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A Literary Analysis Based on the Book *The Kid in the Stripped Pajama* Using New Historicism Approach

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Dedication

I dedicate this work to my family. Moreover, I would like to dedicate this work to sisters Katherine Suárez and Valentina Suárez, who are the pillars of my professional and personal grow.

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CHAPTER I

INTRODUCTORY FRAMEWORK

The focus of this research is to analyze a story *The Kid in the Stripped Pajama*, which took place during the Second World War II. The holocaust is one of the most recognized events in history, as it caused the suffering of many people and the shame of some countries for the contribution provided to this event. This world catastrophe caused the extermination of half a million Roman gypsies, made a quarter of a million mentally ill, disabled people to death, and caused the division of families, among others.

In the book, there can be seen different aspects that can be analyzed through the New Historicism Approach. *The Kid in the Stripped Pajama* was a book written in 2006 and its author is John Boyne. The writer mentioned the importance of history in this book, as indicated in an interview in 2010, as well as the impact that the holocaust still has nowadays. John Boyne has a lot of knowledge and studies on the history. In addition, the writer also has family members that lived the holocaust, and this influenced his literary work as is noted in one of his interviews:

Interview: what is interesting to me is that the book was written in 2006 and this was not something like fresh of the war you know that still to this day we're still interested in something that happened so many years ago.

John: You're right enough. But, actually it's not that many years ago versus I mean you know what our grandparents went through at that time. It's about 60 years since the

camps were liberated which strikes me is actually being very very close in time but we also know that during those 60 years these events haven't gone away, genocides continue, wars continue prejudice continues, around the world and it seems as relevant today as it would have 60 years ago. (Carnevale, 2001)

This project also focuses on analyzing the differences between historical criticism, and new historicism. New historicism will be the approach used to understand the holocaust as an historical event. During the investigation, this approach will prove itself as one of the best outlooks to analyze such book. The aim of this work is to analyze this literary work as a historical event, as the knowledge of the author about the holocaust helped to create this famous story.

In order to understand the relationship of this book and the Second World War, there are certain aspects to be analyzed. For starters, the Nazi Propaganda, the Holocaust, the understanding of children's innocence, the role of women during the Second World War, and the international point of view towards Nazi regime. Each one of these aspects must be reflected on to fully comprehend the authors' historical point of view and the lessons his book teaches. In addition, each of these aspects are illustrated with concepts and links to the book. Therefore, the reader can form his or her own concept about what happened during this critical period in humanity.

The first relationship between the Second World War and the book *The Kid in the Stripped Pajama* is the Nazi propaganda. According to Bitesize (2020) was one of the pillars

of the holocaust movement. This event took place in Germany, where people from other ethnics were discriminated. During the German Nazi regime, between 1933 and 1945, a mass murder of millions of European Jews, Gypsies, intellectually disabled, dissidents, and homosexuals, took place. The main actions that helped this movement to grow the way it did were the fear that citizens had, the lies that the Germans were victims of, and the need for people to have a leader.

There was a lot of fear within the population in the time of the Nazi regime. People who lived in Germany at the time, were scared to disobey Nazi laws. During this period, Hitler used the Schutzstaffel as his execution squad to eliminate his political opponents, criminals, gypsies, Jews, and certain religious figures (Bitezic, 2020). Another way to instill fear was to inform about the conditions that people in the concentration camp were suffering, so people outside were afraid to be arrested and lose his freedom. Additionally, to the Schutzstaffel, there was the Gestapo, who were in charge of spying people. They were civilians and if they suspected that someone was anti-Nazi they immediately reported them. Once people were arrested, there was no way to prove their innocence. This group increased fear, since they used as tactics murder and torture of prisoners. Therefore, this regime was dictatorship, people could not express their thoughts, believes or anything that was not in favor of the Nazis.

In addition to fear, some other aspects helped the Nazi to stay in power, as there was a lot of manipulation during this period. The Nazi took little boys into the army, they only could think about the Nazis, and were important to the country. Little girls were used as house cleaners, their age varied from six to ten years. Since they were children, it was easier to manipulate them. Moreover, the Nazi had all the control of the radio. Therefore, only

messages from the Nazi party were disclosed. Hitler's image was in all over the country as a Germany's savior. Furthermore, as propaganda they used some slogans that influenced the population's thoughts such as "Free Germany from the Jews," "Work and Bread", "Smash Communism," "Blood and Soil," and "One People, One Empire, One Leader" (Bitesize, 2020). All of this marketing had a huge brainwash for adults, kids, and people out Germany.

The lies were another way for people to believe in the Nazi regime, as during the 1930's, Hitler portrayed Germany as a victimized nation. The use of the army was justified as moral defensible and necessity (United States Holocaust Memorial Museum, 2020). They proclaimed Germany as victim of foreign aggression, a peace-loving nation forced to take up the arms to protect its populace, or to defend European civilization against Communism. In addition, the Nazi regime used as strategic a fictitious attack from Poland to initiate a justifiable invasion. The Nazi regime publicized attacks on ethnic Germans in towns. However, this lie caused the death of 5,000 and 6,000 ethnic Germans. All of these tragic deaths were approved by the people, because they believed that Germany was under attack and that the army were heroes defending and protecting the country.

Finally, most of the people needed a leader. In Hitler's biography, it is stated that he always had a position to lead people; for example, he was appointed chancellor of Germany in 1933. In addition, Hitler had supreme authority as führer (History, 2009). He did not act alone; he had the support of the powerful German officer class, which gave him the power to make the Nazi party. Most people looked at him as a hero because he was protecting the country and generated employment in public works such as building and repairing roads. When considering the leadership figure, protecting the country and reducing unemployment, people looked at him as a person to be followed.

To conclude, by using fear, false propaganda, and the need for people to have a leader, the Nazi regime remained in power and this led to the holocaust. Many people followed Hitler due to these actions. People were manipulated or convinced to follow the regime; nevertheless, they were responsible of the cruelty against different ethnics in that time. On the other hand, there were many people against the regime, but they did nothing, which contributed to Hitler's rule. The Nazi regime was a tragedy; however, people followed him, gave him power, and even supported him when committing such genocide. Hitler was not the only to be guilty, but many people and the hate in their hearts.

Moreover, the Second World War and the book *The Kid in the Stripped Pajama* are related, besides the Nazi propaganda, to the holocaust history. Most people do not know enough about the holocaust; they usually just have the insight that it was the mass murder of millions of people. Additionally, people only know that there were concentration camps and that Hitler wanted to eradicate Jews. However, the holocaust is more than that, when talking about it is crucial to know about how Hitler rose to power, the beginning of the war, and the end of the war. These three main points are relevant for the reader to understand the connection between the book and history.

Nowadays, many people wonder how the holocaust happened, as for some it is impossible to believe that this cruelty was real. Based on the Web Page History.com (2020), the beginning of all of the discrimination against the Jewish people did not initiated with Hitler; it began during the ancient world, when Romans destroyed the Jewish temple in Jerusalem. Therefore, it can be inferred that Hitler continued with the legacy of discriminating the Jewish. Furthermore, it is crucial to know how Hitler rose to power. By 1933, Hitler was named chancellor of Germany. When president Hindenburg died in 1934,

Adolf proclaimed himself as the “Führer” and became Germany Supreme ruler. During his period as ruler, Hitler had two main goals racial purity and spatial expansion. These two inspired him to create the holocaust. The first concentration camp was opened at Dachau in 1933, were the first prisoners where communists and then extended for thousands of people of different ethnics. By 1933, German concentration camps held around 27,000 people in “protective custody.” For Hitler, anyone with three or four Jewish grandparents was considered a Jew, while those with two Jewish grandparents were designated Mischlinge (half-breeds). Those that were considered a Jew were persecuted and killed by the Nazi regime.

As mentioned above, it is relevant to know how the war began. All started when Germans attacked Jews and confiscated their businesses. By 1939, Germans established the Euthanasia program, which consisted in killing in the gas chamber people with mental illnesses and disabilities. The religious leaders protested about it and Hitler decided to put an end to the program. However, the murders continued in secret, so by 1945 around 275,000 people had been killed (History, 2020). It is clear that the euthanasia program was used as a pilot for the holocaust. All of these events gave the Nazi regime the opportunity to create the holocaust and caused the Second World War.

The end of the war came when Goering and Himmler, German leaders, wanted distance from Hitler and to take the power. When Hitler noticed that his own people were against him, he committed suicide, finishing the war. The end of the war did not come with happiness for the survivors, as in that moment they did not have a home nor a family. Moreover, they were forced to move across all Europe to build the life that was taken from them (United States Holocaust Memorial Museum, 2020). The end of the war also scarred

the world; therefore, it was made the effort to punish the villains and to create a homeland for the survivors. This homeland is now known as Israel. Furthermore, the German government made payments to the Jewish people, as a way of acknowledging their responsibility in the crimes committed in their name, but money could not raise the dead. Indeed, the Holocaust was a catastrophe. The cruelty of this event does not allow people to forget. The people or countries that supported this movement should be ashamed of contributing to this genocide. Millions of people, families, and children suffered in different ways, such as the death of a family member or the separation of their homes. This episode of the world's history only shows that to seek power can cause the lives and suffering of millions of people just for the benefits of some.

In addition to the Nazi propaganda and the holocaust history, there is the third connection between the Second World War and the book *The Kid in the Stripped Pajama*, which is the understanding of children's innocence. It may be difficult to talk about children during the holocaust. However, they played an important role in this analysis. These three points are covered in the book and reflected in this period. The first point is children living in the shadow. According to United States Holocaust Memorial Museum (2004), around one million of victims from the holocaust were children. For children to survive they had to be hidden or separated from their families, parents left them in orphanages to be safe. Most children had to adopt their new family's religion and hide their own beliefs. They lost their childhood, their name, their families, and their identity. They had to live in attics or cellars with limited social interaction, deprived from their social right to study. Based on some interviews, when the holocaust ended it was estimated that 80% of the hidden children were

treated well by their rescuers, around 15% were occasionally mistreated, and some 5% were treated badly including, physical and sexual abuse.

