

Year 7 Autumn 1 Homework Bank: A Boy in Striped Pyjamas

For Staff: (deleted before printing for students) you will need to note the date each piece of homework will be set and due in the right hand column. The levels of challenge can be omitted depending on the ability of your class. You might want to just keep two levels of challenge so that there is an easier and more difficult option. Please pay attention to when homework is handed in / used / peer assessed / marked by teacher, so that you have starters ready for these.

	+	++	+++	Date to be completed by:
1	<p>Research: What was the Nazi Party? Research facts about this politic party from WW2 and write up your findings as paragraphs:</p> <ul style="list-style-type: none"> • Leaders • Formation and ideas • Concentration camps <p>SPaG: ensure each paragraph has a clear focus and that you use past tense.</p> <p>Key Words: learn these words for your spelling test</p> <ol style="list-style-type: none"> 1. Racism 2. Themes 3. Vulnerable 4. Dangerous 5. Scared 6. Jewish 7. Characters 8. Friends 9. Concentration camps 10. Twist 	<p>Research: Who were the Nazi Party and why were they able to gain control in Germany? Write a profile on the Nazi Party which is divided into these section:</p> <ul style="list-style-type: none"> • Leaders • Formation and ideas • Concentration camps • Your understanding on how they gained control. <p>SPaG: ensure each paragraph has a clear focus and that you use connectives and past tense.</p> <p>Key Words: learn these words for your spelling test</p> <ol style="list-style-type: none"> 1. Prejudice 2. Discrimination 3. Foreshadowing 4. Perspective 5. Oppression 6. Persecution 7. Vulnerability 8. Auschwitz 9. Horrified 10. Relationships 	<p>Research: What influenced John Boyne to write about the concentration camps from a young boy's perspective? Write as paragraphs.</p> <p>SPaG: ensure each paragraph has a clear focus and that you use connectives and past tense.</p> <p>Key Words: learn these words for your spelling test</p> <ol style="list-style-type: none"> 1. Prejudice 2. Discrimination 3. Perspective 4. Oppression 5. Commander 6. Holocaust 7. Foreseeable 8. Dilemma 9. Plaque 10. Subtext 	
2	<p>Wider Reading: Complete the reading and questions on 'Auschwitz' by Charles N. Whittaker.</p>	<p>Wider Reading: Complete the reading and questions on 'Auschwitz' by Charles N. Whittaker.</p>	<p>Wider Reading: Complete the reading and questions on 'Auschwitz' by Charles N. Whittaker.</p> <p>+ Explain your ideas using ' , because... '</p> <p>++ Use evidence to support your ideas.</p> <p>+++ Explain the effect on the reader.</p>	
3	<p>Big Questions: Bruno and Shmuel both realise they have had their normal life taken from them. Describe how you think they're feelings</p>	<p>Big Questions: Why is it important to read novels that tell stories like this? Write your response to this</p>	<p>Big Questions: What types of prejudice do we see in our lives and in the lives of others? What could we do</p>	

		question using examples to support your ideas.	to try and prevent prejudice in our school and everyday life? Write your response as paragraphs.	
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Text for Wider Reading Task:

Auschwitz

The semiquaver chugging of the train on the track
And the people on board who will never go back
And the terror in the eyes of the young ones going
As the train comes to slow with no one knowing

Those men at the station as the ramps drop down
Where humanity lost is the only crippled sound
Hope gone for those who stand behind the hard
sharp wire
And the smoke in the towers rises just a little
higher

And the blue ink stabs a little harder in the skin
Above the veins of despair where murder let it in
And the terror in the eyes of all those about to
leave
Another train on the track no last minute reprieve

And the slow, cro..chet chugging of the train on
the track;
And the people on board; who will ne..ver go.

Back.

By Charles N. Whittaker.

1. What is happening in this poem?
2. What is the atmosphere / feeling created in this poem?
3. From your previous research, is this poem realistic?
4. Looking at the line: **‘And the slow, cro..chet chugging of the train on the track; And the people on board; who will ne..ver go.’** Why has the poet decided to split two words up with dots?