

A Teaching Unit For Number the Stars



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Number the Stars
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Number the Stars

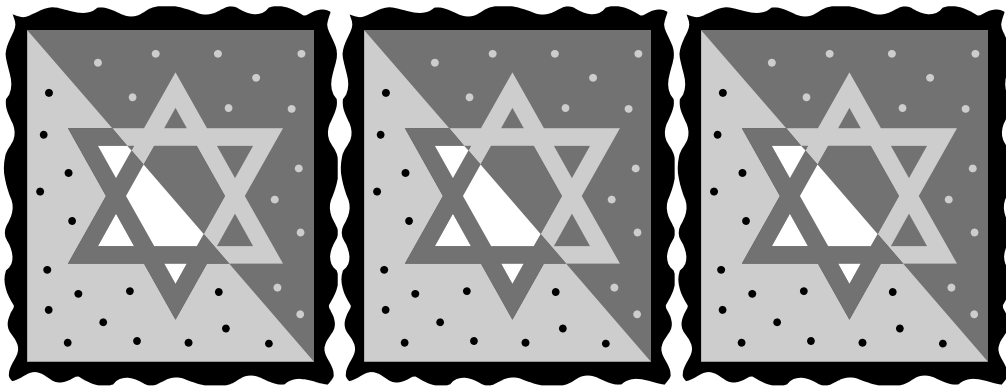
Prereading

On the following page, you will find pictures of Stars of David. Cut each star out. On the day that you plan to begin the unit, tape the stars on random desks throughout your classroom.

As students enter the classroom the next day, begin to treat those students who have a star on their desk differently than you do the other students. For example, make them stand instead of sit. Have them remove their shoes and put them under their desks. Take away their pencils and give them to those students who do not have stars. Tell them that they cannot talk, but allow those without stars to talk all they want, etc. Your point is to make the “the have nots” experience just a “pinch” of what it feels like to be mistreated for no reason at all, and to allow the “haves” to experience what it feels like to watch others be mistreated for no apparent reason.

Once you can tell that your point has been made, hold a discussion allowing both students with stars and without to talk about how they felt. This discussion can then lead you into the beginning of your Holocaust unit.

Number the Stars
Prereading



Number the Stars ***Title Analysis***

The chapters in this novel have titles. As you read the novel, complete the following chart to analyze the titles.

Chapter #	Chapter title	Why is this title effective for this chapter?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		

Number the Stars

Chapter 1

Sometimes, at the beginning of a novel, it is easy to lose track of who's who. After reading chapter one, complete the chart to keep track of the characters.

Name	How this person is related to or knows Annemarie
Ellen	
Kirsti	
Mrs. Rosen	
Mrs. Johansen	

Discussion

For Kirsti, the soldiers were simply part of the landscape, something that had always been there, on every corner, as unimportant as lampposts, throughout her remembered life.

- Using this passage to help you, why does Kirsti react differently about the soldiers than Annemarie and Ellen?

- Mrs. Rosen tells Annemarie, "*It is important to be one of the crowd always. Be one of many.*" (page 8) Why do you think this is important?

Vocabulary

You can really build your vocabulary by reading books like *Number the Stars*. Let's take a look at some words that you can learn by using context clues. Read each of the following sentences from chapter one. Use context clues or a dictionary to figure out the best meaning of the bolded words.

- "Are you a good student?" the soldier asked. He seemed to be **sneering**.
 - smiling
 - frowning
 - crying
 - smirking
- She reached down for Kirsti's hand, but Kirsti, always stubborn, refused it and put her hands on her hips **defiantly**.
 - rudely
 - happily
 - stubbornly
 - shyly
- Stand still, Kirsti, Annemarie ordered silently, praying that somehow the **obstinate** five-year-old would receive the message.
 - well-behaved
 - stubborn
 - angry
 - kind
- She glanced through the window, down to the street corner where the soldiers stood, their faces **impassive** beneath the metal helmets.
 - stern, angry
 - sad, depressing
 - uncaring, emotionless
 - happy, smiling

Number the Stars
Chapter 2

Comprehension

1. What happened to Lise?

2. Who is Peter?

3. At this point in the novel, the Germans are in Norway, Holland, Belgium, France, but not in ____.

Flashback – When a character remembers something from the past.
Find the flashback that Annemarie has on page thirteen.

1. What is the flashback about?

2. What causes Annemarie to have this flashback?

3. What words signal the flashback? _____

Fairy Tale vs. Real World

The whole world had changed. Only the fairy tales remained the same. (page 17)

In this chapter, many contrasts are made between fairy tales and the real world. Examine these contrasts by completing the following chart.

In fairy tales...	In Annemarie's real life...
Formal balls, fabulous gowns, feasts of pink-frosted cupcakes, happiness prevails	There is a war going on. Times are hard; there is hardly any sugar or butter. Lise is dead.
Kings stand on balconies giving orders to subjects, or sat on golden thrones demanding to be entertained and looking for suitable husbands for their daughters. (page 12)	
A king has bodyguards.	

Number the Stars
Chapter 3

Comprehension

1. Why is Annemarie sent to see Mrs. Hirsch?
2. What did Peter give to Annemarie when he came by?
3. What news did Peter bring?

Point of View

The point of view of a story makes all the difference in the world. If a character is telling the story, the first person point of view is used. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used. If the narrator focuses on only one character, the limited third person point of view is used. If the narrator allows the reader to know thoughts and feelings of one character, then another's, then another's, the third person omniscient point of view is used.

Answer only one easy question to decide if this story is told in the first person point of view. If the answer is yes, it is first person!

- Is one of the characters telling this story? _____

Answer these questions to decide if the point of view is third person limited:

- Is there an unseen narrator telling the story?
- Is the focus on one particular character all of the time?
- When the focal character leaves the room in a story do you know what is going on with the other characters while that character is gone?