The Nazi ideology did not care about children, since their purpose was to eradicate the Jewish, as it was easier for them to kill children because they could not defend themselves. For Shalev, “They are innocent and symbolize in any given society the future, the hope.” On the other hand, for the Nazi regime “the children were doomed to be destroyed” (2015). Based on (United States Holocaust Memorial Museum, 2004), only 11% of the children survived in comparison to 33% of the adults. All of this information helps to show that children were the most vulnerable. Moreover, by killing children and pregnant women, the Nazi wanted to avoid Jews procreation and reproduction.

The third point is that children had to assume responsibilities beyond their years. As reported by United States Holocaust Memorial Museum (2004), children could not go to school, so they tried to educate themselves through reading and writing. They had to take care of themselves because most of the time the shelters could not take care of the whole family. Moreover, if they had younger siblings, they had to care of them. One child survivor described them as “old people with children’s faces, without a trace of joy, happiness, or childish innocence” (United States Holocaust Memorial Museum, 2004). This quote should make an impact in people, how a child could make up a phrase like that one, only shows that they had to mature beyond their years. Furthermore, it is noticed that children were the most vulnerable victims. The Nazi ideology did not discriminated children from adults. The Nazis almost accomplished their goal, as children had the lower percentage of surviving. For children, it was difficult to get a new life when war ended, as most of them did not have more

family members. Others almost forgot their families, since they were sent to the shelters very young. Moreover, many parents could not find their children for they had already died.

In addition; there is a forth connection between the Second World War and the book *The Kid in the Stripped Pajama*, which is the role of women during the Second World War., Women were vulnerable during the holocaust period, this as they faced problems such as prostitution, pregnancy, and discrimination for being women. These three main problematics made them suffered in different ways. The first point is that women were seen as prostitutes. Based on the Website Holocaust.com (2018), there was a concentration camp just for women called Ravensbrück, with around 100,000 women. Women were convinced to avoid the gas chamber by working as prostitutes, since they were promised to do it for six months and then they would get their freedom. Working as prostitutes was “a good option,” since they had food and their living conditions were better than those in a concentration camp. However, neither was free after such period, instead most of them had venereal diseases.

The second issue was pregnancy, as a cause of prostitutions. Being pregnant was an immediate ticket to the gas chamber. If women managed to survive to give birth secretly in the camp, they risked immediate death for both herself and the child. Therefore, as a way to avoid having the mother and the child killed, physicians or nurses tried to drown or suffocate the infant, and in this way at least, one life was safe (The Holocaust, 2018).

The third issue was that women had less opportunities to survive than men did. For centuries, women have been discriminated. During the Second World War ,according to The Holocaust.com (2018), men could help in forced labor, 67.5 percent were men and 33.5 per cent were women. The only way for women to survive was to be prostitutes or to do home

labor. Therefore, they were in charge of preparing food, doing the laundry, or any other activity that made people think that they were useful. Even though, women were vulnerable, it did not stop them from fighting against the Nazi ideology; for example, Hannah Szenes rescued Jews in Europe and Sophie Scholl led anti-Nazi activities. Both died in the process of raising their voice against this terrific movement.

In addition, there is the final connection between the Second World War and the book *The Kid in the Stripped Pajama*, which was the International Point of View about the Nazi Regime. There were people with different opinions about the Nazi tyranny. Therefore, it is relevant to mention the alliances in favor and against them. The three major alliances were the Axis, the Allies, and the resistance in the Ghettos. To begin with, according to Britannica (2020), the alliance called the Axis was among Germany, Italy, and Japan. This alliance had two main purposes. First, territorial expansion and foundation of empires based on military conquest and the overthrow of the post-World War I international order, and second, the destruction or neutralization of Soviet Communism. Therefore, they were only worried about invasion and imposed their ideologies. Italy invaded Ethiopia in 1935, Japan had occupied Manchuria (Northeast China) since 1931 and engaged Chinese troops near Beijing on July 7, 1937, and the Nazi Germany occupied the Rhineland in 1936 and annexed Austria and the Sudetenland two years later.

On the other hand, there was the Allies, these alliances, according to Britannica (2020), were composed by Great Britain, France, the Soviet Union, the United States, and China. All of them had different opinions on how to end the war; the agreement was to liberate the concentration camps. The Soviet forces liberated Majdanek, which was one of the main camps, as well as Belzec, Sobibor, and Treblinka killing centers. The US forces liberated

Buchenwald, Dora-Mittelbau, Flossenbürg, Dachau, and Mauthausen, saving more than 20,000 prisoners. The British forces liberated concentration camps in Germany specifically in Neuengamme and Bergen-Belsen. They saved around 60,000 prisoners. Another group that is relevant to mention was the resistance in the Ghettos. During the holocaust period, not too many people had the courage to face the Nazi soldiers. However, there was a very well-organized group called Jewish Fighting Organization. They were a small group of around 750, 000 Jewish with no military training and limited access to weapons. Their main purpose was to stop the extermination; in fact, it was the only group that faced the Germans. Moreover, it can be stated that there were different alliances during this period with different purposes. Some of them fought until the end, even if they were in disadvantage. Fear was one of the reasons why people did not fight for their rights.

1.1 Problem Statement

The focus of this investigation is to analyze the book *The Kid in the Stripped Pajama* through a New Historicism Approach. It is important to analyze how the holocaust impacted German people and Jews. This book was inspired on John Boyne background knowledge about the holocaust and the experience that he has regarding the studies that he has performed. As he mentioned in the interview performed by Rob Carnevale “for about 15 years I had been quite a student of Holocaust related literature and had read widely on the subject. I think I felt pretty well informed on it.” (J/ Boyne, personal communication).” Therefore, in here, the reader can clearly see that even though he did not grow up in this time, he had a huge understanding of the holocaust. Boyne prepared himself in knowledge and understanding of the consequences of the holocaust in society. He considers himself an

expert in this area. Moreover, he has family that lived during this period. (Herman & Heyman, 2001).

The main problematic of the book is the discrimination and violence of the Second World War towards different ethnic groups. This study is conducted due to there is a clear connection within the work, time, and place with the author and the book *The Kid in the Stripped Pajama*. This book helps the reader to get a clear idea of how the holocaust affected innocent of people like Bruno and Shmuel's family. This event is present in today's life and will never be forgotten.

One of the limitations found during this investigation is the lack of theses or research done with this approach at Universidad Internacional de las Americas. Most of the research found are international ones. Therefore, it is difficult to find many references of this approach. Another problematic is there should an intensive study of the culture, politic, society, and history that the book shows to be able to comply with the standards of the New Historicism Approach and its methodology.

1.2 Research question

During the research, some aspects about the author were disclosed; for example, the book's author biography is provided in order to determine what inspired him to write this story, as well as some concepts of history, the holocaust, and culture which influenced the author's thoughts at the time of the creation of his work. The story can be seen from an adult perspective that it is referring to the holocaust. This story is based on a German commandant who was contributing to the holocaust and he felt proud of being part of this. Bruno's father always indicated that they were making history. The reader could notice this when he

explained to Bruno, “This is my work, important work. Important to our country. Important to the Führer. You'll understand that someday” (Boyne J. , p. 33).

The commandant also had a family that he took care of, loved, and worried about. Bruno’s father contributed to damage and separated other families due to power purposes without any regret. The reader can perceive that Bruno’s father discriminated the Jews and he was teaching that to Bruno. Even though, the book does not mention discrimination itself, it can be perceived in a clear way. The commandant did not see Jews as human as indicated in the conversation with Bruno:

No, not them,' said Bruno. 'The people I see from my window. In the huts, in the distance. They're all dressed the same.'

'Ah, those people,' said Father, nodding his head and smiling slightly. 'Those people ... well, they're not people at all, Bruno.'

Bruno frowned. 'They're not?' he asked, unsure what Father meant by that. (Boyne J. , p. 36)

This quote is clear, as it refers to a human as if they were not people at all, and that he felt superior. As noted in the book, this expression was not understood by Bruno because he was a little boy. However, it was clear for the adult audience.

Based on the information mentioned above, the questions for this investigation are based on the end of the story. As the reader could notice, the commander was victim of his own crime. Bruno’s family was desperate when Bruno got lost. Bruno’s mother and sister were sad and worried. Bruno was an innocent boy full of curiosity and could not enjoy his

life. Therefore, the questions are how did Bruno's father find out that he was doing some actions wrong? What did he learn about what happened to Bruno?

1.3 Objectives of the Investigation

The main objective for this investigation is to apply the main points of New Historicism methodology and its applications together with critical literary theories. This objective is focused on the New Historicism approach to analyze — *The Kid in the Stripped Pajama* by John Boyne.

1.3.1 General Objective

- To analyze *The Kid in the Stripped Pajama* by John Boyne and the influence of the social, political, and economic factors where the story took place through a New Historicism Approach.

1.3.2 Specific Objective

- To learn the main points of the New Historicism Approach and its importance in literature based on the book.
- To determine based on the story the *Kid in the Stripped Pajama* how literature has been influenced by history from time to time.
- To understand the importance of history analyzing the book.
- To explain based on the book the *Kid in the Stripped Pajama* the problematic that Shmuel and Bruno faced.

1.4 Justification of the Study

This investigation provides an explanation about history according to the New Historicism Approach. The book *The Kid with the Stripped Pajama* will be analyzed based

on how history influenced literature. Moreover, during this investigation the importance of new historicism will be revealed, as well as the ways new historicism works, and how the study and analysis of a piece of literature is done. It is relevant to mention that this book has also a movie, which helps to deeply understand the context. Even though this book and movie are supposed to be for children, it is rated as PG-13 as per New York Times (Dargis, 2008). This new paper cautioned parents depicting the story as “wild violence and cruelty” due to its context. This was because that fact the director and the producer did not explain the children protagonist of the movie what the holocaust was. During an interview made to the producer of the movie, Mark Herman and John Boyne, they intended to keep children’s innocents during the movie:

Q. How did you protect the two boys?

Mark Herman: Well, it was really interesting... we saw hundreds of kids at the auditions and it’s not our place to explain about the Holocaust to these kids. It was always the question we asked them, what did they know about it, just to gauge what they did know. Many of those kids were between eight and 12 and they had very sketchy ideas of it. I thought it was important to the film that we didn’t change that. So Asa Butterfield’s take on the Holocaust wasn’t changed by us and for the first eight weeks of the shoot we just kept it that way. We made sure that the final scenes of the film came at the final days of the shoot, which doesn’t always happen. But it was useful in this case so that we could prepare the kids for those final days. I think they probably learned a lot more.

