

# THE BOOK THIEF



NOVEL STUDY

# UNIT CONTENTS

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- 3 Vocabulary Quizzes
- Vocabulary Graphic Organizers
- 2 Final Projects
- Instructional Pacing Guide
- Digital Links for Google Drive™
- Answer Keys for ALL resources!

# LITERARY ANALYSIS

Literary Analysis I	Name: _____	Date: _____
<b>Prologue (3-15)</b>		
1. What is "Death and Chocolate" mostly about? Summarize with key details and support with textual evidence.		
_____		
_____		
_____		
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2. What is the point of view of the novel so far? Who is the narrator? How do you feel about the author's choice of narrator? Support with evidence from the text.		
_____		
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3. Why are colors so important to the narrator? What may be the significance of colors in the text? Support with textual evidence.		
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4. Characterize the narrator. What kind of "person" are they? Support with textual evidence.		
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5. What is overall tone of the Prologue? How does the author create that tone? Explain and support with textual evidence.		
_____		
_____		
_____		
6. Summarize the first death described in the novel. What color is associated with this death? How might that be symbolic? Support with textual evidence.		
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_____		
_____		
_____		

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➤ 34 Assignments  
– 2 Formats

➤ Common Core-  
Aligned  
Material

➤ Prompts  
Require Textual  
Evidence

➤ Depth of  
Knowledge  
Questions

7. Summarize the second death described in the novel. What color is associated with this death? How might that be symbolic? Support with textual evidence.

8. What does the narrator mean when they state: "I am all bluster – I am not violent. I am not malicious. I am a result"? (6) Explain and support with textual evidence.

9. Why does the author title the last section of the Prologue "The Flag"? What is its significance? Support with evidence from the text.

10. Summarize "The Flag". What is it mostly about? Explain and support with textual evidence.

11. What motivates the narrator to keep the girl's book? What does the narrator hope to prove with it? Why? Support with textual evidence.

Directions: Identify an example of figurative language that resonates with you. Draw the image the figurative language creates and write the quote in the box below.

Text and Page #:

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Visualization  
Section –  
Figurative  
Language

Mini-Quiz –  
Check for  
Understanding

Designed to  
Differentiate  
for Centers

Practice Re-  
Reading to Cite  
Evidence

RESOURCE ALSO INCLUDES...  
Answer Keys • Google Drive™ Links

# CLOSE READINGS

Close Reading II

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**The Struggler, Continued – The Struggler, Concluded – Narrative Text Structure**

- \_\_\_\_\_ = Chronological/time order
- \_\_\_\_\_ = Events are described out of chronological order
- \_\_\_\_\_ = Story within a story
- \_\_\_\_\_ = Circular narrative that starts in the middle of the plot

Directions: Cut out the following events from *The Book Thief*. Then, put the events in chronological order. Finally, number the events in the order they are presented in the novel. Answer the questions on the next page.

Max makes his way to the train and arrives at the Hubermann's front door.	Liesel is given up to foster care and goes to live in the Hubermann household.
Rudy covers himself in charcoal, pretends to be Jesse Owens, and runs around the track at Hubert Oval.	Liesel fights Ludwig in the school yard because he makes fun of her for being illiterate.
Liesel and Hans begin their midnight classes with <i>The Grave Digger's Handbook</i> .	Liesel and her mother bury her brother Werner, and Liesel steals her first book.
Max is given <i>Mein Kampf</i> with a map and a key and hides in Walter Kugler's closet, waiting for the next leg of his journey.	Rudy challenges Liesel to a running race and bets her a kiss.
Liesel begins to spend time in Ilsa Hermann's library when she picks up the washing.	Liesel steals <i>The Shoulder Shrug</i> after the book-burning event for Hitler's birthday.

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➤ 34 Assignments

➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

### Analyzing Text Structure

1. What is the narrative structure of *The Book Thief* so far? How do you know? Support with textual evidence.

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2. What are the effects of this structure on your understanding of the story? Support with textual evidence.