Answer these questions to decide if the point of view is third person omniscient:

- Is there an unseen narrator telling the story?
- Does the reader have access to the thoughts (not actions) of more than one character?
- Does the focus go from one character to another character, and then another?

Puzzled, Annemarie watched her mother leave the apartment. She went to the kitchen and opened the door to the cupboard where the potatoes were kept. Every night, now, it seemed, they had potatoes for dinner. And very little else. (page 22)

The bolded word puzzled tells us how Annemarie feels in this passage.

Do we know what her mother is thinking? _____

As the reader, are we aware of where her mother goes when she leaves the apartment or how her mother feels? _____

What point of view is used in this novel? _____

Number the Stars
Chapter 4

Comprehension

1. From what are Kristi's shoes made?

2. What does Ellen say that her father can do to Kristi's shoes?

3. Why does Ellen come to stay with Annemarie and her family?

Dialogue Tags

At the beginning of this chapter, Kirsti is upset about her shoes. When she speaks about these shoes, we know that she is not happy. In order to portray this, the author uses certain dialogue tag words that fit Kirsti's mood. Take a look at the following chart, and notice the bolded tag words.

... "I won't!" Kirsti sputtered "Not if you go to a fish store!" Kirsti bellowed "Show them," she commanded "Green!" Kirsti wailed .

This dialogue would not be as effective if the author had chosen to use the tag word *said* each time. Tag words in dialogue can make a huge difference. Just for practice, rewrite each of Kirsti's above statements, as if she were sad. Change the tag words to reflect her sadness.

... "I won't!" Kirsti _____.
... "Not if you go to a fish store!" Kirsti _____.
... "Show them," she _____.
... "Green!" Kirsti _____.

Discussion Questions

On page thirty-two, what do we learn about the Danes from the newspaper?

Explain in your own words why the Danes did this.

On page thirty-six, the word *relocation* is mentioned. Explain in your own words what 'relocation' means by what has been stated in the book.

Number the Stars
Chapter 5

Comprehension

1. How was Lise killed?

2. What did Annemarie take from Ellen just before the Nazi officers entered their room?

3. What did Annemarie’s father show the soldier that made him believe that Ellen was Lise?

Foreshadowing occurs when the author gives the reader a hint of something that is going to happen before it actually happens.

Foreshadowing can have two purposes.

- **It builds suspense by raising questions within the reader’s mind and causes him/her to wonder what is going to happen.**
- **Foreshadowing can also make a story more believable by preparing the reader for events to come.**

In chapter five, the soldiers bombarding Annemarie’s home is very suspenseful and frightening. There is some foreshadowing early in the chapter that hints of this action. Complete the following chart to analyze this literary technique.

Page #	Foreshadowing	Why this is a hint of what is to come?	Does the foreshadowing build suspense or prepare the reader for what is to come? Just write the word <i>prepare</i> or <i>build</i> below.
39	Title of the chapter – Who Is the Dark-Haired One?		
40	But the night did seem, somehow, different from a normal night. And so they whispered.		
42	Everything seemed very familiar, very comforting. Dangers were no more than odd imaginings, like ghost stories that children made up to frighten one another: things that couldn’t possibly happen.		

Number the Stars
Chapter 6

Comprehension

1. Who do Annemarie, Kirsti, and Ellen go visit?

2. In their phone conversation, what does Annemarie’s father tell Uncle Henrick that he will be sending him?

Conflict

There are two types of conflict: internal and external. An internal conflict is a conflict that a character has within him/herself (man vs. himself). An external conflict is a conflict that a character has with someone or something else (man vs. man, man vs. nature, man vs. society, etc.).

Complete the following chart to help you analyze the conflicts in this chapter.

<i>Text</i>	<i>Summary of conflict</i>	<i>Type of conflict</i>
“I think we must not take the risk of sending you to school today,” he said. “It is possible that they will look for the Jewish children in the schools.”		
Annemarie watched his face and knew that he was struggling with the decision. Finally he nodded, reluctantly.		
The soldier turned away....without warning, he turned back. “Are you visiting your brother for the New Year?” he asked suddenly. ...Annemarie’s heart sank...Mother’s eyes were frightened...		

Number the Stars

Chapter 7

Comprehension

1. What is the special treat that Annemarie’s mother is going to make for dinner?
2. What does Annemarie tell Ellen when Ellen asks her where her necklace is?

Imagery is language that creates a sensory impression within the reader’s mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story – all in the mind of course. Imagery makes the reader feel like he/she is there, in the story, experiencing the same things that the character is experiencing.

This chapter is full of visual imagery – imagery that allows you to picture something. Let’s examine how the author creates it.

Three ways to create visual imagery

- **Create imagery through the little things.**
 - Authors pay attention to detail when they write. Sometimes it’s the little things that create a picture. Read the following passage from page sixty. Underline the “little things” - the details that help you to picture this farmhouse.

The little red-roofed farmhouse was very old, its chimney crooked and even the small, shuttered windows tilted at angles. A bird’s nest, wispy with straw, was half hidden in the corner where the roof met the wall above a bedroom window. Nearby, a gnarled tree was still speckled with a few apples now long past ripe.

- **Create imagery with strong verbs!**
 - Authors use action verbs when they want to create imagery. These words help you to imagine something happening. With a specific, strong verb, you can pinpoint exactly what is going on. Read the following passage from page sixty. Underline the action verbs that help you picture the action.

From nowhere, a gray kitten appeared and ran beside them, pouncing here and there upon imagined mice, pausing to lick its paws, and then darting off again.

- **Create imagery with figurative language and adjectives.**
 - Authors use literary devices such as similes, metaphors, and personification to help them create imagery. Figurative language allows you to picture something in your mind and then relate it to something else. Adjectives describe nouns so that you can “see” them. Read the following passage from page sixty-one. Underline the personification and the adjectives in this passage that help you picture the scene.