David Heyman: The parents were very involved. I think the last scene, which was the last day, was quite challenging for them. It was then that the full weight of what they were involved in, and what they were working on, really came home to them. Here they were in this room with all these men and there was a real discomfort. The parents were always close and we always informed them what we were doing and made them very involved in the process. The kids were absolutely fine. (Carnevale, 2001)

In the book, both children did not know what it was happening around them, they just followed what adults indicated. The same happened in the movie, they did not know what the holocaust was about. Therefore, it was easier for them to act in an innocent way.

This book reflects suffering, tragedy and hate, which has been present throughout history, including current times. In addition, the book shows innocents boys in both sides of the fence, Bruno as the son of a German commandant that worked for the Führer, and on the other side, Shmuel, who was taken from his house to the concentration camp and whose father was killed in the gas chamber. He is described as skinny and pale boy. He said to Bruno that all the soldiers were bad because they always hit them. These two boys are protagonists and antagonists at the same time. As children, they do not see any difference between them. They even said that they looked very similar when Bruno had louse and father decided to shave his head. It is also noted that sometimes Bruno wished to have Shmuel's life. Shmuel said to Bruno that in his side of the fence there were many boys. Therefore, Bruno thought that Shmuel could play with other boys, as in his house he was alone and he had no one to play or to talk to.

During the narration of this book, the author showed how both sides suffered and had their own problems and worries. Furthermore, the book shows hate, which is presented in the whole history. Moreover, the writer demonstrated that in bad people there are good feelings. In addition, the book also shows how being a fanatic to any believe can make people to damage others. It is noted that Bruno's father justified himself by indicating that Germans were fixing history. If people pay attention to history, they will notice that discrimination has always been the cause of many world issues. If the reader makes a comparison with this period and the current one, they will see that the world has not evolved.

The author exposes both parts of the tragedy of the holocaust. The suffering of the Jews and the consequences for the Germans. Additionally, the book shows that not all Germans were bad. This can be analyzed when Ralf's mother got angry at him in Christmas because of the role as a commandant of the Führer. She was very disappointed and angry as it can be inferred in the book when she argued with Ralf. On the other hand, Ralf's father was proud of his son. In the following quote, it can be perceived that Ralph's mother, even though she was German did not agree with her son's role. She clearly expressed her disappointment:

'I wonder - is this where I went wrong with you, Ralf?' she said. 'I wonder if all the performances I made you give as a boy led you to this. Dressing up like a puppet on a string.'

'Now, Mother,' said Father in a tolerant voice. 'You know this isn't the time.'

'Standing there in your uniform,' she continued, 'as if it makes you something special. Not even caring what it means really. What it stands for.' (Boyne J. , 2006)

In some parts of the book, as mentioned in the above quote, the writer shows that no generalization can be made. Germans have good people with a sense of humanity, too.

This investigation is convenient for literary analysts who might know the importance of new historicism methodology and its relevance in literature. This investigation will show understanding on the holocaust and a comparison of both sides of the fence. This project can be helpful in order to guide other students in the history field. Based on the book content, history, and setting new historicism can be applied with any problem, based on the fact that new historicism focuses on the interpretation of literature in terms of the milieu from which it emerged.

1.5 Antecedents

It is important to take into consideration other investigations in the same field or approach. In order to develop this investigation, the following three researches were taken into consideration. First, international theses in the same approach. Second, national investigations are added such as history Context. Finally, history information and background of the New Historicism.

The investigations taken into consideration were *An Argument for New Historicism over Postmodernism in Analyzing Popular Literature* by Conor King. Second, the international investigation *A Study from a New Historicist Approach of Arthur Miller's Death of a Salesman* by Hisham Thany Rahman. Then, the national literary analysis of *A Most Wanted Man by John Le Carre based on the New Historicism Approach* by Juan Carlos Campos Cordero. Finally, *Literary Analysis of the The Kite Runner Based on the New Historicism Approach* by Marta María Méndez Ugalde.

The first international thesis mentioned is *Cultural Context: An Argument for New Historicism over Postmodernism in Analyzing Popular Literature* by Conor King. The objective of his investigation was to show an intensive analysis of critical theories, roles, history, and some variates with the purpose of providing the reader with an understanding of the term “literary criticism,” history of literary criticism, its methods, its importance for philosophers, and its contribution to literature. Additional to these points, explained the core principals of postmodernism, some of the more famous postmodern works, and the beliefs of the modernist movement that preceded in current times. Furthermore, he explained New Historicist Critical Theory and focused on the five principals of the new historicist approach.

In the thesis, King mentioned that there are five principals for the new historicism approach. First principal, that every expressive act is embedded in a network of material practices. The second principal is that every act of unmasking, critique, and opposition uses the tools. Third, that literary and non-literary "texts" circulate inseparably. Fourth, no discourse, imaginative or archival, gives access to unchanging truths nor expresses inalterable human nature. Finally, as emerges powerfully in this volume, a critical method and language adequate to describe culture under capitalism.

King additionally made an analysis of Harry Potter Series. In this point, King explained the meaning of popular literature by English scholar Victor E. Neuberg. King. Moreover, he provided an analysis of some of the characters and made a comparison to Greek and Roman Literature. Then, he presented an analysis of a Song of Ice and Fire Series and made the analysis of contemporary adult literature and a comparison between both stories and its characters. In addition, he made the analysis of Song Lyrics in order to understand popular music definition created by Tara Brabazon professor of Cultural Studies

at Flinders University. King indicated that popular music is enjoyed by the masses and achieves some success, whether that be artistic or commercial. With all of his analysis and by making this comparison, he was able to achieve the goals of his investigation, applied the new historicism approach and made a critique of these works successfully.

Moreover, Hisham Thany Rahman carried out the work *A Study from a New Historicist Approach of Arthur Miller's Death of a Salesman*. During this research, he stated that New historicism is a school of literary criticism concerned with the historical, social, and cultural contexts of the author in the period of time his literary work was produced. In addition, he concluded that a literary work should be looked as a reflection of the life and the time of its author. Moreover, he mentioned the biography of Arthur Miller, who was born in 1915 and it is said to be one of the most famous figures of American drama. Additionally, the main problem, which Rahman established in the investigation, was the influence of Arthur Miller in the historical and cultural aspects of the story. Through the inspiration gotten from his life, he wrote his most successful play *Death of a Salesman*, which is one of his most famous pieces of literature.

In order to discuss Miller's biography and the context of American history in the aftermath of World- War II, Rahman analyzed the cultural, social, and political circumstances in which *Death of a Salesman* was written and staged and thus, to discuss the main elements of such book of from a new historicism approach. This study was significant to literature because it was the first time that this book was analyzed with this approach. Rahman's study limitations was having only one of the plays of the playwright. During this investigation, some definitions were provided for the reader to have a better understanding of the study such as new historicism, cultural criticism, Great Depression, and American

Dream. Moreover, it is explained new historicism methodology; in addition to its perspective, cultural perspective, historical context, biographical context, political context, social context, and cultural context. To conclude the entire objective were accomplished, as well all the questions were answered and accomplished successfully.

Furthermore, there is the thesis by Carlos Campos Cordero (2010) called *Literary Analysis of A Most Wanted Man by John Le Carre based on the New Historicism Approach*. The purposes of Campos's investigation was to analyze *A Most Wanted Man* by John Le Carre using the New Historicism approach. The objectives of the investigation were to analyze the main theories of the New Historicism approach, to identify the plot of the book using the New Historicism literary criticism, to identify the kind of hero and antihero found in this novel according to new historicist, and finally, to evaluate the level of knowledge of the New Historicism approach among the English Language Professors at the U.I.A. The scope of this investigation was to provide examples on how to apply new historicism for future students.

Based on his investigation, one of the limitations that he could find was that there were not many studies performed on this approach. During the investigation, the researcher provided information about John Le Carre's that helped to make the study of the new historicism approach. The investigation included new historicism history and methodology definitions. Besides this, the plot of the book was added to better understand the historicism approach. Some terms were defined throughout the investigation such a naturalistic, interpretative paradigm, hero, the protagonist versus the antihero, and antagonist character were analyzed to achieve the objectives. Some other concepts were added to help the

investigation to be justified such as phenomenology, conceptual definition of new historicism, operation, and instrumental methodologies of new historicism.

Finally, Marta María Méndez Ugalde wrote the thesis *Literary Analysis of The Kite Runner Based on the New Historicism Approach* in 2010. The purpose of her project was to analyze the book *The Kite Runner* written by Khaled Hosseini using the Historicism approach. One of the limitations found during this research was the lack of information regarding the new historicism approach. During the research, the history of such approach was explained, as well as its methodology in order to better explain the purpose. Furthermore, the author's biography and background was included, too. Some of the definitions that helped the readers to understand the investigation were the paradigm, method, type of study, and research subjects.

The objectives of the investigation were first to analyze the book *The Kite Runner*, to explain how the experiences at the flea market were portrayed in Amir the main character of his book, using the theories of the New Historicism approach, to design the plot of the book using this approach, to apply the principles of New Historicism approach in the analysis of the book, and finally, to evaluate the importance of the application of the principles of New Historicism approach on literary criticism. Furthermore, in order to help the reader to understand *The Kite Runner*, a research and analysis of the characters was taken into account. During the whole work, it was noted that the objectives of the investigation were achieved. By extracting, analyzing, collecting evidence, and linking concepts to past events there is a dynamic to understand this approach better. As a result, these types of investigation are needed for those who attempt to apply this method.

In order to be able to link the investigations mentioned above, the history of new historicism is provided. There are different theories and point of views. New historicism is defined by New World Encyclopedia as “An approach to literary criticism and literary theory based on the premise that a literary work should be considered a product of the time, place, and historical circumstances of its composition rather than as an isolated work of art or text. It has its roots in a reaction to the "New Criticism." New Historicism attempted to reintroduce the concept of history into literary studies, in part as a corrective to the ahistorical and apolitical nature of much of Post-structuralism. (New World Encyclopedia , 2009).

