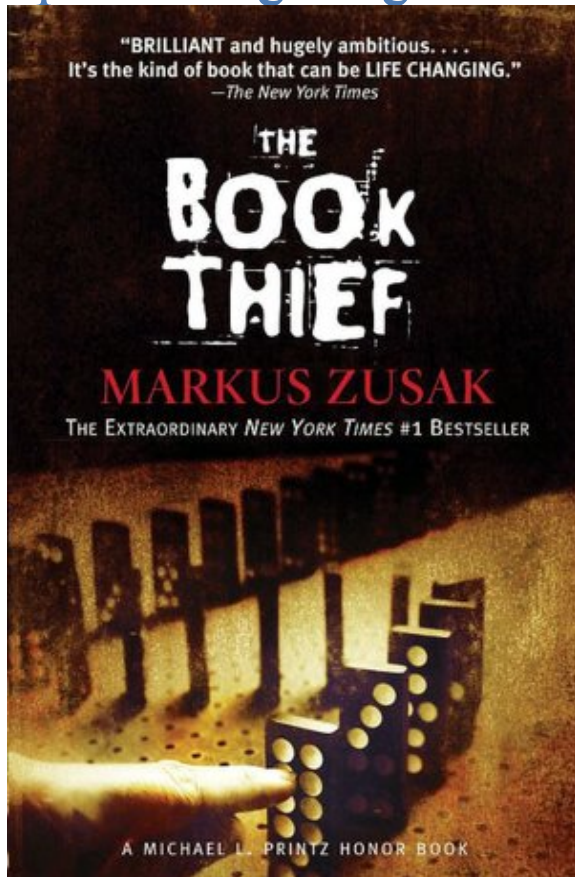


FULL LENGTH BOOK EXTENDER: Group Reading Aligned to Common Core

by John Steltz



Grade 9 Discussion Questions

RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- How does the power of words emerge throughout the text? How do you know?

RL 9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop a theme.

- How does Liesel's history (the death of her brother and her abandonment from her mother) help to shape who Liesel becomes throughout the book? How do you know?

RL 9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

- Zusak's narrator is Death. How does the narrator affect this story? How is this point of view different from other books of historical fiction (i.e., *The Red Umbrella*, *I Have Lived 1000 Years*, etc.)?

The Book Thief

By Markus Zusak, (2006)

GRADES for USE: 9-12

SUMMARY OF BOOK:

This piece of historical fiction about a young girl, Liesel, in the midst of Nazi Germany in the late 1930's is both compelling and engaging. Liesel experiences Jews being marched through her town on the way to concentration camps, Nazi raids, death, and more. As Adolf Hitler wants to limit by forbidding books, Liesel steals them to learn more about the world and to temporarily escape her challenging life. The book's narrator is Death and will captivate readers from the colors of death on page one to the note on the final page of the book.

Anderson, C. (2006). Jacket Photograph. BrandX Pictures/Getty Images.

Zusak, Markus. (2006). *The Book Thief*. Random House: New York.

Grade 9 Activities

W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content.

- Based on the discussion questions, students will generate further questions for inquiry. Individually, students will narrow their inquiry to one, manageable question that inspires further research.
- Students will write an informative paper around the idea(s) generated through inquiry. Students will use multiple resources as evidence to strengthen their informative piece.