
 **STORY SUMMARY:** Ten-year-old Annemarie Johansen lives in German-occupied Copenhagen in 1943. She despises the Nazi soldiers who stand on each street corner. She misses the frosted cakes and ham dinners unavailable since the Germans took control of Denmark and began monitoring the food supply. Annemarie just wishes the Germans would leave her country so that things could go back to the way they were.

A casual trip to the Hirsch's button shop starts the chain in a series of bad events. The girls find the shop shut down with German writing on the shop window. Peter, a close family friend and member of the Resistance, explains that the Germans have issued orders closing many of the stores run by Jews. Annemarie's best friend, Ellen, is Jewish.

Annemarie's father says that no Jewish family will go hungry; all of Denmark must be the bodyguard for the Jews. Annemarie hopes she won't be called upon to be brave, because she is not sure that she's brave enough to die in order to protect Ellen, Ellen's parents, and all of Denmark's Jews.

A few days later, news about the arrest of all Danish Jews for "relocation" starts circulating. When Annemarie hides Ellen in her apartment one night from the Nazi soldiers who have come for Ellen's family, she realizes just how brave she must be to save her best friend from certain death. Then Annemarie finds herself called upon for a mission that Ellen and her family's lives depend on.

 **ABOUT THE AUTHOR:** Lois Ann Hammersberg Lowry was born in Honolulu, Hawaii on March 10, 1937. Her father was a United States Army dentist, so Lowry's childhood was filled with travel. After studying at Brown University for two years, Lowry dropped-out to marry a law student, David Grey Lowry. Lowry's high school year book described her as a future novelist, but her dream was held off for over a decade as she raised her four children and worked to put her husband through law school.

Almost 16 years after quitting college to marry, Lowry enrolled in the University of Maine where she also started writing for textbook publishers. In 1977, Lowry and her husband divorced. It was that same year that her first book, *A Summer to Die*, was published. Since then, Lowry has written several other novels, including the Anastasia Series. She received the 1990 Newbery Award Medal for *Number the Stars*. In addition to writing, Lowry enjoys growing flowers, feeding birds, reading, loafing, and entertaining friends and family. She currently splits her time between Boston and New Hampshire.

★ LISTENING COMPREHENSION/READ ALOUD CONNECTIONS ★

Every author has a unique style. Students can learn about that style by studying story elements and the craft used by the author. *Number the Stars* has many examples of **symbolism**, or the use of a word or image that operates on both the literal and inferential



TEACHER EDITION

levels. Select a book or story that has examples of **symbolism** for examination during the Listening Comprehension.



BUILDING BACKGROUND: To prepare students for reading *Number the Stars*, discuss the following topics with them.

- Looking at a map of the world, point out Denmark. Point out Germany and discuss the country's role in World War II. Explain how so many countries were affected by the war. Using the K-W-L learning model, make a list on the board of what various facts students know about World War II. Make another list of facts that the class wants to learn about the war. As the students progress through the book, make a third list of facts that they have learned.
- Ask the class to define prejudice. Ask the class to think of a time that they may have had presumptions about a person because of their religion, color, possessions, or social status. Ask the class how prejudice relates to World War II. Then explain to the class what it means to be anti-Semitic.
- The Holocaust is a sensitive topic for many people, especially those of the Jewish faith. Explain to the class what occurred during the Holocaust. Include what the Star of David symbolizes for the Jewish faith and how the Nazis derided it. Explain why many people are still sensitive about the Holocaust.
- Ask the class to name people that they consider to be brave. Have open discussion on why it is difficult to be brave. If anyone has any personal stories of bravery, have them tell them. Was it difficult for them to act bravely when the situation arose? Why or why not?



PREVIEW/PREDICT/PURPOSE: Have students read and think about the title of the book, look at the cover illustration and read the first two pages. Have students predict what might happen in the story. Then have them use their predictions to set a purpose for reading such as "I'm going to read to find out what the German soldiers do to the people of Denmark."



