





| Learning Activity Task  | Lesson Plan   |
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| <p>Day 1</p> <p>Anticipation/Introduction to the novel <i>The Book Thief</i>.</p> <p>Focus: perspective, narration, close-reading</p> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Images containing 2 different focal points or optical illusions</li> <li>• Share a video of <i>The True Story of the Three Little Pigs</i></li> <li>• The poem <i>Because I Could Not Stop for Death</i> by Emily Dickinson</li> <li>• Images depicting the concept of death</li> </ul> | <p>Project various images (7-10) that contain more than one focus or an optical illusion. For each image, ask two students to share different responses regarding what they see. For example, in the following picture, one student may see a face while the other may see the word Liar spelled diagonally in cursive writing.</p>  <p>Project the following video of <i>The True Story of the Three Little Pigs</i>:<br/> <a href="https://www.youtube.com/watch?v=m75aEhm-BYw">https://www.youtube.com/watch?v=m75aEhm-BYw</a></p> <p>Ask students to make connections between the initial images shown and the video. Discuss the significance of perspective. Share that students will be reading a text about WWII and it is told from a unique perspective. Have students share what they know about WWII.</p> <p>Distribute a copy of “Because I Could Not Stop for Death” by Emily Dickinson. Project the first stanza, and then in another color and/or using the highlighter, review and/or model how to do annotations.</p> <p>Because I could not stop for Death – too busy, won’t slow down, won’t stop day to day living<br/> He kindly stopped for me – positive vibe, not intimidating<br/> The Carriage held but just Ourselves – she’s alone with death (just her + death)<br/> And Immortality. Emphasis on forever – live forever in death</p> <p>Have students annotate the rest of the poem on their own. Once finished, discuss as a whole class, having students share insights from their annotations. Discuss Dickinson’s unique perspective on death.</p> <p>The same could be done with the poem <i>Do Not Go Gentle into that Good Night</i> by Dylan Thomas. Discussion, questions or writing should focus on the significance and power of point of view.</p> <p>Project or share various types of pictures depicting death after completing a Goggle images search (7-10). Talk about the images, what they convey, and what could be considered most common or typical. (usually ominous, dark, violent depictions... why?)</p> <p>Journal: <i>The Book Thief</i> takes place during the Holocaust/World War II. Why might the author have chosen to use death as the narrator? How might death’s perspective impact the novel? What might be the benefit of using this narrator for this novel?</p> |
| <p>Day 2</p> <p>Anticipation/Introduction to the novel <i>The Book Thief</i>.</p>   | <p>Journal: What is your favorite color? Why: what does it remind you of or what emotion does it represent?</p> <p>Take notes regarding color symbolism from a projected PowerPoint.</p>  |

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| <p>Focus: color symbolism</p> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• PowerPoint on Color Symbolism</li> <li>• Copies of <i>The Book Thief</i></li> <li>• Images of German flags</li> </ul> | <p>Together look at the first pages of <i>The Book Thief</i> before reading. Ask students to comment on what they are noticing that may be unusual. Discuss why the author may have made some the formatting choices noticed before reading – spacing, bolded sections, centered sections, syntax choices, etc...</p> <p>Read the prologue together (pages 3-15), pausing to discuss examples of color symbolism.</p> <ul style="list-style-type: none"> <li>• When Death takes a soul to the afterlife, he describes seeing the souls as different colors. Also, the 3 chapters of the prologue center on the colors white, black and red. Focusing on key quotes from the opening of the text, discuss why Zusak chooses to emphasize these colors to open his novel.</li> </ul> <p>Project pictures of German flags:</p>  <p>Current German Flag</p>  <p>National Flag used 1935-1945</p>  <p>Standard of Adolf Hitler</p> <p>Compare death as a narrator in <i>The Book Thief</i> with Emily Dickinson's depiction of death in her poem. Then complete the following journal prompts:</p> <p>Journal:</p> <ol style="list-style-type: none"> <li>1. Comment on the following quote: "Here is a small fact. You are going to die." How does this impact the story's tone?</li> <li>2. What word choices does the narrator (author) use to try to convince the reader that he is being cheerful about the subject of death?</li> <li>3. Is the narrator able to fully present death as a cheerful topic? Why or why not? Site specific word choices he uses to support your claim.</li> </ol> <p>Read pages 19-34.</p> |
| <p>Day 3</p> <p>Figurative Language</p> <p>Resources Needed:</p>  | <p>Review simile, metaphor, and personification through viewing and discussing the following videos:</p> <ol style="list-style-type: none"> <li>1. Video for simile &amp; metaphor: <a href="https://www.youtube.com/watch?v=soP7d3e212k">https://www.youtube.com/watch?v=soP7d3e212k</a></li> </ol>   |

- Figurative Language video clips
- Figurative Language examples handout
- Figurative Language Chart

2. Video to quiz simile or metaphor: <https://www.youtube.com/watch?v=3Y1-PbNdlCE>
3. Personification overview video: <https://www.youtube.com/watch?v=rW4DtZGxjq0> (watch from 3:48 – 4:31)

For additional review and practice, provide students with a handout containing 12 examples of figurative language found within the novel. Once finished, share and discuss.

*Figurative Language Examples in The Book Thief.*

*In the blank, label the figurative language used in the quote from the novel: metaphor, simile or personification.*

1. \_\_\_\_\_ I witness the ones that are left behind, crumbled among **the jigsaw puzzles of realization, despair, and surprise**. They have **punctured hearts**. They have **beaten lungs**.  
(Death is referring to the human survivors)
2. \_\_\_\_\_ It felt as though the whole **globe was dressed in snow. Like it had pulled it on, the way you pull on a sweater**.  
(it's a very snowy white day)
3. \_\_\_\_\_ **Trees wore blankets of ice**.  
(trees were engulfed by snow)
4. \_\_\_\_\_ I studied the blinding, **white-snow sky who stood at the window** of the moving train.  
(it's a white snowy day outside of the train)
5. \_\_\_\_\_ Not for this **metallic little bird**.  
(referring to an airplane)
6. \_\_\_\_\_ His eyes were **cold and brown - like coffee stains**.  
(his once lively brown eyes were now changed)
7. \_\_\_\_\_ A final dirty joke. **Another human punch line**.  
(this sarcastically refers to death as a joke)
8. \_\_\_\_\_ **The graying light arm wrestled the sky**.  
(This describes the dawn beginning to fight the sky of black smoke)
9. \_\_\_\_\_ **The sky was like soup, boiling and stirring**.  
(The sky was smoky with the debris of a bomb)
10. \_\_\_\_\_ He warmed up soon after, but when I picked him up originally, the **boy's spirit was soft and cold like ice cream** (21)  
(Liesel's brother was sweet and innocent)
11. \_\_\_\_\_ Liesel was sure her mother **carried the memory of him, slung over her shoulder**. (25)  
(The weight of her son's loss would always be with her)
12. \_\_\_\_\_ Liesel observed the strangeness of her **foster father's eyes. They were made of kindness and silver**.  
(Liesel immediately understood Hans' manner)

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|  | <p>Distribute the figurative language chart for students to complete as they continue to read.</p> <p>Read pages 35-55.</p>  |
| <p>Day 4<br/>Inferences and<br/>Characterization</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>• Inferences video clip</li> <li>• Handout of quotes from the assigned reading</li> <li>• Inferences chart</li> </ul> | <p>Review inferences through the following video:<br/>Making Inferences: <a href="https://www.youtube.com/watch?v=ioZW58bOBFE">https://www.youtube.com/watch?v=ioZW58bOBFE</a></p> <p>Distribute the following list of quotes/topics from the last night's reading to students. Assign students quotes or topics from the handout and ask them to free write about what those topics reveal or imply to readers. Consider the following: What is the author conveying? Why does it matter? What inferences can be drawn? After giving students some time to respond individually in writing, engage in a large class discussion about the topics.</p> <p><i>The Book Thief: Pages 35-55</i><br/><i>THE WOMAN WITH THE IRON FIST</i></p> <ul style="list-style-type: none"> <li>• Nightmares... trust... gentleness... <i>thereness</i>... wink... (36)</li> <li>• Accordion... "No one had ever given her music before (37). ...the music would look Liesel in the face. ... Papa made the accordion live" (38).</li> <li>• <i>The Grave Digger's Handbook</i> (38)</li> <li>• Hans Junior and Trudy (39)</li> <li>• school (39) <ul style="list-style-type: none"> <li>○ the midnight class (39)</li> </ul> </li> <li>• used doll...missing leg (40)</li> <li>• Hitler Youth / BDM: Band of German Girls (40)</li> <li>• "The only anxiety Papa brought her was the fact that he was constantly leaving" (40).</li> <li>• Washing and ironing (41)</li> <li>• "A bathrobe answered the door" (42).</li> <li>• "...her other favorite theme of abuse. Her husband" (43).</li> <li>• "That was Holtzapfel" (44).</li> </ul> <p><i>THE KISS (A childhood Decision Maker)</i></p> <ul style="list-style-type: none"> <li>• Rudy Steiner (48)</li> <li>• Jesse Owens</li> <li>• Frau Diller (49-50)</li> <li>• Tommy Muller (49)</li> <li>• Pfiffikus (46; 52-53)</li> <li>• "The street, overall, was a lengthy tube of gray – a corridor of dampness, people stooped in the cold, and the splashed sound of watery footsteps" (50).</li> <li>• <b>The road of yellow stars</b> – Schiller Strasse (51)</li> <li>• "Shaped like a long, broken arm, the road contained several houses with lacerated windows and bruised walls. The Star of David was painted on their doors. The houses were almost like lepers. At the very least, they were infected sores on the injured German terrain" (51).</li> <li>• "I get to kiss you" (53) One day, Liesel, he said, you'll be dying to kiss me" (55).</li> </ul> <p>Distribute the inferences chart to complete as they progress in the novel.</p> <p>When they have had ample time to read and progress on the inferences chart, come together as a whole class to share a few ideas and insights about unusual details for the four main characters. For example, Rosa is described as having a cardboard face, Hans has silver eyes, etc...</p> |

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|   | For tomorrow read pages 56-80.   |
| <p>Day 5<br/>Characterization,<br/>theme development,<br/>symbolism</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>• Jesse Owens video clip</li> <li>• <i>Race</i> official trailer video clip</li> <li>• Display pieces of paper containing each letter of the alphabet hung around the room</li> <li>• Quotes handout</li> </ul> | <p>Discuss the characterizations of Rudy and his father, and then address the significance of the Jesse Owens incident using the following quotes to begin the discussion. Why do they matter, or what do they convey or reveal?</p> <p><u>THE JESSE OWENS INCIDENT</u></p> <ol style="list-style-type: none"> <li>1. Charcoal (56-57) "He covered everything, didn't he?" (59)</li> <li>2. Mr. Steiner: suit, remarkably polite man, six kids, sleep deprivation, did not hate the Jews or anyone else (58-59)</li> <li>3. "Mr. Steiner was the type of man who was very wooden. His voice was angular and true. His body was tall and heavy, like oak. His hair was like splinters." (59) "Alex Steiner...stood like a human-shaped block of wood...(63) Why is there such an emphasis on wood in his characterization?</li> <li>4. Look back at the bolded text on pages 59-60 regarding Alex Steiner. Choose 3 key aspects and comment on them.</li> <li>5. "Because they'll take you away" (60). "you've got beautiful blond hair and big, safe blue eyes" (61)</li> </ol> <p>Watch two video clips regarding Jesse Owens:<br/> <a href="https://www.youtube.com/watch?v=eZ2eFxVIMXQ">https://www.youtube.com/watch?v=eZ2eFxVIMXQ</a><br/> <i>RACE -Official Trailer</i><br/> <a href="https://www.youtube.com/watch?v=mSgx8pzdjWY">https://www.youtube.com/watch?v=mSgx8pzdjWY</a><br/> <i>Jesse Owens 1936 Olympics Adolf Hitler</i></p> <p>Activity: ABC Gallery Walk<br/> One way in which Liesel begins to bond with her foster father is through his lessons of how to read and write. Liesel is asked to write down words and draw images on the pieces of sandpaper for each letter of the alphabet to help her learn.</p> <ol style="list-style-type: none"> <li>1. Around the room are sheets of paper with the alphabet on it. You will start at one letter and write down a character, symbol, or theme related to <i>The Book Thief</i> that begins with that letter on the sheet</li> <li>2. After everyone has circled round the whole gallery walk, choose one poster to further analyze. Choose one important word that corresponds with the letter, draw a symbol, and support with a direct quote from the text. <ol style="list-style-type: none"> <li>a. You will then share your analyses.</li> </ol> </li> </ol> <p>The following is a list of additional quotes and topics to write about or discuss in small or large groups from last night's reading. Emphasize to students that they must go beyond plot in their comments. They should provide insights that convey the significance of the examples. Is Zusak driving plot, characterization, theme, and/or conflict?</p> <p><i>The Book Thief</i> p 62-90<br/> <u>THE OTHER SIDE OF SANDPAPER</u></p> <ol style="list-style-type: none"> <li>1. "People have defining moments, I suppose, especially when they're children" (62).</li> <li>2. "Hans Hubermann wore a face with the shades pulled down" (63).</li> <li>3. <i>The Grave Digger's Handbook</i> -- "<b>Well, we'd better read it, then</b>" (64).</li> <li>4. Why is the bottom of page 64 italicized?</li> <li>5. "...her hunger to read that book was intense" (66)</li> <li>6. Thick painter's pencil ... stack of sandpaper (67)</li> <li>7. Something that starts with S (67)</li> <li>8. "He hugged her and then looked at the picture, with a face of warm silver" (68).</li> </ol> <p><u>THE SMELL OF FRIENDSHIP</u></p> |

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|   | <ol style="list-style-type: none"> <li>1. "Once the ironing was delivered, they made their way back to the Amper River... It worked its way past, pointing in the direction of Dachau, the concentration camp" (70)</li> <li>2. Page 71 – middle – describing "him" – "It would carry a suitcase, a book, and two questions" (71).</li> <li>3. "A fresh cement page" (72). "You stink" Mama would say to Hans. "Like cigarettes and kerosene.... More than anything, it was the smell of friendship" (72).</li> </ol> <p><u>THE HEAVYWEIGHT CHAMPION OF THE SCHOOL YARD</u></p> <ol style="list-style-type: none"> <li>1. 1939 WWII starts (73)</li> <li>2. his accordion face (74)</li> <li>3. <b>Watschen = a good hiding</b> (pronounced varchen) (75)</li> <li>4. "They would circle the words she couldn't understand and take them down to the basement the next day. She thought it was enough. It was not enough" (75).</li> <li>5. Ludwig Schmeikl – "Liesel helped him out, all right" (78).</li> <li>6. "Oh how the clouds stumbled in and assembled stupidly in the sky. Great obese clouds. Dark and plump." (79)</li> <li>7. "Liesel caught sight of [Tommy Muller] smiling with such absurdity that she dragged him down and started beating <i>him</i> up as well" (79).</li> <li>8. "...it was the mother of all corridor <i>Watschens</i>" (80)</li> <li>9. "Why did he have to die" (80)?</li> <li>10. "She was the book thief without the words. Trust me, though, the words were on their way, and then they arrived, Liesel would hold them in her hands like the clouds, and she would wring them out like the rain" (80).</li> </ol> <p>Journal: What is the significance/symbolism of <i>The Grave Digger's Handbook</i>?</p> <p>For tomorrow read pages 81-107</p> |
| <p>Day 6<br/>Characterization,<br/>Author's Craft,<br/>Intolerance, Color<br/>Symbolism</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>• Quote handout</li> <li>• Postcard template</li> </ul> | <p>In small groups, discuss the significance and power of the following topics and/or quotes (you may assign different groups to focus on specific sections only). Come together as a large class and share insights.</p> <p><u>A GIRL MADE OF DARKNESS</u></p> <ol style="list-style-type: none"> <li>1. The Germans loved to burn things. Shops, synagogues, Reichstage, houses, personal items, slain people, and of course, books (84).</li> <li>2. When she looked back, Liesel was not ashamed to have stolen it (84).</li> <li>3. Like most misery, it started with apparent happiness (84).</li> </ol> <p><u>THE JOY OF CIGARETTES</u></p> <ol style="list-style-type: none"> <li>1. She was a girl with a mountain to climb (86).</li> <li>2. We made it, huh? (87)</li> <li>3. It's hard not to like a man who not only notices the colors, but speaks them (87).</li> <li>4. It's much easier, she realized, to be on the verge of something than to actually be it (87).</li> <li>5. Two small books...Eight cigarettes per book (88-89).</li> <li>6. She even sang to herself while she cooked those eggs to the brink of burndom (90).</li> </ol> <p><u>THE TOWN WALKER</u></p> <ol style="list-style-type: none"> <li>1. The rot started with the washing and it rapidly increased (91).</li> <li>2. From now on you're going to pick up the washing for me (92).</li> <li>3. The letters (94-95)</li> <li>4. And once and for all, who, in actual fact, were <i>they</i>? (96)</li> </ol> <p><u>DEAD LETTERS</u></p> <ol style="list-style-type: none"> <li>1. I nearly wrote you a reply and signed your mother's name (97).</li> </ol>   |

