

NAME: \_\_\_\_\_



# Activity One



## Literary Devices

Authors use literary devices to deepen the understanding of the story for the reader. Read the literary device definitions. Then, find an example from the novel that uses each of the literary devices. From there, describe the meaning this literary device gives to the novel. Write your answers down in the space provided in the chart.

**Simile**—a comparison using like or as

**Repetition**—repeating words or phrases to add emphasis

**Alliteration**—repeating consonants

**Allusion**—reference to a historical person, place or event or other text

**Idiom**—a saying common to the day

Literary Device	Example from the Novel	Meaning to the Novel
Simile		
Repetition		
Alliteration		
Allusion		
Idiom		

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# Activity Two

## Flashbacks



Boyer uses the literary device of flashbacks (reference to any early time that provides meaning to the present time) to compare Bruno's life before he lives at Out-With to his life after he moves. Choose three flashbacks and write about how Bruno uses his past experiences to interpret his current circumstances.

Flashback 1: \_\_\_\_\_

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How Bruno uses this experience to interpret his current circumstance:

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Flashback 2: \_\_\_\_\_

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How Bruno uses this experience to interpret his current circumstance:

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Flashback 3: \_\_\_\_\_

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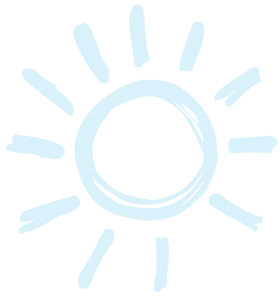
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How Bruno uses this experience to interpret his current circumstance:

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# Activity Three



## Repetition

Repetition:

In *The Boy in the Striped Pajamas*, Boyne uses the literary device of repetition to repeat several phrases said by Bruno. Consider each of the repeated phrases and state what meaning they add to the text.

“Even the things he’d hidden at the back that belonged to him and were nobody else’s business.”

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“His (Bruno’s) mouth made the shape of an O.”

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“Out of Bounds At All Times And No Exceptions.”

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“Hopeless Case”

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“foreseeable future”

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“Life on the other side of the fence.”

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# Activity Four



## The Other Side of the Fence

Life on Bruno's side of the fence is clearly depicted by Bruno, albeit from his nine year old point of view. Bruno makes many assumptions about what life is like for Shmuel on his side of the fence, but it is not until he visits the other side of the fence that he gets a glimpse of what life was really like. Write an interview in which you question Shmuel about what his life is really like for him on his side of the fence.

Question _____ _____	Question _____ _____
Answer _____ _____	Answer _____ _____
Question _____ _____	Question _____ _____
Answer _____ _____	Answer _____ _____
Question _____ _____	Question _____ _____
Answer _____ _____	Answer _____ _____

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# Activity Five



## Research and Write a Newspaper Article

Conduct some research on the liberation of Auschwitz and write a newspaper article that describes what the soldiers found at Auschwitz once the war was over.

Headline: \_\_\_\_\_

Byline: \_\_\_\_\_

Write a Lead paragraph including who, what, when, where, and why.

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Write a two sentence paragraph elaborating on the conditions that the Soviet soldiers found when they liberated Auschwitz.

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Include a witness statement of one of the prisoners.

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Include a witness statement of one of the Soviet soldiers.

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Write a two sentence paragraph that comments on what will happen to the remaining prisoners.

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Write a two sentence paragraph that comments on what will happen to the Nazi criminals.

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# Activity Six

## Dramatic Irony

Dramatic Irony: When a character is ignorant of the knowledge of the other characters or the reader.

Boyne uses the literary device of dramatic irony to demonstrate Bruno's childhood ignorance about his Father's role as Commandant, Shmuel's life on the other side of the fence and ultimately his journey to the gas chamber. Write about these and other examples of dramatic irony from the text.

A large rectangular area with a light blue wavy border, containing ten horizontal lines for writing.