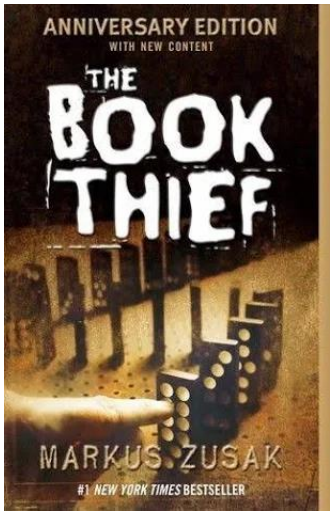
The Book Thief



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Author	Markus Zusak
Publisher	Alfred A. Knopf
Copyright	2005
Printed	2016
Lexile	730L
Genre	Historical fiction

Synopsis	It is 1939. Nazi Germany the country is holding its breath. Liesel Meminger find her life changed when she unearths a single object from the snow. It is *The Grave Digger's Handbook* left there by accident at her brother's funeral, and it is her first act of book thievery. But these are dangerous times. When Liesel's foster family hides a Jewish man in their basement Liesel's world is both opened up and closed down [From the softcover edition.]
Themes	War and Conflict; Prejudice and Stereotypes

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What was happening in Germany in 1939 around the time the book starts?

Although World War II would not begin until Germany invaded Poland in September of 1939, the nation was already gearing up for war. Anti-Semitism was strong among many citizens, as we can see through the events of the "Night of Broken Glass" or "Kristallnacht." On this night, Jewish homes and business were vandalized in an act of terror that would foreshadow the coming Holocaust.

German officials had begun a systematic purge of anyone suspected of being a Communist. Communists were members of a political party that had once been a major party in Germany but were banned once Hitler rose to power in 1933. Liesel's father disappears, presumably because of his association with communism.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

illustrious (29)	amiable (3)	innocuous (23)	futile (26)	raucous (41)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read pages 3–55 including the Prologue (Death and Chocolate; Beside the Railway Line; The Eclipse; The Flag) and Part One (Arrival on Himmel Street; Growing Up a Saumensch; The Woman with the Iron Fist; The Kiss)

Setting	Characters	Pages
Near the train tracks	Death, mother, daughter, corpse, guards	3–15
Train	Liesel, Liesel's mother, Liesel's brother	19–21
Cemetery	Liesel, Liesel's mother; two train guards; two grave diggers; priest	22–24
Himmel Street	Liesel, Hans, Rosa, Rudy	25–55

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Liesel, her mother, and brother are on Liesel's brother, Werner, dies on the train to Munich.
- Werner dies on the train.
- Liesel arrives at Himmel St. at the house of Rosa and Hans
- Liesel befriends Rudy.

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about the circumstances that have required placing Liesel in a foster home.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why does Death stay to watch what happens with Liesel, despite saying he isn't supposed to?

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2. What do the different colors Death mentions mean to him?
3. What if Werner hadn't died on the train? What could have happened if he had lived?
4. Did Liesel's mother choose a wise course of action by leaving her kids with foster parents? Give reasons.
5. Why do you think Liesel immediately felt comforted by Hans?

Analyze the key paragraph.

Key Paragraph, p. 31
"Her hair was a close enough brand of German blond, but she had dangerous eyes. Dark brown. You didn't really want brown eyes in Germany around that time. Perhaps she received them from her father, but she had no way of knowing, as she couldn't remember him. There was really one thing she knew about her father. It was a label she did not understand.

A STRANGE WORD

Kommunist."

Paragraph Analysis Assistant

Purging Communism in Nazi Germany

The Communist Party in Germany was outlawed not only because of its political rivalry and opposition but also because it stood in the way of the total control of the government over the German market. The Nazi government wanted to funnel all production of factories, farmers, and other businesses to its war machine. Free of public protest and assuming complete obedience from German society, the Nazi government was free to increase military and naval expenditure without consideration of the impact on the welfare of citizens.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

When people talk about World War II, they usually refer to the horrors and cruelty of the war. However, it is important to remember all the people who performed random acts of kindness, who have saved lives, and who have made these dark years more bearable to some people. At the end of this unit, you may choose to assemble all your writing products into an essay about this topic.

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Today, Day 1, create a thesis statement about the importance of kindness in times of war.

Creating a Thesis Statement

- Consider your point of view on the topic.
- Select an argument that you would like to make.
- Phrase your argument in a single sentence.
- Your claim should not be self-evident, but an idea that some people may dispute.
- Use active voice.
- Your first thesis statement will be considered "working thesis." Throughout this unit, go back to your thesis statement and refine it as needed.

Close by extending today's lesson to life and the world.

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Close by extending today's lesson to life and the world.

Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How did Hitler control the German society?

Since 1934, Hitler headed the Third Reich as the head of state, commander in chief, and leader of the only political party in Germany. Hitler's Gestapo had the power to arrest any German citizen suspected of opposition. The same year, Hitler ordered the construction of Dachau concentration camp, to which members of trade union, members of other political parties, and other dissidents were sent. As an act of compliance, adults joined the Nazi party and children like Liesel joined the Hitler Youth. When the war started, everyone also was forced to report anyone they suspected of opposing the Nazis.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

infamy (56)	melancholic (76)	lament (76)	flippant (83)	overzealous (84)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read the end of Part One and stop in Part Two after "Dead Letters" (pp. 56–100): The Jesse Owens Incident, The Other Side of Sandpaper, The Smell of Friendship, The Heavyweight Champion of the School-Yard, A Girl Made of Darkness, The Joy of Cigarettes, The Town Walker, Dead Letters

Setting	Characters	Pages
Liesel's school	Liesel, Rudy, Sister Maria	73–80
Liesel's room	Liesel, Hans	62–72, 86–87
The Running Track	Rudy, Alex Steiner (Rudy's dad)	

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Before Liesel moved to Himmel St., Rudy painted himself black with charcoal and pretended to be Jesse Owens.
- Liesel's nightmares lead her to wet her bed occasionally, but the first bedwetting incident begins Liesel's night lesson with Hans.
- Liesel beats up her classmates because they made fun of her inability to read.
- Hans and Liesel finish reading *The Gravedigger's Handbook.*
- Liesel receives two books for Christmas (*The Shoulder Shrug* and *The Lighthouse*).
- Rosa starts losing laundry business because her clients can't afford it anymore.
- Liesel starts sending letters to her mother, but no reply comes.

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about why Rudy's Jesse Owens incident was concerning for his father.

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why were Hans and Rosa hesitant to let Liesel mail her mother a letter?
2. What was Alex Steiner trying to explain to Rudy after he found him pretending to be Jesse Owens?
3. What if Liesel hadn't imagined reading effortlessly during class? What would the reactions of others have been?
4. Did Liesel choose a wise course of action by beating up her bullies? Give reasons.
5. What do you think about Sister Maria hitting Liesel as punishment?
6. Why is Rosa losing customers in her laundry business?

Analyze the key paragraph.

Key Paragraph, p. 95

"Instead of asking him what was wrong, Liesel began writing immediately, choosing to ignore the sense of foreboding that was quick to accumulate inside her. It took three hours and six drafts to perfect the letter, telling her mother all about Molching, her paper and his accordion, the strange but true ways or Rudy Steiner, and the exploits of Rosa Hubermann. She also explained how proud she was that she could now read and write a little. The next day, she posted it at Frau Diller's with a stamp from the kitchen drawer. And she began to wait."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write a paragraph introducing the topic, Kindness in Times of War.

Writing an Introductory Paragraph

- Start with a hook – one or two sentences that provide a concrete example (hypothetical or real) and that orients the reader to the focus of the essay.
- Provide a very brief background (e.g., one or two historical facts).
- Present your thesis statement in connection to the hook and background facts.
- Make the case that this is an important issue.
- This will be your "working introduction." Revisit and refine your introduction paragraph throughout this unit.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What speeches were mandated by the German government on Hitler's birthday?

During the war, Hitler's birthday was a required national event that entailed public speeches. The speeches were carefully constructed around themes dictated by government officials. The speeches had to include a discussion of Hitler's great achievements in governmental, economic, social, and racial policy. Mayors and other speechmakers had to promote people's belief in German victory due to the superiority of the German army. The speeches also had to include hate speech against Jews and communists.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

decrepit (104)	ominous (112)	antics (113)	dilemma (116)	stupendous (122)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read pages 101–122 in Part Two (Hitler's Birthday, 1940; 100 Pure German Sweat; The Gates of Thievery; and, Book of Fire).

Setting	Characters	Pages
The streets of Molching	Liesel	101–102
The Hubermann household	Liesel, Hans, Hans Junior, Trudy	102–107
The town square	Liesel, Ludwig Schmeikl	108–113
The church steps	Hans Hubermann, Liesel	114–117
Near town hall	Liesel	118–122

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Members of the Nazi Party have been going door to door, collecting books that should be destroyed.
- Hans Junior and Trudy came to visit their parents. Hans Junior accused his father for not caring about Germany and being a coward.
- Liesel notices three books that remained intact in the fire and steals one of the books.

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about the effects of the mention of communists during the speech on Liesel.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Hans Junior behave towards his father? Why did he treat him that way?
2. What painful memories Leisel were triggered by the hate speech against communists on Hitler's birthday?
3. Why did Hans Hubermann slap Liesel Meminger?
4. Why did Leisel steal the burning book from the ash heap?

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Analyze the key paragraph.

Key Paragraph, p. 113
"The blood enlarged on Ludwig Schmeikl's ankle.

A single word leaned against the girl.

To their left, flames and burning books were cheered like heros."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

As you read the book, The Book Thief, pay attention to themes and literary devices that convey contradictions such as danger vs. safety; fear vs. courage; cruelty vs. compassion; disengagement vs. engagement; darkness vs. light; censorship vs. books; poor vs. affluent; outcast vs. superior; dominance vs. human rights; and, individuality vs. mob mentality. Identify one or two contradictions in the story and write one or two paragraphs about these contradictions.

Writing a Body Paragraph

- Create a topic sentence. Use active voice to craft a declarative statement. Although there is no requirement that the topic sentence will appear at the beginning of the paragraph, in most academic essays, the topic sentence will open your paragraph.
- Clarify on the meaning of the topic sentence.
- Provide evidence. The evidence can be a quote, a fact, or a logical argument.
- Provide a second piece of evidence.
- End with a concluding sentence, which can re-iterate in a deeper way the topic sentence or connect the paragraph to the following paragraph or the thesis statement.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What Happened to Jews in Germany in 1938?

In 1938, Jews who did not have German citizenship and resided in countries under German, Hungarian, or Slovak control, were deported to camps and later executed. More than one half of the Jews with German citizenship were able to leave the country before the end of the year. However, their destinations were uncertain, as many countries placed limits on the number of Jewish refugees who could cross their borders. In October 1938, the passports of German Jews were invalidated, and their possessions taken away. Jews with non-Jewish names were forced to change their names. In November 1938, the Nazis organized a large massacre that is known as Kristallnacht ("Crystal Night" or "Night of the Broken Glass"). It was carried out throughout Germany and Austria. The name of the massacre alludes to the glass of the shop windows smashed by the rioters. German and Austrian Jews were murdered, and

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synagogues were burnt. By the end of the year, thousands of Jews were arrested and Jewish children were expelled from German schools. Trapped in Germany, the remaining Jews in later years were transported to concentration and death camps.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Appalled (173)	Malignant (175)	Immaculate (178)	Gallantry (189)	Callous (203)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read Part Three and stop in Part Four (pp. 125–204): The Way Home, The Mayor's Library, Enter the Struggler, The Attributes of Summer, The Aryan Shopkeeper, The Struggler, Continued, Tricksters, The Struggler, Concluded, The Accordionist, A Good Girl, A Short History of The Jewish Fist Fighter, The Wrath of Rosa, and Liesel's Lecture.

Setting	Characters	Pages
The storage closet	Max, Walter Kugler	138–141, 157–160
Library	Liesel, Ilsa Hermann,	134, 144–147
France during World War I	Hans, Erik Vandenburg	173–179
Molching	Hans	179–184
Hans and Rosa's house	Max Vandenbug, Hans, Leisel	185–186
Stuttgart	Max Vandenbug, Wenzel Gruber	187–195
Hans and Rosa's house	Max, Hans, Rosa, Leisel	196–204

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Isla Hermann (the mayor's wife) sees Liesel stealing the book from the bonfire but doesn't reprimand her. Instead she shoes Liesel her personal library.
- Liesel and Rudy commit acts of petty thievery by stealing from farms and a boy who was on his way to deliver produce for the local priests.
- During World War I, Hans was saved from death by his friend Erik. As a result, Hans feels a debt to Erik and his son, Max.
- Two actions prevented Hans from being accepted to the Nazi party:
    - Hans told a member of the party that he could not join.