The meadow ended at the sea, and the gray water licked there at damp brown grass flattened by the wind and bordered by smooth heavy stones.

Find another passage in this chapter that contains visual imagery. Complete the following chart.

Page #	Passage	How imagery is created...small things, strong verbs, figurative language, adjectives

Number the Stars
Chapter 8

Comprehension

1. What does Kirsti name the cat?
2. What does Mama do to Uncle Henrik's house, and what does she say that Uncle Henrik needs?

Predict

Good readers make predictions as they read. They take clues that an author provides and try to figure out what will happen. Reread the passages below; then answer the questions to make predictions.

"Tomorrow will be a day for fishing," Henrik said, his smile disappearing...

Mama looked at him. "The weather is right?" she asked.

Henrik nodded and looked at the sky. He smelled the air. "I will be going back to the boat tonight after supper. We will leave very early in the morning. I will stay on the boat all night."

1. What do you think that Henrik and Mama are referring to when they talk about "a day for fishing"?
2. Do you think Henrik will actually be on a boat all night long?
3. What do you think that their plan may be?

"Well, girls," he said, "it is a sad event, but not too sad, really, because she was very, very old. There has been a death, and tonight your Great-aunt Birte will be resting in the living room, in her casket, before she is buried tomorrow... (page 72)

And Annemarie was quite, quite certain, though she said nothing. There was no Great-aunt Birte. She didn't exist. (page 73)

4. Do you think that there really is a Great-aunt Birte?
5. Why do you think that Henrik tells the girls that Great-aunt Birte will be in her casket in the living room?
6. What do you think is going to happen?

Number the Stars
Test One

Name: _____ Date: _____

1. Annemarie and Ellen are _____.
 - a. sisters
 - b. friends
 - c. neighbors
 - d. friends neighbors
2. This story is set in _____.
 - a. Copenhagen, Denmark
 - b. Paris, France
 - c. Germany
 - d. the United States
3. Ellen is Annemarie's sister.
 - a. true
 - b. false

“Go!” shouted Annemarie, and the two girls were off, racing along the residential sidewalk. Annemarie’s silvery blonde hair flew behind her, and Ellen’s dark pigtails bounced against her shoulders.

4. How is imagery created in this passage?
 - a. through a simile
 - b. through descriptive adjectives
 - c. through strong verbs
 - d. both b and c

*“My little sister.” She reached down for Kirsti’s hand, but Kirsti, always stubborn, refused it and put her hands on her hips **defiantly**.*

5. Using context clues to help you, what does the bolded word in this passage mean?
 - a. slowly
 - b. unwillingly
 - c. happily
 - d. shyly

For Kirsti, the soldiers were simply part of the landscape, something that had always been there, on every corner, as unimportant as lampposts, throughout her remembered life.

6. According to this passage, how does Kirsti view the soldiers?
 - a. as mean and scary
 - b. as helpers of the community
 - c. as part of everyday life
 - d. as selfish and angry
7. What happened to Lise?
 - a. She died in an accident two weeks before her wedding.
 - b. She was killed by a Nazi soldier.
 - c. She ran away from home and never returned.
 - d. She married Peter.
8. Which of the following best describes Annemarie’s feelings toward Peter?
 - a. uncaring
 - b. suspicion, jealousy
 - c. anger, resentment
 - d. pride, love

9. Why does Ellen come to stay with Annemarie's family?
- because Ellen's parents have gone on vacation
 - because the Germans are taking the Jews away, and Ellen is hiding there
 - because the Germans have taken Ellen's parents, and Ellen has to live with Annemarie
 - because Ellen's mother is very sick, and they are afraid she will catch the illness
10. When the soldiers show up at Annemarie's house in the middle of the night, who do the Johansens say that Ellen is?
- a visiting relative
 - a school friend
 - a neighbor
 - Annemarie's sister

*"...But maybe I could convince him that I should go to acting school." Ellen stood on tiptoe again, and made an imperious gesture with her arm. **"I am the Dark Queen," she intoned dramatically. "I have come to command the night!"***

11. Keeping in mind that the action and dialogue from this passage occurs on the same night that the soldiers come looking for Ellen and her parents, what literary technique is used in the bolded part of this passage?
- flashback
 - foreshadowing
 - imagery
 - alliteration
12. What did Annemarie take from Ellen seconds before the soldiers came into her bedroom that night?
- her journal
 - her necklace
 - a picture of her mother
 - her ring
13. Who is Henrick?
- a German soldier
 - Annemarie's father
 - Annemarie's uncle
 - Ellen's father

The girls sat on a rock and took off their shoes and socks. They tiptoed across the damp stones and let the water touch their feet. I was cold. They giggled and stepped back.

14. What literary device is included in this passage?
- flashback
 - imagery
 - foreshadowing
 - simile

Number the Stars

Answer Key

Test One

Number	Answer
1	D
2	A
3	B
4	D
5	B
6	C
7	A
8	D
9	B
10	D
11	B
12	B
13	C
14	B

Number the Stars
Chapter 9

Writing Opportunity

Choose one of the following prompts to write about on a separate sheet of paper.

- Think of a time when it was easier for you to be brave because you did not know everything about a situation. Write about what happened.

or

- Write a composition explaining why it is much easier to be brave if you do not know everything about a situation.

Discussion

Annemarie knew that Mama was lying again, and she could see that Mama understood that she knew. They looked at each other for a long time and said nothing. In that moment, with that look, they became equals.

1. Why do you think that Annemarie and Mama “became equals” with that look?

2. What do you think has happened? What part do you think Peter plays?

3. Do you think that Ellen will be able to stay with her parents? Why or why not?

Number the Stars
Chapter 10

Comprehension

1. The soldier asked _____ who died.
2. What did Mama tell the officer when he told her to open the casket?
3. What did the soldier do to Mama?