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|  | <ol style="list-style-type: none"> <li>2. She simply swallowed the disappointment and decided on one calculated risk—a present from herself (98).</li> <li>3. Cardboard face (99)</li> <li>4. Stray yellow tear trickled down her face (99, 100)</li> <li>5. Even Papa’s music was the color of darkness.<br/>The strange thing was that she was vaguely comforted by that thought, rather than distressed by it.<br/>The dark the light.<br/>What was the difference? (100)</li> </ol> <p><u>HITLER’S BIRTHDAY</u></p> <ol style="list-style-type: none"> <li>1. That <i>Saukerl’s</i> looking out the window again, cursed Rosa...(102)</li> <li>2. The Hubermanns couldn’t find their flag (103).</li> <li>3. That was when a great shiver arrived (104).</li> <li>4. Papa’s eyes started corroding (105).</li> <li>5. Mein Kampf (105)</li> <li>6. <i>I’m</i> the coward? (105) ... The boy was gone (106)</li> </ol> <p>Activity: Postcards from Himmel Street</p> <p>As Liesel is settling in to her new life with her adopted family, the Hubermanns, all family members have to adjust to the new family dynamics. At this point in the novel, Liesel decides to write her real mother a letter now that she can read and write.</p> <p>Pretend that you are one of the following characters and compose a short message on a postcard (<b>7+ sentences</b>) that they would write about how they are feeling about life on Himmel Street, the new family, and/or Nazi Germany: Rosa, Hans Liesel, Rudy.</p> <p>Chose an audience to write to based on your chosen character (who would they realistically send a postcard to?) and think about including the following information:</p> <ul style="list-style-type: none"> <li>• Descriptions and feelings about family members or friends</li> <li>• Hopes or fears</li> <li>• New accomplishments</li> <li>• The atmosphere of Nazi Germany</li> </ul> <p>In addition to writing the note on the postcard, you will also need to create the picture on the back of it; you may hand–draw this image, make a collage, or create/use a digital image.</p> <ul style="list-style-type: none"> <li>• The image should use color symbolism to express deeper ideas about the character and help showcase the ideas you write about</li> </ul> <p>Distribute the postcard template.</p> |
| <p>Day 7</p> <p>Characterization,<br/>Author’s Craft,<br/>Intolerance</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>• Nazi Book Burning video clip</li> <li>• Quote handout</li> </ul> | <p>Share postcards.</p> <p>Journal:</p> <ul style="list-style-type: none"> <li>■ Do you think that words people use today are more uplifting and send a positive message or are tainted and used to hurt others?</li> <li>■ What holds more power: words or silence?</li> <li>■ Why would groups of people feel the need to burn books that have information in them they do not like? Why are books a threat?</li> </ul> <p>Read pages 107-136</p> <p>Watch “Nazi Book Burning” -- <a href="https://www.youtube.com/watch?v=yHzM1gXaiVo">https://www.youtube.com/watch?v=yHzM1gXaiVo</a> (10 minutes)</p>   |

Discuss points made in the video produced by the Holocaust museum. Why would anyone burn books?

Quotes/topics from this section for discussion. Teachers could choose to use these topics for a variety of discussion activities – including small or large group configurations.

#### 100 PERCENT PURE GERMAN SWEAT

1. When Liesel tried to make her way through, a crackling sound prompted her to think that the fire had already begun. It hadn't. The sound was kinetic humans, flowing, charging up (109).
2. I guess humans like to watch a little destruction (109).
3. She "was able to see the mound of guilt, still intact" (109).
4. When she looked up, the sky was crouching (110).
5. The crowd was itself. There was no swaying it, squeezing through, or reasoning with it. You breathed with it and you sang its songs. You waited for its fire (110).
6. Halfway through the speech, Liesel surrendered. As the word *communist* seized her, the remainder of the Nazi recital swept by... Waterfalls of words. A girl treading water (110).
  - a. A single word leaned against the girl (113).
7. "heil Hitlering" You know, it actually makes me wonder if anyone ever lost an eye or injured a hand or wrist with all of that (111).
8. Ludwig Schmeikl (112) "I'm sorry – for, you know" "Me too" (113)
9. ...flames and burning books were cheered like heroes (113).

#### THE GATES OF THIEVERY

1. Now there was nothing but cleaning up, and soon, no one would even imagine it had happened (114).
2. I *hate* him (115).

#### BOOK OF FIRE

1. Whatever the reason, they were huddled among the ashes, shaken. Survivors (119).
2. By the time she made it back to Papa and Wolfgang Edel, the book was starting to burn her. It seemed to be igniting (121).
  - a. truly burning her now... *The Shoulder Shrug* had applied itself to her rib cage (122).
3. **it had seen everything** ... The shadow's hands were in its coat pockets (122)

#### PART THREE:

##### THE WAY HOME

1. *Mein Kampf* (125)
  - a. It's journey began on the way home, the night of the fire (125).
2. This is our secret, this book. We'll read it at night or in the basement, just like the others—but you have to promise something... If I ever ask you to keep a secret for me, you will do it (127).
3. Brilliant idea (128)

##### THE MAYOR'S LIBRARY

1. *caughtoutedness*... the paranoia itself became the punishment (129)
2. bathrobe... fluffy hair... A draft made itself known. Something like the imagined breath of a corpse (132).
3. Frail steadfastness... vulnerable... slightest twinge of expression. A suggestion. (133)
4. It was one of the most beautiful things Liesel Meminger had ever seen (134).



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|  | <p>5. The outside cold was streaming in.<br/> a. For a moment, she considered closing it, but thought better of it. This was not her house, and the situation was not to be tampered with (135).</p> <p>6. Liesel thinks to herself: "You said nothing" (136).</p>  |
| <p>Day 8<br/> Hitler's Rise to Power, Prejudice and Discrimination</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>• Adolf Hitler's Rise to Power Documentary</li> <li>• Hitler's Rise to Power Questions</li> <li>• Quote Form</li> </ul> | <p>Journal:</p> <p>1. How do leaders rise to power?</p> <p>Video: Adolf Hitler's Rise to Power</p> <p>1. National Geographic Apocalypse Documentary (Part 1):<br/> <a href="https://www.youtube.com/watch?v=pDwDq-ARMVY">https://www.youtube.com/watch?v=pDwDq-ARMVY</a></p> <p>Questions to accompany the documentary if desired:<br/> Hitler's Rise to Power</p> <ol style="list-style-type: none"> <li>1. What caused Hitler to become a fanatical nationalist?</li> <li>2. What makes him want to go into politics?</li> <li>3. What was a turning point in Hitler's life?</li> <li>4. Why wasn't Hitler able to prove that he wasn't Jewish?</li> <li>5. How old was Hitler when his mother died?</li> <li>6. Why was she so important in his life?</li> <li>7. What is important about Hitler's experiences at the operas?</li> <li>8. When he made his political debut, what was the title of Hitler's lecture?</li> <li>9. Why does Hitler choose to include red, white and the swastika in the flag?</li> <li>10. Why did the Germans suffer in 1923?</li> <li>11. Why was Hitler arrested? How long did he serve in jail?</li> <li>12. How did people feel about Hitler's book <i>Mein Kampf</i> when it was first published?</li> <li>13. Approximately how many people died in WWII?</li> <li>14. How large did the Nazi party grow when the new German president took office?</li> <li>15. What is said when saluting Hitler? What does it mean?</li> <li>16. Who is the first foreigner the Nazi's decorated with the order of the German eagle?</li> <li>17. According to Hitler, what were two things that could keep the masses in control?</li> <li>18. What was the general public's view of the Nazis?</li> </ol> <p>For tomorrow read pages 137-159. Choose 5 key quotes from this section and write about their significance.<br/> <i>The Book Thief</i></p> <p>Choose 5 key quotes from this section. Comment on the significance of each. What does the quote reveal or imply? How does it deepen our understanding of a character, theme or conflict?</p> <ol style="list-style-type: none"> <li>1.<br/>Significance:</li> <li>2.<br/>Significance:</li> <li>3.<br/>Significance:</li> <li>4.<br/>Significance:</li> <li>5.</li> </ol> |

