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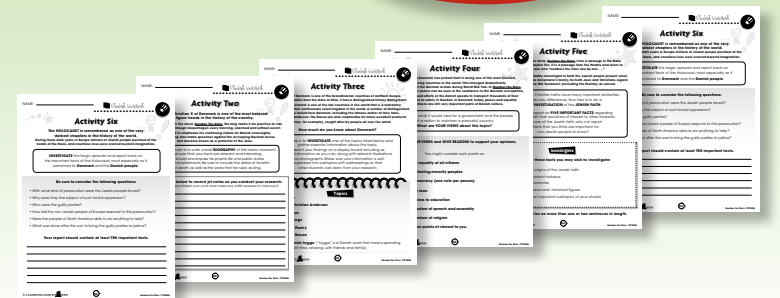
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Lois Lowry

Lowry claims that all of her novels deal with the same general theme: the importance of human connections.

Lois Lowry was born March 20, 1937 in Hawaii to a military family that moved around a great deal. After leaving Brown University to marry, she moved to Maine where she raised four children. Lois later returned to college and graduated from the University of Southern Maine. In the 1970's, Lois fulfilled a childhood dream by beginning an extremely successful writing career.



Lois Lowry has written over 30 books for young readers and has won the prestigious Newbery Medal on two occasions. Topics of her novels are varied and fascinating, including the holocaust, cancer, futuristic societies and mental illness. Her writing is characterized by realistic characters and exciting plots. Three of her most successful and popular books are the futuristic trilogy, *The Giver*, *Gathering Blue*, and *Messenger*. Lowry claims that all of her novels deal with the same general theme: the importance of human connections.

crash. One of her daughters became disabled as a result of a disease of the central nervous system. It is partially these terribly difficult life experiences that have enabled Lois to bring the characters of her stories to life so sensitively and realistically.

Today Lois lives in Cambridge, Massachusetts and enjoys hobbies that include gardening, photography and knitting.

Lowry's life has seen its share of tragedy. She lost a sister to cancer and a son in an airplane

Did You Know?

- **Number the Stars** was the winner of the coveted Newbery Medal (1989)
- Lowry's novel, **The Giver**, also won the Newbery Medal (1993)
- Among other places, Lowry has lived in Pennsylvania, Massachusetts, New York City and Japan



Chapters Five and Six

Answer the question in complete sentences.

1. Imagine that you were stranded in the wilderness without a weapon. Think of two or three ways you would get enough food to survive.

Vocabulary

Word List:

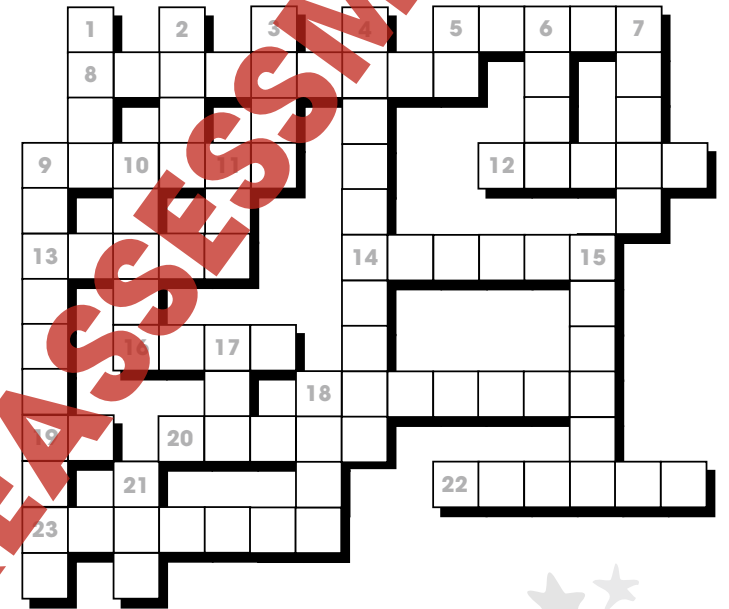
sped	Germans	stalk
Kirsti	win	David
uniform	suspicious	Rosen
Henrik	germ	Ellen
veil	Nazi	zoo
seldom	Lise	in
trim	Jewish	DS
oak	Danes	learn
imperious	Copenhagen	

Down

- Annemarie's oldest sister
- Hurried
- Cut one's hair
- Capital of Denmark
- Abbreviation for Dal segno in music
- Part of a bride's trousseau
- The people of Denmark
- Distrust
- Gain knowledge
- Type of tree that bears acorns
- Annemarie's younger sister
- Place for animals
- A microorganism
- Opposite of lose

Across

- Star of _____
- Overbearing
- Hardly ever
- Annemarie's friend
- Part of a plant
- Annemarie's uncle
- German political party
- People who invaded Denmark
- Opposite of out
- Ellen's last name
- The Rosens were _____
- A soldier wears this



Chapters Five and Six

Part A

1. Complete the paragraph by filling in each blank with the correct word from the chapters.

Ellen was a talented actress who played the roll of the _____ at school. Annemarie suggested to Ellen that she practice saying, "I am _____ Johansen". Ellen always wore a _____ or David chain around her neck. The first night that Ellen stayed with the Johansens, two German _____ banged on their apartment door. Before the Germans barged into the girls' bedroom, Annemarie insisted that Ellen remove her _____, which Annemarie hid in her _____. Mr. Johansen showed the Germans _____ of his three daughters. The next day they decided it would be safer to take the girls to stay with Uncle _____. He was a _____ who lived in the country. When making the arrangements with Annemarie's uncle, her father spoke to him in _____. On the train a German soldier tried to trick the Johansens by asking if they were visiting Gilleleje to celebrate the _____. Annemarie's uncle's house was in a clearing beyond the _____.

