

Olentangy Local School District Literature Selection Review

Teacher:	Laurie Schaefer	School:	OLMS
Book Title:	The Boy in Striped Pajamas	Genre:	Historical Fiction
Author:	John Boyne	Pages:	224
Publisher:	Definition	Copyright:	2007

In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.

Book Summary and summary citation: (suggested resources include book flap summaries, review summaries from publisher, book vendors, etc.)

Product Description
Berlin 1942

When Bruno returns home from school one day, he discovers that his belongings are being packed in crates. His father has received a promotion and the family must move from their home to a new house far far away, where there is no one to play with and nothing to do. A tall fence running alongside stretches as far as the eye can see and cuts him off from the strange people he can see in the distance.

But Bruno longs to be an explorer and decides that there must be more to this desolate new place than meets the eye. While exploring his new environment, he meets another boy whose life and circumstances are very different to his own, and their meeting results in a friendship that has devastating consequences.

Summary: Bored and lonely after his family moves from Berlin to a place called "Out-With" in 1942, Bruno, the son of a Nazi officer, befriends a boy in striped pajamas who lives behind a wire fence.

Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum map(s): (Curriculum maps may be referenced by grade/course and indicator number or curriculum maps with indicators highlighted may be attached to this form)

Reading applications Literary:
Gain and demonstrate a deeper understanding of human story by reading varieties of genres.
How does reading a variety of literature representing different authors, cultures and eras enhance the reader's understanding of the human story?
How does the reader apply the reading process to a variety of genres to achieve

deeper understanding?

10. Examine author's purpose and style.

10RALG

11. Determine purpose for reading and strategies needed for comprehension.

12. Compare and contrast literary elements in similar literary works.

13. Analyze plot, character, theme, point of view and setting in varied genres. 10RALA,B, 12RALA

14. Explain how sound devices enhance a literary text. 10RALF

Include two professional reviews of this title: (a suggested list of resources for identifying professional reviews is shown below. Reviews may be "cut and pasted" (with citation) into the form or printed reviews may be attached to the form)

Review #1

- Publishers Weekly

Through the eyes of an innocent nine-year-old boy named Bruno, listeners become complicit bystanders, observing some of the horrors of the Holocaust. Maloney's soft-toned narration and chipper, believably childlike characterization of Bruno dramatically bring home the fable-like qualities of Boyne's moving text. Bruno's limited comprehension of all going on around him begs listeners, presumably with more knowledge than the protagonist, to glean the fuller story between the lines. When his father, an officer for "the Fury," as Bruno refers to him, is transferred from Berlin to a new post in Poland called "Out-With," Bruno and his family try to adjust. From his new bedroom window Bruno can see a fenced-in camp where all the inhabitants wear striped pajamas. He learns more about this intriguing place when he befriends a boy inside the camp named Shmuel (who happens to share Bruno's birthday). Their friendship progresses dangerously and brings Boyne's tale to a shocking end that is sure to be a discussion starter. A bonus interview between Boyne and his editor David Fickling is included. Ages 12-up. (Oct.) Copyright 2006 Reed Business Information.

KLIATT - Myrna Marler

The publisher doesn't want reviewers to reveal too much of the plot so readers can bring a fresh eye to the reading experience and its unfolding horrors. (However, the title should be a big clue.) That leaves little else to say except perhaps that this is the story of a sheltered, privileged nine-year-old boy gradually becoming aware of an overwhelming evil. It begins somewhat like a fairy tale, a dark one, with an otherworldly feel, a dystopia. Bruno comes home one day to find his large, beautiful home in an uproar. Mother is unhappy. Father is locked in his office. Servants scurry about. The mansion is to be abandoned for life in the hinterlands. The world is suddenly bleak but rules of good behavior must still be followed. Once relocated, Bruno is forbidden to explore, but does so anyway, as boys will, to his cost. Told entirely from the point of view of a nine-year-old (although the book jacket copy insists this is not a book for nine-year-olds), the author maintains the atmosphere of incomprehension turning to some kind of knowledge, even though Bruno holds on to a portion of innocence until the end. In spite of the book jacket's claim, the novel certainly is not for readers much beyond the age of fourteen. Discussions of the evil inherent in the story are far from graphic and readers would need a surrounding context to understand what Bruno never fully does. The novel is quite moving and is a good introduction to the subject for any young reader, told from a

different point of view from that usually chosen. KLIATT Codes: J*--Exceptional book, recommended for junior high school students. 2006, Random House, David Fickling, 224p., \$15.95.. Ages 12 to 15.From School Library Journal

Review #2

From Booklist

Gr. 7-10. Some of the most thought-provoking Holocaust books are about bystanders, including those who say they did not know what was happening. This first novel tells the bystander story from the viewpoint of an innocent child. Bruno is nine when his family moves from their luxurious Berlin home to the country, where "the Fury" has appointed Bruno's father commandant. Lost and lonely, the child hates the upheaval, while his stern but kind father celebrates his success because he has learned to follow orders. Bruno can see a concentration camp in the distance, but he has no idea what is going on, even when he eventually meets and makes friends with Shmuel, a boy from Cracow, who lives on the other side of the camp fence. The boys meet every day. They even discover that they have the same birthday. It's all part of a poignant construct: Shmuel is Bruno's alternative self, and as the story builds to a horrifying climax, the innocent's experience brings home the unimaginable horror. Pair this with Anne Frank's classic diary and Anita Lobel's No Pretty Pictures: A Child of War (1998). Hazel Rochman

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What alternate text(s) could also fulfill the instructional requirements?

<u>Title:</u> Tunes for Bears to Dance To	<u>Author:</u> Cormier
<u>Title:</u> Night	<u>Author:</u> Eli Wiesel
<u>Title:</u> Lily's Crossing	<u>Author:</u> Giff
<u>Title:</u> Hiding Place	<u>Author:</u> Ten Boom
<u>Title:</u> Devil's Arithmetic	<u>Author:</u> Yolen
<u>Title:</u>	<u>Author:</u>

Document any potentially controversial content:

Since the story is from the perspective of a sheltered 9-year-old, the language is not offensive or graphic. However, the horrors of life in a concentration camp is obvious, though not graphically described. Background knowledge of the Holocaust is strongly recommended.

Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)

Gifted/Accelerated Regular At Risk

GRADE LEVEL(S): 6 7 8 9 10 11 12

Reading level of this title (if applicable): 5.8

Date Submitted to Department Chair: 5-08-07

Suggested Professional Literary Review Sources:

School Library Journal

Horn Book

Bulletin of the Center for Children's Books

VOYA (Voice of Youth Advocates)

Library Journal

Book Links

Publisher's Weekly

Booklist

Kirkus Review

Wilson Library Catalog

English Journal (and other resources of the National Council of Teachers of English)

The Reading Teacher (International Reading Association)

Literature for Today's Young Adults