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    - He painted the door of Mr. Kleinmann, which was smeared with paint and slurs.

- Max's friend, Walter, hides Max for two years, and then makes contact with Hans, who agrees to help Max.

- Hans warns Leisel not to tell anyone about Max.

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about what circumstances lead to Max having to hide from the Nazis.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Max have to hide? What happened to his family?
2. What were the consequences of Hans deciding to paint over the slurs on the front door of his former customer?
3. What if Ilsa hadn't been so understanding of Liesel stealing the book at the bonfire? What would have the consequences been?
4. Did Liesel and Rudy choose a wise course of action by stealing food? Give reasons.
5. What do you think about Hans deciding to help Max?

Analyze the key paragraph.

Key Paragraph, p. 158
"I'm leaving soon," his friend Walter Kugler told him. "You know how it is—the army."

"I'm sorry, Walter."

Walter Kugler, Max's friend from childhood, placed his hands on the Jew's shoulder. "It could be worse." He looked his friends in his Jewish eyes. "I could be you."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write one or two paragraphs about kindness in times of war.

Hans and Walter are both characters who, in their own way, rebel against Nazi rule even though this leads to or could lead to personal consequences for them. What do their motivations tell us about what people were feeling under Nazi rule? Why didn't the people who disagreed openly rebel against the Nazi party?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

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synagogues were burnt. By the end of the year, thousands of Jews were arrested and Jewish children were expelled from German schools. Trapped in Germany, the remaining Jews in later years were transported to concentration and death camps.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

agitation (207)	predicament (207)	transpired (211)	hiatus (213)	pivotal (218)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read pages 204–238 in Part Three including the chapters: The Sleeper; The Swapping of Nightmares; and, Pages from the Basement.

Setting	Characters	Pages
Leisel's room	Max, Leisel, Hans	204–205
The basement	Max, Hans, Rosa,	206–210
Hans and Rosa's home	Hans, Rosa, Max, Liesel	211–238

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- In the bitter cold winter, Hans and Rosa try to keep Max comfortable and safe in the basement.
- Max and Liesel tell each other about their nightmares.
- Max makes a book for Liesel.

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about what the differences and similarities between Max and Liesel.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How did Hans and Rosa treat Max?
2. What are the conflicting emotions associated with Hans' "torment of survival?"
3. Compare Liesel's outside world and her world inside 33 Himmel Street.

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Analyze the key paragraph.

Key Paragraph, p. 221
"In the outside world, Liesel was learning to find some more of its uses. One afternoon, when she was walking home with an empty washing bag, she noticed a newspaper poking out of a garbage can. The weekly edition of the *Molching Express.* She lifted it out and took it home, presenting it to Max. 'I thought,' she told him, '"you might like to do the crossword to pass the time.'

Max appreciated the gesture, and to justify her bringing it home, he read the paper from cover to cover and showed her the puzzle a few hours later, completed but for one word."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write one or two paragraphs about kindness in times of war.

Liesel and Max sympathize with each other's nightmares and show kindness to each other. In your opinion, how does their friendship help them cope with the war?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What was the purpose of establishing the youth groups, Hitler Youth and the League of German Girls?

Hitler Youth and the League of German Girls were the youth organizations of the Nazi party, created to recruit and train future members of the party. To achieve high participation rates, starting in 1936, all other youth groups in Germany were banned. All non-Jewish youth had to become members of Hitler Youth and the League of German Girls. Boys like Rudy and Tommy were in Hitler Youth and girls like Liesel were in the League (Bund Deutsche Madel or "BDM"). It was in these groups that young Germans were introduced to Nazi ideology, including racism. Boys received military training, and towards the end of the war were recruited to the army despite their young age. Girls

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were prepared to raise children who will follow the doctrine of the Nazi agenda, and were expected to provide Nazi ideological guidance to their families.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Forlornly (271)	Repugnant (287)	Vociferously (251)	Dissipated (257)	Debilitate (259)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read the beginning of Part Five: The Floating Book (Part 1), The Gamblers (A Seven-Sided Die), Rudy's Youth, The Losers, Sketches, The Whistler and The Shoes, Three Acts of Stupidity By Rudy Steiner, The Floating Book (Part 2) (pp. 239–303)