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|   | Significance:  |
| <p>Day 9<br/>Propaganda,<br/>Discrimination and<br/>Prejudice</p> <p>Resources Needed:<br/>Propaganda<br/>Resources</p> | <p>In small groups, students discuss last night's reading, using the key quotes selected by students. As done previously, focus on what Zusak is accomplishing. Is he driving plot, characterization, theme, conflict, motifs, etc...</p> <p>Come together as a large group to discuss as well.</p> <p>Supplemental Quotes/Topics from this section if needed:<br/><u>ENTER THE STRUGGLER</u></p> <ol style="list-style-type: none"> <li>1. <b>To your left, perhaps to your right, perhaps even straight ahead, you find a small black room. In it sits a Jew. He is scum. He is starving. He is afraid. Please – try not to look away</b> (138). Comment on the significance of the diction, syntax and formatting of this section.</li> <li>2. Occasionally voices wandered past and sometimes he longed for them to knock on the door, to open it, to drag him out, into the unbearable light (139). What does this help us to understand?</li> <li>3. The noise was astounding. Surely, the <i>Fuhrer</i> himself could hear the sound of the orange crush in his mouth. It broke his teeth with every bite (140). What is the impact of Zusak's imagery? Why is it such a focus?</li> </ol> <p><u>THE ATTRIBUTES OF SUMMER</u></p> <ol style="list-style-type: none"> <li>1. <i>The Shoulder Shrug</i>, she decided, was excellent (142). The authorities' problem with the book was obvious. The protagonist was a Jew...who was tired of letting life pass him by—what he referred to as the shrugging of the shoulders to the problems of a person's time on earth (143). Why include this particular title/book?</li> <li>2. As summer set in, the roomful of books became warmer, and with every pickup or delivery day the floor was not as painful (144). Why had it been painful? Why is it changing? Or what is implied?</li> <li>3. Johann Hermann (145) Why is he important in the text? What do we come to understand here?</li> <li>4. How fitting that she was discovering the power of words (147). Why is it fitting? Explain?</li> <li>5. Why are you vomiting so much? Maybe it's the pea soup, Liesel suggested. That's right, Papa echoed. He was over at the window again. It must be. I feel a bit sick myself (153) Why is this included? Zusak's purpose?</li> </ol> <p><u>THE STRUGGLER CONTINUED</u></p> <ol style="list-style-type: none"> <li>1. <b><i>Mein Kampf (My Struggle)</i></b> (157)       <ol style="list-style-type: none"> <li>a. ...it was the only two words he ever tasted (160) Why tasted?</li> <li>b. Of all the things to save him (160).</li> </ol> </li> <li>2. <b>One small razor. A spoon – the closest thing to a mirror. Shaving cream. A pair of scissors.</b><br/>...he walked out German. Hang on a second, he <i>was</i> German. Or more to the point, he <i>had</i> been (159). What does the bolded section help us understand?</li> </ol> <p>The Power of Words: Propaganda Gallery Walk</p> <ol style="list-style-type: none"> <li>1. Propaganda During WWII       <ol style="list-style-type: none"> <li>a. Article with overview of propaganda and how Hitler used it           <ol style="list-style-type: none"> <li>i. <a href="https://www.ushmm.org/wlc/en/article.php?ModuleId=10005202">https://www.ushmm.org/wlc/en/article.php?ModuleId=10005202</a></li> </ol> </li> <li>b. Informational handout about the types of propaganda:           <ol style="list-style-type: none"> <li>i. <a href="http://civics.sites.unc.edu/files/2012/05/DecodingWWIIPropaganda9.pdf">http://civics.sites.unc.edu/files/2012/05/DecodingWWIIPropaganda9.pdf</a></li> </ol> </li> <li>c. Questions to pose for Gallery Walk:</li> </ol> </li> </ol> |

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|   | <p>i. <a href="http://www.warrenhills.org/cms/lib/NJ01001092/Centricity/Domain/145/Propaganda_and_World_War_II_Lesson.pdf">http://www.warrenhills.org/cms/lib/NJ01001092/Centricity/Domain/145/Propaganda_and_World_War_II_Lesson.pdf</a></p> <p>d. Images with descriptions for Nazi Propaganda</p> <p>i. <a href="http://www.master-of-education.org/10-disturbing-pieces-of-nazi-education-propaganda/">http://www.master-of-education.org/10-disturbing-pieces-of-nazi-education-propaganda/</a></p> <p>Read pages 167-198.</p>  |
| <p>Day 10</p> <p>Historical Connection, Author's Craft, Figurative Language</p> <p>Resources Needed: Question Handout</p> | <p>Historical Connection: Kristallnacht</p> <ol style="list-style-type: none"> <li>1. Video about Kristallnacht: <a href="http://www.pbs.org/wnet/religionandethics/2013/11/08/november-8-2013-kristallnacht-anniversary/20981/">http://www.pbs.org/wnet/religionandethics/2013/11/08/november-8-2013-kristallnacht-anniversary/20981/</a></li> <li>2. Survivors Remember: <a href="https://www.youtube.com/watch?v=Lv-03OF581U&amp;feature=share&amp;list=PL68049C833F2565DD">https://www.youtube.com/watch?v=Lv-03OF581U&amp;feature=share&amp;list=PL68049C833F2565DD</a></li> <li>3. Discussion Questions: <ol style="list-style-type: none"> <li>i. What role did Kristallnacht play in the larger Holocaust?</li> <li>ii. Describe what happened at Kristallnacht? In our novel, <i>The Book Thief</i>, how did this event affect Max?</li> <li>iii. What can we do to prevent another "Kristallnacht"? What can we do as individuals? What can we do as a country?</li> </ol> </li> </ol> <p>Individually complete the following questions in writing (through page 198). When finished, read to page 222 and complete the remainder of the questions.</p> <p><i>The Book Thief</i>: 167-222</p> <p><u>THE STRUGGLER, CONCLUDED</u></p> <p><u>PART FOUR:</u></p> <p><u>THE ACCORDIONIST (The Secret Life of Hans Hubermann)</u></p> <ol style="list-style-type: none"> <li>1. The key in his hand felt like it was rusting into his palm (173). Comment on the effect of "rusting" here.</li> <li>2. I will come tomorrow, he said, and repaint your door (181). Why is this an important event in the book?</li> <li>3. I can no longer join... Words followed him (182). Comment on the power of words here. What is the author's purpose in the second sentence?</li> <li>4. They searched the house, and when nothing or no one suspicious was found, Hans Hubermann was one of the fortunate: He was allowed to stay (183). What is important about this occurrence? What does it help us understand?</li> <li>5. Do you play the accordion, by any chance? ... Are you a man who likes to keep promises? (184) Who asks Hans these questions? What does that imply about that character?</li> </ol> <p><u>A GOOD GIRL</u></p> <p><u>A SHORT HISTORY OF THE JEWISH FIST FIGHTER</u></p> <ol style="list-style-type: none"> <li>1. Why do you think the author chooses to have Max love fist fighting as a kid? (187, 189)</li> <li>2. If we all can't go, I don't go, either. He was lying (193). If you were in Max's position, do you think you'd be able to choose life? To leave your family? To obey their wishes? To continue without them? Explain your response.</li> <li>3. Yet each day, he managed to unravel and straighten himself, disgusted and thankful. Wrecked, but somehow not torn into pieces (194). Comment on the effectiveness of the imagery in <u>both</u> of these sentences.</li> </ol> <p><u>THE WRATH OF ROSA</u></p> <ol style="list-style-type: none"> <li>1. Who were these people? (198) Comment on the significance and intent of this question.</li> </ol> |