2. Which answer best describes...

a) Ellen?

- A serious
 B chatty
 C silly
 D mean

c) Annemarie's parents?

- A selfish
 B courageous
 C rude
 D silly

b) Mama's response to the soldiers' rudeness?

- A joked a lot
 B cheerfulness
 C resentment
 D cried her eyes out

d) Mr. Johansen's code word for Ellen?

- A dynamite
 B herring
 C cigarettes
 D gasoline



Chapters Five and Six

Part B

Answer the questions in complete sentences.

- What do you think gave Annemarie the idea at the beginning of Chapter Five that Ellen should call herself Lise Johansen and not Ellen Johansen?

- These two chapters feature a couple of examples of **personification** (writing about inanimate objects or animals as if they were a person). One example is found in Chapter Six: "**seagulls soared and cried out as if they were mourning**". Find another example in Chapter Five when Ellen and Annemarie are discussing Lise's death.

- With another student, discuss Annemarie's statement about her father: "**he always keeps his promises**". Do you think it is possible to always keep your promises? Explain your answer.

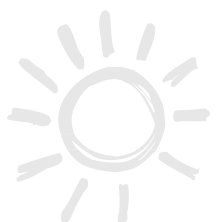
- Why did Annemarie think it wasn't a good idea that Ellen be wearing her Star of David when the soldiers came into their bedroom?

- In Chapter Five Annemarie compares the soldiers who came into their home with the two soldiers they would sometimes meet on the street. How were they different?



Journal Activity

Traveling to an unfamiliar place can sometimes be quite upsetting. Write a brief account of a time in your life when you traveled somewhere new and unfamiliar. Describe how you felt and why you think you felt that way.



Chapters 14 to 15

Hans Christian Anderson is probably the world's most famous writer of fairy tales. His tales include **The Ugly Duckling, The Little Mermaid, The Princess and the Pea, and Thumbelina.**

Investigate more of his many fairy tales, and then choose one for this assignment.

Write an imaginary news report describing the events of the fairy tale. Be sure to make it as dramatic as possible. You may also wish to leave the listeners with a cliffhanger ending for dramatic effect.



Chapters 16 to Afterword

Your assignment is to compose five questions for the game, Jeopardy, using information you learned from reading Number the Stars. The questions can be from any part of the novel. The difficulty of each question should reflect its worth (for example, the \$100 question should be quite easy to answer, whereas the \$500 question should be quite difficult).

\$100 Question	<input type="text"/>	Answer	<input type="text"/>
\$200 Question	<input type="text"/>	Answer	<input type="text"/>
\$300 Question	<input type="text"/>	Answer	<input type="text"/>
\$400 Question	<input type="text"/>	Answer	<input type="text"/>
\$500 Question	<input type="text"/>	Answer	<input type="text"/>



Word Search

Find all of the words in the word search. Words may be horizontal, vertical, or diagonal. A few may even be backwards. Look carefully!

- | | | | |
|--------------|------------|--------------|-----------|
| errand | curfew | ancient | talented |
| imagination | frightened | interrupt | civilized |
| Jerusalem | integrity | prejudice | sabotage |
| conversation | confident | congregation | urgent |
| contempt | Copenhagen | extinguish | rabbi |
| synagogue | resistance | sprawling | military |
| gnarled | cigarettes | Jewish | gesturing |

a	n	c	i	e	n	t	o	p	j	e	r	u	s	a	l	e	m
a	c	j	d	m	c	o	n	t	e	m	p	t	y	i	z	x	r
b	o	e	r	r	a	n	d	e	c	u	g	n	z	l	t	a	
c	n	t	u	g	n	g	m	i	l	i	t	a	r	y	d	i	b
p	g	h	z	y	t	l	i	n	t	e	r	r	u	p	t	n	b
e	r	e	s	i	s	t	a	n	c	e	j	g	o	g	i	g	e
f	e	e	c	o	p	e	n	h	a	g	e	n	a	b	c	u	r
s	g	o	j	g	r	c	m	s	e	t	t	e	r	a	g	i	c
y	a	w	e	u	g	h	t	s	u	r	i	h	i	s	u	s	u
n	t	b	b	e	d	r	a	b	b	i	s	o	u	j	e	h	r
e	i	n	o	z	y	i	j	t	i	o	n	n	o	n	u	f	
q	o	a	v	t	z	y	c	m	w	g	t	n	e	g	r	u	e
g	n	o	i	t	a	s	r	e	v	n	o	c	o	i	m	c	w
m	b	b	o	a	w	g	j	x	t	a	j	d	q	n	t	d	t
m	s	b	n	l	s	u	e	a	g	d	e	h	u	t	r	e	h
s	m	q	b	e	p	m	a	c	o	n	f	i	d	e	n	t	o
l	s	j	u	n	r	l	e	a	e	d	i	o	s	g	p	i	l
i	t	u	v	r	a	m	e	t	j	e	t	r	g	r	e	o	o
t	r	u	s	e	w	o	h	t	h	l	o	h	u	i	d	n	g
h	i	j	l	d	l	g	l	l	a	r	n	o	b	t	p	m	i
c	i	v	i	l	i	z	e	d	z	a	g	b	z	y	s	l	c
r	o	m	c	r	n	s	q	s	y	n	a	g	o	g	u	e	a
c	w	h	f	o	g	e	r	i	n	g	e	n	a	m	t	m	g



Comprehension Quiz

Answer the questions in complete sentences.

- What was the name of Denmark's famous writer of fairy tales?

- What was the name of Denmark's King?

- How had Lise Johansen been killed?

- What had the Danes done with their own naval fleet when the Germans invaded their country?

- What role was Ellen called upon to play when she came to live with the Johansens? Why?

- What was there about the gold chain worn by Ellen that was dangerous to her and her family?

- Where did Mrs. Johansen take Ellen and her girls so they might be safe?



SUBTOTAL: /14

Flow Chart

CHOOSE ONE OF THE FOLLOWING TOPICS FROM THE NOVEL:

- Smuggling Ellen and her family safely to Sweden
- A topic of your choice

TOPIC

First Event

Second Event

Third Event

Fourth Event

Last Event

NAME: _____

After You Read 



Chapters Seven and Eight

Part B

Answer the questions in complete sentences.

1. What did Ellen find different between the sea at the Copenhagen harbor and the sea where Uncle Henrik lived?

2. Why did Henrik dock his fishing boat in town instead of at his farm?

3. Why did Annemarie's mother want them to stay away from people while they were at the farm?

4. Why do you think the author does not introduce us to Uncle Henrik in Chapter Seven?

5. Invading armies often rely on scavenging the local population. Explain how this was true of the German army in this story.

6. Supposing that Uncle Henrik is once again speaking in code, what do you think he meant by the phrase, "Tomorrow will be a day for fishing"?

Journal Activity

From what you have read thus far, express your feelings regarding some the hardships of war as experienced by the two families of this novel. Give as much detail as possible.

1.

It was vast and wide-open

2.

They unloaded the fish there

3.

To avoid attention from the Germans

4.

Possible answer: suspense

5.

Answers will vary (i.e. they stole the Danes' food)

6.

Answers will vary

25

1.

Answers will vary

2.

Answers will vary

Vocabulary

1. deftly

2. alertly

3. urgent

4. reluctantly

5. recurring

6. condescending

7. extinguish

26

1.

a) T

b) F

c) F

d) T

e) T

f) F

2.

a) 4

b) 2

c) 6

d) 5

e) 1

f) 3

27

1.

Answers will vary

2.

a) Answers will vary

b) Answers will vary

3.

To protect her and the families being smuggled out of Denmark

4.

Answers will vary

5.

By not telling her everything

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GRAPHIC ORGANIZERS

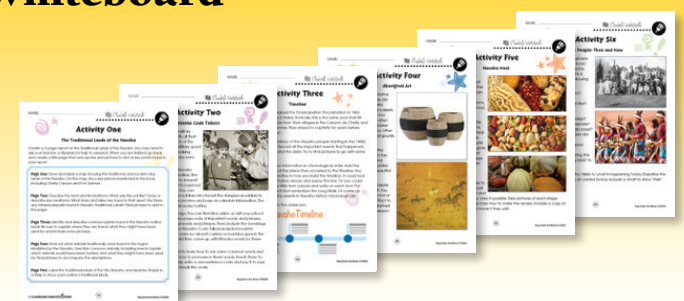
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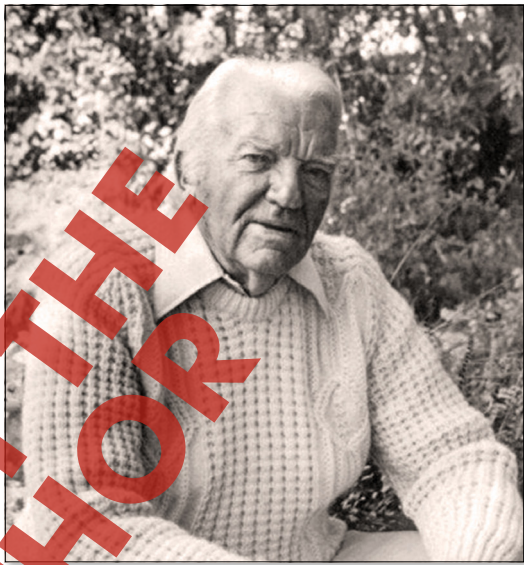
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Scott O'Dell

Scott O'Dell was born May 23, 1898 in Los Angeles, California. His real name was O'Dell Gabriel Scott, but a clerical error switched his name around to Scott O'Dell. He liked the sound of his new name, so he had it legally changed.



O'Dell had many jobs in his long life: soldier, farmer, script-reader, set-builder, and camera man for Paramount studios. He worked on many big films from the 1920s, and often spoke of his one claim-to-fame in the film industry: his hands were used for a scene in "The Sheik" with Rudolph Valentino.

He was the author of many adult books, which often developed from his interest in strong and unique individuals. He wrote historical fiction to bring to life the interesting people he had researched. While researching for his books, he and his wife would travel to the locations. Much of Scott O'Dell's writing shows a clear narrative style. Common themes include the human spirit's triumph over adversity, the strength of women, and the struggle for justice. Scott O'Dell said in an interview in 1984 with Conrad Wesselhoef: "The only reason I write is to say something I've forsaken adults because they're not going to change, though they may try awfully hard. But children can and do change."

• Scott O'Dell served in the Army in World War I, then the Air Force and Coast Guard Auxiliary in World War II.

Did You Know?

- Scott O'Dell had originally written the novel *Island of the Blue Dolphins* as an adult book, but his publisher recognized the book's value for young people, and Scott O'Dell's career as a children's author was born.
- His final novel, *Thunder Rolling in the Mountains*, was finished by his wife Elizabeth Hall after Scott O'Dell died in 1989.



Chapters Ten to Eleven

Answer the question in a complete sentence.

1. What precautions were in place to keep Bright Morning from running away?

2. We don't hear Running Bird's or Nehana's story. What do you think their experience was like?

Vocabulary

Complete each sentence with a word from the list.

a draw	dusk	leagues	ravine
crest	lances	neigh	ridge
			scornfully

1. She crept out in the _____ when the sun dipped below the horizon.
2. He practices throwing _____ to be a good warrior and hunter.
3. They looked at her _____, the anger flashing in their eyes.
4. Bright Morning crept to the _____ of the hill, and peaked over to watch for the trackers.
5. They traveled many _____, 'til their horses were weary.
6. There was a high rock _____ that they could hide behind while they rode away.
7. They heard the horse _____ and knew the trackers were closing in.
8. _____ is a landform formed by two parallel ridges with low ground in between.
9. The girls climbed out of the _____ in case the rain caused a flash flood.



Chapters Ten to Eleven

1. Fill in each blank with the correct word(s) from these Chapters.

- a) The three girls climbed on their stolen pinto horses and headed down towards a small pine _____.
- b) The Wood Cutter says that he will lie and tell the trackers that they went the other way, in exchange for a _____.
- c) The girls rode the horses in the _____ to hide their tracks.
- d) The 3 girls headed _____ because their followers would expect them to go the other direction, straight to their homes.
- e) In all, Bright Morning had been captured for about _____ weeks.
- f) At _____, the trackers reached the place beside the stream where Nehana had slept.
- g) Bright Morning was woken up by _____.
- h) Two people came out of the shadows: _____ and his friend Mando.
- i) Tall Boy had two weapons: a lance and _____.
- j) The Spaniard dropped from his saddle and took a _____ from the holster.
- k) Tall Boy and Mando gave a great _____, causing the Spaniard's horse to leap sideways.
- l) Bright Morning rode ahead to get the _____.

2. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T **F** a) Nehana wanted the horses for revenge, and because the bit and bridle were made of silver and turquoise.
- T **F** b) They rode at night, so they had to go slowly.
- T **F** c) Once they got out of the river, Bright Morning led them back north toward the canyon de Chelly.
- T **F** d) The Spanish slavers said that they wanted the girl's horses, which were stolen.
- T **F** e) The leader of the Spanish Slavers was killed by Tall Boy.



Chapters Ten to Eleven

Answer each question with a complete sentence.

1. What do you think were the intentions of the Wood Cutter? What evidence do you base your opinion on?

2. Look back at the dialogue among the girls shortly after running away. Why do you think Nehana wanted to help the other two girls run away?

3. Running Bird was ready to leave Nehana while she slept. Why did Bright Morning disagree?

4. What advantages do the trackers have to catch the girls? What advantages do the girls have to help them escape?

5. Find three facts in these Chapters that prove that Bright Morning really cares for Tall Boy.

6. Does Tall Boy care about Bright Morning? On what do you base this conclusion?

Journaling Prompt

Bright Morning's dog has helped her look after the sheep, warned her when the Spanish slavers approached, kept her company while enslaved, and now barks to identify Tall Boy for her. Do you have a pet? Why or why not? What qualities do you admire or would you admire about your pet? What would be your favorite pet to have? Why?



Chapter 1

Ode to Nature

In the opening scene in the book, Bright Morning describes her world. She felt a joyful connection to her land and her people. Write a poem to a season that you like.

Brainstorm all the words you can think of about a season that you love. Think of different types of words: action words (verbs), descriptors (adverbs, adjectives), people, places, and things (nouns).

Use the words to **write a poem** using the Haiku format. Haiku is a Japanese poem that celebrates nature. Traditionally, Haiku uses 3 lines. The first line has 5 syllables. The second line has 7 syllables. The third line has 5 syllables.



Chapter 4

Stranger Danger

In Chapter 4, Bright Morning is captured by a stranger. We still teach children not to talk to strangers. Write a commercial to warn young people about the dangers of talking to strangers. **Follow this action plan.**

- What is the danger?
- What should they do and say when approached by a stranger?
- Who can they go to for help?