Symbolism

A symbol is something that stands for something else, like the American flag stands for freedom, and a dove represents peace. It is any object, person, place, or experience that means more than what it is.

A literary symbol has literal meaning in a written work but stands for something else.

If something is symbolic, it will most likely

- be repeated in the book.
- be written in a memorable or vivid way.
- be emphasized.
- mean something else than what it is.

In the psalm that Peter reads, the last sentence reads:

*It is he who heals the broken in spirit and binds up their wounds, he who **numbers the stars** one by one...* (page 86-87)

Number the Stars is the title of this book, which emphasizes this phrase. It is written in a memorable way because it is read aloud at a tense time during the plot and is in a Psalm. And it can definitely mean something else than stars in the sky.

What might the stars symbolize? Explain your answer.

What or who do you think will be inside the casket?

Number the Stars
Chapter 11

Comprehension

1. What was inside the casket?
2. What does Peter give to the baby before they all leave the house?
3. Annemarie realizes where Uncle Henrik plans to take the Rosens and the others.

Where is he taking them?

Theme

A theme is a story's central message; it is a lesson that you learn about life.

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- There can be more than one theme in a novel.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

Read the following passages from this chapter.

*All of those things, those sources of pride – the candlesticks, the books, the daydreams of theater – had been left behind in Copenhagen...there was only the clothing of unknown people for warmth, the food from Henrik's farm for **survival**, and the dark path ahead through the woods to **freedom**...*

*But their shoulders were as straight as they had been in the past; in the classroom, on the stage, at the Sabbath table. So there were other sources, too, of **pride**, and they had not left everything behind. (pages 93-94)*

The bolded words from these passages can all be related to themes in this novel. One has been written below for survival. Write a theme statement for freedom and for pride. What is the author trying to tell us about how these two words relate to life in this story?

Survival: It takes courage, but sometimes you have to go to extreme measures for survival.

Freedom:

Pride:

Number the Stars
Chapter 12

Comprehension

1. Who led the Rosens to meet Henrik with his boat?
2. Where does Annemarie find her mother the next morning?

Tone is the attitude that a writer takes toward the audience, a subject, or a character. Tone is conveyed through the writer’s choice of words and details.

Let’s take a look at tone in this chapter, and analyze how the author creates the different tones.

Read the following passage from page 95.

Mr. Rosen **tripped** on the loose step outside the kitchen door. His wife **grasped his arm**, and he regained his balance.

“It’s **very dark**,” Mama **whispered** as they stood in the yard with their blankets and bundles of food gathered in their arms, “and we can’t use any kind of light. I’ll go first –I know the way very well – and you follow me. Try not to **stumble** over the tree roots in the path. Feel carefully with your feet. The path is **uneven**.

...**no birds called or cried here now**, in the night.

...Annemarie **shivered**, standing at the foot of the steps.

...the two girls held each other.

“I’ll come back someday,” Ellen **whispered fiercely**. “I promise.”

“I know you will,” Annemarie whispered back, **holding her friend tightly**.

Then they were gone, Mama and the Rosens. Annemarie was **alone**. She went into the house, **crying suddenly**, and **closed the door against the night**.

Look at the **bolded words** and details from this passage. These words and details help to create a tone. What words would you use to describe the tone of this passage?

Suspense – We know what it is; it’s what makes us wonder what is going to happen next. It’s what keeps us on the edge of our seat, wanting to turn the page. This chapter is full of suspense. On the lines below, make a list to analyze how the author creates this suspense from the moment that Annemarie questions the whereabouts of her mother. List all of the words, phrases, and actions that the author includes to create suspense before revealing where Mama is.

She goes up the stairs to look for her. A description of the beds is given which delays action, therefore, creating suspense.

Number the Stars

Chapter 13

Comprehension

1. What happened to Mama?
2. What did Annemarie find that Mr. Rosen had left?
3. What does Annemarie’s mother tell her to tell a soldier if they stop her on her way to Henrik?

Strong and vivid verbs are words that describe the action in a sentence. Some verbs are said to be stronger than others, and these are the ones that tend to make your writing more effective. Here’s how it works: take a verb like *fall* and another verb with a similar meaning like *plunge*. Now, compare these two sentences: 1) I watched the rock fall into the water. 2) I watched the rock plunge into the water. In the first sentence, you learn that the rock fell, but in the second sentence you also learn how the rock fell. The word *plunge* means “to enter quickly and forcibly into something”. So, with the word *plunge*, the reader gets all the meaning of the verb *fall*, plus the additional meaning that explains how the rock fell as well. That is what makes it stronger! Strong verbs SHOW, not just TELL!

In chapter thirteen, the author uses many different strong and vivid verbs to describe how Annemarie and her mother moved about. Read the following passages. Circle each strong verb, and then complete the chart.

- A. *...Still moving quietly so as not to wake her sister, Annemarie sped down the stairs and through the kitchen door.*
- B. *Her foot caught the loose step, and she faltered for a moment, righting herself, then dashed across the ground where her mother lay.*
- C. *So I turned and hurried home.*
- D. *“Your proper mama, crawling inch by inch! I probably look like a drunkard!”*
- E. *She hobbled, leaning heavily on her daughter, pausing again and again, toward the house.*
- F. *I thought of you, worrying, as I dragged myself along.*

Strong Verb Used	Explain why this is an effective verb choice
A	
B	
C	
D	
E	
F	

Number the Stars
Chapter 14

Comprehension

1. Where is Annemarie going?

2. Who does Annemarie meet on the path?

In this chapter, Annemarie is reminded of the story “Little Red Riding-Hood.” Think about the parallel of what is going on right now in this story to “Little Red-Riding Hood” and answer the following questions.