New historicism was created by Stephen Jay Greenblatt who was born on November 7, 1943, Boston, Massachusetts, U.S. Greenblatt established new historicism in 1980. This became more relevant than New criticism and became one of the most influential approaches for literary works. The way literary works are studied in their historical context, and how history can be studied by deep analysis of literature is what this concept has innovate. Greenblatt proposed that literary works would be best studied if phenomena and incidences from periods that are seemingly unconnected were brought together to attempt to make sense of the event in question. Based on this theory, this method fits the *The Kid in the Stripped Pajama* analysis (Pallardy, 2016).

William Shakespeare’s works and literature of the modern period were the first one that used new historicism. Based on his Greenblatt’s study, New Historicism challenges the difference between Literary Foreground, political background. New historicism refers to the study of culture related to a complex network of intuitions, practices, and beliefs. Greenblatt’s objectives showed the complex ways in which identity was created in the sixteenth century in an atmosphere of competition among various institutions, authorities,

ideologies, political, religious, domestic, and colonial. New Historicism has refused to align itself with a definite series of positions as such, it has drawn upon insights from Marxism, feminism, structuralism, and post structuralism; in turn, its insights have been enlisted by critics from a broad range of perspectives (Parvini, 2017),

Based on Greenblatt (2002) , there are five basis premises of new historicism. First, New Historicism should begin with specific details, anecdotes, and examples in order to avoid a totalizing version of history. Second, New historicism should proceed from such details to illustrate how they are tied up with larger contradictory forces in a given time period, no matter how apparently innocuous the detail may seem at first. Then, it should remain self-conscious about one's methodologies, thus resisting "a historicism based upon faith in the transparency of signs and interpretative procedures". In addition, it should be suspicious of liberator narratives: everything is, on some level, caught up in the circulations of power in a given time period. Finally, all cultural products, whether they are high art, political documents, personal letters, or trash, are a part of larger discursive structures and, so, can offer clues to the ideological contradictions of a given time period (Felluga, 2015).

Harold Aram Veesser states that some of the key assumptions of new historicism include: Each act that is expressed is as a result of a network of material practices, every act of uncovering, analyzing and opposition actually uses ways that it condemns and hence may conform to that which it exposes. Literary and non-literary texts circulate inseparably. There is no social boundary whether imagined or archived that gives access to universally unalterable truths nor portrays the unchangeable nature of human. An analytical or rather critical means and a language good enough to describe culture under capitalism participate in the economy is described (Irish, 2016).

In all of the works, it can be found an analysis of the new historicism approach. First, how to analyze a literature work, how important the new historicism is to understand the historical context of each work, and the implications of the new historicism approach to literature. Additionally, it can be seen that the premises of the approached were applied accordingly in order to achieve the goals of the new historicism approach. These investigations perfectly fits the purpose of the analysis of the *Kid in the Stripped Pajama* through such approach. Additionally, these works are good guidance to develop this investigation, as they used the correct application of new historicism and its methodologies and implications. Furthermore, these works are good examples to follow as reference.

1.6 Scope

This thesis provides a complete literary analysis of the novel of *The Kid with the Stripped Pajama* based on new historicism approach. This research is going to be a helpful guidance for future students regarding how to make a literary analysis using such and how to apply its methodology. The focus of this thesis will be to make a comparison and provide clarification between historical criticism and new historicism approaches. The analysis of these two theories works better when analyzing literature in its culture, politics, and economic fields. Moreover, the researcher intends to analyze the *Kid with the Stripped Pajama* to understand how the background knowledge, studies of history, and the holocaust impact helped John Boyne to write a fictitious story based on the holocaust. This book also contemplates the impact that this important part of the history had in society and in Bruno's family.

CHAPTER II

THEORETICAL FRAMEWORK

During this chapter, some concepts will be analyzed to better understand the literary work. Moreover, these concepts acknowledge the process to develop an accurate investigation. First, “literature” and “theory” are present to understand the definition for “literary theory.” Second, the theories which apply are mentioned. Third, the themes, symbols, and motifs will be defined with their respective examples. Finally, the biography of the author and the plot of the book are presented.

2.1 Literary Theories and Approaches

2.1.2 What is literature?

Literature has many definitions and it has changed constantly (Lombardi, 2020) . She indicates that literature represents the culture and tradition of a language or people. Krystal (2016) states that “literary means not only what is written but what is voiced, what is expressed, what is invented, in whatever form,” but it also literature is when a person is inspired by his surroundings, experiences.

According to Kenneth Rexroth (2020) literature is defined as the body of written works. This word has been applied for poetry and prose and it depends on the intention of the author. In addition, Rexroth mentions that literature can be classified in language, national origin, historical period, genre, and subject matter. The art of literature is not reducible to the words on the page; they are there solely because of the craft of writing. As an art, literature might be described as the organization of words to give pleasure.

2.1.3 What is theory?

On the other hand, the word theory has many meanings, and this will depend on the field that the person is working on. Moustafa (2014) defines theory, as “a statement of concepts and their interrelationships that shows and/or why a phenomenon occurs.” Based on Vince Brewton, (n.d) “Literary theory” is the body of ideas and methods to be used in the practical reading of literature. According to Skills You Need website (2020) a theory is a method to be used to provide understanding. It is important to know that one of the major purposes of a theory is to provide an answer to the question “why?”

2.1.4 Literary Theory Definition

Moreover Brewton, (n.d) explained that Literary theory is the body of ideas and methods we use in the practical reading of literature. Those words together form a new meaning, “literary theory,” which means ideas and methodology of reading literature. Brewton (n.d), argues that this is not focused only on the literary meaning of a work, but also on the theories that support the work. Literary theory makes a relationship within the writer and the literature work. Literary theory refers to any principles derived from internal analysis of literary texts or from knowledge external to the text that can be applied in multiple interpretive situations. During this chapter, the literary theories will be explained to get a better understanding of the importance of the theories and how they help to make a better analysis of a literary work. The theories are Traditional Literary Criticism, Formalism and New Criticism, Marxism and Critical Theory, Structuralism and Poststructuralism, New Historicism and Cultural Materialism, Ethnic Studies and Postcolonial Criticism, Gender Studies and Queer Theory, and Cultural Studies.

According to Brewton (n.d), the Traditional Literary Criticism has as intention to track influence of the major writers in the different period of history. The most relevant points for this theory are to know what literature is, and why we read literature, and what we read. Traditional literary criticism takes the human point of view and looks for both, technical skills and significant content. This theory also analyzes how the author's life influences the literary work, so it studies that the author includes his or her own emotions to the work, as well as characters and experiences.

The second theory is based on Brewton (n.d) Formalism and John Crowe created New Criticism, in 1941. This theory was relevant for American literature in the 20th century. The focus of this movement was poetry to discover how a work of literature functioned as a self-contained. New Criticism understands the structure and meaning of the work were connected and should not be studied unconnectedly. In order to bring the focus of literary studies back to analysis of the texts, they intended to exclude the reader's response, the author's intention, historical and cultural contexts, and moralistic bias from their analysis.

Marxism and Critical Theory have been used all around the world; for example, in Raymond Williams and Terry Eagleton in Great Britain, Frank Lentricchia and Fredric Jameson in the United States. However, the first person to influence this theory was Frankfurt School (n.d). This theory focuses on class conflict. Marxist analysis focuses on society and history have had a profound effect on literary theory and practical criticism. This theory has also influenced the development of "New Historicism" and "Cultural Materialism."

Furthermore, it can be found the Structuralism and Post structuralism. The Structuralism (Brewton, n.d) focuses on matters of literary and non-literary texts in the social or historical content. This theory was created by the famous philosopher Roland Barthe. Structuralism is a theoretical approach that classifies patterns in social arrangements, mostly notably language. On the other hand, Post Structuralism builds on the insights of structuralism, as it holds all meaning to be fluid rather than universal and predictable. Barker (2010) explains that both structuralism and post-structuralism are important theoretical influences in cultural studies and have enabled the field to explore culture as a set of signifying practices.

The next theory is the New Historicism, According to Brewton (n.d) Raymond Williams from Britain created the term Cultural Materialism. He sought to understand literary texts historically and rejected the formalizing influence of previous literary studies, including “New Criticism,” “Structuralism,” and “Deconstruction.” All of which in varying ways privileged the literary text and placed only a secondary emphasis on historical and social context. In addition to the theories, it can be found the Ethnic Studies and Postcolonial Criticism. Brewton (n.d) explains that Ethic study is also known as “Minority studies” and it is closely related to Postcolonial Criticism. These two terms were coined during the Euro-American imperialism and colonization in the last centuries. Literature in United States and Britain has been influenced by Ethic statues. The ethnic studies refer to the double consciousness as shown both by American and Negroes, while the Postcolonial Criticism critiques of the metropolis and capital that emanates from the former colonies and offers a critic of the ideology of colonial domination and, at the same time, seeks to undo the “imaginative geography.”

In regard to Gender Studies and Queer Theory, Brewton (n.d) indicates that this refers to feminism, sexual categories, and identities, and brings the inclusion of female works. Feminism was the first expression for this theory that took place during the 90s. The “Queer theory” fixes categories of sexual identity and the cognitive paradigms generated by normative and sexual ideology and is not necessarily related to feminism. To “queer” becomes an act by which stable boundaries of sexual identity are transgressed, reversed, mimicked, or otherwise critiqued.

Finally, it can be found Cultural Studies. As Brewton (n.d) explained that this study arose self-consciously during the 80s to provide a means of analysis of the rapidly expanding global culture industry that includes entertainment, advertising, publishing, television, film, computers, and Internet. Cultural Studies could be analyzed as a set of conflicting methods and approaches applied to a questioning the current cultural categories. The most relevant people who has worked with this study are Stuart Hall, Meaghan Morris, Tony Bennett, and Simon.

2.2 Themes, Symbols, Motifs

These three terms: theme, symbol, and motif are necessary to be mentioned in this literature analysis. Examples of these terms are found within the book. These terms will help the investigator to understand the context. In addition, this provides a clearer idea of what the author wants to transmit. Moreover, these terms are helpful to identify the New Historicism approach can be applied for this book. Therefore, these terms will facilitate the analysis of a literary work.

2.2. Themes

Letourneau (2014) explains that a theme is the central idea, topic, or point of a story, it is what the author wants to transmit. The theme of a story can be determined using characters, setting, dialogue, plot, or a combination of all of these elements in order to get the central idea of the novel, short story or any other literary work. Human nature is explored by the best literary themes; the most common once are Good vs. evil, love, redemption, courage, perseverance, coming of age, revenge, and fears. The theme will depend on both, the author's intention and the reader's perception or point of view.