Setting	Characters	Pages
The basement	Max, Liesel, Rosa, Hans,	241–257, 157–160
Mayor Wife's Library	Liesel, Ilsa Hermann, Rudy	258–264, 282–292
Hitler Youth	Rudy, Tommy	267–269

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Max and Liesel bond over their love of reading.
- Rudy and Tommy are harassed during Hitler Youth meetings.
- Isla Hermann tells Liesel they won't require the laundry service anymore.
- Liesel and Rudy steal food.
- Liesel and Rudy steal a book from Isla Hermann's house.

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about the experience of Rudy and Tommy at Hitler Youth meetings.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Max ask Liesel to cut his hair?
2. What do you think about the dreams Max has about fighting Hitler?

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3. Did Liesel and Rudy choose a wise course of action by stealing from the Mayor's house? Give reasons.

Analyze the key paragraph.

Key Paragraph, p. 287
"She didn't care about the food. Rudy, no matter how hard she tried to resist the idea, was secondary to her plan. It was the book she wanted. *The Whistler*. She wouldn't tolerate having it given to her by a lonely, pathetic old woman. Stealing it, on the other hand, seemed a little more acceptable. Stealing it, in a sick kind of sense, was like earning it."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write one or two paragraphs about kindness in times of war.

In this section, Death describes the dreams Max has of fighting Hitler and also describes his need to start writing/drawing his life story. What do you think we can understand about Max's moral character based on this?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

Why were German officials inspecting town basements?

As World War II heated up, Allied Forces started strategically bombing German towns, including large cities and small villages. Between July 1944 and January 1945, thousands of German civilians were killed by bombing of residential areas. The Allies did this because they thought they could win by attacking industrial and political infrastructure, such as ammunition factories and oil refineries, instead of containing the fighting to a traditional battlefield. The air raids also weakened German morale. As a result of the bombings, towns all around German came to fear the sound of alarms alerting citizens to a potential attack. In preparation for bomb attacks, Nazi officials would designate a community bomb shelter for local neighborhoods to seek safety in

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during raids. The bomb shelters were really just a basements deemed deep enough to sustain bomb attacks.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Paradox (316)	Serpentine (326)	Chirpy (343)	Audacity (344)	Desolation (350)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read the beginning of Part Six: Death's Diary: 1942, The Snowman, Thirteen Presents, Fresh Air, An Old Nightmare, And What To Do With A Jewish Corpse, Death's Dairy: Cologne, The Visitor, The Schmunzeler, and Death's Diary: The Parisians. (pp. 307–350)

Setting	Characters	Pages
The basement	Max, Liesel, Rosa, Hans, Nazi officials	311–312, 343–345
Liesel's bedroom	Liesel, Max	314–324, 333–335
Mayor's Wife Library	Liesel, Rudy	325–328
The River	Liesel, Rudy	302–303
Auschwitz	Death	349–350

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Rudy starts skipping Hitler Youth meetings until he gets transferred to a new division
- Viktor Chemmel confronts Liesel and Rudy and the book, *The Whistler*, gets thrown into the river. Rudy risks getting sick when he jumps into the cold river and saves the book.
- A Nazi official inspects the basement at Hans and Rosa's house to see if it can be used as a raid shelter.

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about the Mayor's wife. What do you know about her? What would you like to know? After collecting further details from the text, what have you learned?

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Liesel read to Max when he was sick?
2. What is the significance of Liesel describing a cloud for Max when he was sick?
3. What if Max had attacked the Nazi official with his scissors? What would have happened to the family?
4. Do you think Ilsa Hermann knows Liesel is stealing from her library? Give reasons.
5. What do you think about Rudy deciding to go against the rules of Hitler Youth?

Analyze the key paragraph.

Key Paragraph, p. 345–346

"Max Vandenburg sat beneath the steps, holding his rusty scissors like a knife. His armpits were soggy and the words fell like injuries from his mouth.

"I wouldn't have used them," he quietly said. "I'm…" He held the rusty arms flat against his forehead. "I'm so sorry I put you through that."

Papa lit a cigarette. Rosa took the scissors.

"You're alive," she said. "We all are."

It was too late now for apologies."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write one or two paragraphs about kindness in times of war.

The kindly party man, who has helped Liesel when she hurt her knee, and has shown empathy towards her when inspecting the basement, also represented danger to the family. Prejudice and compliance with immoral authority can keep people from showing their kindness to outgroup members including political dissidents and religious or ethnic minorities. Write 1–2 paragraphs about the moral virtues that enable people to show kindness to all people without discrimination.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What Happened in Dachau Concentration Camp?

The first concentration camp built by the Nazis was located about ten miles from Munich, in Dachau, Germany. Between 1933 and 1945, the camp had more than 200,000 prisoners. At least 30,000 of the prisoners died in the camp. At first, the prisoners included German citizens who openly spoke against Hitler's regime and members of the Communist Party. In later years, the prisoners included Jews, Gypsies, homosexuals, resistance fighters, and people who refused to serve in the German army. The camp implemented a slave labor system, forcing the prisoners to build roads, drain marshes, and work in factories and quarries. In 1942, Jews were sent from Dachau to death camps in Poland.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

inevitable (353)	reprieve (353)	depleted (353)	apprehension (375)	derision (394)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read pages 353–403 including the following chapters: Champagne and Accordions; The Trilogy; The Sound of Sirens; the Sky Stealer; Frau Holtzapfel's Offer; A Long Walk to Dachau; Peace; and, The Idiot and the Coat Men.

Setting	Characters	Pages
Molching	Hans, Liesel	353–358
Track and field area	Rudy, Liesel	359–363
Himmel Street	Liesel, Rudy	364–365
The mayor's house	Liesel, Rudy	365–370
The Fiedlers' basement	Hans, Rosa, Liesel, Rudy, Frau Holtzapfel	368–382
Hans and Rosa Hubermann's house	Hans, Rosa, Liesel, Max	383–384
Frau Holtzapfel's house	Frau Holtzapfel, Liesel	385–388
Munich Street	Hans, Liesel, Rudy, Elderly Jew	389–396
Himmel Street	Hans, Max, Rosa, Liesel, coat men	399–403

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- In preparation for an air raid, Molching residents hire Hans' services painting their blinds.
- Hans, Rosa, Liesel, and their neighbors increasingly spend time at the Fiedlers' basement during air raids.
- Frau Holtzapfel offers to pay with coffee rations for Liesel's reading aloud from the book, *The Whistler*.
- Hans offers a piece of bread to an elderly Jew who, with other Jews, is forced to walk to a death camp and is suffering from hunger and exhaustion. A Nazi soldier whips Hans for his act of kindness. Observers call Hans "Jew lover."
- Max leaves the Hubermann's house.
- Hans awaits a visit from the Gestapo.

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Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about the air raids. What do you know? What would you like to know? After collecting further details from the text, what have you learned?

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Did Hans do the right thing when he attempted to help the elderly Jew?
2. Why did Max leave a note to Hans, which said "You've done enough?"
3. What kind of punishment was Hans expecting for showing kindness to Jews?

Analyze the key paragraph.

Key Paragraph, p. 94

"Papa reached into his paint cart and pulled something out. He made his way through the people, onto the road.

The Jew stood before him, expecting another handful of derision, but he watched with everyone else as Hans Hubermann held his hand out and presented a piece of bread, like magic.

…

When the elderly Jew climbed to his feet for the last time and continued on, he looked briefly back. He took a last sad glance at the man who was kneeling now himself, whose back was burning with four lines of fire, whose knees were aching on the road. If nothing else, the old man would die like a human. Or at least with the thought that he *was* a human.

Me?

I'm not so sure if that's such a good thing."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write one or two paragraphs about kindness in times of war.

Hans regretted his kind gesture of giving a piece of bread to an elderly Jew. He has put himself, his family, and Max in danger. Yet, he has shown the people of Molching what an act of kindness looks like. Did he do the right thing? Write 1–2 paragraphs explaining your reasoning.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What Happened in the Eastern Front in World War II?