1. **Think about fairy tales. In these stories, what does the forest often symbolize? _____**

2. **Is Annemarie walking through a forest at this point in the book? _____ What might this forest foreshadow? _____**

3. **In the story of Little Red Riding-Hood, Red meets a wolf. Who is the wolf in Annemarie’s situation?**

Predict

4. **In “Little Red-Riding Hood”, Red is able to escape the wolf. Do you think that Annemarie will be able to escape her wolf? Why or why not?**

5. **What do you think that Annemarie has secretly packed in the basket?**

Number the Stars
Chapter 15

Readers' Theater

Narrator 1: Annemarie's mind raced. She remembered what her mother had said. "If anyone stops you, you must pretend to be nothing more than a silly little girl." She stared at the soldiers. She remembered how she had stared at the others, frightened, when they had stopped her on the street.

Narrator 2: Kristi hadn't been frightened. Kristi had been – well, nothing more than a silly little girl, angered because the soldier had touched her hair that afternoon. She had known nothing of danger, and the soldier had been amused by her. Annemarie willed herself, with all her being, to behave as Kirsti would.

Annemarie: Good morning.

Narrator 1: The soldiers looked her up and down in silence. Both dogs were tense and alert. The two soldiers who held the leashes wore thick gloves.

Soldier 1: What are you doing here?

Annemarie: (holding out her lunch) My Uncle Henrik forgot his lunch, and I'm taking it to him. He's a fisherman.

Narrator 2: The soldiers were looking around; their eyes glanced behind her, and scanned the bushes on either side.

Soldier 2: Are you alone?

Annemarie: Yes.

Narrator 1: One of the dogs growled. But she noticed that both dogs were looking at the lunch basket. One soldier stepped forward. The other, and the two holding the dogs, remained where they were.

Soldier 1: You came out before daybreak just to bring a lunch? Why doesn't your uncle eat fish?

Narrator 2: Annemarie asked herself, "What would Kirsti reply?" She tried to giggle, the way her sister might.

Annemarie: (giggling) Uncle Henrik doesn't even *like* fish. He says he sees too much of it, and smells too much of it. Anyway, he wouldn't eat it raw! Well, I suppose he would if he were starving. But Uncle Henrik always has bread and cheese for lunch. I like fish. I like it the way my mother cooks it. Sometimes she rolls it in bread crumbs, and-

Narrator 1: The soldier reached forward and grabbed the crisp loaf of bread from the basket. He examined it carefully. Then he broke it in half, pulling the two halves apart with his fists. Annemarie knew that would enrage Kirsti.

Annemarie: (Angrily) Don't! That's Uncle Henrik's bread! My mother baked it!

Narrator 2: The soldier ignored her. He tossed the two halves of the loaf to the ground, one half in front of each dog. They consumed it, each snapping at the bread and gulping it so that it was gone in an instant.

Soldier 2: Have you seen anyone in the woods?

Annemarie: No. Only you. What are you doing in the woods, anyway? You're making me late. Uncle Henrik's boat will leave before I get there with his lunch. Or what's *left* of this lunch.

Narrator 1: The soldier picked up the wedge of cheese. He turned it over in his hand. He turned to the three behind him and asked them something in their own language. One of them answered "Nein" in a bored tone. Annemarie recognized the word; the man had replied "No." He had probably been asked, "Do you want this?" or perhaps, "Should I give this to the dogs?" The soldier continued to hold the cheese. He tossed it back and forth between his hands.

Annemarie: (With an exasperated sigh) Could I go now, please?

Narrator 2: The soldier reached for the apple. He noted its brown spots, and made a face of disgust.

Soldier 1: No meat?

Annemarie: You know we have no meat. Your army eats all of Denmark's meat.

Narrator 1: Annemarie was silently thinking to herself, please please don't lift the napkin. The soldier laughed. He dropped the bruised apple on the ground. One of the dogs leaned forward, pulling at his leash, sniffed the apple, and stepped back. But both dogs still looked intently at the basket, their ears alert, their mouths open. Saliva glistened on their smooth pink gums.

Soldier 2: My dogs smell meat.

Annemarie: They smell squirrels in the woods. You should take them hunting.

Narrator 2: The soldier reached forward with the cheese in one hand, as if he were going to return it to the basket. But he didn't. Instead, he pulled out the flowered cotton napkin. Annemarie froze.

Soldier 2: (scornfully) Your uncle has a pretty little lunch. Like a woman.

Narrator 1: The soldier's eyes then locked on the basket. He handed the cheese and napkin to the soldier beside him.

Soldier 2: (In a tenses voice) What's that? There, in the bottom?

Narrator 2: Annemarie frantically thought, What would Kirsti do? She stamped her foot. Suddenly to her own surprise she began to cry.

Annemarie: I don't know! My mother's going to be angry that you stopped me and made me late. And you've completely ruined Uncle Henrik's lunch, so now *he'll* be mad at me, too!

Narrator 1: The dogs whined and struggled against the leashes, nosing forward to the basket. One of the other soldiers muttered something in German. The soldier took out the packet.

Soldier 1: Why was this so carefully hidden?

Annemarie: It wasn't hidden, any more than the napkin was. I don't know what it is.

Narrator 2: This, she realized, was true. She had no idea what was in the packet. The soldier tore the paper open while below him, on the ground, the dogs strained and snarled, pulling against their leashes. Their muscles were visible beneath the sleek, short-haired flesh. He looked inside, then glared at Annemarie.

Soldier 1: Stop crying, you idiot girl. Your stupid mother has sent your uncle a handkerchief. In Germany the women have better things to do. They don't stay at home hemming handkerchiefs for their men. (giving a short laugh) At least she didn't stitch flowers on it.

