The Fault in our Stars

OVERVIEW
Bestselling author John Green returns with an eagerly anticipated and emotional novel about sickness and health, life and death. Diagnosed with Stage IV thyroid cancer at 12, Hazel was prepared to die until, at 14, a medical miracle shrunk the tumors in her lungs for now. Two years post-miracle, sixteen-year-old Hazel is post-everything else, too - post-high school, post-friends and post-normalcy. Enter Augustus Waters. A match made at cancer kid support group, Augustus is gorgeous, in remission, and — shockingly, to her — interested in Hazel.

SUGGESTED GRAPHIC ORGANIZERS
• Five Paragraph Essay Template
• Vocabulary Graphic Organizer
• Character Traits Worksheet
• Character Map
• Plot Diagram
• Identifying Theme Graphic Organizer
• Movie vs. Book Graphic Organizer

AUTHOR INFORMATION
John Green is an award-winning New York Times bestselling author known for his works including Looking for Alaska, An Abundance of Katherines, Paper Towns, and Will Grayson, Will Grayson. He has received a multitude of accolades for his works including the Michael L. Printz Award (twice), Edgar Award for Best Young Adult Novel, and the Corine Literature Prize. John currently resides in Indianapolis, Indiana with his family.

WRITING PROMPTS
• What do you think about August and Hazel’s reactions, quotes, comments about death and dying? Do you think their reactions are typical? Why or why not?
• In the novel there is a big theme that centers on ill-fated love. What other novels/stories remind you of this?
• Which character from the Fault in Our Stars had the greatest impact on you? Why?

LITERARY DEVICES
Irony
• Augustus has a cigarette hanging from his mouth, but never lights it.

Symbolism
• Water – many instances in the book, water in Hazel’s lungs, water in Amsterdarm, August’s last name
• An Imperial Affliction (made up book by author)
• Color green- (color of the car, green light in Amsterdam, Isaac’s eyes)
• Van Houton as “god”

Theme
• Life and death
• Mortality
• Family
• Love and loss

WAYS TO HELP DIVERSE LEARNERS
• Allow students to use audiobook version at home or in class
• Verbally read chapters of the book aloud while students follow along
• Allow students to type their written work; do not take off for spelling or grammar.
• Provide chapter summaries and character notes
• As assessment, have student orally recite information, or complete a book project (book trailer, 3D creation, art, etc.)
• Watch the movie or compare/contrast movie to the book

COMMON CORE BIG IDEAS
• Determine theme of a novel
• Analyze complex characters and how they help develop plot
• Cite textual evidence to support analysis of text through specific examples and inferences.