2.2.1 Friendship

According to Staff Author (2019) friendship is a complicity about two or more people and some characteristics that a friend should have are to do something nice for the other person, to be sincerely interested when the other talks about her/his life, or to be willing to hang out with you outside of the place you first met. In the book, it can be seen that Bruno and Shmuel were good friends and always were taking and seeing each other. They shared a lot of time talking about their life and compering their experiences. Their friendship was reflected when Bruno every afternoon visited Shmuel and took him food. Another example is when Bruno helped Shmuel to look for his father who was lost for weeks.

2.2.3 Family

Based on Michelle Blessing (2020) family has many different meanings. This is due to each person has different perceptions of the meaning of this word. However, she indicates that for everyone the word family has something in common because those people are important in some way to the person. In the book, this German family loved each other, and they even mentioned that wherever their family is together that placed is going to be called

home. On the other hand, Shmuel shared that his family was his father and he even was very worried because his father was lost. Therefore, in the entire book this theme was presented in different angles.

2.2.4 Role gender

For H.J. Fawkner (2012) gender roles can be conceptualized as behavioral expectations based on biological sex. Traditionally, for men to be masculine, they were expected to display attributes such as strength, power, and competitiveness while women were meant to be comprehensive, dedicated, and lovely. In the book, the gender role complied with this definition. This was a German conservative family where each of them had their own role. The father was in charge of the house showing his power, and the mother was patient and lovely to her kids.

2.2.5 Self-honesty

According to Talking with Trees website, (2020) honesty means more than "not lying", Honesty means your actions are truthful too. In the book, self-honesty was presented in Bruno. He did not lie to anyone not even to himself. Bruno was conscious about this when he tried to lie to himself, and he immediately corrected this action. He was the only character presented in the book that did not lie to himself; even though, he was portrayed as the youngest.

2.3 Symbols

Furthermore, Litcahrts (2020) indicates that symbolism is a literary device in which a writer uses a physical object or phenomenon to represent something else. There are three types of symbols in literature. First, symbolism through physical objects, which are used to

symbolize an idea or concept. Second, symbolism through characters. Sometimes characters themselves can serve as symbols of a particular virtue or vice, or of a political ideology. Finally, symbolism through events, such as an action that represents love, innocence, or rebellion.

2.3.1 Fence

The fence has three different meanings in the book. First, for Jews the meaning was to be in prison, to have lost their home, to suffer, to have lost their families, and to be sad. Second, for Germans it represents freedom, to have a future, and to be in peace. Finally, the fence symbolizes social division. It was used to divide the concentration camps from society and marked a difference between Jews and Germans.

2.3.2 The Führer

Even though this word means leader in German, it has a different meaning now. It basically refers to Hitler, and it is associated to dictatorship, and genocide. In addition, it is related to one of the worst events in the world history: The Holocaust. Therefore, this word has a negative connotation for people.

2.3.3 The Stripped Pajama

The Stripped pajama represents that they were prisoners not only physically but also emotionally. In addition, they could see the fence if they wanted to, but the pajama was with them at eating, sleeping, and in every moment of their lives. Moreover, it meant that they were different from the rest. If people outside the fence saw a person with the stripped pajama, they would immediately recognize that this person was a Jew or non-German individual.

2.3.4 Yellow Star /Star of David

Based on Britannica (2020) the Yellow Star or the Star of David as an indicator of the Jews, the Jewish liturgy signifying God as the protector (shield) of David, and a clear symbolism for the Christian-Jewish worlds. However, in the book Jews were forced to wear this as a symbol with the intention of humiliating them, to point Jews, and to let them know that they were inferior. Therefore, the perception of Jews in the concentration was that this symbol was the only thing which helps them remembering their roots.

2.3 Motif

In addition, a motif is relevant in literature. It is commonly used in short stories and novels. Masterclass (2020) defines motif as a literary technique that consists of a repeated element that has symbolic significance to a literary work. A motif can be many things, such as situation, action, smell, or color. Motif is an indisputable pattern in the text; the key is that it is repeated. Sometimes, symbols and motifs are easily mistaken; however, it can be stated that a symbol is an object that represents something else, and motifs are often symbols.

2.3.1 Bruno opening his mouth and making the shape of an O

This expression was mentioned twice in the book. It represented that he was impressed by something and had no words to express. It was implied to be a funny expression for a little boy. It represented his childhood and how children are impressed when exploring the world. This certainly showed Bruno's personality and that he saw the world.

2.3.2 Adventure Stories

Bruno had an impressive imagination and he wanted to become an explorer when he grew up. Bruno was a little boy but as he matured with age, he knew what he wanted. He was able to express himself freely and mentioned several times that he wanted to become an explorer. He also tried to teach Shmuel everything he knew about exploring. In the book, he mentioned this several times and this curiosity took him to his cruel death.

2.4 Author's Biography

John Boyne (2020) was born on 10 April 1971 in Dublin, Ireland. He is a contemporary Irish novelist. Since he was very young, he was interested in writing. He usually writes for adults, but recently he has begun writing for children. His most famous works are *The Thief of Time*, *The Boy in the Stripped Pajamas*, *oah Barleywater Runs Away*, *The Stay Where You Are and Then Leave*, and *Terrible Thing That Happened to Barnaby Brocket*. His books have been translated into 50 languages and his book, *The Boy in the Stripped Pajamas*, was turned into a film. Furthermore, in 2012, he won the Hennessy Literary 'Hall of Fame' Award for his body of work. He won three Irish Book Awards, and many international literary awards, including the Que Leer Award for Novel of the Year in Spain, and the Gustav Heinemann Peace Prize in Germany. In 2015, he was awarded an Honorary Doctorate of Letters from the University of East Anglia.

2.5 Plot

The story begins when Bruno came home and found out that Maria is packing his belongings because they are moving, as his father got a new position as commandant of the German army. When they finally arrived to their new home, he felt very unhappy, as he had no friends there, his parents stayed in Berlin, and the new house did not have anything

around. Bruno told Gretel, his sister, a hopeless case, that he was not happy in the new residence, for the first time they agreed and made a connection by sharing the same feeling. One day Bruno looked outside the window and noticed adults and children. Bruno was very curious, so he got closer and made new friends. Bruno decided to talk to his father and tell him that he did not like the house; however, his father told him that he would get used to the new house.

Bruno asked his father about the people that he could see in the window. His father responded that those people were not “people at all” and that he did not need to worry about them. After some time, Bruno met Shmuel. They were very similar physically and they even had the same age and the same date of birth. Shmuel was from Poland and was a pale and sad kid residing in the concentration camp. They became very good friends. Shmuel told Bruno his history on how he moved from Poland to German and that soldiers took Shmuel’s mother away, and he, his father, and brother were forced to live in a hut. Shmuel wanted to look for his father and requested Bruno’s help. The latter agreed because he wanted to explore the other side of the fence. Therefore, they decided to look for Shmuel’s father.

Consequently, Shmuel brought a pajama for Bruno, who left his clothes on his side of the fence. Later, he entered to the other side of the fence. Bruno did not like the other place and still continued exploring. For Bruno, it was like a game, but this was really important for Shmuel. They continued walking around and looking for hints when they saw the soldiers. Bruno wanted to come back and indicated so to Shmuel. He became sad and told Bruno that he was hoping his help to find his father. Therefore, Bruno kept on looking for Shmuel’s dad. Later on, the soldiers got closer to where they were, and they randomly gathered some of the prisoners to one of the rooms. A couple of days later when they were looking for Bruno, his

father found his clothes on the ground, and he immediately realized what had happened to his innocent boy. The whole family was devastated due to this sad and unexpected situation.

CHAPTER III

METHODOLOGICAL FRAMEWORK

The purpose of this chapter is to know the differences between the qualitative and the quantitative method and to identify which is more suitable for this literary analysis.

Furthermore, this chapter explains the research approach to be used that is the action research, and how this can be applied to the analysis. Moreover, it justifies what a descriptive designed is and the implications on the research. Moreover, some quotes are analyzed to link the qualitative method to this research.

In addition, main and secondary characters will be described in order to have a better understanding of the story, and how they are related in the book. Furthermore, the reader will find important details about new historicism, and once those details are interpreted, the reader will find the data collection instruments, such as focus groups, analysis of quotes, and literature reviews explaining why they were selected to gather the information for this investigation.

3.1 Research Approach

When analyzing data, there are two main types of research, qualitative and quantitative. McLeod (2019) indicates that the qualitative research is the main instrument used for data collection and analysis. Qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. On the other hand, the quantitative method gathers data in a numerical form such as graphs or tables. Both are important to get different kind of knowledge and to analyze information obtained during the research. Consequently, the purpose of this section is to

identify which method works better when making the literary analysis of *The Kid in the Stripped Pajama* through the New Historicism Approach.

The quantitative bases its results on numbers and graphics. According to Streefkerk (2019), this kind of research is used to establish evidences about a topic. Common quantitative methods include experiments, observations recorded as numbers, and surveys with closed-ended questions. The quantitative research focuses on testing theories and hypotheses analyzed through math and statistical analysis, expressed in numbers, graphs, and tables, and requires many respondents. Some key terms are testing, measurement, objectivity, replicability. When it comes to collect information with the quantitative, the researcher can make surveys, experiments, and observations. There are some points that investigators have to take into consideration when analyzing data results from a quantitative perspective. Excel application can be used, as well as SPSS, or R to calculate information or data like average scores, the number of times a particular answer was given, the correlation or causation between two, or more variables and the reliability and validity of the results.

On the other hand, the qualitative research focuses and expresses the results in words rather than in numbers and graphics. Streefkerk (2019) stated that this method is used to understand concepts, thoughts, or experiences. This type of research allows investigators to get in-depth insights on topics that people will not understand easily. This method includes characteristics such as interviews with open-ended questions, observations described in words, and literature reviews that explore concepts and theories. Some of the main characteristics of this method are exploring ideas, formulating a theory or hypothesis, analyze by summarizing, categorizing, and interpreting. In addition, this method requires few

responses or samples, open-ended questions, and key terms such as understanding, context, complexity, subjectivity.