Narrator 1: The soldier flung it to the ground, still half wrapped in the paper, beside the apple. The dogs lunged, sniffed at it eagerly, then subsided, disappointed again.

Soldier 2: Go on. (drops the cheese and napkin back in basket). Go on to your uncle and tell him the German dogs enjoyed his bread.

Narrator 1: All of the soldiers pushed past her. One of them laughed, and they spoke to each other in their own language. In a moment they had disappeared down the path, in the direction from which Annemarie had just come. Quickly she picked up the apple and the opened packet with the white handkerchief inside. She put them into the basket and ran around the bend toward the harbor, where the morning sky was now bright with early sun and some of the boat engines were starting their strident din.

Narrator 2: The *Ingeborg* was still there, by the dock, and Uncle Henrik was there, his light hair windblown and bright as they knelt by the nets. Annemarie called to him and he came to the side, his face worried when he recognized her on the dock. She handed the basket across.

Annemarie: Mama sent you lunch. But soldiers stopped me, and they took your bread.

Narrator 1: Annemarie didn't dare tell him more. Henrik glanced quickly into the basket. She could see the look of relief on his face, and knew that it was because he saw that the packet was there, even though it was torn open.

Henrik: (relieved) Thank you!

Narrator 2: Annemarie looked quickly around the familiar small boat. She could see down the passageway into the empty cabin. There was no sign of the Rosens or the others. Uncle Henrik followed her eyes and her puzzled look.

Henrik: All is well. Don't worry. Everything is all right. I wasn't sure. But now (eyeing the basket in his hands) because of you, Annemarie, everything is all right. You run home now, and tell your mama not to worry. I will see you this evening. (Grinning at Annemarie) They took my bread, eh? I hope they choke on it.

Number the Stars
Chapter 16

Comprehension

1. Who is Blossom? _____
2. What do the fishermen hide underneath their boats? _____
3. What is Peter a part of? _____

Writing

...You remember that I told you it was safer not to know.

“But,” he went on, as his hands moved with their sure and practiced motion, “I will tell you just a little, because you were so very brave.”

“Brave?” Annemarie asked surprised. “No, I wasn’t. I was very frightened.”

“You risked your life.”

“But I didn’t even think about that! I was only thinking of _”

*He interrupted her smiling. **“That’s all that brave means – not thinking about the dangers. Just thinking about what you must do...”***

Do you think that the bolded part of this passage is true? Why or why not?

Research

“It was Peter who took the problem to scientists and doctors. Some very fine minds have worked night and day, trying to find a solution. And they have created a special drug. I don’t know what it is. But it was in the handkerchief. It attracts the dogs, but when they sniff at it, it ruins their sense of smell. Imagine that!” (page 125)

Is there really such thing as this drug? Do some research to find out if this is true. Record your findings below.

“That won’t happen. For reasons of their own, the Nazis want Sweden to remain free. It is very complicated.”

Research why the Nazis wanted Sweden to remain free. Write your findings below.

Number the Stars
Character Analysis

Character	Traits	Round/flat	Static/dynamic
<i>Annemarie</i>			
<i>Kirsti</i>			
<i>Ellen</i>			
<i>Peter</i>			
<i>Lise</i>			
<i>Uncle Henrik</i>			
<i>Annemarie's mother</i>			

Number the Stars

Final Test

1. What is the point of view of this novel?
 - a. first person
 - b. second person
 - c. third person omniscient
 - d. third person limited
2. What is the genre of *Number the Stars*?
 - a. science fiction
 - b. drama
 - c. historical fiction
 - d. nonfiction
3. The protagonist is the main character of a story. Who is the protagonist in this novel?
 - a. Annemarie
 - b. Ellen
 - c. Henrik
 - d. Peter
4. The setting of the novel is _____.
 - a. during the past, in Denmark
 - b. present day times, in various parts of Sweden
 - c. in the future, throughout Germany
 - d. during the distant past in the United States
5. All of the following words describe Annemarie except _____.
 - a. caring
 - b. protective
 - c. loyal
 - d. overactive
6. Which of the following describes the overall tone of this novel?
 - a. serious and profound
 - b. humorous and encouraging
 - c. offbeat and factual
 - d. stern and modest
7. Which of the following words best describe Kirsti?
 - a. soft spoken and gentle
 - b. shy and awkward
 - c. stubborn yet outgoing
 - d. selfish yet passionate
8. Which of the following best describes the relationship between Annemarie and Ellen?
 - a. loving
 - b. turbulent
 - c. unsupportive
 - d. one-sided

*Uncle Henrik glanced over at her and smiled without pausing in the rhythm of the milking...His strong hands continued, **deftly** pressing like a pulse against the cow. The steady stream of milk still came.*

9. Using context clues, what is the best meaning for the bolded word in the passage?
 - a. intelligently
 - b. firmly
 - c. sternly
 - d. skillfully

10. What type of figurative language is used in the passage given for number nine?
 a. idiom b. metaphor c. simile d. personification
11. When Annemarie volunteered to take the basket to Henrik, this shows that she was all of the following **except**_____.
- brave
 - independent
 - selfish
 - caring
12. Which of the following sentences contains the most vivid, strong verb?
- Annemarie sat beside her and held her hand.
 - Mama turned her head and gazed across the meadow to the sea and the vast sky above it.
 - I think if you support me on this side, I can make my way up to the house.
 - “You should have seen me, Annemarie,” she said, shaking her head with a wry look.
13. When thinking about the writer’s style, Lois Lowry used all of the following except_____.
- imagery
 - figurative language
 - foreshadowing
 - monologues
14. Which of the following is the best theme for this novel?
- The Holocaust was a horrible event.
 - Sometimes those who endure hardships are heroes.
 - Fishermen are very helpful.
 - Annemarie and her friend were brave.
15. True or False? By the end of the novel, Peter Neilsen is dead.
- true
 - false
16. What do we learn about the truth of Lise’s death?
- She was part of the resistance along with Peter.
 - She secretly worked for the Nazis.
 - She was an undercover police officer.
 - She never died, but was secretly living in another town.
17. How was Lise killed?
- She was captured and executed.
 - She was hit by a car.
 - She was starved to death in a concentration camp.
 - She was drowned by a soldier.