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3. Reread the "Struggler" chapters. How do they build suspense in the novel? Support with textual evidence.

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4. The novel contains a prologue (a separate introductory section of a literary work). Do you consider that section part of the story? Why or why not? Explain and use textual evidence to support.

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5. Let's say the Prologue is part of the story. How might that change the structure of the novel? Explain and use textual evidence to support.

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Depth of  
Knowledge  
Questions



Common Core-  
Aligned  
Material



Great for  
Rotation  
Centers



Provides  
Flexibility &  
Helps  
Differentiate

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links



# NONFICTION READINGS

## Building Background Knowledge

Name: .....

Date: .....

### The Rise of Hitler and the Nazi Party

When the Weimar Republic composed its constitution, two founding principles shaped the political landscape. Those principles inadvertently opened the door to the rise of the National Socialist German Worker's Party, or Nazi Party for short.

The first opening came from the basic structure of the government. The government was generally comprised of a president, a chancellor, and a parliament (Reichstag). The president was elected by popular vote for a seven-year term, controlled the military, and could call for new Reichstag elections. The chancellor was supposed to come from the majority party in the Reichstag (although this was not official). The chancellor was tasked with running government operations and selecting a cabinet to assist. Finally, the Reichstag was elected by popular vote and a party earned seats in proportion to the percentage of the popular vote they received (i.e. if a political party received 23% of the popular vote, then they received 23% of the seats). The composition of the Reichstag made it extremely difficult for any one party to have a true majority. For instance, in 1928, the Nazi Party only received a little over 2% of the national vote.

The second opening came from Article 48 of the Weimar constitution. When the writers of the constitution composed the document, they compromised on many aspects in order to garner the support of the right-wing and left-wing extremists. One compromise they wrote into the constitution was Article 48, which gave the president the power to suspend all laws and rule as a dictator for a short time in instances of extreme danger. Then, power was supposed to be given back to the government.

So how did these two elements of the Germany's governing structure during the Weimar era push the door of opportunity wide open for the Nazi Party? During the rule of the Weimar Republic, the various parties that made up the Reichstag had difficulties coming to a consensus on anything. As a result, the political climate of Germany became increasingly tense. In order to combat this problem, the presidents used Article 48 to achieve legislative goals and **circumvent** the gridlock of the Reichstag. It quickly became a routine practice, and was used frequently in the early 1930's to call for Reichstag elections that would either promote or defeat certain political parties.

From 1930-1933, the German president used Article 48 in an attempt to exclude Communists, Social Democrats, and Nazis from the Reichstag but failed. As the Nazi Party rose to power, supporters believed their presence was the only way to prevent a Communist takeover. The Nazis used the power of propaganda and leaned on Hitler's growing popularity as a speaker to garner more supporters. Growing popularity, in turn, led to Hitler's appointment as chancellor in 1933.

While chancellor, Hitler intimidated and jailed his political enemies. As a result, he was able to pass various laws that restricted the civil liberties of the German people, including restricting the right to assemble, the freedom of the press, and the dissolution of political organizations. Within a year, the Nazi Party acquired dictatorial powers. When the president of Germany died in 1934, Hitler proposed that he become both president and chancellor, or the Führer. The country voted and 90% of people agreed to give Hitler complete control.

8 Historical  
Nonfiction  
Readings

Build  
Background  
Knowledge

History  
Project  
Included

Common Core-  
Aligned  
Material

### Analysis Questions

1. What is the article mostly about? Explain and support with evidence from the text.

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2. As used in the passage, what does the word **circumvent** mean? Explain and support with evidence from the text.

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3. What two principles of the Weimar constitution contributed to the rise of the Nazi Party? How do these two principles connect? Explain and support with evidence from the text.

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4. How was Hitler able to solidify his position of absolute power after becoming chancellor? What do his actions reveal about his motivations and character? Explain and support with evidence from the text.

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5. Why do you think 90% of Germans voted to make Hitler the dictator of Germany? What might they have hoped to accomplish? Explain and support with evidence from the text.

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6. What does the article make you curious about? What else would you like to learn? Explain and support with evidence from the text.

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Depth of  
Knowledge  
Questions



Text  
Connections to  
Novel



Use for  
Centers or  
Rotation Model



Cross-  
Curricular  
Learning

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links



# ASSESSMENTS

## Chapter Set Comprehension Quizzes

Mini-Quiz 1	Name:
<b>1. Prologue Quiz Questions</b>	
1. When does the narrator think people observe the colors of the day?	
2. Who are the two people that die in the first chapters?	
3. What are the three colors the narrator associates with the book thief?	

Mini-Quiz 2	Name:
<b>2. Arrival on Himmel – Growing Up a Saumensch Quiz Questions</b>	
1. What book does Liesel steal?	
2. What does Himmel mean in English?	
3. What instrument does Hans play?	

Mini-Quiz 3	Name:
<b>3. The Woman with the Iron Fist – The Kiss Quiz Questions</b>	
1. What does Rosa do for work?	
2. What game do the kids play on Himmel Street?	
3. What does Rudy challenge Liesel to do? Why?	

Mini-Quiz 4	Name:
<b>4. The Jesse Owens Incident – The Other Side of Sandpaper Quiz Questions</b>	
1. What does Rudy do that gets him into trouble?	
2. What happens with Liesel that prompts the midnight classes?	
3. What does Liesel do first to learn how to read?	

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➤ 34 Mini-Quizzes  
– 3 Questions  
per Reading

➤ Complete on  
Google  
Forms™

➤ 1 Final  
Assessment

➤ Common Core-  
Aligned  
Materials

### Part One Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### The Book Thief

##### SECTION I: Order the following events of the novel in chronological order

- \_\_\_\_\_ - Liesel beats up a kid in the school yard that make fun of her.
- \_\_\_\_\_ - Liesel comes to Himmel Street to live with the Hubermann's.
- \_\_\_\_\_ - Rudy pretends to be Jesse Owens and covers himself in charcoal.
- \_\_\_\_\_ - Liesel's brother Werner dies.
- \_\_\_\_\_ - Liesel meets the neighborhood kids, and Rudy asks for a kiss.

##### SECTION II: Mark true statements with a T, and false statements with an F

- \_\_\_\_\_ - Liesel does not bathe for two weeks when she arrives on Himmel Street.
- \_\_\_\_\_ - Hans Hubermann supports the Nazi Party and its politics.
- \_\_\_\_\_ - Rosa Hubermann constantly curses at Liesel and Hans.
- \_\_\_\_\_ - Liesel steals her first book – Grave Digger's Handbook.
- \_\_\_\_\_ - Liesel loves the Grave Digger's Handbook because it reminds her of her mother and father.

##### SECTION III: Fill in the blank

1. The story takes place in a town in Germany called \_\_\_\_\_.
2. Liesel's mother gave her up to foster care because she believes in \_\_\_\_\_ political beliefs.
3. Hans Hubermann is frequently compared to the color \_\_\_\_\_.
4. At first, Liesel is placed in the \_\_\_\_\_ classroom because she can't read.
5. Rudy challenges Liesel to a race and bets a \_\_\_\_\_ if he wins.

##### SECTION IV: Multiple-choice

1. \_\_\_\_\_ Which of the following is a conflict that Liesel **does not** face in the first part of the novel?
  - a. Given away by her mother and adopted by the Hubermann's
  - b. Unable to read and teased by her classmates
  - c. Suffering from nightmares of her brother's death
  - d. She is caught stealing another book