Include some catchy music and/or phrases that they could use to remember the lesson. Your commercial could be recorded for either "radio" or TV. Practice it to make sure that it is polished and professional.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

antelope	cedar	flock	Nez Perce	stalk
Apache	corn	hogan	pinon	sycamore
aspens	Cottonwood	jay	pinto	Ute
barrancas	crevice	Long Knives	red-tailed hawk	yucca
bean	eagle	mesa	Spaniards	Zuni
bear	elk	mesquite	speckled trout	
canyon	ewes	Navaho	squash	

d	j	y	n	p	a	r	e	i	l	h	f	r	q	n	k	t	n	f	j	d	b	e	q	v	
f	u	o	t	c	o	t	t	o	n	w	o	o	d	f	x	a	t	v	r	a	g	n	h	l	
d	s	z	i	a	l	n	q	w	e	t	i	u	a	s	e	m	u	l	q	e	w	o	e	i	
f	t	b	v	n	v	e	l	k	p	d	c	p	a	b	t	h	o	i	n	a	e	r	u	m	
w	i	a	l	y	b	t	b	r	s	v	s	o	e	r	n	r	m	u	o	e	d	u	w		
j	c	l	i	o	z	u	n	i	a	z	j	m	o	j	b	d	t	w	n	z	p	a	o	l	
l	e	a	m	n	a	v	a	h	o	d	q	a	a	s	a	a	d	l	e	v	e	p	a	m	
e	a	t	w	e	e	p	a	o	k	a	e	p	y	p	r	e	e	m	g	n	q	e	o	r	
p	a	m	l	c	q	e	o	g	s	i	c	a	a	r	a	l	r	b	k	e	a	r	a		
i	x	g	b	r	e	a	r	a	c	k	a	c	u	n	a	o	k	a	e	h	a	z	a	n	
c	e	u	e	e	w	e	s	n	v	m	y	t	r	i	n	z	c	n	u	l	l	i	d	d	
k	g	z	w	p	h	l	b	n	o	e	s	a	s	a	c	v	e	a	t	u	q	u	q	l	o
p	w	h	c	z	s	e	q	r	p	s	i	e	r	a	n	p	e	u	v	q	m	a	a	m	
o	h	t	l	e	a	k	e	c	v	a	v	k	m	d	s	i	s	a	l	y	l	u	a	b	
c	b	e	e	n	u	a	b	t	p	i	n	t	o	s	n	w	b	o	a	q	e	x	g	a	
k	s	n	i	m	q	e	d	n	c	b	n	e	o	r	q	m	z	l	d	u	u	o	n		
e	k	c	c	g	s	d	t	k	c	o	l	f	n	l	a	l	b	v	n	o	m	t	t	a	
t	i	l	g	u	b	o	g	w	q	l	p	m	v	d	g	e	o	n	w	l	c	d	u	d	
u	d	e	k	z	a	n	t	e	l	o	p	e	s	a	a	a	m	k	o	o	d	g	k	j	
q	p	n	l	h	o	c	v	a	e	c	i	v	e	r	a	c	r	e	h	i	u	i	y	t	g
h	m	s	i	l	r	e	d	t	a	i	l	e	d	h	a	w	k	s	l	r	s	g	s	e	
e	f	n	h	e	m	i	s	p	h	e	r	e	k	c	l	v	q	q	y	e	z	q	k	v	



Comprehension Quiz

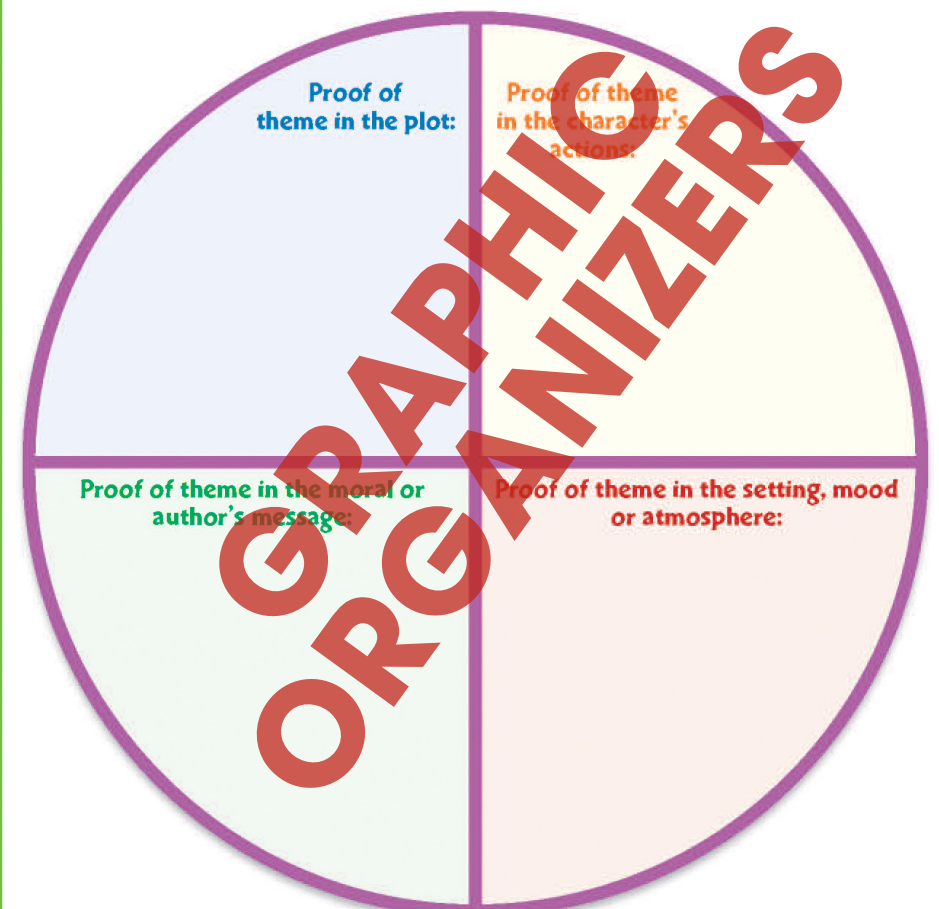
Answer each question in a complete sentence.