When it comes to collect information with the qualitative method, the researcher can perform interviews, focus groups, ethnography, and literature review. To analyze the information gathered from this method, researchers can take into consideration qualitative content analysis such as tracking the occurrence, position, and meaning of words or phrases. Additionally, thematic analysis includes closely examining the data to identify the main themes and patterns. Finally, the discourse analysis for instance studying how communication works in social contexts. Furthermore, Crossman (2020) expresses that qualitative research is a type of social science research that collects and works with non-numerical data. Moreover, this method seeks to interpret meaning from data to understand social life through the study of targeted populations or places. Additionally, she indicates that qualitative research is typically focused on the micro-level of social interaction that composes everyday life. This method helps to interact more with the audience by making surveys to analyze the data.

Consequently, based on the definition of both types of research explained above and its characteristics, it is determined that the method that this research will apply is the qualitative method. The main characteristics and purpose are to make a literature review that explore concepts and theories, and since this research is focused on the literary analysis of *The Kid in the Stripped Pajama*, this method is the one that better suits the investigation. While analyzing both definitions, the researcher noticed that Crossman's theories gave an insight that social interaction fits for a literary analysis. Therefore, all the characteristics of this method comply with the intention of the researcher.

3.2 Research Design

During this section, the researcher will explain the strategy and method to complete the investigation. In order to make this analysis some concepts will be developed, such as action research and descriptive designed. Those definitions allow to understand what the best strategy to complete the investigation is. The action research refers to evaluations and investigations and the descriptive design refers to behaviors. Both terms will be analyzed to determine what better suits the researchers' work.

Based on, "The glossary of Education Reform" (2015) action research is defined as a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses. These problems can be whether organizational, academic, or instructional. Additional to this, action research helps educators developing practical solutions to address them quickly and efficiently. The problem stated in this investigation as mentioned in Chapter I it is that "there should be an intensive study of the culture, politics, society, and history. For the researcher to be able to comply with the standards of the new historicism approach and its methodology, the information included in this investigation allows to identify a problem to be studied, collect data on the problem, organize, analyze, and interpret the data. Furthermore, it is important to make an investigation and diagnose of the problems. An intensive analysis of the book *The Kid in the Stripped Pajama* is performed in order to identify factors that made the author to write this book.

Finally, there is the descriptive designed which involves observing and describing the behavior of a subject without influencing it in any way (Shuttleworth, n.d). Consequently, the aim of the researcher is to analyze quotes as the ones below:

“Yes, that's right,' said Gretel. 'Are we Jews?'

Gretel opened her mouth wide, as if she had been slapped in the face. 'No, Bruno,' she said. 'No, we most certainly are not. And you shouldn't even say something like that.' 'But why not? What are we then?'

'We're ...' began Gretel, but then she had to stop to think about it. 'We're ...' she repeated, but she wasn't quite sure what the answer to this (page 183) question really was. 'Well we're not Jews,' she said finally.

'I know we're not,' said Bruno in frustration. 'I'm asking you, if we're not Jews, what are we instead?'

'We're the opposite,' said Gretel, answering quickly and sounding a lot more satisfied with this answer. 'Yes, that's it. We're the opposite.'” (Boyne J. , 2006, p. 111)

In such quotes, there is a clear understanding that the author wanted to show that children are innocent. Additionally, it can be identified how they were just repeating what they have listened to from their parents. Moreover, they were recreating the same way of thinking because it was the way they were raised. Furthermore, it is evident that parents have a huge influence in children's life. For example, the following quote best represents the boys' innocence:

“Bruno wished he could run away. He hated Lieutenant Kotler, but he was advancing on him now and all Bruno could think of was the afternoon when he had seen him shooting a dog and the evening when Pavel had made him so angry that he—

'Tell me, Bruno!' shouted Kotler, his face growing red. 'I won't ask you a third time.'

'I've never spoken to him,' said Bruno immediately. 'I've never seen him before in my life. I don't know him'" (Boyne J. , 2006, p. 106)

What the author intended to say here is that even though Bruno and Shmuel were friends, they were still little boys afraid of growing up. Although, Kotler worked for Bruno's father, Bruno was still afraid of him because he could see anger in that soldier. Therefore, Bruno's values came up here, as he wanted to speak up and knew that it was wrong to let his friend alone, but he was also terrified as any other 8-year boy. Moreover, he could not do anything to save his pale friend. Bruno apologized to Shmuel about the situation and Shmuel forgave him.

With those quotes, it is shown that the kid s' souls innocent. Furthermore, it is explicit that they did not feel secure with adults, instead they were afraid of them. Even though, both kids had different lifestyles, they were involved in this event. Bruno showed himself as an innocent boy, as well as a boy with his own thoughts. On the other hand, Shmuel was a submissive boy due to his background and probably some traumas that he had.

3.3 Information Sources

During this investigation, the researcher was able to gather information from different sources available. For the researcher to get the information for this investigation several sources were consulted. These sources are categorized as primary and secondary sources.

3.3.1 Primary Sources

USNW Sydney (2020) indicates that primary sources are the first-hand account of an event. Some examples of primary sources are diaries, correspondence, interviews, and biographies, among others. The primary sources to perform this investigation are Web Sites regarding the investigation and its variables, such as New Historicism Approach.

Additionally, the book's analysis itself. The researcher was able to gather interviews delivered by John Boyne, so his way of thinking was captured during these interviews to show the impact of the holocaust.

3.3.2 Secondary Sources

According to USNW Sydney (2020), secondary sources are defined as a source that offers an analysis, interpretation, or a restatement of primary sources and are considered to be persuasive. Some examples can be journal articles that comment on or analyze researches, textbooks, dictionaries and encyclopedias, and newspaper editorials/opinions, among others. As secondary sources, the researcher was able to gather theses based on New Historicism, international and national literary analysis, and dictionary definitions that can help with the development of the investigation. These sources were very help full to better understand the analysis.

3.4 Analysis Categories

The book *The Kid in the Stripped Pajama* is analyzed through a New Historicism Approach; consequently, the main points that are going to be analyzed in this investigation are the main (Bruno and Shmuel) and secondary characters (Ralph, Gretel, and Bruno's mother). This analysis will be performed to have a better understanding of the context. These

characters were selected by the researcher because they represent the core of the history, as they have an important role and moral or symbol to represent

3.4.1 Main characters

3.4.1.1 Conceptual definition

According to Hellerman (2019), a main character is the focus of the story, the person that the story mentions the most. The main character can express fears and emotions, and his actions or expressions can influence the story and other characters. In this book, the main characters are Bruno and Shmuel, and each of their actions had an influence in the story. On the other hand, according to Myers (2019) primary characters are the major players in a story, appearing in numerous scenes throughout the script, the focal point of the plotline and/or key subplots.

First, Bruno is an innocent boy who was always following rules or at least he tried to. He liked exploring and making friends. However, he did not want to live in his house in Berlin, but as any other eight years old boy he was forced to move with his family. He was very sad because he did not want to lose his three best friends in life and his mother. When time passed by, he could barely remember his friend's names and his grandma passed away. Bruno always visited Shmuel; nevertheless, they could not play, as Bruno wanted because Shmuel was on the other side of the fence. However, they always gathered together in order to talk and share their thoughts.

Then there is Shmuel, an eight-year-old skinny, and pale boy who was suffering because he could not find his father in the concentration camp. Throughout the story, it is stated that he did not like soldiers, as according to him, all of them were bad people. Bruno

and Shmuel decided to look for Shmuel's father in order to make Shmuel happy. Additionally, it was the last day that they could be together because Bruno was moving again to Berlin. When they were looking for Shmuel's father, Bruno wanted more to explore the camp, but Shmuel was really worried about his father. Moreover, it has to be stated that both of them were born in the same date and they were really impressed about it. Consequently, this fact made their friendship more meaningful so they met almost every day to talk.

3.4.2 Secondary characters

3.4.2.1 Conceptual definition

According to Myers (2019), secondary characters are important, but supporting roles, generally appearing in fewer scenes and with a narrower narrative function. Secondary characters serve many useful and different roles, as their wants and desires can add urgency (or complications) to the main characters' tasks. Therefore, secondary characters are as important as the main ones and play an important role during the story because they can influence main characters' decisions. As established above, the secondary characters of *The Kid in the Stripped Pajama* are Ralph, Gretel, and Bruno's mother.

The first secondary character that is going to be analyzed is Ralph, he is Bruno's father, and he was a commandant in the concentration camp. He got promoted, so they had to move. He was really happy for his new position and threw a party to celebrate it because he had become an important man for the Führer (his boss) and for the country. Ralph's father was very happy for his son's position and he expressed that, he was proud. On the other hand, Ralph's mother was angry and disappointed. She argued with Ralph and told him that she might have done something wrong when she raised him because what he was doing was something bad.

Second, there is Bruno's mother. Her name is not mentioned in the story. At the beginning, when they decided to move from Berlin, her feelings were not clear. However, when the time passed by it was clearly noted that she did not like the new place. She said that it was not a place to raise her children. At first, Ralph did not agree with the idea because he was worried about what people were to say if he was there working alone. Finally, Ralph accepted that his children and wife should come back to Berlin. He talked to his children to see if they wanted to come back without him. Together they finally agreed to come back.

Finally, there is Gretel. She is Bruno's sister. She did not want to move because she had some friends there. She was always fighting with Bruno because he was younger, and she thought that she was more mature than he was. However, during this time their relationship improved a little bit, since they did not have friends and they started talking more. They were always talking about the other side of the fence and how sad they felt to live there and they wanted to come back to Berlin. Even though, their relation did not become really strong when Bruno disappeared, Gretel was very sad and missed him.

3.4.3 New Historicism

3.4.3.1 Conceptual definition

According to CliffsNotes (2020), New Historicism is defined as a literary theory based on the idea that literature should be studied and interpreted within the context of both, the history of the author and the history of the critic. Based on the literary criticism of Greenblatt and the influence of philosopher Foucault, the New Historicism acknowledges not only that a work of literature is influenced by its author's times and circumstances, but also the critic's response to that work is influenced by his environment, beliefs, and prejudices.

During this analysis, the author's information will be available to analyze the book *The Kid in the Stripped Pajama*. Even though, John Boyne was not raised during the Holocaust, he has studied its relevance and important parts of the history that affected the entire world. Therefore, based on his knowledge and studies he was able to show the impact the Holocaust had in that period and how it is still present nowadays. There are still some people having psychological consequences and scars in their bodies, souls, and family members who suffered this event.