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|  | <p><u>LIESEL'S LECTURE</u></p> <ol style="list-style-type: none"> <li>1. The reply floated from his mouth, then molded itself like a stain to the ceiling (200). Why "stain"? Purpose and/or effect?</li> <li>2. Between the hand-holding shadows, the painted words were scattered about, perched to their shoulders, resting on their heads, and hanging from their arms. "Liesel, if you tell anyone about the man up there, we will be in big trouble." Why does the author focus so much on the personification of the words here?</li> <li>3. He fed her the sentences and watched with his metallic eyes (203). Comment on effect of the imagery of "fed" and "metallic eyes."</li> </ol> <p><u>THE SLEEPER</u></p> <ol style="list-style-type: none"> <li>1. Liesel, in the act of watching, was already noticing the similarities between this stranger and herself (206). What are the similarities? List at least 3.</li> <li>2. "Papa!" Loud.<br/>"Please!" Soft.<br/>It was late afternoon, gray and gleaming, but it was only dirty-colored light that was permitted entrance into the room. It was all the fabric of the curtains allowed. If you're optimistic, think of it as bronze (206). Comment on the author's purpose in describing the light in this way. Effect/purpose?</li> </ol> <p><u>THE SWAPPING OF NIGHTMARES</u></p> <ol style="list-style-type: none"> <li>1. For the first few days in the basement, Liesel had nothing to do with him. She denied his existence (209). Why???</li> <li>2. Why does the author describe Max's eyes as "swamp-filled" (210)?</li> <li>3. What shocked Liesel the most was the change in mama (211). How has she changed? Significance?</li> <li>4. ...[Max] also took the opportunity to say he was sorry that the Hubermann's son had not come home (216). What does this tell you about Max?</li> <li>5. ...those nights in the living room were some of the clearest memories [Liesel] had. She could see the burning light on Max's eggshell face and even taste the human flavor of his words (218). Comment on the purpose and effect of the imagery – burning light...eggshell face...human flavor of his words.</li> <li>6. And she walked over and hugged him for the first time. "Thanks Max" (222). Why is this important?</li> <li>7. How does the author also include humor in this novel?</li> </ol> |
| <p>Day 11<br/>Real life connections,<br/>Power of words<br/>(theme development)</p> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>• Anne Frank<br/>The Life of a<br/>Young Girl<br/>documentary</li> </ul> | <p>As Max as just arrived at the Hubermann home, it is fitting to watch the documentary about Anne Frank at this point. Show the 43 minute A&amp;E documentary on Anne Frank on youtube.<br/>The Link is: <a href="https://www.youtube.com/watch?v=9qyXocJym6k">https://www.youtube.com/watch?v=9qyXocJym6k</a> and the title is "Anne Frank The Life of a Young Girl."</p> <p>As you watch, take notes on the impact and importance of words in Anne's life. Also, make connections to Liesel as well as Max. Share insights after.</p> <p>Heroes in the Holocaust:<br/>Explore stories of those willing to hide Jews during the war.</p> <ol style="list-style-type: none"> <li>1. Log on to the following: <a href="https://jfr.org/rescuer-support-program/">https://jfr.org/rescuer-support-program/</a> and read about the rescuer support program.</li> <li>2. Click on "stories of rescue" at the top and then peruse stories of heroes willing to hide others: <a href="https://jfr.org/rescuer-stories/">https://jfr.org/rescuer-stories/</a>.</li> <li>3. After 10-15 minutes, ask students to summarize a story (or stories) read regarding real rescuers. Who was helped, how and why?</li> </ol>   |

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| <p>Day 12<br/>Symbolism</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>• Plain paper</li> <li>• Multiple copies of <i>The Standover Man</i> without text</li> </ul>   | <p>Symbolism Mini-Lesson and Review</p> <p>Video overview of Symbolism: <a href="https://www.youtube.com/watch?v=26-Q_ QUG6bA">https://www.youtube.com/watch?v=26-Q_ QUG6bA</a></p> <p>Creating Symbolism Posters:</p> <ol style="list-style-type: none"> <li>Working together, small groups will choose a different symbol to represent a character, hobby, problem, etc in <i>The Book Thief</i></li> <li>Draw this symbol on your large piece of paper</li> </ol> <p>Follow the steps to guide you to analyzing symbolism:</p> <ol style="list-style-type: none"> <li>Identification: What is one symbol you chose? Draw and label it</li> <li>Literal characteristics: What are the physical, behavioral, or overall characteristics of this symbol? In other words, what are your basic observations of the colors, shapes, properties, etc of this item?</li> <li>Abstract concept connections: How can you connect the literal traits of this object and connect it to a more abstract concept (like emotions, values, etc)?</li> </ol> <p>Relate To Text: What is the main message of this book so far? Why then does this symbol help to illustrate that message? Support your ideas above with a direct quote from the novel.</p> <p>Share symbolism posters.</p> <p>Distribute copies of the pictures from <i>The Standover Man</i> (without the text) to small groups. Together talk about what is possibly being conveyed in this picture book. What could the images symbolize or represent?</p> <p>Read <i>The Standover Man</i> in the novel. In writing, respond to the story written by Max. What is Zusak accomplishing through its inclusion? What do the images symbolize or represent? What is the thematic purpose of the story? What is significant about the paper on which Max writes the book?</p> <p>Read pages 223-250. Using post-it strips, mark at least 10 intriguing or significant quotes while reading. These topics will be used in a discussion on this section tomorrow.</p> |
| <p>Day 13<br/>Figurative Language, Symbolism</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>• Weather Report handout</li> <li>• Discarded book pages</li> <li>• Drop cloths or paper to protect desks</li> <li>• White paint</li> <li>• Dixie cups to hold paint</li> <li>• Paint brushes</li> <li>• Brainstorming handout</li> </ul> | <p>Activity 1:<br/>Weather Report Projects</p> <ol style="list-style-type: none"> <li>Google today's weather report in a different town (can be in Wisconsin, the U.S., or another country)</li> <li>Instead of giving actual facts of what the weather is like, you will use figurative language to explain what the day looks/feels like (similar to what Liesel did for Max) <ol style="list-style-type: none"> <li>Explain the weather using a metaphor, simile, or personification and write this "report" on the bottom of the page</li> </ol> </li> <li>Then to illustrate the day as you reported it, draw a symbolic picture. As Zusak is masterful at unusual, fresh figurative language, try to incorporate unique descriptors. Don't, for example, simply describe clouds as cotton candy as that is such a common description.</li> </ol> <p>Activity 2:</p>   |

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|  | <p>Just like Max painted over the pages of <i>Mein Kampf</i> to create something new from <i>Mein Kampf</i>, students are going to paint over pages and then create a symbolic visual to share with the class.</p> <p>Bring in drop sheets or provide large pieces of paper to protect student desks from paint. Provide white paint, small cups to hold the paint, paint brushes, and pages from discarded books.</p> <p>Ask students to write their name on the back side of the page(s) they are about to paint and have a couple of students paint extras just in case. Once pages are painted white, allow them to dry overnight.</p> <p>Explain to students that the visuals they are about to create can center around anything inspired by the novel – injustice, a character, a relationship, various topics and show how they weave together, etc... Grades will be based on depth of insight and understanding of the novel. Think symbolically or metaphorically. Do not merely relay a scene that happened or include an item because it is mentioned in the text. Consider your use of color and spacing as well. Everything should be purposeful.</p> <p>Share some student samples.</p> <p>After explaining the expectations for the assignment, have student brainstorm and begin planning their visual.</p> <p>Another option to Activity 2:<br/>Take a quote from the novel and interpret it creatively from your mind’s eye onto paper. You don’t have to be artistic at all. You can do this in a variety of ways. For example:</p> <ol style="list-style-type: none"> <li>paint over the page like Max did, write the quote, and use some kind of visual illustration. This can be your own drawing or something you cut out from a different source and attach to the page.</li> <li>black out words on the page except ones that have to do with your quote. Put the quote on the page in some way.</li> <li>Use your page as a frame for the quote, or cut your page out into an image.</li> <li>Scrapbook the page</li> </ol> <p>Read pages 251-275. Using post-it strips, mark at least 10 intriguing or significant quotes while you read.</p> |
| <p>Day 14<br/>Character Analysis,<br/>Symbolism</p> <p>Resources Needed:<br/>Dice Assignment<br/>Handout</p> | <p>Improv Spelling and Sentences:<br/>Ask for 4-5 volunteers to come to the front of the room and form a single file line across the front wall (students stand shoulder to shoulder). Ask the class to suggest a multi-syllabic word (such as “unfortunately”). The volunteers state the word in unison, and then one by one, they spell the word. So the first student says U, the second N, the third F, etc... Once the word is fully spelled, all volunteers repeat it, and then one by one form a sentence centered around the word. For example, the first student may say LAST, the second NIGHT’S, the third BASKETBALL, the fourth, GAME, etc... until a sentence is formed using the word UNFORTUNATELY. This was our practice to understand how the improv game works. Now students will use the same concept to review the last couple of reading assignments.</p> <p>Give each improv group a different word from the reading to spell and create a sentence. The following words and phrases were drawn out of the bucket: Courage, seven sided die,</p>  |