In 1939, Stalin signed a non-aggression pact with Nazi Germany. In 1940, The Soviet Union occupied Poland, Romania, and Finland. However, in 1941, Nazi Germany changed its relationship with the Soviet Union and announced the goal of eliminating the communist threat to Germany. In June 1941, German troops rapidly advanced towards Moscow. Hitler's goal of conquering the Soviet Union was close to being accomplished. By October 1941, the German army has taken about three million soviet soldiers as prisoners of war. However, these advancements were halted in the spring of 1942, when the German army was defeated in Stalingrad. The turning point was achieved through a change in warfare tactics. Instead of attempting to hold their grounds, Soviet soldiers retreated. In November 1942, the Soviet army carried out

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Operation Uranus. In this battle, Soviet armies launched a massive surprised attack on the German and Romanian armies. The deception coupled with the Russian weather and the shortage in men and supplies that the German army experiences led to a soviet victory and withdrawal of the German troops. The methods of military deception and combat developed as part of this operation were used in later battles and helped defeat Nazi Germany.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

momentum (408)	saga (415)	preoccupation (442)	devised (445)	powerless (446)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Part Eight, pages 407–455 including the following chapters: Dominoes and Darkness; The Thought of Rudy Naked; Punishment; The Promise Keeper's Wife; The Collector; The Bread Eaters; The Hidden Sketchbook; and, The Anarchist's Suit Collection.

Setting	Characters	Pages
Rudy's house	Rudy, Rudy's parents, two Nazi officials	407–411
Rudy's examination	Rudy, doctor, two school boys	412-414
Hans' army location	Hans, Reinhold Zucker, soldiers	431-437
Alex Steiner's Store	Rudy, Liesel	452-455

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Rudy has a physical examination which leads to Nazi officials becoming interested in him and wanting to put him in a special officer camp
- Hans and Alex Steiner are drafted into the army
- Rosa gives Liesel "The Word Shaker", Max's last present to her
- Liesel and Rudy give out bread to incarcerated Jews passing by
- Liesel and Rudy steal a suit from his dad's store

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about the Mayor's wife. What do you know about her? What would you like to know? After collecting further details from the text, what have you learned?

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why were the Nazi officials interested in Rudy?
2. What is the meaning of "The Word Shaker"?
3. Why did Liesel and Rudy want to give bread out to the parade of Jews?
4. Do you think Alex Steiner did the right thing by not letting Rudy go with the Nazi officials?

Analyze the key paragraph.

Key Paragraph

P. 440

"They pedaled ahead of the parade, toward Dachau, and stopped at an empty piece of road. Rudy passed Liesel the bag. "Take a handful."

"I'm not sure this is a good idea."

He slapped some bread onto her pal. "Your papa did."

How could she argue? It was worth a whipping."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write one or two paragraphs about kindness in times of war.

In this section of novel, Hans and Alex Steiner are drafted into the army as a result of them doing what they think is right. Do you think they were right to act the way they did, despite the consequences? Write 1–2 paragraphs explaining your reasoning.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 10

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

What happened at Stalingrad?

The Battle of Stalingrad was the largest confrontation of World War II, in which Germany and its allies fought the Soviet Union for control of the city of Stalingrad in Southern Russia. After their defeat at Stalingrad, the German High Command had to withdraw vast military forces from the Western Front to replace their losses. It was one of the bloodiest battles of the war, with almost 2 million people wounded or captured.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

gloat (464)	dismal (466)	buoyed (479)	metronome (473)	mutilated (486)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Part Nine, pages 459-493 including the following chapters: The Next Temptation, The Cardplayer, The Snows of Stalingard, The Ageless Brother, The Accident, The Bitter Taste of Questions, One Toolbox, One Bleeder, One Bear, Homecoming

Setting	Characters	Pages
Ilsa's library	Rudy, Liesel, Ilsa,	460-462
Frau Holtzapfel's house	Fraue Holtzapfel, Michael, Liesel	465-471
Hans' army location	Hans, Reinhold Zucker, soldiers	475-478
Himmel Street	Rudy, Liesel, American pilot	490-491

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Rudy and Liesel go to steal another book and Liesel talks to Ilsa, who leaves cookies for them
- Frau Holtzapfel's son dies and her other son, Michael, comes back with a mutilated hand
- Han's army team has an accident and he is injured enough that he gets sent back to Munich to do office work
- Frau Holtzapfel almost refuses to seek shelter during the air raid
- Rudy and Liesel watch an American pilot die after the air raid

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about Frau Holtzapfel. What do you know about her? What would you like to know? After collecting further details from the text, what have you learned?