3.5 Data collection Instruments

In this investigation, the qualitative method is applied in order to obtain data and analyze all the gathered information. This method uses methodologies to give a picture of an educational or social phenomenon. The instruments that are applied for this research are the analysis of quotes and a Literature review. The quotes are fragments from the book and the literary review is based on the book itself. The purpose of this section is to explain why these instruments helped to accomplish the investigation's objective.

First, a quote analysis will be done to effectively support an argument. A quotation requires three parts: lead-in, citation, and analysis. Most quotations require analysis when used as evidence for a larger claim, but not all of them do as indicated (Wepler, 2012). Therefore, during this research a quote table is available to analyze different quotes from the book, in addition to some interviews performed to John Boyne regarding *The Kid in the Stripped Pajama*. With the use of the quotes and the interviews to the author, it is expected to have a clear analysis of the book.

Second, there is the Literature review. Ashford University (2019) indicates that a literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing readers to identify relevant theories, methods, and gaps in the existing research. Conducting a literature review involves collecting, evaluating, and analyzing publications (such as books and journal articles) that are related to the investigator's research question. In order to get a wider knowledge and point of view, this method helps to better understand the story as a reflection of the experience and studies of life of the author. With the literary analysis, it is expected to have a clear view of the book based on the New Historicism approach.

The analyzed quotes and literary analysis are useful in order to complete the data analysis used in the triangulation procedures of this investigation. The purpose of these two methods is to get a compilation of those points that support the new historicism approach and its methodology. Therefore, with the combination of the quotes and the literary analysis, the objectives of the investigation will be accomplished. Finally, the main two purposes of these methods are, first to help the reader to understand the researcher's point of view and help the investigator to back up the use of the New Historicism approach.

3.6 Collection Data Process and Data Analysis

During the data collection process and data analysis, the researcher develops a data triangulation with the information obtained from the analysis of the story, with the purpose of having a clear understanding and comprehension of the theories, methodologies, and concepts of the New Historicism Approach. Therefore, terminology such as triangulation and collection data process and its functionality, will be explained. Moreover, the aim of such triangulation is to organize better the information to understand the researcher point of view.

Salkind (2010) explains that the term triangulation refers to the practice of using multiple sources of data or multiple approaches to analyze data to enhance the credibility of a research study. Triangulation aligns multiple perspectives and leads to a more comprehensive understanding of the phenomenon of interest. Researchers differ in the emphasis placed on the purposes of triangulation; some investigators view it as critical to establishing corroborating evidence, and others focus on its potential to provide multiple lines of sight and multiple contexts to enrich the understanding of a research question. Particularly associated with qualitative research methods, triangulation typically involves examining data from interviews, focus groups, written archives, or other sources.

There are identified four types of triangulation based on Better Evaluation Website (2018). First, data triangulation that involves time, space, and people. Second, investigator triangulation refers to multiple researchers in an investigation. Third, theory triangulation uses more than one theoretical scheme in the interpretation of the phenomenon. Finally, methodological triangulation is used for more than one option to gather data, such as interviews, observations, questionnaires, and documents. It is important to mention that all of them helped in the analysis of this research.

In order to make the triangulation, the researcher can use three analysis to review findings. First, the researcher can select perception and illuminate blind spots in an interpretive analysis. Second, the researcher should be clear that the goal is not only to seek consensus, but also to understand multiple ways of seeing data. Finally, the investigator can use multiple observers and analysis. Therefore, by having into consideration those points makes the investigation easier to understand.

In this investigation, the collection data process and data analysis are based on the analysis and interpretation of the book's quotes, as they are crucial for the investigator to support the use of the New Historicism approach. During the collection data process and data analysis, the qualitative approach is the method that the researcher uses to analyze the quotes and literature review, as well as concepts, theories, and methodologies of the New Historicism Approach. The purpose of those concepts is to make the analytical study of the book *The Kid in the Stripped Pajama* by John Boyne.

CHAPTER IV

DATA ANALYSIS

In this section of the research, the data provided will be detailed through the information collected. Furthermore, this data has been taken from the book and was supported with quotes found in the book. In addition, the objectives are further developed to achieve a successful analysis. Additionally, in this chapter some quotes, themes, motifs, and symbols are presented, as well as the approaches of the investigation. Such information is helpful for reaching an appropriate book's analysis.

4.1 The New Historicism Approach

Parvini (2017) explains that the new historicism approach has influenced literature, especially for works of literature in the Early Modern period. This approach prevailed mainly in the period from 1980's to 1990's. There have also been variants of "new historicism" in other periods of the discipline, most notably the romantic period, but its stronghold has always remained in the Renaissance. At its core, new historicism must be understood in its historical context, as it views literary texts as cultural products that are rooted in their time and place, and not as works of individual genius that transcend them. In other words, this approach focuses on literature texts as cultural products of the time and place.

The New Historicism can be applied to this book due to its context and cultural connotation, as this approach looks for meaning in a text by considering the work within the history and context of the author's work. Moreover, this book provides a simple description of the three human realities at the time of the holocaust; that is, the victims' view, the executioner's view, and the innocent's view, with both sides. Since John Boyne has a lot of

knowledge on history and the holocaust, even though he did not grow up in that time, he was able to show the reality through a fictitious character that represented what people was living at that time. Many people may think that history can only be written by people who lived in the same period; however, it has been demonstrated that those who have studied history can also have a huge knowledge on the topic.

The relationship within this book and the new historicism approach is history, culture, and literature, but why? The history refers itself to an event that affected the world; the holocaust, where millions of Jews were murdered because of what they were. Moreover, this is one of the most recognized events, as its memory has prevailed throughout the years. In addition, it refers to culture because throughout the story it can be seen different perspectives of the world, that is, how being in one side gives you happiness or how you fight to get it. Finally, literature is presented in every period and gives details of what life used to be for some.

4.2 Theories vs Literary Work

Analyzing theories can be challenging; unless, they have a specific purpose. During this chapter, some quotes will be analyzed. Each one of these quotes will be illustrated through an interpretation of the researcher's objective. Therefore, such quotes have been extracted from the book to understand the researcher's point of view in different aspects of the New Historicism approach and to know other points of view.

Quote	Theory	Interpretation
“Bruno was sure that he had never seen a skinnier or	Children's innocence	In this quote, it can be concluded that children's

<p>sadder boy in his life but decided that he had better talk to him.” (Boyne J. , 2006, p. 67)</p>		<p>innocence goes over appearance and that to know people is better than to criticize them. Additionally, it shows Bruno’s curiosity and his way of seeing the world.</p>
<p>“We don’t have the luxury of thinking ... Some people make all the decisions for us.” (Boyne J. , 2006, p. 12)</p>	<p>Women role during the Second World War</p>	<p>In here, it is noticed that during the Second World War many people could not give their own opinions and could not express themselves freely. Children, women, and people from different ethnics had no voice during this period. Discrimination was the most common feeling during this time period.</p>
<p>“Heil Hitler," he said, which, he presumed, was another way of saying, "Well, goodbye for now, have a</p>	<p>Children’s innocence</p>	<p>The children’s innocence is noted in this quote, as Bruno did not even know what such</p>

<p>pleasant afternoon.” (Boyne J. , 2006, p. 36)</p>		<p>expression meant. He just repeated what his father said.</p>
<p>“What exactly was the difference? He wondered to himself. And who decided which people wore the stripped pajamas and which people wore the uniforms?” (Boyne J. , 2006, p. 64)</p>	<p>Holocaust</p>	<p>The Nazi regime was in charge of making decisions and the opinions of others were taken into consideration. All decisions were made to satisfy the Nazi ideology.</p>
<p>“I don't understand why we're not allowed on the other side of the fence. What's so wrong with us that we can't go there and play?” (Boyne J. , 2006, p. 112)</p>	<p>Children’s innocence</p>	<p>Children did not differentiate ethnics; they just wanted to play and know new people. They were just focused on discovering the world; they did not worry about money or social status. At the end, they were just children who wanted to have a good time.</p>
<p>“Answer me!” Shouted Lieutenant Kotler. 'Did you steal something from that</p>	<p>Holocaust</p>	<p>During the holocaust, the Jewish people were not seen as humans. Therefore, they</p>

<p>fridge?' 'No, sir. He gave it to me,'said Shmuel, tears welling up in his eyes as he throw a sideways glance at Bruno. 'He's my friend,'he added.” (Boyne J. , 2006, p. 106)</p>		<p>were discriminated, violated, and humiliated, just because of the Nazi ideology.</p>
<p>“Pavel is not a doctor anymore, Bruno' said Maria quietly. 'But he was. In another life. Before he came here” (Boyne J. , 2006, p. 85)</p>	<p>Holocaust</p>	<p>This terrifying period marked the life of many people that had a regular life. Being taken to the concentration camp or just by the fact of being taken from their house was to abandon the world, as they knew it.</p>
<p>“Looking handsome in your fine uniforms. Dressing up and doing the terrible, terrible things you do. Its makes me ashamed.” (Boyne J. , 2006, p. 59)</p>	<p>Nazi propaganda</p>	<p>One of the most relevant events for the Nazi regime was the propaganda. One of its objectives was to look very strong and to make people feel fear.</p>

<p>That's why he has such an impressive uniform and why everyone calls him Commandant and does whatever he says. The Führer has big things in mind for him because he's such a good soldier.' (Boyne J. , 2006, p. 87)</p>	<p>Holocaust</p>	<p>There were people that felt proud of supporting the Nazi regime and to kill the innocent, as they believed they were doing the right thing, but how committing a sin can make you a better person? It only demonstrates selfishness.</p>
<p>'What do you mean, their own kind?' Gretel sighed and shook her head. 'With the other Jews, Bruno. Didn't you know that? That's why they have to be kept together. They can't mix with us.' (Boyne J. , 2006, p. 112)</p>	<p>Children's innocence</p>	<p>Here we can see that children only repeated what their parents told them. They even did not know what Jews meant, nor why they could not be together.</p>

4.3 Themes, Symbols, and Motifs

In the following section, the themes, symbols, and motifs found in the book *The Kid in the Stripped Pajama* are explained, as these will help to understand the researcher's point of view.

