

Copenhagen, Denmark
1943. . .

Ten-year-old Annemarie Johansen
and her best friend Ellen Rosen
race along the street on their way home from school.

Their game is brought to a terrifying halt
by a German soldier.
There are others like him on every corner.
Nazis. . .

One fateful October morning
the Danes join forces to accomplish the impossible,
to ***number the stars***,
to save their friends and neighbors
one by one. . .

Soon, Annemarie finds herself caught in the dangerous game
of life or death. . .



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Number the Stars
By Lois Lowry
A Novel Teaching Pack
By Margaret Whisnant

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Goals

To . . .

- Offer a teaching guide with a full spectrum of learning experiences that flow from **basic knowledge** to **higher-level thinking skills**.
- Provide **classroom-ready** materials that **motivate** and **instruct**.
- Create **novel-specific activities** that require careful reading, help develop comprehension skills, and challenge the thinking process.
- Accommodate a wide variety of student **ability** and **interest**.
- **Support teachers** by providing a practical teaching resource that saves preparation time.
- Include **cross-curricula activities** as an integral part of the novel study.
- Correlate to various state **education standards and requirements** for language arts.

The Seven Components. . .

1. Summaries

Written in present tense, the chapter-by-chapter summaries are more detailed than those found in most teachers' guides or other sources. Important points of the plot, character motivation and development, and story clues are all included. For quick reference, the summaries are presented in bulleted format. These synopses are a valuable resource for

*quickly becoming familiar with a title when time is limited
managing a reading program that involves multiple titles/reading groups
facilitating independent study
refreshing memory when using a novel from year to year.*

2. Before You Read

In this component, the focus is on sparking student interest. Each teaching pack includes both an **independent activity** and a series of **whole-group/small-group discussion** or **research topics**, written as open-ended questions.

At least one **bulletin board idea** is included. In some cases, activities in the **Think, Write, Create** component also involve the creation of a bulletin board or classroom display.

3. Vocabulary

One of the many advantages of literature-based reading instruction is the opportunity to observe vocabulary in action! It is this circumstance that drives the vocabulary portion of the novel teaching packs.

Word Choices. . .

The words lifted from the novel for focused study are chosen based on one or more of the following criteria:

<i>their level of difficulty</i>	<i>their frequency of use in children's literature</i>
<i>their importance in comprehending the story</i>	<i>their value as useful composition vocabulary</i>
<i>the probability that they will be encountered across the curriculum</i>	<i>unique meanings, spellings, pronunciation, etc.</i>

Word Lists and Definitions. . .

For teacher convenience and reference, word lists with definitions are included. The selected words are arranged in story order, complete with page numbers so they can be spotted easily and studied in their "natural habitats." For clarity, the definitions are paraphrased to match the word's tense, number, part of speech, etc. rather than cross referenced as in a standard dictionary. The major resource of this information is www.dictionary.com.

Dictionary Activities. . .

Long word lists are divided into chapter sets of workable numbers and presented as **Dictionary Digs**—sometimes given a slightly different name to correspond with the theme of the novel. In this introductory stage, students use a dictionary to answer a series of multiple choice questions about word meanings, usage, unique characteristics, etc.

Using the Words. . .

Other activities, which pull terms from the lists in random order, lead students through a variety of word studies which include

<i>sentence usage</i>	<i>word types (acronyms, onomatopoeia, etc.)</i>
<i>word forms</i>	<i>scrambled sentences</i>
<i>synonyms and antonyms</i>	<i>analogies</i>
<i>anagrams</i>	<i>whole-class/group games</i>
<i>categories</i>	<i>etymologies</i>
<i>word groups/connections</i>	

4. Assessment

The two sections in this portion of the teaching pack offer a wealth of materials designed to build a strong **foundation** for student progression to higher level thinking skills. The operative phrase is **basic comprehension**.

Short Answer Questions

Short answer questions for each chapter (or groups of chapters) are the first available assessment tools. The items encourage (and check) careful reading. Some require the reader to recognize a major event or idea while others involve finding a minor detail. The questions are in *sequence* with the pages they cover, but they are **not** designed to call attention to plot construction or other story elements.

The short answer questions can be used as

<i>student reading guides</i>	<i>discussion groups guides</i>
<i>pop quizzes</i>	<i>conferencing with individual students</i>

Objective Tests

The objective tests have multiple functions. In addition to their obvious application, they also serve as tools that can *improve **comprehension skills** by providing practice in understanding plot structure and recognizing important story elements.*

Rationale:

Focus on the Plot. . .

Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot of a novel, and consequently **comprehend** the story. They are in tune with cause and effect, behavior and consequence, sequence—the heartbeat of the narrative.

This “plot rhythm” forms the framework for the objective tests. The chain of events that tell the story have been pulled from the novel and reformatted into a series of sequential questions, none of which require **interpretation**. They are intended to **draw student attention to the fact that something happened**, not to what the incident means. That comes later.

In addition to their testing function, teachers may use the pages to strengthen their students’ ability to **Summarize**: With only the questions as a guide, have students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven or fewer. When they work with twenty or more questions, allow no more than twelve sentences.

Report the News: Ask your students to write a newspaper article based on the events identified in a set of questions and the *who, what, when, where, why* elements. Some information needed to complete this assignment may be located in previous chapters.

Twist the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, etc.—to demonstrate how changing a single (or several) events would (or would not) change the story. This process can be used to help students become proficient in distinguishing major plot movers from minor story details.

The Characters. . .

Too often, when they are asked to describe a story character’s personality, the only answer many students can muster is “nice.” This portion of the Novel Teaching Pack, coupled with related activities from **Think, Write, Create**, is a well of opportunities for those teachers who wish to eradicate “nice” from their students’ vocabularies!

Questions that identify a character’s personality and/or motivation are purposely and carefully included with the plot movers. Again, the questions do not require **interpretation**. They simply establish that someone did or said something—knowledge that is invaluable when character analysis is required.

Implied Meaning and Story Clues. . .

The objective tests include items that establish the existence of story components carrying **implied meaning**. **Story clues** that tantalize the reader with hints of future events also appear as question. At this point in the novel study, as before, **interpretation** is not the goal. **Awareness** of the **facts** is the target.

Developing/Improving Listening Skills. . .

Listening skills are rightfully included on every list of state competency requirements. Rather than always requiring students to answer test questions on a printed page, why not surprise them occasionally by doing the test orally and meeting competency goals at the same time?

Discussion Guide Capability. . .

The objective tests are helpful discussion guides. Use individual items on these pages to draw student attention to sequence, cause and effect, story clues (foreshadowing), character traits, recognizing and interpreting implied meanings, etc. These “thinking out loud” sessions are an **important building block** for the next learning phase.

5. Think, Write, Create

In this section, students pack up what they already know about the novel and go exploring into its every nook and cranny. Some activities require the simplest interpretation or application, while others will challenge the most proficient thinkers. There is a high probability that young scholars, even reluctant ones, will label some of the selections as **fun**.

Rationale:

Guidelines. . .

Most of the items in this section are based on the skills presented in the ***Taxonomy of Educational Objectives (Bloom’s Taxonomy)***. There are two reasons for this choice. First, it mirrors the Novel Teaching Pack’s primary purpose of building a variety of sophisticated thinking skills on a foundation of basic knowledge. Second, in following the taxonomy guidelines, activities that correlate with many state educational standards emerge automatically.

Organization. . .

Chapter-specific activities are grouped and presented according to their corresponding sets of **Short Answer Questions** and **Objective Test** page(s). Having led students through the basics for each chapter (or selected section), teachers may shop in this section for in-depth activities to optimize student understanding and interest. Armed with a firm grasp of each successive chapter, students are more likely to anticipate, embrace, and enjoy the next section. By repeating the process, students are also mastering concepts and intricacies connected to the **whole** novel

The **Whole Book Activities**, as their name indicates, require a grasp of the theme(s), characters, implications, etc. as they apply to the full novel. These pages are a teacher’s smorgasbord of culminating possibilities. In some cases, the choices are outgrowths of concepts that students have dealt with in a previous activity. In others, students are encouraged to look at the novel from a new angle.

Levels of Difficulty. . .

A broad spectrum of **difficulty levels** to accommodate the needs of individual students, including the gifted, is an integral part of **Think, Write, Create**. However, **all** items from this section are intended to **challenge** and **sharpen** thinking abilities.

Activities. . .

Every novel teaching pack includes activities that require students to choose and use precise, appropriate, and meaningful **vocabulary**. These exercises involve choosing a group of words to describe a character’s personality or behavior. The following example is from **Charlotte’s Web**.

Eight-year-old Fern cried and begged her father not to destroy the runt pig. She sealed the little animal’s fate by asking her father if he would have killed her if she had been born very small.