Depth of  
Knowledge  
Questions



2 Novel  
Projects



Essay Prompts



Comprehension  
& Analysis  
Resources

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

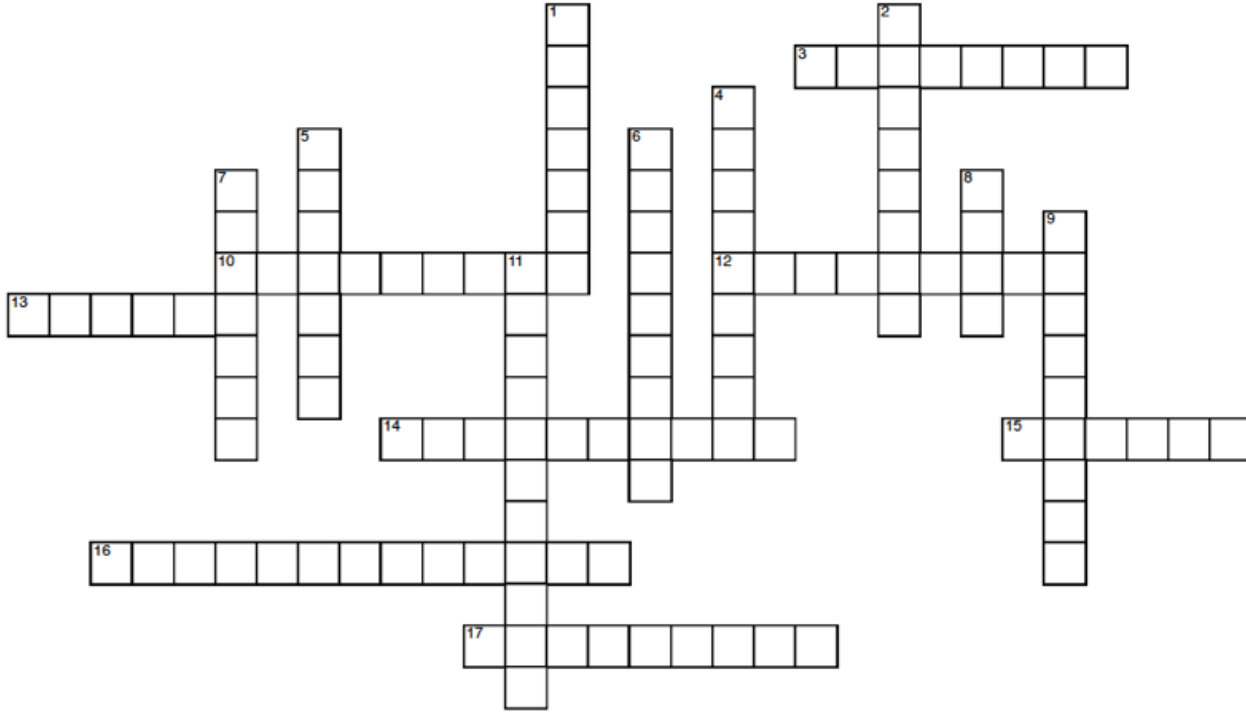
# VOCABULARY

Crossword Puzzle I

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*The Book Thief: Words 1-17*



**ACROSS**

3 I expected praise for my efforts but received \_\_\_\_\_ instead.

10 Antonym: Begin

12 Synonym: Reprimand, rebuke, admonish

13 Antonym: Useful or practical

14 Voluntarily cease to keep or claim; give up

15 Scold or criticize someone angrily

16 Although bears are \_\_\_\_\_ found in the north, lately, they have been moving farther south.

17 His face \_\_\_\_\_ by grief as he was given the news of his favorite pet's passing.

**DOWN**

1 Synonym: Friendly, affable, amicable

2 Present in large numbers of quantities; producing in large numbers

4 Not harmful or offensive

5 Antonym: Compassionate

6 Synonym: Bold, daring, fearless

7 Make someone very angry

8 Persuade (someone) gradually or by flattery to do something

9 Cause someone to feel completely baffled

11 With \_\_\_\_\_, he reached into the dark hole, hoping no creatures lived there.

**WORD BANK:** AMIABLE, AUDACIOUS, BERATE, CALLOUS, CASTIGATE, COAX, CONTORTED, CULMINATE, DERISION, FUTILE, INCENSE, INNOCUOUS, PERPLEXED, PREDOMINANTLY, PROLIFIC, RELINQUISH, TREPIDATION

Puzzle made at puzzle-maker.com

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Vocabulary  
List

3 Crossword  
Puzzles

3 Vocabulary  
Quizzes

Variety of  
Graphic  
Organizers

Vocabulary Quiz I

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The Book Thief – Words 1-17

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ Amiable	a. Synonym: Mostly or primarily
2. _____ Predominantly	b. Definition: Twist or bend out of its normal shape
3. _____ Incense	c. Definition: A feeling of fear or agitation about something that may happen
4. _____ Contort	d. Antonym: To please
5. _____ Perplex	e. Definition: Having or displaying a friendly and pleasant manner
6. _____ Trepidation	f. Synonym: Puzzle or baffle

SECTION II: Fill in the blank

- Fred's seemingly \_\_\_\_\_ question enraged his boss so much that Fred was almost fired.
- They tried to \_\_\_\_\_ the puppy back into the house with treats and toys.
- She \_\_\_\_\_ her children for staying out past their designated curfew.
- The plan was \_\_\_\_\_ and had very little chance of working in favor of the planners.
- Due to the forecast, school administrators worried that the \_\_\_\_\_ amount of snow would pose a danger, so they cancelled school.
- Her \_\_\_\_\_ comments about the accident made me wonder if she even had a heart.

BERATED – CALLOUS – AUDACIOUS – COAX – INNOCUOUS – PROLIFIC

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➤ Spiraling Rigor and Challenge

➤ Expanding Understanding

➤ Essential Definitions

➤ Application in Context

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

# COLOR THEORY RESOURCES

**Reading 2**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Color Theory – Harmony

"Color Wheel" Images used under license from shutterstock.com



Oftentimes, we associate harmony with music because of the pleasure one gets from hearing note combinations blend together. But many other aspects of our lives can also involve harmony, including food and colors. Therefore, harmony can be broadly defined as the quality of forming a pleasing and consistent whole. Think of harmony as the cherry on top of a delicious sundae.

When colors are in harmony, the subject is pleasing to look at; however, when colors are not in harmony, the subject may look chaotic or dull. Color theory includes the process of matching colors to create color schemes. The ultimate goal of color schemes is to make the combinations interesting but also maintain a sense of order. Color theory includes formulas that ensure a color scheme achieves harmony.

The most basic formula of color theory is based on complimentary colors. Complimentary colors are any two colors that are directly opposite each other on a color wheel. Another basic formula is analogous colors. When using a 12-part color wheel, analogous colors are any three that sit right next to each other. A triad color scheme is created when three colors, equally distant from each other are combined. If you were to draw lines between the three colors, they would create an equilateral triangle.

Not all color combinations need to fit into these formulas, and the proof may be right outside your window. Naturally occurring colors may not be analogous, complimentary or form a triad, but this does not mean the color scheme is not harmonious. Just think of a red tulip with yellow accents surrounded by its long, green leaves. The combination of colors does not technically fit into any one formula, but the color scheme is still harmonious and pleasing to the eye.

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➤ 4 Nonfiction Readings

➤ Text Features

➤ 6 Engaging Activities

➤ Novel Connections – Symbolism & Theme



### Extension Activity

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Colorful Scenes

Directions: For this color project, you will write with color! There will be several steps in the writing process, which are outlined below.

Your descriptive scene will be about a moment of **change** in your life. The change can be small or big, but it should be a powerful, memorable moment in your life.

**Step 1:** You will compose a 500-600-word descriptive scene on a moment of **change** in your life. This will truly look like a rough draft. Focus on describing the moment, the surroundings, the feelings, and the people involved. Invoke the five senses.

**Step 2:** Then, in groups, you and your peers will read each other's descriptive scenes, highlighting the words or phrases that are particularly emotional.

**Step 3:** You will rewrite your descriptive scene and incorporate colors to highlight its emotions and create a mood for your writing. Also, use figurative language to enhance your descriptions.

**Step 4:** You will engage in another peer review, and your group will take notes and comment on the colors of your descriptive scene, looking for moments of reflection. These moments will be your present-day self's perspective providing insight into the past change.

**Step 5:** Rewrite your descriptive scene incorporating these reflective moments, seamlessly transitioning from the past perspective to present-day perspective. Incorporate colors in this reflection as well, contrasting the past's emotions with today's.

**Step 6:** After teacher review, compose a final copy of your descriptive scene, and prepare to share a sentence, paragraph, or the entire scene with the class!

#### Short Example from *The Book Thief*

Pg 7. As for me, I had already made the most elementary of mistakes. I can't explain to you the severity of my self-disappointment. Originally, I'd done everything right:

I studied the blinding, white-snow sky who stood at the window of the moving train. I practically *inhaled* it, but still, I wavered. I buckled – I became interested. In the girl. Curiosity got the better of me, and I resigned myself to stay as long as my schedule allowed, and I watched.

- Which part of the scene is reflection?
- Which part of the scene is the change?
- Which part of the scene creates mood?
- How is the use of color effective at conveying emotion?

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➤ Use for  
Centers or  
Rotation Model

➤ Common Core-  
Aligned  
Material

➤ Cross-  
Curricular  
Learning

➤ Collaborative  
Work

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

# TEACHING RESOURCES

## *The Book Thief* Unit Pacing Guide

The following pacing guide outlines a suggested schedule of lessons, readings, and activities in order to complete a 6-WEEK study of *The Book Thief*. The pacing guide may need to be adjusted to meet the rhythm of your classroom and needs of your students. Also, the unit provides additional materials not listed in the guide, such as vocabulary quizzes, projects, and essays. Those materials can be worked into the scope of your unit in a way that best suits you and your students.

<b>Day 1</b>  1. Vocabulary Work 2. Historical Reading 1-2 3. Essay Project (Optional) 4. Color Reading 1	<b>Day 2</b>  1. Vocabulary Work 2. Historical Reading 3-4 3. Essay Project (Optional) 4. Color Reading 2	<b>Day 3</b>  1. Vocabulary Work 2. Historical Readings 5-6 3. Essay Project (Optional) 4. Color Reading 3
<b>Day 4</b>  1. Vocabulary Work 2. Historical Readings 7-8 3. Essay Project (Optional) 4. Color Symbolism	<b>Day 5</b>  1. Vocabulary Work 2. Essay Project (Optional) 3. Reading 1 4. Literary Analysis 1 and/or Fiction Close Reading 1 5. What Color Am I?	<b>Day 6</b>  1. Vocabulary Work 2. Reading 2 3. Literary Analysis 2 and/or Fiction Close Reading 2 4. What Color Am I?
<b>Day 7</b>  1. Vocabulary Work 2. Reading 3 3. Literary Analysis 3 and/or Fiction Close Reading 3 4. Color Extension Activities – Select what works best for your students  *Rotation-based model/pull-out groups work well for classwork  HW: Literary Analysis 4 or Fiction Close Reading 4	<b>Day 8</b>  1. Vocabulary Work 2. Reading 5 3. Literary Analysis 5 and/or Fiction Close Reading 5 4. Color Extension Activities – Select what works best for your students  *Rotation-based model/pull-out groups work well for classwork  HW: Literary Analysis 6 or Fiction Close Reading 6	<b>Day 9</b>  1. Vocabulary Work/Crossword Puzzle 1 2. Reading 7 3. Literary Analysis 7 and/or Fiction Close Reading 7 4. Color Extension Activities – Select what works best for your students  *Rotation-based model/pull-out groups work well for classwork  HW: Literary Analysis 8 or Fiction Close Reading 8

➤ Standards Alignment

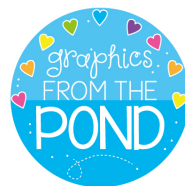
➤ Pacing Guide

➤ 6-Week Unit

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