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A, #3i D=U#179#[ %\)/#/, )1/1(192#179#- , @9, 1&%1/-, #@%L. )U#X79&9#. &/) - , 9&)#X9&9#X -&' 92#1-#29%17U# )7-1U#-&#6%))92U##J79#: % )1#L%>-&/1''#-K#V9&L%, #%, 2#1 -;/)7#]9X)#9, 292#(. #/, #179)9#@%L. )#&9;%1/: 9;'#K9X# )(&/: 92#5/1;9&f)#P/, %;#+-;(1/-, U##J79#O;:/9)#/;! 9&%192#179#@%L. )#/, #3i DHU#X/17#179#29K9%1#-K#179#OS)# I -X9&)U##5/1;9&#X - (;2#, -1#;/: 9#1-#K#@9#1&/%;#K-&#179#69, -@/29#79#7%2#-&@79)1&%192U##59#@-L L/1192#) (/@/29#/, # O. &/;U#3i DHU#X79, #179#M92#O&L ''#/, : %292#V9&L%, ''U#

## Jesse Owens

]#L9)#F;9: 9;% , 2#kX9, )#X%)#! -&, #/, #8%X&9, @9#F - (, 1''U#O;%! %L%#/, #3i 3B#%, 2#&#/)92#/, #F;9: 9;% , 2U# k7/-U##kX9, )U#179#6&%, 2) - , #-K#%#);%: 9U#X%)#-K19, #)/@' #%)#%#7/;2U##59#X%)#6/: 9, #179#, %L9#]9))9#! ''#%#19%#79&# /, #F;9: 9;% , 2#X7 -#2/2#, -1#(, 29&1%, 2#7/)#@ - (, 1&'#%#@9, 1U#

]9))9#6&9X#(. #/, #. - : 9&1''U#1%' /, 6#-22#>-!)#29;/: 9&/, 6#6&-@9&/9)U#-#2/, 6#K&9/671#@%&)U#%, 2#X-&' /, 6#/, # %#)7-9#&9. %/(&#)7- . #%)#%#'' - (, 6#199, %69&U##C (&/, 6#17/)#1/L9U#79#&9%;/\92#17%1#79#7%2#%# . %))/-, #K-&#&(, , /, 6U# 9, @- (&%692#! ''#7/)#>(, /-&47/67#1&%#@' #@-%@7U#

kX9, )#k/&)1#@%L9#1-#, %1/-, %;#%119, 1/-, #X79, #79#X%)#%#7/67#)#7--;#)1(29, 1#%, 2#9b(%:92#179#&9@-&2# -K#i YD#)9@-, 2)#/, #179#3j j 4''%&2#2%)7#%, 2#;-, 64>(L. 92#=#D#K991#i 3w=#/, @79)#%1#179#3i BB#[ %1/-, %;#5/67# +@7--;#F7%L. /-, )7/. #-K#F7/@%6-U#

kX9, )#%119, 292#k7/-#+1%19#E, /: 9&)/1''#X79&9#79#X-, #%#&9@-&2#-K#9/671#/, 2/: /2(%;#[ FOO# @7%L. /-, )7/.)U##O;17-(67#kX9, )#9, >-'92#%17;91/@#) (@@9))U#79#7%2#1-#;/: 9#-KK#@%L. )#X/17#-179&#OK&/@%, 4 OL9&/@%, #%17;919)U##W79, #79#1&%: 9;92#X/17#179#19%L U#79#7%2#1-#9%1#%1#d! ;#@' 4-; ;'e#&9)1% (&% , 1)U#%, 2#);99. # /, #d! ;#@' 4-; ;'e#7-19;)U#

A, #3i BN#kX9, )#X%)#)9;9@192#1-#@-L. 919#K-&#179#E, /192#+1%19)#/, #179#+(L L9&#k;''L. /@)#/, #G9&:/, U# O2-;K#5/1;9&#X%)#( )/, 6#179#6%L9)#1-#)7-X#179#X-&2#%#&9) (&69, 1#[ %\/#V9&L%, ''#%, 2#179#) (. 9&/-&/1''#-K#179# O&'%, #&%@9U##kX9, )U#7-X9: 9&U#X-, #K- (&#6-;2#L92%;)U##5/1;9&#. (!;/@;'#), (!!92#kX9, )U#)7%' /, 6#7%, 2)#-; ;''# X/17#V9&L%, #: /@1-&)U#