- Which **two** of the following words do you think **best** describe the way Fern’s father behaved during this episode? Explain your choice. Include the definitions of the words you selected in your answer.

practical *sensitive* *loving* *cruel* *considerate*
realistic *flexible* *callous* *compassionate* *logical*

- Choose **two** words from the list below that you believe **best** describe Fern’s behavior. Explain why they are the appropriate words. Use the definitions of your choices as part of your explanation.

impulsive *compassionate* *assertive* *tender-hearted* *hysterical*
undisciplined *naive* *juvenile* *humane* *empathetic*

Whatever the technique, it is here that the word **nice** can be knocked off the shelf, shattered on the floor, and swept out the door. No longer necessary. Useless. Gone!

Other items in this section challenge students to . . .
write for self-expression, for communication, and for entertainment
form opinions and theories
cite “evidence” from the story to support their explanations and opinions
connect personal experience to story situations
become familiar with and identify literary elements
analyze story characters and events
make predictions based on given facts

think about social issues
create drawings, diagrams, photos, maps, models, recordings, films, etc.
imagine
categorize
engage in research and data gathering
recognize and perceive story theme(s)
understand point of view

Cross Curricula. . .

Think, Write, Create takes full advantage of opportunities to connect both major themes and the smallest story detail to other realms of the curriculum. In **Charlotte’s Web**, for example, students may apply their calculation skills to a page of “Spider Math.” In the **Holes** teaching pack is a challenge to create a game that utilizes a “saved” group of Camp Green Lake’s holes.

Options, options, and more options. . .

Think, Write, Create is purposely bulging at the seams to give teachers **pick-and-choose options** for
individualizing assignments
group work
whole class activities
capitalizing on student interest
homework
short-term and long-term projects
differentiating assignments for two or more classes

6. Graphic Organizers

Ideas for the graphic organizers are pulled from the chapter or whole book activities and expanded into a writing assignment. Priority is given to those topics that allow a student to relate personal experiences, make choices, empathize with a story character, and/or imagine.

Structure. . .

The organizers do not repeat a set pattern of circles, squares, lines, etc., prescribed for a particular type of writing. Each one is tailored to a **specific idea** pulled from the novel. **Structured directions** for organizing the topic support the student at this stage of the process so that **writing** is the major focus.

Non-writing Organizers. . .

Sometimes, students are enticed to stretch their imaginations by filling out “forms” or writing “diary entries.” One graphic organizer from **Hatchet**, for example, allows students to assume the persona of the pilot who rescued Brian by writing three entries into his log—the day before the rescue, the day of the rescue, and the day after the rescue. In the **Holes** Novel Teaching Pack, students become detectives and conduct a “background check” on Mr. Sir, recording their findings on the provided “official form.” In these cases, composition skills take a back seat to **imagination, empathy, and pure enjoyment**. Teachers may wish to capitalize on student enthusiasm by asking for a written “report” based on the information entered on the forms.

7. Answer Keys

Keys for **all items that require a specific answer** are included in this section.

A final note from the author. . .

It is my personal wish that when the last page has been read, the last activity completed, and the last idea discussed, at least one of your students will ask, “What are we going to read next?”



Margaret Whisnant

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Chapter Summaries

1 *Why Are You Running?*

- Best friends Annemarie and Ellen race to the corner of a Copenhagen street on their way home from school to the building where they both live.
- Blond-haired, ten-year-old Annemarie is a good runner while her friend Ellen, who has dark pigtails, is not.
- With the girls is Annemarie's little sister Kirsti.
- German soldiers have been in Denmark for three years, and the race is brought to a halt by one of them, who demands to know why Annemarie is running.
- One of the two soldiers prods Annemarie's backpack with the stock of his rifle while Ellen stands before them in fear.
- Kirsti orders "Don't" to the soldier who strokes her curls and says she is like his own little girl.
- The frightened girls decided not to tell their mothers about the incident, but Kirsti rushes ahead and chatters the whole story to Mrs. Johansen, Annemarie's mother, and Mrs. Rosen, Ellen's mother.
- Mrs. Johansen and Mrs. Rosen are "having coffee together"—hot water flavored with herbs—as they do on many afternoons.
- Mrs. Johansen comments to Mrs. Rosen that the soldiers must be edgy because of the latest Resistance incidents.
- Annemarie and her family are able to receive news of the sabotage against the Nazis when Peter Neilson brings copies of an illegal newspaper for them to read.
 - Mother warns Annemarie that it is important to be one of the crowd and not give the soldiers reason to remember her face.
 - The family has bread but no butter or sugar to make cupcakes. Mother says there will be cupcakes again when the war ends and the soldiers leave.

2 *Who Is the Man Who Rides Past?*

- Annemarie tells Kirsti a bedtime story about a king and queen and their beautiful daughter.
- The people of Denmark love King Christian who lives in a real palace in the center of Copenhagen and rides through the streets of the city each morning greeting his people.
- Annemarie remembers how, when she was a little girl, the king had waved to her and her older sister Lise.
- Three years earlier, shortly after Denmark surrenders to the Nazis, Papa overhears a German soldier ask why the king doesn't have a bodyguard as he rides by. A boy tells the soldier that all of Denmark is the king's bodyguard.
- Papa says that any Danish citizen, including him and Mama, would die to protect the king. Annemarie shivers, but says she would, too.
- Papa explains that the king surrendered to the Nazis rather than fighting to prevent Danish people from dying and the country from being crushed the same as Norway.
- There are German soldiers in Norway, Holland, Belgium, and France, but not in Sweden.
- Now, three years later, Sweden is still free.
- Annemarie's eighteen-year-old sister Lise died in an accident two weeks before her wedding to Peter Neilsen. Her things are still kept in the blue carved trunk in Annemarie's bedroom.
- Peter, Lise's fiancé, has not married, but he still comes to talk to Mama and Papa about things Annemarie does not understand. He is always in a hurry.
- Since Lise's death, Papa seems tired and much older.
- Annemarie thinks the whole world has changed and only the fairy tales remain the same.

3 *Where is Mrs. Hirsch?*

- As September passes, everyone remembers the struggles of the last winter with no fuel for the cold nights.

Word Lists with Definitions

(Arranged in Story Order—Some Words Found on Multiple Pages)

Part 1: 1 Why Are You Running—5 Who is the Dark-Haired One?

- lanky** Ungracefully thin and tall; bony; ungainly. (p. 1)
- residential** Characterized by private residences; the area where people live. (p. 1)
- prodded** Poked or jabbed, especially with something pointed. (p. 3)
- sneering** Having a scornful facial expression, characterized by a slight raising of the upper corner of one lip. (p. 3)
- obstinate** Stubborn; not yielding to argument, persuading, or pleading; headstrong. (p. 4)
- hoodlums** Young street ruffians, especially those belonging to a gang; thugs or gangsters. (p. 5)
- sabotage** An underhanded, secret interference with production, work, etc., in a factory, plant, etc., as by enemy agents during wartime or by employees during a trade dispute; an undermining of a cause. (p. 8)
- solemn** Serious, sober, without joy or mirth, as a person's face, speech, or mood. (p. 13)
- crocheting** Performing the needlework done with a needle having a small hook on one end for drawing the thread or yarn through intertwined loops. (p. 14)
- trousseau** The possessions, such as clothing and linens, that a bride assembles before her wedding. (p. 14)
- intricate** Complex; complicated; difficult to understand, work, or make. (p. 14)
- enormous** Greatly exceeding the common size, extent, etc.; huge; immense. (p. 15)
- fiancé** A man engaged to be married; the man to whom a woman is engaged. (p. 17)
(**Note: fiancée** A woman engaged to be married; the woman to whom a man is engaged.)
- dawdled** Moved slowly; wasted time; loitered. (p. 18)
- rationed** Restricted to limited amounts, as during war time; distributed in fixed portions. (p. 18)
- haughtily** Snobbishly; arrogantly proud; scornfully (p. 19)
- curfew** An order, usually in wartime or civil emergencies, establishing a specific time in the evening after which certain regulations apply, especially that no civilians or other specified group of unauthorized persons may be outdoors or that places of public assembly must be closed; a regulation requiring a person to be home at a certain time, as imposed by a parent on a child. (p. 22)
- courageous** Possessing or characterized by the quality of mind or spirit that enables a person to face difficulty, danger, pain, etc. (p. 26)
- sprawled** Lying or sitting with the body and limbs spread out awkwardly; spread out in an irregular manner. (p. 27)
- sophisticated** Altered by education, experience, etc. so as to be worldly-wise; not naive. (p. 27)
- glowering** Looking or staring angrily or sullenly; showing a brooding ill-humor. (p. 27)
- exasperated** Irritated or provoked to a high degree; extremely annoyed; infuriated. (p. 28)
- pondered** Reflected or considered with thoroughness and care. (p. 29)
- disdainfully** Done with contempt; scornfully; treated as unworthy or beneath oneself. (p. 29)
- carousel** A revolving, circular platform with wooden horses, or other animals, benches, etc., on which people may sit or ride, usually accompanied by mechanical or recorded music; merry-go-round; a continuously revolving belt or track or device on which things are placed for later retrieval; a circular tray on a projector for holding slides. (p. 30)
- designated** Marked or pointed out; specified; named. (p. 30)
- belligerently** Done in a quarrelsome, warlike way; combatively; aggressively (p. 31)
- submerged** Put or sunk below the surface of the water; covered with water; immersed (p. 32)
- awed** Overwhelmed with a feeling of reverence, admiration, fear, etc., produced by that which is grand, sublime, extremely powerful, or the like. (p. 33)
- dubiously** Doubtfully; of uncertain outcome (p. 34)
- imperious** Domineering in a haughty manner; dictatorial; overbearing; urgent (p. 39)
- intoned** To speak with a singing tone; to utter in a monotone (p. 39)
- contentedly** Happily; done in such a way as to express pleasure or being pleased. (p. 43)
- abruptly** Suddenly or unexpectedly; terminating or changing suddenly; curtly; brusquely. (p. 43)
- frantically** Desperately; involving wild excitement, fear, passion, or pain; frenzied. (p. 45)

Dictionary Digs

Part 1: 1 *Why Are You Running*—5 *Who is the Dark-Haired One?*

Use a dictionary to find answers for the following questions about some words you will encounter as you read **Number the Stars**. Write the **letter** of the correct answer in the blank before each number.

- _____ 1. Which of the following is something likely to be found **sprawled**? (A) a professionally decorated room, (B) two young boys sitting on the floor building a model rocket, (C) a marching band participating in a parade.
- _____ 2. A person making lace with thread and a needle having a small hook on one end is (A) **crocheting**, (B) **dawdling**, (C) **weaving**.
- _____ 3. Which of the following is **not** a correct use of the word **carousel**? (A) a ride on the **carousel**, (B) a courageous **carousel**, (C) the **carousel** on the projector.
- _____ 4. A *synonym* for **abruptly** is (A) desperately, (B) absentmindedly, (C) suddenly.
- _____ 5. What is someone's true feeling if he or she smiles **scornfully**? (A) terrible fear and dread, (B) happiness and well-being, (C) a strong dislike or contempt.
- _____ 6. Which of the following respellings is the correct pronunciation of **trousseau**?
(A) trə'sōō, (B) trōō'sō, (C) trō.sə'
- _____ 7. What word correctly completes the following sentence?
The rowdy theater patrons were asked to leave by the _____ manager.
(A) **exasperated**, (B) **sophisticated**, (C) **designated**
- _____ 8. Which of the following words would **not** be another way to describe a **lanky** teenager?
(A) ungracefully thin and tall, (B) brawny, (C) bony
- _____ 9. Areas where people live in private homes are said to be (A) **commercial**, (B) **industrial**, (C) **residential**.
- _____ 10. The word **hoodlums** generally refers to (A) older people who isolate themselves from society, (B) young ruffians who wander the streets and/or belong to gangs, (C) those people who have no permanent home.
- _____ 11. Which of the following words is an *antonym* of **dubiously**?
(A) indisputably, (B) reluctantly, (C) arguably
- _____ 12. If someone is said to be **awed** by an event, a person, or an object, which of the following emotions **cannot** be involved? (A) fear, (B) admiration, (C) apathy
- _____ 13. Which word correctly completes the following sentence?
I _____ him with my elbow until I got his attention.
(A) **designated**, (B) **pondered**, (C) **prodded**
- _____ 14. What is another way to describe an **imperious** behavior?
(A) meek, (B) dictatorial, (C) inconsistent
- _____ 15. Someone who is educated and wise to the ways of the world can be described as (A) **intricate**, (B) **unwavering**, (C) **sophisticated**.
- _____ 16. Behavior that is **unwavering** is characterized by (A) determination, (B) belligerence, (C) disdain.
- _____ 17. The word **fiancé** is unique in that it refers to a *man* to whom a woman is engaged. Which of the following words designates the *woman* to whom a man is engaged?
(A) **fiancéss**, (B) **fiancée**, (C) **fiance**
- _____ 18. To say that something is **rationed** means that it is (A) extremely expensive, (B) very popular and in abundant supply, (C) restricted to limited amounts.
- _____ 19. An *antonym* of **intricate** is (A) convoluted, (B) sophisticated, (C) simplistic.

Word Connections

Study the group of four words or phrases and determine which of the three words in bold print is **connected to all four**. Use a dictionary to ensure a correct choice every time. Write your answers in the blanks at the left.

_____ 1. elephant whale space Sears Tower
dubious enormous intricate

_____ 2. John Glenn George Washington Paul Revere Audie Murphy
condescending obstinate courageous

_____ 3. ships treasure scuba diver pump
submerged sophisticated encased

_____ 4. glass insect wing emotions china
encased wispy fragile

_____ 5. fence window door gate
sprawled latticed designated

_____ 6. ruffians criminals thugs gangsters
hoodlums carousel caustic

_____ 7. betrothed intended groom man
curfew trousseau fiancé

_____ 8. provoked annoyed infuriated irritated
rationed exasperated consumed

_____ 9. apartment home condominium trailer
gnarled residential sprawled

_____ 10. thin tall bony ungainly
fragile deftly lanky

_____ 11. misty foggy overcast smoggy
hazy frothy wispy

_____ 12. bride wedding linens engagement
tension appliquéd trousseau

_____ 13. combatively aggressively angrily furiously
dubiously frantically belligerently

_____ 14. yard sale closet trunk antique shop
rummaging mourning protruding

_____ 15. potato amigo ratio archipelago
prolong staccato awed

_____ 16. tease torment taunt mock
tantalize taut wail

Short Answer Questions

1 Why Are You Running?

1. Where did Annemarie and Ellen live?
2. How long had the soldiers been in Annemarie's country?
3. What did Kirsti do when one of the tall soldiers reached down and stroked her curls?
4. Why weren't Annemarie and Ellen able to keep their encounter with the soldiers a secret from their mothers as they had planned?
5. Who were the Resistance fighters and what was their purpose?
6. Why did Mrs. Rosen ask the girls to walk a different way to school the next day?
7. Why were there no yellow cupcakes with pink frosting as Kirsti wished?

2 Who Is the Man Who Rides Past?

1. What kind of story did Annemarie tell Kirsti?
2. What did Denmark's King Christian do each day?
3. Why hadn't King Christian fought against the Nazis as the Norwegians did?
4. Which country was still free from Nazis?
5. Why did Mama and Papa never speak of Annemarie's older sister Lise?

3 Where Is Mrs. Hirsch?

1. How had the Johansens compensated for the loss of fuel and the rationing of electricity?
2. When the girls stopped by Mrs. Hirsch's shop after school to buy a button for Kirsti's jacket, what did they find?
3. According to Peter, why had the Germans issued orders to close many stores run by Jews?
4. What was Mama's answer when Annemarie asked how the Hirsches would earn a living?
5. Why did Mrs. Rosen think what the Germans were doing wouldn't affect them?
6. What thought did Annemarie have about helping the Jews?
7. Why was Annemarie glad to be an ordinary person?

1 Why Are You Running?

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Annemarie and Ellen were (A) sisters, (B) best friends, (C) cousins.
- _____ 2. Even though she knew she couldn't win, Ellen agreed to (A) race to the corner with Annemarie, (B) enter the race at school, (C) race with Kirsti.
- _____ 3. Annemarie and Ellen lived in (A) Munich, Germany, (B) Copenhagen, Denmark, (C) Amsterdam, Holland.
- _____ 4. Annemarie was tall and had silvery blond hair while Ellen was (A) tall and had bright red hair, (B) was short with blond hair, (C) was shorter and wore her dark hair in pigtails.
- _____ 5. Just as she reached the corner, Annemarie was stopped by (A) a woman with a baby, (B) a command to halt from a German soldier, (C) a policeman.
- _____ 6. The German soldier asked Annemarie (A) directions to a restaurant, (B) where she lived, (C) why she was running.
- _____ 7. German soldiers had been in Denmark for (A) three years, (B) less than a week, (C) a year.
- _____ 8. Annemarie recognized one of the soldiers as the one she and Ellen called (A) the Horse, (B) the Giraffe, (C) the Monster.
- _____ 9. The tall soldier said Kirsti (A) should stay off the street, (B) would be arrested if he caught her running again, (C) reminded him of his own little girl.
- _____ 10. In the presence of the soldiers Ellen's dark eyes were (A) bright and her cheeks rosy, (B) closed and her cheeks flushed, (C) wide and her cheeks were pale.
- _____ 11. Kirsti was (A) Ellen's little sister, (B) Annemarie's little sister, (C) a younger neighbor the girls looked after.
- _____ 12. When the soldier tried to stroke her curls, Kirsti (A) pushed his hand away and said, "Don't," (B) giggled, (C) ran.
- _____ 13. The girls lived (A) in small cottages located side by side, (B) in a large apartment building, (C) on different floors in a large house.
- _____ 14. On every corner in the city there were (A) two German soldiers, (B) policemen on duty, (C) vendors selling food.
- _____ 15. The "coffee" Mrs. Johansen and Mrs. Rosen had together many afternoons was actually (A) tea, (B) hot water flavored with herbs, (C) a chocolate drink.
- _____ 16. The soldiers were in Copenhagen because the country of Denmark was (A) being protected from invasion, (B) under Nazi occupation, (C) refusing to fight.
- _____ 17. Because her parents received and read an illegal newspaper, Annemarie knew (A) there was resistance against the Nazis in the form of sabotage, (B) people were afraid to fight, (C) the war was almost over.
- _____ 18. The Danish Resistance fighters were determined to (A) kill all the Nazis, (B) keep from being caught, (C) bring harm to the Nazis however they could.
- _____ 19. Mrs. Rosen asked the girls to take a different route to school because it was important that (A) they not argue with a soldier, (B) they knew their way around the city, (C) the soldiers did not have a reason to remember their faces.
- _____ 20. Because of the war, (A) the girls didn't have clothes that fit, (B) there was a shortage of butter and sugar, (C) schools were closed.



Whole Book Test

Annemarie	Lise	Inge Johansen	handkerchief
Ellen	Peter	Uncle Henrik	Thor
Kirsti	the Resistance	Mr. Rosen	Sweden
Copenhagen	the Nazis	Great-aunt Birte	soldiers
Denmark	Mr. Johansen	Christian X	relocating them
dogs	Sophy Rosen	Blossom	New Year

From the list above, choose the name or word that fits each of the clues below and write it in the blank. **All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- _____ 1. She was a good runner.
- _____ 2. There were two of these on every corner in Copenhagen.
- _____ 3. Sweden's king surrendered his country to them rather than have his people crushed by their armies.
- _____ 4. Danish people who, in secret, brought harm to the Nazis whenever they could were working for this group.
- _____ 5. He was a fisherman.
- _____ 6. This was the country where Annemarie and Ellen lived.
- _____ 7. She was Annemarie's mother.
- _____ 8. He was a teacher.
- _____ 9. She wore a necklace with a Star of David.
- _____ 10. The name Kirsti gave to the kitten on Uncle Henrik's farm.
- _____ 11. There were no Nazis in this country.
- _____ 12. He was the king of Denmark.
- _____ 13. This was the city where Annemarie and her family lived.
- _____ 14. She was Annemarie's little sister.
- _____ 15. She was Annemarie's older sister.
- _____ 16. She was killed in an accident just before she was to be married.
- _____ 17. He was caught and executed by the Nazis.
- _____ 18. She told the German soldier "Don't" when he patted her curls.
- _____ 19. She didn't exist.
- _____ 20. The Nazis said this was what they were doing to the Jews they took away.

Think, Write, Create

Chapter Activities

1 *Why Are You Running?*

Annemarie and Ellen, along with every citizen of Copenhagen, had to live under the watchful eyes of German soldiers who had taken control of their country.

- In what ways were Annemarie and Ellen able to live a “normal” life in spite of the fact that enemies were in control of their country?
- If you had been in Annemarie and Ellen’s shoes, what **two** things do you think would have frightened you the most?
- What **three** things would you pick as the **major** concerns for Mrs. Johansen and Mrs. Rosen? Would the adults and children have the same outlook on their situation? Explain.

Annemarie’s mother said the Nazis were probably edgy because of the latest Resistance incidents.

- How was the Resistance different from the way a regular army fought against its enemy?
- In your opinion, is Resistance fighting more or less dangerous than being a soldier? Explain your position.
- Would you classify the Resistance fighters as **heroes**? Why or why not?

Because of the war, Annemarie’s family and most of the people of Denmark had to live without such every-day foods as coffee, butter, meat, and sugar.

- If you suddenly found yourself in the same situation, which food(s) would you miss the most? Explain why.
 - What items would your **whole family** have the most difficulty doing without? Which people would be most affected?
 - Prepare a two day menu (including school lunches) that **does not** include butter, meat, and sugar. Keep in mind that the three items are *ingredients* in certain dishes, which would mean using a different recipe or totally eliminating the dish. How appealing is your menu?
-

2 *Who Is the Man Who Rides Past?*

Kirsti begged Annemarie to tell her a fairy tale—a fanciful story of legendary people, creatures, and deeds. Because she lived in a country ruled by a much-loved king, Kirsti asked that the story have a king, a queen, and a beautiful princess.