- Describe 3 aspects of Bright Morning's future that she wanted. Where did she want to live? With whom? How? 30
- What did owning sheep mean to Bright Morning? What event in the story gives us this insight? 3
- What is the first sign of the central conflict between the Navaho and the U.S. government soldiers? 2
- Why does the author spend so much time describing the plants, animals and land formations in this novel? 1
- Who said: "I would rather die than go back to the village"? Why? 1
- Who is the hero of the story? Give 2 reasons why you have that opinion. 2
- Who is the hero of the story? Give 2 reasons why you have that opinion. 3
- What was Tall Boy's main character flaw? How did this flaw shape his actions in the story? Give 3 examples. 4

SUBTOTAL: /16

Finding the Theme

Gather facts throughout the novel about the theme and write them in the circle quadrants. Remember to include the quote and page number for each fact.



NAME: _____

After You Read 



Chapters Ten to Eleven

Answer each question with a complete sentence.

1. What do you think were the intentions of the Wood Cutter? What evidence do you base your opinion on?

2. Look back at the dialogue among the girls shortly after running away. Why do you think Nehana wanted to help the other two girls run away?

3. Running Bird was ready to leave Nehana while she slept. Why did Bright Morning disagree?

4. What advantages do the trackers have to catch the girls? What advantages do the girls have to help them escape?

5. Find three facts in these Chapters that prove that Bright Morning really cares for Tall Boy.

6. Does Tall Boy care about Bright Morning? On what do you base this conclusion?



Journaling Prompt

Bright Morning's dog has helped her look after the sheep, warned her when the Spanish slavers approached, kept her company while enslaved, and now barks to identify Tall Boy for her. Do you have a pet? Why or why not? What qualities do you admire or would you admire about your pet? What would be your favorite pet to have? Why?

1.

Answers will vary, but may include: He could have just wanted the valuable bit and bridle, or he could have wanted to capture the girls and horses.

2.

Answers will vary, but may include: Nehana didn't make it last time on her own, maybe she wanted others with her.

3.

Answers will vary, but may include: She knew that Nehana had been caught before, she also knew that Nehana could help them.

4.

The trackers' horses are fresh, and they are good riders. They also know the local area. The girls are desperate not to get captured again. They are used to hunting and being quiet and observing.

5.

Answers will vary.

6.

Answers will vary.

25

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. G

2. I

3. A

4. C

5. E

6. F

7. B

8. J

9. H

10. D

26

1.

a) C

2.

b) D

3.

c) A

4.

5.

a) A

6.

e) D

27

1.

Answers will vary, but may include: She really cared for him; she helped to nurse him and keep him company, she did not pity him and told him that she believed he could fully recover.

2.

She keeps her busy with work, tells her 'someone' else can make his meals, and then plans the womanhood ceremony when he was still weak.

3.

On one hand, it appears that women have subservient roles; but in reality, many women had a lot of personal power and say in the running of the clan's daily affairs.

4.

Answers will vary.




5.

Answers will vary, but may include: He is still proud, and he doesn't want her doing things for him out of gratitude or pity.

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John Boyne

John Boyne was born in Dublin, Ireland, on April 30, 1971. He loved to read and write from a young age. He was given the novel, *The Chronicles of Narnia* by C.S. Lewis from his mother when he was in the hospital at the age of 10. He began writing stories about children who used their ingenuity to resolve problems. He wrote and created many books that he kept on his bedroom shelf, and now wishes that he had kept.



Charles Dickens' novels like *David Copperfield*, *Oliver Twist*, and *Nicholas Nickleby*, were teenage favorites of Boyne's because their young boy protagonists overcame obstacles on their own.

His love of reading and writing took him to Trinity College in Dublin, where he studied English Literature. From there he went to the University of East Anglia in Norwich, where he studied Creative Writing.