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|  | <p>weather, haircut, crossword puzzles, humiliation, Franz Deutscher, Victor Chemmel, The Whistler, the bathrobe</p> <p>Activity: Dice Project</p> <p>In <i>The Book Thief</i>, Death uses a seven-sided die to illustrate the dangers of harboring a Jew during the era of World War II. The dice not only symbolizes the risk of housing Max, but also the fact the Liesel, Hans, and Rosa, are “gambling” with their lives.</p> <p>Using the folded die template, you will create a six-sided character analysis. Each separate side of the die will be dedicated to each of the following characters: <b>Liesel, Hans, Rosa, Rudy, Max, and Ilsa Hermann.</b></p> <p>On each side of the die:</p> <ol style="list-style-type: none"> <li>1. <b>write the name of the character that you are analyzing</b></li> <li>2. <b>and then analyze the character doing one of the following</b> <ol style="list-style-type: none"> <li>a. <b>create your own symbol involving color symbolism</b></li> <li>b. <b>Write a sentence about the character using a metaphor,</b></li> <li>c. <b>Write a sentence about the character using a simile</b></li> </ol> </li> </ol> <p>Each of the characters listed above must have their own side of the die and you <b>must use at least one example</b> of each aspect of figurative language (symbolism, metaphor, simile, personification), but you may use each of them more than once.</p> <p>After analyzing each character, rate each character from 1-6 based on their importance in the novel by writing your chosen number for them somewhere on their side of the die.<br/> <i>Note: The numerical order of the characters does not have to depend on how often they are mentioned throughout the story, but on the level of importance that <b>you</b> feel they have on the overall story.</i></p> <p>Read pages 276-308. Place post-it strips next to intriguing, unusual, and/or significant quotes.</p> |
| <p>Day 15<br/>Symbolism<br/>Analysis</p>   | <p>Work time on Painted Page Visual.</p> <p>Share another student example or two from past years.<br/> While students are working, check in one-on-one with students regarding their plans and progress.</p> <p>Read pages 309-332 and again place post-it strips next to intriguing, unusual, and/or significant quotes. For tomorrow, write about the significance and/or impact of 5 of your selections.</p>   |
| <p>Day 16<br/>Characterization</p> <p>Resources Needed:<br/>Quote handout<br/>Presents handout</p> | <p>In small groups, discuss the last two sections of reading using student post-it marked quotes as a springboard for topics.</p> <p>Come together and have each group share their 3 most insightful or intriguing comments with the class.</p> <p>Distribute the following and discuss:<br/> <i>The Book Thief</i><br/> Comment on the impact of the literary features, syntax, and formatting of the following section:</p> <ol style="list-style-type: none"> <li>1. (page 309)<br/> “So many humans<br/> So many colors.</li> </ol>   |

They keep triggering inside me. They harass my memory. I see them tall in their heaps, all mounted on top of each other. There is air like plastic, a horizon like setting glue. There are skies manufactured by people, punctured, and leaking, and there are soft, coal-colored clouds, beating like black hearts.

And then.

There is death.

Making his way through all of it.

On the surface: unflappable, unwavering.

Below: unnerved, untied, and undone.

2. (page 313)

Melt it did, though, but somewhere in each of them, that snowman was still upright. What does Zusak mean here?

3. (page 313)

**“Often I wish this would all be over, Liesel, but then somehow you do something like walk down the basement steps with a snowman in your hands.”**

(page 316)

“Liesel,” he said, “you had to.” (bring the snow down to Max). Why did she need to? Significance? Also, why is the previous sentence bolded?

4. (page 314)

Papa’s face was stretched with concern. His gray eyes clanged and he picked him up on his own. Why are his eyes grey (not silver) and what is the effect of the word clanged? How does diction enhance Zusak’s purpose?

5. (page 324)

“I know,” she said. (Rosa to Liesel) Comment on the power of this incredibly short sentence.

Journal:

1. If you were going to give a gift to a friend – something that you did not buy but an item that you already own that has special significance – what would you give? Why is this object meaningful? What does it symbolize?
  - a. 7+ sentences total

Distribute the Presents Symbolism chart. Model expectations by doing 1 or 2 together. When he is really ill, Liesel gives Max 13 presents. Your job is to analyze the extra meaning attached to each item. Why did the author choose to include these items?

| Present:  | What comes to mind when you think of this item:  | Why is it significant? Why does she give it? |
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| 1. Ribbon | Decoration on a gift, hair décor, something used to tie things together, something colorful, something simplistic, but beautiful |  |

Read pages 333-358.

Day 17  
Symbolism  
Color Symbolism  
Characterization

Share painted page visuals and explanations.

Project a video clip of an accordion playing music.



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| <p>Resources Needed:<br/>CD Cover and Song<br/>Analysis handout</p>    | <p>Think, pair, share:</p> <ol style="list-style-type: none"> <li>1. Understanding how and why Hans received and kept the accordion, consider how this musical instrument is symbolic. In other words, what greater meaning is attached to it? Why did Zusak choose to focus on music? Why does the author choose this particular instrument?</li> </ol> <p>Distribute the CD Cover and Song Analysis Assignment sheet. Part of the assignment is listed here:</p> <p style="text-align: center;">The Accordion<br/>Analyzing Characters Through Music</p> <p><i>The accordion and its music are large symbols within this text. It represents Han's promise to Max's father during the war, a way that he and Liesel bond when she first arrives, and hope and joy amidst a more hateful backdrop of Nazi Germany.</i></p> <p><i>Music can be used as a catalyst to help one emote their feelings and share experiences, whether positive or negative. Therefore, you will further analyze a character or one character-relationship within The Book Thief through song.</i></p> <p>Choose one song to be a character's theme song or one that plays during a particular part of the book to set the mood or illustrate emotions of characters. In addition, you will design your own album cover with color symbolism and other symbols to help support your analysis. Then answer the following questions to showcase the connections you made between the song and character(s).</p> <p>Begin searching for songs that can work and if ready, begin the assignment.</p> |
| <p>Day 18<br/>Characterization<br/>Symbolism<br/>Theme development</p> | <p>Work on CD Cover and Song Analysis assignment.</p> <p>Read pages 359-385</p>   |
| <p>Day 19<br/>Characterization<br/>Symbolism<br/>Theme development</p> | <p>Students share CD Cover and Song Analysis assignments.</p> <p>Read pages 386-410</p>   |
| <p>Day 20<br/>Imitative Writing</p>                                    | <p>The "Parade of Jews": Historical Connection</p> <p>Markus Zusak chose an interesting approach to writing a novel in the era of the Holocaust. It is primarily centered around Germans – not Jews. One must wonder: why do we never venture into the concentration camps? Why did Zusak omit those aspects?</p> <p>Watch and discuss the following 13 minute video: Eva Erbenova: Surviving a Death March<br/><a href="https://www.youtube.com/watch?v=N4aJg00GEuQ">https://www.youtube.com/watch?v=N4aJg00GEuQ</a></p> <p>Distribute the following definition assignment:</p> <p style="text-align: center;">WRITE YOUR OWN DEFINITIONS FOR WORDS IN THE NOVEL</p> <p style="text-align: center;">"SILENCE WAS NOT PEACE"</p>  |

*After Max is forced to leave the Huberman's house, the narrator creates his own definition for silence as "not quiet or calm, and it was not peace" (398).*

Choose a word that is meaningful to the text and write your own definition based on your interpretation of *The Book Thief*.

WORD \_\_\_\_\_

YOUR OWN UNIQUE DEFINITION BASED ON THE BOOK \_\_\_\_\_

Then have students engage in the following:

- a. Move to a classmate's seat. Read their new definition. Write down how this definition affects the characters.
- b. Move to another classmate's seat. Read the definition and character analysis. Write down how the setting of the book and its backdrop of WWII is affected by or affects this definition.
- c. Move to another classmate's seat. Read what is already written. Support the previous ideas with a direct quote from the book.
- d. Move to another seat. Read the other remarks, especially the quote. Analyze it: what words stick out to you? Why? Why is this definition/word important to the book overall?

Transition into the next assignment:

Throughout the study of this text, we have focused on Zusak's writing style and what his word choice, syntax, literary features, and special formatting reveal to us. Now we are going to write a missing chapter, imitating his writing style.

Distribute or project the following explanation and sample brainstorming:

#### Imitation Chapter

Write a missing or an imitation chapter for *The Book Thief* that is at least 2 pages in length. First you will need to come up with a conflict. The possibilities are endless, and here are some ideas:

Possible Additional Topics / Conflicts:

- Rudy & Liesel stealing – food, books, something else?
- Soccer
- Liesel – something with Max
- Liesel having conflict with Rosa
- Liesel & the mayor's wife
- Something with Hitler's youth
- Liesel & a neighbor – Frau Diller (candy lady) or Frau Holzapfel
- Liesel at school
- Liesel missing her brother, wondering about her parents or missing her past life
- Liesel & Max – nightmares
- Liesel gives Max the weather – what else could she give while he was sick / asleep?
- Maybe focus on the mayor's wife's life – connect to her son
- Rudy

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|  | <p>The goal is to imitate Zusak's writing in your chapter. Consider his formatting that includes bolded sections, short succinct syntax, similes, imagery, repetition, metaphors, personification, and motifs (eyes, colors, etc...)</p> <p>You will also footnote your imitation chapter, identifying literary features, purposeful syntax, and special formatting.</p> <ul style="list-style-type: none"> <li>To insert footnotes, go to "references" and click on insert footnote.</li> </ul> <p>After completing the chapter and footnotes, I would also like you to write a rationale paper that explains why you did what you did in your chapter.</p> <p>Students will engage in brainstorming the rest of the hour, or they can begin reading.</p> <p>Read pages 411-436 for tomorrow.</p>   |
| <p>Day 21<br/>Historical Connections</p> <p>Resources Needed:<br/><i>Kitty Hart-Moxon's story of survival</i> video<br/>Huffington Post article<br/><i>Good Morning America</i> video clip</p> | <p>Show a 48 minute documentary on Auschwitz:<br/><a href="https://www.youtube.com/watch?v=mZYgzW2fS0o">https://www.youtube.com/watch?v=mZYgzW2fS0o</a><br/><i>Kitty Hart-Moxon's story of survival</i></p> <p>Make a list of elements about Auschwitz or Kitty Hart-Moxon's story that you found surprising or had no idea about. Share and discuss.</p> <p>How hate/anti-semitism is still prevalent today:</p> <ol style="list-style-type: none"> <li>Read Huffington Post article: <a href="http://www.huffingtonpost.com/entry/anti-semitic-attacks-twitter-trump_us_58ac770be4b098c5c2a68e88">http://www.huffingtonpost.com/entry/anti-semitic-attacks-twitter-trump_us_58ac770be4b098c5c2a68e88</a></li> </ol> <p>Or: <a href="http://huff.to/2mnOD4p">http://huff.to/2mnOD4p</a></p> <p>Show a brief Good Morning America video clip about the threats against Jewish community centers (from February 2017):<br/><a href="http://abcnews.go.com/GMA/video/suspect-arrested-connection-jewish-community-threats-45906324">http://abcnews.go.com/GMA/video/suspect-arrested-connection-jewish-community-threats-45906324</a></p> <ol style="list-style-type: none"> <li>What other parallels/similarities do you see during the era of World War II and discrimination in <i>The Book Thief</i> and in current events in America?</li> <li>What can people do to help prevent or help racism?</li> </ol> <p>Read or work on the imitation paper the remainder of the hour. Complete pages 438-471 for tomorrow.</p> |
| <p>Day 22<br/>Symbolism<br/>Writing</p>  | <p>Discussion:<br/>Examine the cover of our novel. Why was this particular image chosen for this novel?</p> <p>One way to play dominoes is to create intricate designs and then push the first domino over, which then starts a chain-reaction to destroy all of the dominoes, knocking them all down to the ground. How are the playing instructions of this game symbolic of events that happened within World War II and/or the events that surround Liesel and her family and friends?</p> <p>Work day on the imitation chapter.<br/>Conference one on one with each student while they are working.</p>   |

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| <p>Day 23</p> <p>Symbolism</p> <p>Writing</p>   | <p>Study Other Covers for This Novel: Hang a variety of book covers images used for <i>The Book Thief</i> around the room. Have students stand and go to a picture – (distribute students evenly based on the number of book covers posted around the room). Have students rotate around the room until everyone has viewed all covers.</p> <p><b>Gallery walk – move from station to station, each with a different prompt.</b></p> <ol style="list-style-type: none"> <li>1. Prompts to engage in critical thinking about image: <ol style="list-style-type: none"> <li>i. Symbols on cover – what do they represent?</li> <li>ii. Color symbolism</li> <li>iii. Theme/focus of the cover (one specific character or a scene or an idea – like the dominoes?)</li> <li>iv. What is the mood or tone of the cover? What feelings/emotions does it evoke?</li> <li>v. <i>The Book Thief</i> has been labeled as “Children’s Literature” and read by 5<sup>th</sup> graders, Young Adult Fiction for high schools, and Adult fiction. Based on your station’s cover, who do you think is the intended audience that they hope will read the book?</li> <li>vi. Write a catchy line to add to this cover using METAPHOR or SIMILE</li> <li>vii. Write a second line to add to this cover using PERSONIFICATION</li> <li>viii. Support this cover with a direct quote from the novel.</li> </ol> </li> </ol> <p>Journal: Which book cover did you think was the best for <i>The Book Thief</i>? Why?</p> <p>Read or work on the imitation paper the remainder of the hour.</p>  |
| <p>Day 24</p> <p>Characterization</p> <p>Theme development</p> <p>Symbolism</p> <p>Figurative Language and Syntax</p> | <p>Discussion options: Use the following to engage in individual, partner, small group or whole class discussion topics (or a combination):</p> <p>Book Thief</p> <p><u>DOMINOES AND DARKNESS</u></p> <p>408-409 – why the references to candles + Rudy?</p> <p>410 – Alex Steiner’s hair – Why describe the “splinters of his fringe” of his hair?</p> <p><u>THE THOUGHT OF RUDY NAKED</u></p> <p>414 – an officer class – (the boys were being examined) Why include this? Purpose?</p> <p><u>PUNISHMENT</u></p> <p>416 – He no longer played the accordion -- Why not? Incorporate the symbolism of the instrument into your response.</p> <p>418 – Words like <i>compulsory</i> and <i>duty</i> were beaten into the page. Comment on the significance of the diction.</p> <p>418-419 – Rosa had a small rip beneath her right eye, and within the minute, her cardboard face was broken. Comment on the purpose and impact of the imagery.</p> <p><u>THE PROMISE KEEPER’S WIFE</u></p> <p>421 – It was the wrong door. Why include this section? Purpose?</p> <p>424 – Frau Holtzapfel – Come home soon.</p> <p>426, 428 – Rudy wants to “fight the Fuhrer” Why include this? Impact?</p> <p>426 – And you only lost your father...</p> <p>429 – her husband’s accordion tied to her chest. Her fingers hovered above the keys. Significance? Again, focus on the symbolism.</p> <p><u>THE COLLECTOR</u></p> <p>431 – LSE (Air Raid Special Unit) – Dead Body Collectors (432)</p> <p>434 – This was Han’s strong point. He almost came to enjoy...to prop those elbows up, to give them something to rest on. How does this further Hans’ characterization?</p> <p><u>THE BREAD EATERS</u></p> |