She saw that below, amid the music, singing, and the sound of church bells, people were dancing. It brought back another memory, the memory of Lise so long ago, wearing the yellow dress, dancing with Peter on the night that they announced their engagement.

18. What literary technique is used in this passage?
- foreshadowing
 - simile
 - flashback
 - irony

Write your answers on a sheet of notebook paper.

19. Explain what the title of this novel means.

20. What will you remember most vividly from this novel? Explain your answer.

**Final Test
Answer Key**

Number	Answer
1	A
2	C
3	A
4	A
5	D
6	A
7	C
8	A
9	D
10	C
11	C
12	B
13	D
14	B
15	A
16	A
17	B
18	C
19	Accept reasonable answers.
20	Accept reasonable answers.

Holocaust “I Am” Poems

Directions: Follow the pattern of the “I Am” poem to write a poem about the Holocaust.

I Am

I am (Choose something or someone from the Holocaust...A Jew, A Nazi Soldier, Henrik’s boat.)

I wonder (something you would be curious about if you were that person or thing)

I hear (a sound (real or imaginary) you would hear if you were that person or thing)

I see (a sight (real or imaginary) you would see if you were that person or thing)

I want (an actual desire that you would want if you were that person or thing)

I am (the first line of the poem restated)

I pretend (something you would actually pretend to do)

I feel (a feeling you would have about something imaginary)

I touch (if you were this person, what is something you imaginarily touch)

I worry (something that would really bother you)

I cry (something that would make you very sad)

I am (the first line of the poem repeated)

I understand (something you would know is true)

I say (something you would believe in)

I dream (something you would actually dream about)

I try (something you would really make an effort about)

I hope (something you would actually hope for)

I am (the first line of the poem repeated)

Number the Stars
Post Reading Questions

1. What part of the story was the most frightening? Why?

2. What part of the story was full of the most action? Why?

3. What part of the story was the saddest? Why?

4. What part of the story was the most believable? Why?

5. What part of the story was the most meaningful to you? Why?

Number the Stars
Silent Passage Analysis

Name: _____

Directions: Write each of these passages in the center of a separate sheet of paper or on the center of a sheet of chart paper. Then, have students silently read each passage and make a comment about them individually. The comment may be their interpretation of the passage or what the passage means to them personally. You may find other passages in the book you would like to add to this activity.

"It is important to be one of the crowd, always. Be one of many. Be sure that they never have reason to remember your face. (page 8)

Her father shook his head. "We don't know where, and we don't really know why. They call it relocation. We don't even know what that means. We only know that it is wrong, and it is dangerous, and we must help." (page 36)

"That's the worst thing in the world," Ellen whispered. "To be dead so young. I wouldn't want the Germans to take my family away – to make us live someplace else. But still, it wouldn't be as bad as being dead." (page 42)

"But," he added, "it is much easier to be brave if you do not know everything. And so your mama does not know everything. Neither do I. We know only what we need to know. (page 76)

...But even that was not to be for Peter. The Nazis refused to return the bodies of the young men they shot at Ryvangen. They simply buried them there where they were killed, and marked the graves only with numbers. (page 129)

Answer Key

Chapter 1

Name	How this person is related to or knows Annemarie
Ellen	Annemarie's friend ~She lives in the same building as Annemarie.
Kirsti	Annemarie's sister
Mrs. Rosen	Ellen's mother
Mrs. Johansen	Annemarie's mother

Discussion:

1. For Kirsti, the soldiers have always been around as long as she has been alive, so she has never known life without them. Therefore, they are just another part of everyday life for her.
2. Accept reasonable answers.

Vocabulary:

1. d 2. c 3. b 4. c

Chapter 2

Comprehension

1. What happened to Lise? *She died in an accident*
2. Who is Peter? Lise's fiance
3. At this point in the novel, the Germans are in Norway, Holland, Belgium, France, but not in Sweden.

Flashback

1. a story that Papa told her about King Christian
2. She was thinking about King Christian to take her mind off of her sister, Lise.
3. She remembered...

Fairy Tale vs. Real world

1. King Christian was a real human being. He would ride through the streets of Copenhagen greeting his people.
2. King Christian has no bodyguards. All of Denmark is his bodyguard – meaning the people would take care of him because they respect him.

Chapter 3

Comprehension

1. Why is Annemarie sent to see Mrs. Hirsch? *To buy a button*
2. What did Peter give to Annemarie when he came by? *Two seashells*
3. What news did Peter bring? *That the Germans have issued orders closing stores run by Jews*

Point of view

1. no
2.
 - yes
 - yes
 - no
3.
 - yes
 - no
 - no
4.
 - no
 - no

Third person limited

Chapter 4

Comprehension

1. From what are Kristi's shoes made? *Fish skin*
2. What does Ellen say that her father can do to Kristi's shoes? *Paint them black*
3. Why does Ellen come to stay with Annemarie and her family? *The Germans plan to take the Jews so they are hiding Annemarie*

Dialogue Tags

Accept reasonable answers

Discussion

1. The Danes had destroyed their own naval fleet, blowing up the vessels one by one, as the Germans approached to take over the ships for their own use.
2. Accept reasonable answers.
3. Sample answer: The Jews were taken from their homes and taken places they did not want to be.