W79, #kX9, )#&91 (&, 92#1-#179#E, /192#+1%19)U#79#X%)#6/: 9, #%#79&-f)#X9;@-L9U#! (1#1#X%)#)7-&14;/: 92U# O)#%, #OK&/@%, 4OL9&/@%, #! 9K-&9#179#F/: /;#M/671)#L - : 9L9, 1#/, #OL9&/@%U#kX9, )#) (KK9&92#179#/, >()1/@9)#-K#7/)# &%@9#%, 2#9: 9, 1(%; ;''#K/;92#K-&#1% , ' &( . 1@''U##A1#X%) , f1#(, 1/;#3i NN#17%1#7/)#&97%! /:/1%1/-, #! 96%, #%, 2#79#;/: 92# - (1#179#&9)1#-K#7/)#;/K9#%)#%#EY+V#6--2X/;#%L!%)%2-&U##kX9, )#2/92#-K#; (, 6#@%, @9&#%1#179#%69#-K#NNV# `G--' J/9)a#

# Extension Activities

## *The Book Thief*

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### **Writing – Research: W.7-8.7-9**

Students will conduct sustained research projects to answer question (including a self-generated question) or solve problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.7-8.7)

Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.7-8.8)

Students will draw evidence from literary or informational texts to support analysis, claims, reflection, and research. (W. 7-8. 9)

### **Possible Research Topics:**

- Concentration Camps
- Survivors
- Liberators/Rescuers/Resisters
- Starvation-lack of food and nutrition
- World War II- Important Leaders
- World War II-Important Events
- Nazi Propaganda
- Holocaust War Criminals
- Lessons learned from the Holocaust
- The Japanese American Internment Camp
- Voices of the Holocaust
- Anne Frank
- Tolerance/Intolerance
- Children of the Holocaust
- Nuremberg Trials
- What was the Final Solution?
- Hate Groups
- Nazi Beliefs
- Liberation
- Boxcar Horrors
- Acts of Courage
- Daily Life in the Camps
- Star of David
- Doctors of the Holocaust
- Medical Experiments of the Holocaust
- The Story of Raoul Wallenberg
- Death Marches
- Book Burning



## *The Book Thief*

### **Writing – Narrative: W.7-8.3-6**

Students will compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Possible Narrative Topics**

- An experience that led to renewed faith
- An encounter that changed your life
- An experience that left you disillusioned
- A significant misunderstanding
- A dangerous experience
- A moment of failure or success
- A frightening experience
- A memorable journey
- An encounter of someone or something you were afraid of
- A unique friendship
- Your bond between mother/father and child
- An occasion when you experienced rejection
- An occasion when you befriended an outcast
- An event that marked a turning point in your life
- A rebellious act
- A brush with death
- Two different versions of the same event
- An experience that altered your view of someone
- An imaginary encounter with a real person

## *The Book Thief*

### **Other Extension Activities:**

- Scene Performance – Students will work in small groups and enact chapters from the novel. Switch up the chapters and students so everyone has the opportunity to perform.
- Fake Book <http://www.classtools.net/FB/home-page> - The students may use this site to create a web page that details the persons of the text. The students will choose images of actors, real people, historical images, primary source documents, etc... in order to portray the novel's characters, tone, theme, and style.
- Draw the Setting – Students will draw one of the descriptions of the setting in the text, or create a model of collage of the setting.
- Other Works – Students will read one of the author's other works and write a comparative paper discussing the similarities and differences in style, themes, and structure.
- Study Guide – Students will prepare a study guide for the class.
- Political cartoon – Choose a political cartoon regarding one or more of the novel's topics. Analyze the cartoon using the following resource:  
[http://www.archives.gov/education/lessons/worksheets/cartoon\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf)