describe the relationship between Bruno and Gretel. Why does he seem so much younger than her? Be clear and expand your answer fully.

7. Consider how the film director ended the movie . How does that effect you—the viewer—rather than having his father save him? Explain your answer in detail.

8. What is the theme of the movie? What new insights and understandings does the film director want the viewer to gain after watching the film.

9. How do you think the events of the movie changed Bruno’s father? Predict his next actions if the movie was to continue.

10. What does the end of the movie symbolize? Why?

Night Short Answer Response:

After reading the novel, consider the following question. Write an 8-10 line response using short answer/ open ended format. Be sure to included embedded quotations and manipulate text as needed. Be thoughtful in your response.

1. Think about how the people of Sighet responded to Moishe the Beadle’s stories of Nazi atrocities. Why do the people refuse to believe him? Use evidence from the text to support your selection.
2. Describe how Elie (the narrator) changes from the beginning of the novel. Use evidence from the beginning of the story and the middle or end to support your answer.

First Day Expectations of School (2015-2016):

- Test on all assigned summer readings;
- Several reading response (open ended) questions;
- Test on *The Boy in the Striped Pajamas* movie;
- All Dialectical journals due (ALL WORK) to your Pre-AP English II teacher;
- Begin working on Night project (to be assigned on the first day of class)

YOU ARE EXPECTED TO HAVE ALL THE ASSIGNMENTS AND READINGS COMPLETED PRIOR TO THE FIRST DAY OF SCHOOL.

WARNING:

PRE-AP ENGLISH II TEACHERS RESERVE THE RIGHT TO ADMINISTER A FAILING GRADE FOR THE FIRST SIX WEEKS FOR ANY OR ALL ASSIGNMENTS THAT ARE NOT COMPLETED .

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P.S.J.A. ISD
Mandatory Summer Reading for
All Pre-AP
English II Students



2015-
2016
PSJA ISD

Introduction:

Welcome to PSJA Pre-Advanced Placement English II. The Pre-AP program is designed to give students a rigorous academic program with the opportunity to prepare for AP and AP/DC classes their junior and senior year in order to get college credit before graduation from high school. To assist students with reading skills and build background knowledge, summer reading has been selected for all Pre-AP English II students for the 2015-2016 school year.

What you need:

- *A composition book, *The novel
- *The movie

The following is the only one (1) book required for reading:

Night by Elie Wiesel
(ISBN #9780374500016 or 9780374534752)

To enhance reading, a movie is also required:

The Boy in the Striped Pajamas

Schools will be purchasing copies of the book for students. There are also online copies of the book available for free.

Assignments:

Activity 1) Dialectical Journals

10th Grade: Must complete **25** dialectical journal entries. Students must keep a dialectical journal for summer reading as evidence of critical thinking and proof it was actually read. This journal is due the first day of school, and will be the first major grade for the 1st six weeks of school.

Activity 2) Short Answer Response Questions

After you finish your 25 journal entries, skip another page in your composition book and write a response to the questions that apply to the book assigned. Remember to use TEXT EVIDENCE. After you complete your dialectical journal in your spiral skip one page and answer your short answer questions on this page.

Activity 3) Movie -

Watch a film that accompanies your summer reading.

10th Grade: *The Boy in the Striped Pajamas*

Activity 4) 10 Movie Guide Questions

After you complete your short answer response questions in your composition book, skip one page and answer your Movie Guide Questions on this page

Literary Elements Dialectical Journal

Draw a line down the middle of the paper, making two columns. The **left column** is used for direct quotes. The **right column** is used to identify the element and provide an analysis.

Literary Elements Journal:

Plot: is the sequence of events or actions in a short story, novel, play or narrative poem.

Conflict: is a term that describes the tension between opposing forces in a work of literature and is essential element of plot. (Problem in story)

Irony (3 types)

-**Dramatic:** when an audience or other characters understand or know something another character doesn't

-**Situational:** when a situation turns out differently from what one would normally expect.

-**Verbal:** when a speaker or narrator says one thing while meaning the opposite.

Characterization: the act of creating or developing a character (character traits directly made directly or traits that are revealed through dialogue, feelings or thoughts of a character).

| Evidence (quotation or detail and context) | Literary Element-Commentary |
|--|---|
| Quote: pg. 57 "Prometheus was not satisfied. All that night he lay awake making plans." | Internal Conflict: Prometheus was really struggling with the fact that man was suffering on earth and he had a burning desire to help him but knew it was forbidden by Zeus. |

Reaction Dialectical Journal:

Draw a line down the middle of the paper, making two columns. The **left column** is used for direct quotes.

For example, you might record a quote that: (direct sentence from the story):

- *Passages that remind you of your own life or something you've seen before
- *A passage that makes you realize something you hadn't seen before
- *A passage with examples of patterns: recurring images, ideas, colors, symbols or motifs.
- *Passages with confusing language or unfamiliar vocabulary
- *Passages that you find surprising or confusing
- *The **right column** is used for commenting on the left column notes (ideas/ insights, questions, reflections, and comments on each passage).

If you choose, you can label your responses using the following codes:

- (Q) Question** – ask about something in the passage that is unclear
- (C) Connect** – make a connection to your life, the world, or another text
- (P) Predict** – anticipate what will occur based on what's in the passage
- (CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
- (R) Reflect** – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate** – make a judgment about the character(s), their actions, or what the author is trying to say

Student Model—"A Rose for Emily" by W. Faulkner

| Quote | Analysis |
|--|---|
| Pg. 4 "When Miss Emily died, the men went through a sort of respectful affection for a fallen monument... the women mostly out of curiosity to see the inside of her house" (p 24) | (R) You can tell a lot about how the town felt about Emily by this one sentence—"the men... affection for a fallen monument." You don't feel anything personal for a monument, maybe respect, pride, etc., but no personal feelings. Maybe this means the men never got close. They never new her, so they pay their respects as if for an objects faraway. The women... another story. Did they even like her? To see her house? Are they a bunch of snobby stuck-up women? |
| Pg. 2 "Miss Emily had been a tradition, a duty, a care, a sort of hereditary obligation upon the town" (25) | (Q) "tradition"—Was she respected? "a duty"—Why? "a care"—Meaning people loved her? "obligation"—Why? Maybe the town didn't quite love her after all. |
| "Pg. 3...a small, fat woman in black...she looked bloated... that pallid hue. Her eyes looked like small pieces of dough" (p 25) | (E) Ugh! Not at all like the women I imagined. I thought her to be beautiful, graceful feminine—not a deadly ghost. She must have died inside a long time ago. |