Chapter 5

Comprehension

1. How was Lise killed? *She was hit by a car.*
2. What did Annemarie take from Ellen just before the Nazi officers entered their room? *Her necklace with the Star of David*
3. What did Annemarie's father show the soldier that made him believe that Ellen was Lise? *A picture*

Page #	Foreshadowing	Why this is a hint of what is to come?	Does the foreshadowing build suspense or prepare the reader for what is to come? Just write the word <i>prepare</i> or <i>build</i> below.
39	Title of the chapter – Who Is the Dark-Haired One?	This is a question that a soldier might ask if they showed up at the house.	Prepare
40	But the night did seem, somehow, different from a normal night. And so they whispered.	This hints that something is eerie about the night, and that something is probably going to happen.	Build
42	Everything seemed very familiar, very comforting. Dangers were no more than odd imaginings, like ghost stories that children made up to frighten one another: things that couldn't possibly happen.	This is a hint because it is like the calm before the storm. Everything seems a little too calm, a little too perfect. It makes you think that something is bound to go wrong.	Prepare

Chapter 6

Comprehension

1. Who do Annemarie, Kirsti, and Ellen go visit? *Uncle Henrick - Aneemarie's mother's brother*
2. In their phone conversation, what does Annemarie's father tell Uncle Henrik that he will be sending him? A carton of cigarettes

Text	Summary of conflict	Type of conflict
"I think we must not take the risk of sending you to school today," he said. "It is possible that they will look for the Jewish children in the schools."	The girls want to go to school, but Mr. Johansen does not think it would be safe because the Nazis may be looking for the Jewish children.	External – Nazis vs. Jews Girls wishes vs. father's wisdom
Annemarie watched his face and knew that he was struggling with the decision. Finally he nodded, reluctantly.	Mr. Johansen is trying to decide if he should allow his wife and the girls to go to Henrik's without him.	Internal – Mr. Johansen is struggling inwardly with a decision.
The soldier turned away.....without warning, he turned back. "Are you visiting your brother for the New Year?" he asked suddenly. ...Annemarie's heart sank...Mother's eyes were frightened...	Annemarie and her mother are afraid that Kirsti will say the wrong thing to the soldiers and get them all in trouble.	Internal – Annemarie and her mother experience fear of what will happen.

Chapter 7

Comprehension

What is the special treat that Annemarie's mother is going to make for dinner? *Applesauce*

What does Annemarie tell Ellen when Ellen asks her where her necklace is? *"I hid it in a safe place."*

Chapter 8

Comprehension

1. What does Kirsti name the cat? *Thor, for the God of Thunder*
2. What does Mama do to Uncle Henrik's house, and what does she say that Uncle Henrik needs?
Cleans it ~ a wife

Predict

Accept reasonable answers.

Chapter 9

Discussion

1. They become equals because for the first time, Annemarie understands, as her mother does, what is going on, the importance of it, and why it is necessary.
2. Accept reasonable answers.
3. Accept reasonable answers.

Chapter 10

Comprehension

1. The soldier asked Annemarie who died. What did Mama tell the officer when he told her to open the casket? *That Aunt Birte had died of typhus*
2. What did the soldier do to Mama? *He slapped her face.*

Chapter 11

Comprehension

1. What was inside the casket? *Folded blankets and articles of clothing*
2. What does Peter give to the baby before they all leave the house? *A dropper of medicine*
3. Annemarie realizes where Uncle Henrik plans to take the Rosens and the others. Where is he taking them? *Sweden*

Symbolism

1. Accept reasonable answers. Possible answer – the stars may symbolize people, or Jews.
2. Accept reasonable predictions.

Answer Key Continued

Chapter 12

Comprehension

- Who led the Rosens to meet Henrik with his boat? *Annemarie's mom*
- Where does Annemarie find her mother the next morning? *lying on the ground at the beginning of the path*

Tone

melancholy, mournful, profound

Suspense

She goes up the stairs to look for her.
She sees that Uncle Henrik's door is open, and his bed untouched. This makes her think about how Henrik needs a wife – thus delaying the action.
She goes to the other bedroom and pushes open the door. She sees a kitten. The kittens acitons are described which delays the action more- continuing to build suspense.
Kirsti turns in her sleep. We then realize that Mama is not in the bed with her.
Annemarie moves to the window. It is dim outside, so it's hard for her to see.
Finally she sees a shape, but it is described as a shape for an entire paragraph before it is revealed that it is her mother.

Chapter 13

Comprehension

- What happened to Mama? *She tripped over a root and hurt her ankle*
- What did Annemarie find that Mr. Rosen had left? *The packet that Peter had given him*
- What does Annemarie's mother tell her to tell a soldier if they stop her on her way to Henrik? *That she is taking lunch to her uncle who forgot his bread and cheese*

Strong Verbs

Strong Verb Used	Explain why this is an effective verb choice
A Sped	It shows that she is nervous, frightened, and in a hurry.
B dashed	It continues to show that she is eager to reach her mother.
C hurried	This verb shows that she was anxious to return home.
D crawling	This verb shows that she was hurt.
E hobbled	This verb also creates imagery as we can see how she walked because of her injury.
F dragged	This allows the reader to picture the mother helpless trying to get back to her daughter.

Chapter 14

Comprehension

- Where is Annemarie going? *To take the package to Henrik*
- Who does Annemarie meet on the path? *The soldiers*

- evil
- yes – something bad is going to happen – she is going to meet evil on her walk through the woods.
- The Nazi soldier
- Accept reasonable predictions.
- Accept reasonable predictions.

Chapter 16

Comprehension

1. Who is blossom? The cow
2. What do the fishermen hide underneath their boats? the people
3. What is Peter a part of? The Resistance

Chapter 17

1. They rejoiced. Church bells rang. The Danish flag was raised everywhere. People stood in the street and wept as they sang the national anthem of Denmark.
2. Peter and Lise were both part of the Resistance and died fighting for their people.
3. Accept reasonable answers.
4. Accept reasonable answers.

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