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why was Hans able to get out of army duty?
2. What was motivating Rudy to go steal from the rich neighborhood?
3. Why did the American pilot thank Rudy and Liesel before he died?
4. Was Frau Holtzapfel's son right to abandon her during the air raids?

Analyze the key paragraph.

Key Paragraph, P. 487

But the young man with only a few remaining fingers on his right hand was inconsolable. He crouched in Rosa's eyes.

"Tell me something," he said, "because I don't understand…" He fell back and sat against the wall. "Tell me, Rosa, how she can sit there ready to die while I still want to live." The blood thickened. "Why do I want to live? I shouldn't want to, but I do."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write one or two paragraphs about kindness in times of war.

Rudy and Liesel gift a teddy bear to the American pilot they find dying. Why is this an important act of kindness for Rudy and Liesel, especially since he would be considered an enemy of the Germans? Write 1–2 paragraphs explaining your reasoning.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 60-Minute Lesson Plan
The Book Thief, Day 11

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.3; CCSS.ELA-LITERACY.RL.9-10.4; CCSS.ELA-LITERACY.RL.9-10.5;

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Kindness Requires Empathy. Kindness is the desire to lift others' spirits, help the ones in need, and mend relationships. Kindness requires that I take the time to listen, understand, and take action to benefit other people and the world.

How did World War II end?

World War II in Europe ended with the unconditional surrender of Germany in May 1945, about a week after Hitler committed suicide. Since January 1945, allied forced had begun freeing concentration camps but all the camps were officially liberated after the Nazis surrounded. Only after the liberation of these camps was the full scope of Nazi horrors exposed to the world. The small percentage of inmates who survived resembled skeletons because of the demands of forced labor and the lack of food, compounded by months and years of maltreatment. Many were so weak that they could hardly move.

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Word Wall Here are five vocabulary words to teach and add to the Word Wall.

blaspheme (499)	pendulum (502)	detonation (503)	bereaved (506)	desecrated (516)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Part Ten and the Epilogue, pages 497–550 including the following chapters: The End of the World (Part 1), The Ninety-Eight Day, The War Maker, Way of the Words, Confessions, Ilsa Hermann's Little Black Book, The Rib-Cage Planes, The End of the World (Part 2), Death and Liesel, Wood in the Afternoon, Max, and The Handover Man.

Setting	Characters	Pages
Himmel Street	Rudy, Hans, Rosa, Liesel, the neighborhood	497–499, 530-539
Max marched to concentration camp	Max, Liesel, Rudy	508-515
Liesel's basement	Liesel, "The Book Thief"	526-528

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Michael Hotlzapfel dies by suicide
- Max is marched by Himmel Street on his way to a concentration camp and he and Liesel embrace
- Liesel tells Rudy about Max
- Ilsa gifts Liesel with a book for her to write in
- Himmel Street is bombed and everyone dies except for Liesel, who was working on her book in the basement
- Liesel goes to life with Ilsa and eventually Max and her reunite after the war
- Liesel goes on to live a long life

Map Add to ongoing class activities like a KWL chart:

Start a KWL chart about what Max's experiences in the concentration camp might have been like? What can we imagine he experienced based on our historical understanding of concentration camps?

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EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Liesel rip the book in Ilsa's library?
2. Why was it important that Liesel write down her story?
3. What reasons made Death take an interest in Liesel and her book?
4. What do you think about Liesel reconnecting with Max?

Analyze the key paragraph.

Key Paragraph, P. 521

"Soon, there was nothing but scraps of words littered between her legs and all around her. The words. Why did they have to exist? Without them, there wouldn't be any of this. Without words, the Fuhrer was nothing. There would be no limping prisoners, no need for consolation or wordly tricks to make us feel better.

What good were the words?

She said it audibly now, to the orange-lit room. "What good are the words?'

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Write one or two paragraphs about the theme, kindness in times of war.

Max is looking for Liesel when he and other Jews are marched to the concentration camp. Why is it important for Max that he find Liesel? Why is it important for Liesel? What can we learn about their experiences together? Write 1–2 paragraphs explaining your reasoning.

Close by extending today's lesson to life and the world.

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