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|   | <p>440 - How things had changed, from fruit stealer to bread giver. His blond hair, although darkening, was like a candle. She heard his stomach growl—and he was giving people bread.</p> <p><u>THE HIDDEN SKETCHBOOK</u></p> <p>443 - He said to give this to you when you were ready ... I think you've always been ready, Liesel. From the moment you arrived here, clinging to that gate, you were meant to have this. Was she? Comment on what is implied here.</p> <p>443 - There was also a great longing to tell Rosa Huberman that she loved her. It's a shame she didn't say it. Purpose?</p> <p>443 - <i>The Word Shaker</i></p> <ul style="list-style-type: none"> <li>• Words! He grinned. (445)</li> <li>• It was a nation of farmed thoughts. (445)</li> <li>• planted seeds to create symbols (445)</li> <li>• placed on a conveyor belt and run through a rampant machine (446)</li> <li>• she knew how powerless a person could be WITHOUT words (446).</li> <li>• The tear was made of friendship—a single word—and it dried and became a seed (446)</li> <li>• "It wouldn't stop growing," she explained. "But neither would this." The young man looked at the branch that held his hand. He had a point (450).</li> <li>• the tree finally began to show the ax marks. Bruises appeared. Slits were made in the trunk and the earth began to shiver (450).</li> <li>• if nothing else, a different colored path was carved through it (450)</li> </ul> <p>PART NINE</p> <p>the last human stranger</p> <p><u>THE NEXT TEMPTATION</u></p> <p>459 - cookies – Why cookies? What is implied through this being left?</p> <p><u>THE SNOWS OF STALINGRAD</u></p> <p>465 - His eyes looked painful and loud; cherries of blood; grown into plums – Comment on the impact of the imagery.</p> <p>468 - As far as I know, he's alive.</p> <p>470 - The sky was white but deteriorating fast. As always, it was becoming an enormous drop sheet. Blood was bleeding through, and in patches, the clouds were dirty, like footprints in melting snow. Comment on the purpose and impact of the imagery.</p> <p>471 - the snow refuses to stop falling from the ceiling – Why would Zusak include this?</p> <p>For tomorrow read pages 472-500.</p> |
| <p>Day 25</p> <p>Resources Needed:</p> <p>Culminating Assignment Handout</p> <p>Character Ranking Handout</p> | <p>Share the culminating assignment options:</p> <p><i>Book Thief</i> Culminating Assignment</p> <p><u>Imitation Chapter</u></p> <p>If you are writing an imitation chapter:</p> <ul style="list-style-type: none"> <li>• I expect you to create at least 5 <i>new</i> pages. Therefore, if you are expanding on the chapter you've already turned in, you will have a <i>minimum</i> of 7 pages as the original assignment required 2.             <ul style="list-style-type: none"> <li>○ Be very purposeful in your writing.                 <ul style="list-style-type: none"> <li>▪ Your formatting needs to be deliberate with a specific intent                     <ul style="list-style-type: none"> <li>• Use indentations, bolding, centering, and spacing thoughtfully</li> </ul> </li> <li>▪ Literary devices such as personification, metaphors, similes and imagery, etc... should be incorporated <i>throughout</i>: Use fresh, unusual comparisons                     <ul style="list-style-type: none"> <li>• Consider expanding on motifs developed in the novel</li> </ul> </li> </ul> </li> </ul> </li> </ul>  |

- Be purposeful in your syntax (sentence structure) – think about sentence length as well as the use of punctuation to drive your ideas and convey your intent: (consider the use of semi colons, colons, dashes, even sentence fragments or run-on sentences if they enhance your purpose)
- Be true to characterizations
- In addition to the 5 pages, I would like at least a 1 page, single spaced, 11-point font, rationale paper that explains *what you did* in creating your piece *and why*. Be thorough in your explanations and address specifics. Show your depth of understating and insight into Zusak’s novel.

#### Analytical Paper

If you are writing a traditional paper:

- I expect a 5 paragraph OEA paper (observation, evidence and analysis)– double spaced, 11 pt font
  - Intro: begin with a hook, overview main points and end with a strong thesis statement
  - 3 Body paragraphs: Write strong topic sentences, *blend* with own your writing at least 3 quotes from the novel in each body paragraph (include quotes from *throughout* the novel; it is not appropriate to simply use quotes from a few pages), and finally include strong analytical commentary that highlights your depth of insight and understanding for each quote.
    - Don’t forget to use transitions to smoothly move from one point to the next, include page numbers in ( ), eliminate I, you and/or your, use strong word choice, and end with a concluding sentence
  - Concluding paragraph: restate your thesis and recap your main points

#### Project of your Choice

If you are doing a presentation of a project:

- In addition to sharing (or showing) the actual creation, explain all elements of it. Just like the imitation option, I would like you to create at least a 1 page, 11-point font, *single* spaced rationale paper that explains *what you did* in creating your piece *and why*. Feel free to use the information from this rationale when discussing and sharing the creation with the class (however, you are NOT allowed to merely read this to us!). *Be thorough* in your explanations and address *specifics*. This is where you will show your *depth of understanding* and *insight* into Zusak’s novel. Your presentation should be at least *7 minutes* long.

Share samples from past years.

Provide time to brainstorm/work.

Activity: Rank Importance of Relationships to Liesel

Placing large pieces of paper with character names around the room, have students rotate and record qualities of these characters, considering their impact on Liesel.

After sharing and discussing, have students select a partner and complete the following chart.

|                               |  |  |  |  |
|-------------------------------|--|--|--|--|
|                               | Character Name   | Character Qualities and Significance   |  |  |
|                               | Ilsa   |  |  |  |
|                               | Rosa   |  |  |  |
|                               | Hans   |  |  |  |
|                               | Rudy   |  |  |  |
|                               | Max  |  |  |  |
|                               | Character Name   | Explain why this character is ranked here in at least 3 sentences:   |  |  |
|                               | #1   |  |  |  |
|                               | #2   |  |  |  |
|                               | #3   |  |  |  |
|                               | #4   |  |  |  |
|                               | #5   |  |  |  |
|                               | For tomorrow read pages 501-526                          |  |  |  |
|                               | Day 26<br>Resources Needed:<br>Top 10 Moments<br>Handout | Complete the handout that asks students to list the top 10 moments in the novel. Share and discuss.<br><br><i>The Book Thief</i> : Top Ten Most Important Moments or Events in the Novel |  |  |
| Moment or event in the novel: |  | Why it is crucial to the novel:  |  |  |
| 1.                            |  |  |  |  |
| 2.                            |  |  |  |  |

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|           | 8.   |  |  |
|           | 9.   |  |  |
|           | 10.  |  |  |
|           | Work time on culminating assignment.   |  |  |
| Day 27    | <p>Read the bonus material at the end of the novel that shares insights from the author regarding his writing process and the creation of the novel. Make a list of 8 insights from this section.</p> <p>Share and discuss.</p> <p>Work time on culminating assignment.</p>  |  |  |
| Day 28    | <p>Objective Exam Day</p> <p>Work on culminating assignment if time remains.</p>   |  |  |
| Day 29-30 | <p>Watch MOVIE VERSION OF <i>THE BOOK THIEF</i></p> <p>JOURNAL</p> <ol style="list-style-type: none"> <li>1. What is your opinion of the movie version of <i>The Book Thief</i>? <ol style="list-style-type: none"> <li>a. Do you think it sufficiently captured the themes, characters, symbols, etc that were present in the book? <ol style="list-style-type: none"> <li>i. <i>Support your ideas with specific examples from the film and/or book.</i></li> </ol> </li> </ol> </li> </ol> <p>Discussion about film vs. Book -- utilize the handout that indicated the top 10 moments from the novel. Did the film version do them justice? Were all of the scenes included in the film version?</p> <p>Share student culminating projects.</p> |  |  |