4.3.1 Themes

First, themes will be analyzed. As mentioned in Chapter II, a theme is the main idea of the book. The themes found during the analysis of the book *The Kid in the Stripped Pajama* are family, friendship, gender role, and self-honesty. These themes provide a comprehensive analysis of some of the characters in the book.

Theme	Interpretation
Family	For Bruno family was very important. He respected his mother and his father. Throughout the book, it can be perceived that Bruno was very honest with them and always wanted to express himself freely; that is, he talked about what he did not like and shared good times with this family. The situation changed when they moved from Berlin because he could not spend time with his grandparents, and he could not have Christmas parties with the whole family. Additionally, his grandmother died and he felt very sad.
Friendship	When Bruno moved from Berlin one of his concerns was to lose his friends, as he had shared a lot with them. As a child, he was afraid of not

	<p>making more friends. When he met Shmuel, he was happy to interact with a child his same age.</p>
<p>Role gender</p>	<p>In the story, it was evident the gender roles in the family. These roles were, in some cases, modified or had some variations. However, when taking about marriage, society usually expects that men give the economic support, women to take care of the house, and children to play. This book is not different, and all roles were already established. Even at some point, Bruno's mother wanted to come back to Berlin, but her husband did not want it because of what people might think about him or the family itself.</p>
<p>Self-honesty</p>	<p>Throughout the story, it can be seen that Bruno was the most honest character in the story. He was always expecting the same from people. He was very curios and always asked people about their feelings and life. He even felt uncomfortable when he had to lie and said that he did not know Shmuel. Bruno was always trying to be honest with himself, something that is unlikely for a little boy.</p>

4.3.2 Symbolism

Second, the symbols will be analyzed. As mentioned in Chapter II symbols are something that represents something else. The symbols found during the analysis of the book *The Kid in the Stripped Pajama* are the fence, the Führer, the stripped pajama, and the yellow Start /star of David. These symbols provide a comprehensive analysis of some objects found during the analysis.

Symbol	Interpretation
The fence	The fence has three different meanings in the book. First, for the Jews, it meant a prison, to have lost their homes, suffering, to lose family, and to be sad. Second, for Germans it represented freedom, a future, to be in peace. Finally, the fence symbolizes social division. It was used to divide the concentration camps from society and mark a difference between Jews and Germans.
The Führer	Even though, this word means leader in German; it has a different meaning. It basically referred to Hitler and was associated to a dictatorship, a genocide. In addition, it is related to one of the worst events in the world history, the Holocaust.

	<p>This word definitely has a negative connotation for people.</p>
<p>The Stripped Pajama</p>	<p>The Stripped pajama represents that they were prisoners not only physically, but also emotionally. In addition, they could see the fence only if they wanted to; however, they had to wear their pajama at all times, it means when eating, sleeping, and in every moment of their life. Moreover, it meant that they were different from others. If people outside the fence saw a person with the stripped pajama, they would immediately recognized this person as a Jew or non-German.</p>
<p>Yellow Start /star of David</p>	<p>Based on Britannica Website (2020) for the Jewish people, the Star of David signifies God as the protector (shield) of David. However, in the book, Jews were, pointing Jews, and letting them know that they were inferior. For Jews in concentration camps, this was the only thing that helped them to remember their roots.</p>

4.3.3 Motifs

Finally, motifs will be analyzed. As mentioned in Chapter II a motif is a repeated symbol. The motifs found during the analysis of the book *The Kid in the Stripped Pajama* are when Bruno opened his mouth and made the shape of an O and adventure Stories. These motifs provide a comprehensive analysis of some repeated symbols found during the analysis.

Motifs	Interpretation
Bruno opened his mouth and made the shape of an O	This Bruno's expression is mentioned twice in the book. It represents that he got impressed by something and had no words to express it. It is a funny expression for a little boy, as it represented childhood and how children get impressed when exploring the world. This represented Bruno's personality and how he saw the world.
Adventure Stories	Bruno had an impressive imagination and he wanted to become an explorer when he grew up. Bruno was a little boy, but was very matured for his age, as he knew what he wanted. He was able to express himself freely and mentioned several times that he wanted to be an explorer. He also tried to

	<p>teach Shmuel everything he knew about exploring. In the book, he mentioned this several times and this curiosity took him to his cruel death.</p>
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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

During his chapter, the conclusions and recommendations are added. These recommendations and conclusions are taking from the book's analysis and investigation. Furthermore, the investigator will expose the objectives mentioned at the beginning of the document, as well as the research question. Finally, the recommendations are added for other investigators working in the same field.

5.1 Purpose of the Conclusion

The focus of the conclusions is to present the justification that contributed to create the main objectives of the investigation. Different issues faced during the investigation will be explained. In addition, there will be an explanation of the achievement of each objective. Moreover, the investigator will share the experience during the process, as this information is helpful to understand and identify if the objectives of the investigation were accomplished.

5.2 Conclusions

5.2.1 To learn the main points of the New Historicism Approach and its importance in literature based on the book

Within the investigation, the New Historicism approach is explained. Additionally, different theories and definitions were provided to have a wider view of the approach. The New historicism can be applied to this book due to its context and cultural connotation. The New Historicism Approach looks for meaning in a text by considering the work within the history and context of the author's work. New historicism acknowledges that the critic's

response to that work is also influenced by his environment, beliefs, and prejudices; therefore, it is relevant to mention the importance of this approach in literature. This has taken power since the 80's and one of the most famous literary writer that applied this method was Shakespeare. It has been proved that this method can be applied in most of the literary works. The book *The Kid in the Stripped pajama* is not the exception, as it complies with history and culture requirements to apply it.

Throughout the book, the history of that time was represented to apply the approached. Some important topics that were found in the book were Nazi propaganda, children's innocence, role of women during the Second World War, and the holocaust. All of these aspects were very helpful to make the appropriate analysis of the book *The Kid in the Stripped pajama*. Moreover, the researcher focused on these points in order to apply the New Historicism.

5.2.2 To determine based on the story the Kid in the Striped Pajama how literature has been influenced by history from time to time.

Many approaches can be applied to different literary works. However, all of them have something in common, which is literature. Literature is defined as any written and spoken work that is present in all parts of history. Literature is the legacy of history and of the author, and gives an insight to the culture and society of that period. Literature teaches people experiences, feelings, and emotions that were lived in a period. The book *The Kid in the Stripped Pajama* is a big piece of literature that contains many information. The Holocaust marked and affected negatively the world. This book represents history and how life was in that moment. The importance of literature is that people did not live in that period can visualize those moments and events.

There are different types of literature and all of them represent different times. Some of them are about love, history, poems, or emotions. With literature, people can see how language has changed, the expression used in that moment, or how some places were. With literature the imagination can fly, it can influence your emotions and feelings. Every literary work is influenced by the history of that time, when analyzing this book it is clear that this literary work was influenced by the events in that time. Therefore, this objective was accomplished during the investigation.

5.2.3 To understand the importance of history analyzing the book.

History is all the events that have had a significant influence in a person or in the world. Without history, the world would not have any sense nor memories. History makes the world what it is now. History is not only tragic events, but there have also been people that have influenced history meaningfully and positively. It is important to know that people can make history without the need that something bad happens. History is the most important in the world, without it, the world would be remembered. History marks endings and beginnings of times and give identity to the world and to people. It gives a sense of worth to people, countries, and different places around the world. It has to be remembered, as otherwise people can forget bad or good events that changed the world. In the book, history was presented, as for example with the holocaust which will be remembered for eternity and will be in people's mind. This event affected the life of millions of people around the world. Therefore, history is very important for the world's identity, in this book the history could be analyzed, and the objective was accomplished.

5.2.4 To analyze the book *The Kid in the Stripped Pajama* and the problematic that Shmuel and Bruno faced

The core of the investigation was to analyze the book *The Kid in the Stripped Pajama*. This book shows several aspects of the Second World War and the holocaust that were very helpful to make the analysis. The most representative aspects were the holocaust, Nazi propaganda, children's innocence, and the role of women during the Second World War. The book has enough material to make the analysis based on the New Historicism approach.

Bruno and Shmuel got close friends when they met near the fence. They had many things in common; as for example, they were born the same date. For them, this was a sign that they must trust each other. In the book, it can be seen that both of them were innocent. Even though, Shmuel was raised under very different situations, for Bruno they were similar. This proved their innocence and their willingness to know people and discover the world. They always helped each other. Bruno could not play with Shmuel as he used to do with his other friends, but he always enjoyed talking to each other.

The history and content of the book contributed significantly to the approach. Some quotes of the book were analyzed. This helped the investigator to provide an accurate analysis of the book. In addition, the symbols and motifs helped the researcher to better analyze the book and Bruno and Shmuel problematics in their life. Moreover, making the analysis of history, the approach, and the holocaust helped the investigator to have a better understanding of the book.

With this data analysis, the reader can fully understand the real meaning of the context of *The Kid in the Stripped Pajama*. After a carefully analyzing the theories and concepts of this literary work based on the New Historicism approach, the researcher will provide a final result and interpretation to show clearly. With this analysis, there are no doubts or concerns that the researcher has achieved the goals set in the objectives proposed at the beginning of this investigation. The final result is for the reader to create his or own point of view of the analysis. With all of these analyses, the researcher intention is to prove that the New historicism approach can be used to analyze The Kid in the Stripped Pajama.

5.3 Recommendations

It is always relevant to make some recommendation with the purpose that other students or investigators may use this information. First, it is important to read the book that is going to be analyzed. If the researcher does not read the book, it will be difficult to come up with ideas. Reading the book will save time when an idea is developed. This also will help the investigator to focus on the approach that will be developed.

Second, it is crucial that the researcher knows about the author's life. Literary works are influenced by history and author's life. Therefore, knowing about this information will help the reader to understand the author's main point of view. Being familiarized with the author's biography will give an insight of why the book was written. Most literary works are based on experiences that maybe the author's did not live, but a close person did.

Finally, another recommendation when making a thesis is to work on citation since the beginning, as this will help the reader to save time. It is crucial to investigate about APA citation. Additionally, to look for reliable websites to support the ideas that the researcher

wants to express. Having a reliable source will help the reader to have clear view of the topic.

In addition, this will help to clarify any doubts about the topic.

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