Monarchs continue to exist in some countries, but our way of life, being devoid of royalty, has led to the creation of unique characters to populate our modern version of the fairy tale. Everything from dinosaurs to sea sponges entertain children and adults alike.

Imagine that you have a chance to create an idea for a fairy tale for a group of television executives looking for **something new**. You will not be required to present a complete story. What the executives need are the **characters** (good guys and bad guys), the **setting**, some **possibilities for adventure**, and **problems to be solved**.

If your idea is chosen, you could be rich! Create your presentation. Include illustration boards, drawings of your characters, etc. anything you believe will sell your idea. (See **Graphic Organizer #1**)

Think, Write, Create

Whole Book Activities

Annemarie and Ellen were best friends, but they certainly weren't exactly alike. They were different in their religion, their appearance, and their interests, to name a few. However, their friendship was based upon important common traits such as **tolerant** and **understanding natures**, **cooperative attitudes**, and **caring spirits**. Some of these special bonds were demonstrated in the way they treated other people as well as each other. For example, Ellen's capacity to care was evident when she helped Kirsti accept her fish-skin shoes.

Find other behaviors and conversations from the story that explain how Annemarie and Ellen could be such good friends even with their differences. Write a composition about **A Picture of Friendship**. (See **Graphic Organizer #4**)

When the Hirsch family disappeared, Mama explained the event by saying "*Friends will take care of them. That's what friends do.*"

- Though the author does not explain exactly what happened to the Hirsch family, how do you know they were safe?
 - Tell the story of their disappearance as you imagine it in your own words.
-

The author cleverly put a clue to the event or problem that Annemarie would face in the title she gave to each chapter of **Number the Stars**. The title for chapter 1 for example—**Why Are You Running?**—is a clue to the encounter Annemarie had with the Nazi soldiers at the street corner.

Divide a sheet of paper into three columns with the headings **Chapter Names, Event or Problem, Another Name**. On the left, write the seventeen chapter names. In the second column, name the event or problem that Annemarie encountered in the chapter. In the third column, write another possible title for the chapter based on the same event or challenge.

The dictionary definitions of the words **hero** and **heroine** is a *man (a woman) of distinguished courage or ability, admired for his (her) brave deeds and noble qualities*. In their efforts to help save their friends, each member of Annemarie's family, including an unintentional contribution from Kirsti, proved to be a hero or a heroine.

Find evidence in the story to affirm that Papa, Mama, Annemarie, and Kirsti all fit the definition of a hero or a heroine. Explain how each deed resulted in a forward step toward saving the Rosens. For example, Papa agreed to stay home while his wife and daughters made a dangerous journey to Gilleleje. As a result, the German soldiers were not suspicious, and Ellen was able to leave Copenhagen safely.

When you have gathered the information, write a composition about **A Heroic Family**. (See **Graphic Organizer # 5**)

Use the internet to find information about Gilleleje, the town where Uncle Henrik lived. Write a report about some important events that took place here during World War II. How did fishermen such as Uncle Henrik "fight" the Nazis using their wits and courage instead of guns?

The Uncle, the Brother, and the Hero

Though he is not the main character in *Number the Stars*, Uncle Henrik's deeds and words offer a wealth of insight into his personality. Consider each of the following words, any of which can be correctly applied to Annemarie's uncle.

<i>daring</i>	<i>nurturing</i>	<i>understanding</i>	<i>humorous</i>	<i>hard-working</i>	<i>defiant</i>
<i>happy</i>	<i>loving</i>	<i>brave</i>	<i>dedicated</i>	<i>caring</i>	<i>unselfish</i>
<i>cooperative</i>	<i>honest</i>	<i>crafty</i>	<i>courageous</i>	<i>thoughtful</i>	<i>kind</i>
<i>hospitable</i>	<i>affectionate</i>	<i>supportive</i>	<i>intelligent</i>	<i>devoted</i>	<i>insightful</i>

Which **three** words do you think best apply to Uncle Henrik the *uncle*? Which **three** best describe Uncle Henrik as a *brother*. How about Uncle Henrik the *hero*? Use events and conversations from the story to justify your choices. Organize your thoughts below and then write a composition about **The Uncle, the Brother, and the Hero**.

The **Justification** . . .

The Three Words . . .	
Uncle Henrik the <i>Uncle</i> . . .	
Uncle Henrik the <i>brother</i> . . .	
Uncle Henrik the <i>hero</i> . . .	