Before writing novels, Boyne published almost 70 short stories. His story *The Entertainments Jar* was shortlisted for the Hennessy Literary Award in Ireland. He was intrigued by Ian Serrailler's story, *The Silver Sword*, of four brave children living in Poland during World War II. This story captured his imagination and later inspired the writing of *The Boy in the Striped Pajamas*. Boyne believes that the voices of young people like Bruno, who represent real people's experiences, must be shared in stories.

Boyne also writes novels for adults, like *The Thief of Time*, which is based on time and places that fascinate him. Boyne now shares his passion for stories and story writing with other young readers in the hopes of inspiring them to become young writers.

- Boyne's books are published in 46 languages.
- Boyne was inducted into the Hall of Fame at the 2012 Hennessy Literary Awards.
- *The Boy in the Striped Pajamas* is a 2008 award-winning Miramax film.

Did You Know...?



Chapters Three to Five

Answer the questions in complete sentences.

1. What aspect of their move away from Berlin does Bruno think will be the most difficult? What would you find the most difficult if you were in his position?

2. Make a prediction about what you think Bruno sees from his bedroom window that makes him feel cold and unsafe.

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	Desperate	Practice	A
2	Exasperation	Proudly	B
3	Civilization	To come to terms with	C
4	Insolent	Something that is clear and apparent	D
5	Conviction	Something is added to something else to improve it	E
6	Resigned	To feel worried about something	F
7	Complementing	Belief	G
8	Obvious	To feel strongly annoyed by something or someone	H
9	Triumphantly	An advanced group of beings sharing in their culture	I
10	Rehearsal	Rude or impolite	J



Chapters Three to Five

1. Circle **B** if the statement is from BRUNO's perspective or circle **F** if it is FATHER's perspective on what they should think about their new home.

- F B a) Father knows best.
- F B b) This is their new home, a home is where family is.
- F B c) Does not want to accept his new home.
- F B d) He misses his friends.
- F B e) Father must have done something wrong for them to be sent here.
- F B f) They are in their new home because father is important.
- F B g) Settle into their new home and be good.
- F B h) No other houses, no vendors.
- F B i) When can they return to Berlin?

2. Fill in each blank with the correct word(s) from the chapters.

- a) It was a constant _____ to him that he wasn't as tall as any of the other boys in his class.
- b) 'The other children,' said Gretel, 'You said they don't look at all _____.'
- c) Instead the ground was made of a _____ substance, and as far as she could make out there was nothing but low huts and large square buildings dotted around and one or two _____ in the distance.
- d) Some were formed into a sort of _____ and pushing wheelbarrows from one side of the camp to the other.
- e) 'I remember when I was a child,' said Father, 'there were certain things that I didn't want to do, but when my father said that it would be better for _____ if I did them, I just put my best foot forward and got on with them.'



Chapters Three to Five

Answer each question with a complete sentence.

1. Why does Bruno complain about Gretel's nasty habit of spending too much time in the bathroom?

2. What does Bruno think that Gretel's dolls will do if he explores her room?

3. For once, Gretel agrees with Bruno. What does she agree with him about?

4. What do Gretel and Bruno see from his bedroom window?

5. What did Gretel learn in geography and how does she use this information to give meaning to what they see outside Bruno's window?

6. The people that Bruno and Gretel can see are all wearing striped pajamas. Who do you think these people are and what are their circumstances?



Journaling Prompt

The story is told from Bruno's point of view. Write about the advantages and disadvantages of telling the story told from a nine-year-old boy's perspective.



Chapters 1 to 2

Map Bruno's Homes

Draw a picture of Bruno's home and map of his neighborhood in Berlin. Be sure to include a five-floored house, other surrounding streets with large homes, shops with bright store fronts, fruit and vegetable stalls, and a school. Then, draw another picture of Bruno's new home and a map of the area surrounding his new home. Be sure to include a three-floored house that stands on its own in an empty desolate place, a huge wire fence higher than the house with enormous bales of barbed wire tangled in spirals, a forest, a storage shed at the back of the main house, an outdoor garden, pavement with a wooden bench turned toward the house, and the camp and gas chamber.



Chapter 8

Newspaper Announcement

Create a Newspaper Announcement that details the Fury's promotion of Father to Commandant. Follow this up with an article detailing the events. Be sure to include at least two supporting interviews with key members involved in the promotion.

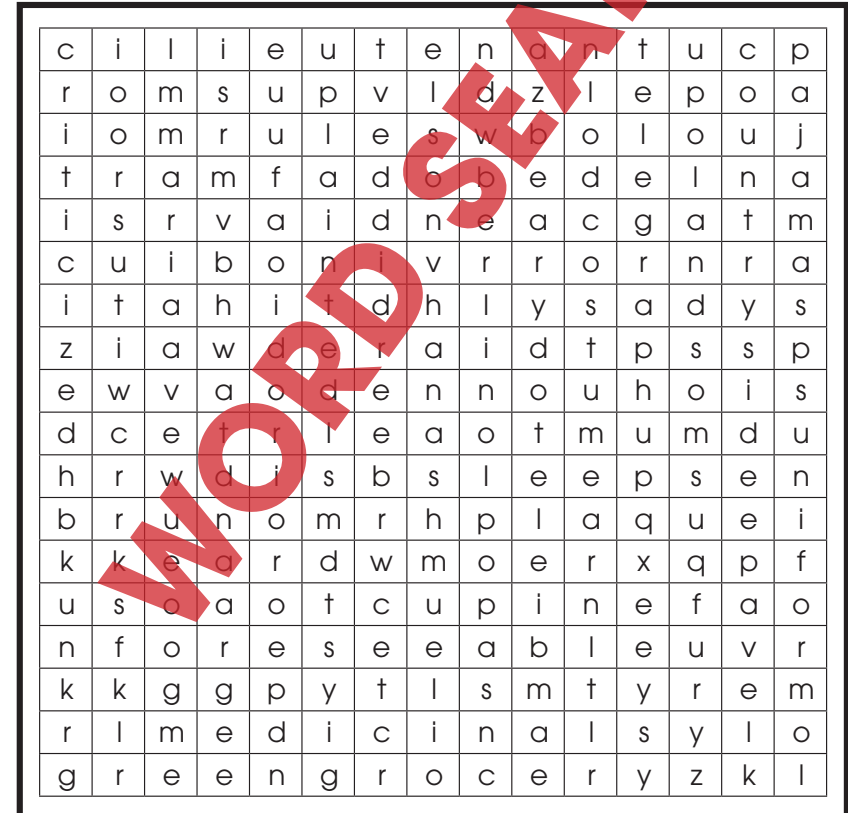
As a bonus activity, lay out your announcement and article on the front page of your newspaper. Include other related stories to fill in the space. Include a date, issue number, and other relevant information you would normally find on the front page of a newspaper.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

armbands	countryside	Lieutenant	plaque
Berlin	criticized	Maria	Poland
bread	foreseeable	medicinal	rules
Bruno	Fury	pajamas	senile
Commandant	greengrocer	Pavel	Shmuel
costume	tyre	uniform	window
telegraph			



Comprehension Quiz

Answer each question in a complete sentence.

- What two concerns does Bruno have when he finds out that he is moving? 29

- What is Gretel's reaction to seeing the high fence with bales of barbed wire tangled in spirals? 2

- Why does Bruno feel so uncomfortable when Gretel is rude to Maria? 1

- What is Bruno's reaction when Lieutenant Kotler says that he made many swings himself when he was a child? 2

- Why does Bruno's mother suggest that if the Commandant asks, they should lie and say that she cleaned Bruno up? 2

- Why does Grandmother storm out of the house and slam the door behind her? 2

- What are Bruno's initial observations about Shmuel? 3

SUBTOTAL: /14

Newspaper Article

Write a Newspaper Article about the disappearance of the Commandant's son. Create a headline and a byline. Write a lead paragraph including who, what, when, where, and why. Write a two-sentence paragraph elaborating on the events leading up to his disappearance. Include a witness statement from his father and a witness statement from one of the Nazi soldiers in the camp. Write a two-sentence paragraph that comments on what will happen to the remaining prisoners.

Headline: _____
Byline: _____

Lead paragraph: (who, what, when, where, and why)

Paragraph elaborating on events:

Father's witness statement:

Soldier's witness statement:

Comment on the future of the prisoners:

NAME: _____

After You Read 



Chapter Six

Answer each question with a complete sentence.

1. What significant lesson does Bruno learn from his conversation with Maria?

2. What experiences does Bruno think that he shares with Maria?

3. What did Bruno's dad do when Maria's mother was hospitalized?

4. What does Gretel's attitude toward the maid say about Gretel?

5. What is Bruno's response to his sister's attitude toward the maid?



Write a diary entry about a time when you thought that your parents were making a terrible mistake, and share how their decision affected you. Put yourself into your parent's shoes. How would you have handled the issue differently? How might you resolve it?

1.

For the first time, Bruno realizes that Maria is a person with a life and history all her own.

2.

She must have thoughts in her head, things she missed, friends she wanted to see, and she cried herself to sleep every night since she got there.

3.

Paid her mother's hospital bill, took Maria into his household, and paid for her funeral. He held back a pound of wool to sell so he could feed his sickly child.

4.

Gretel's demanding attitude demonstrates that she thinks that she is better than Maria and that Maria is there to satisfy her whims.

5.

Bruno insists that Maria is not there to do things that they can do for themselves and he thinks about apologizing to Maria.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. b

2. a

3. c

4. c

5. b

1.

- a) M
- b) B
- c) B
- d) B
- e) M
- f) M
- g) B
- h) M
- i) B

2.

- a) C

- b) A

- c) B



1.

"You shouldn't laugh." "You have no idea what he's been through."

2.

He creates a rope and tyre swing.

3.

He came in and out of his house as if he owned the place; the atmosphere around him made Bruno feel very cold; his arms were surprisingly tanned and he had the kind of muscles that Bruno wished he had himself; he looked smart; he wore a uniform; his black boots sparkled with polish; he had yellow-blond hair that was parted at the side, and wore cologne.

4.

He lost his grip on the tyre, slipped and fell downwards, one foot still inside the rim while he landed face down on the ground. Pavel carries him across the lawn towards the house, settles him in the kitchen and bandages his knee.

World Conflict Stories Lit Kit Set - Gr. 5-8

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.

World Conflict Stories Lit Kit Set - Gr. 5-8

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.