NUMBER THE STARS MAY BE COUPLED WITH THE FOLLOWING READING/LISTENING COMPREHENSION/STUDY SKILLS EXERCISES:

- | | |
|----------------------------|----------------------------|
| ✓ Drawing Conclusions (RC) | ✓ Fact and Fantasy (RC) |
| ✓ Character Traits (RC/LC) | ✓ Cause and Effect (RC/LC) |
| ✓ Foreshadowing (LC) | ✓ Mood (LC) |



READ CHAPTER ONE ALOUD TO STUDENTS





Chapters 1-6

◆ WORD MASTERY LIST ◆

- | | | | |
|--------------------|------------------|--------------|----------------|
| * adjusted 1 | Sabbath 32 | rucksack 1 | residential 1 |
| * imperious 39 | anxiously 6 | trousseau 14 | dawdled 18 |
| * belligerently 31 | sophisticated 27 | sprawled 27 | submerged 32 |
| * disdainfully 29 | dubiously 34 | intoned 39 | tentatively 50 |
| * awed 33 | synagogue 33 | rabbi 35 | |

◆ SPECIAL VOCABULARY ◆

- | | | | |
|--------------|-------------------|---------------------|-----------------|
| Copenhagen 2 | Nazi 6 | King Christian X 16 | kroner 20 |
| swastika 21 | Tivoli Gardens 30 | Gillileje 55 | Østerbrogade 20 |
| Nørrebro 7 | Hillerød 7 | | |

TREASURE HUNT 

SECTION I. Read Chapters 1-3. Discuss the answers to the questions with your partner. Then write your answers, while your partner answers separately.

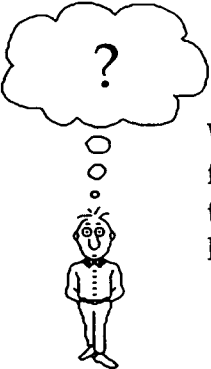
1. Why did the soldiers stop the girls? Why didn't Annemarie and Ellen want their mothers to find out about the soldiers?

2. Who were the Resistance fighters?



STUDENT EDITION

3. What was Peter's relationship with Annemarie's family? What did Annemarie find odd about Peter?
4. Name three clues the author gives to show that times were difficult.
5. Why was the Hirsch's button shop closed?
6. What was the story that Annemarie's father told about King Christian X?



Make a Prediction

What has happened in the story so far? How is that different from what you expected? What will happen next? Do you think that Annemarie will be called upon to be brave? If so, how? Give evidence to support your answers.

SECTION II. Read Chapters 4-6. Discuss the answers to the following questions with your partner. Then each of you should write your answers separately.

1. Why is Kirsti's fond memory of her birthday so sad for the rest of the family?
2. What new actions have the Nazis taken against the Jews?
3. What was Mr. Johansen's plan in case the Nazis showed up at their door that night?



STUDENT EDITION

4. What two things protected Ellen's identity from being discovered?

5. Who was Papa referring to when he spoke to Uncle Henrik about a carton of cigarettes?

6. Why do the soldiers on the train ask Mrs. Johansen if she is going to Gilleleje for the New Year?

7. Why did Mr. Johansen stay behind when the girls went to Uncle Henrik's?



Make a Prediction

What has happened in the story so far? How is that different from what you expected? What will happen next? Will Ellen be safe in Gilleleje? Where is Ellen's family? Give evidence to support your answers.



Chapters 7-12

◆ WORD MASTERY LIST ◆

- | | | | |
|----------------|--------------|-----------------|------------------|
| * deftly 75 | wispy 60 | apparently 61 | haze 67 |
| * gnarled 60 | specter 69 | typhus 85 | scampered 70 |
| * trudged 78 | appliquéd 65 | rhythmically 74 | urging 74 |
| * poised 74 | psalm 86 | reluctantly 78 | mourners 80 |
| * gesturing 69 | staccato 83 | casket 87 | condescending 84 |

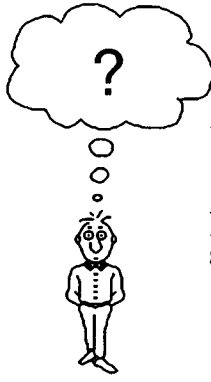
TREASURE HUNT



SECTION I. Read Chapters 7-9. Discuss the answers to the questions with your partner. Then write your answers, while your partner answers separately.

1. Why is Mrs. Johansen upset that the girls are down by the water?
2. How is Mrs. Johansen's chatting with Uncle Henrik different from previous visits to Gilleleje?
3. Why are Uncle Henrik and Mama lying to Annemarie about Great-aunt Birte?
4. What did Uncle Henrik mean by saying its easier to be brave if you do not know everything? How did this apply to Great-aunt Birte?
5. At what moment did Annemarie and her mother become equals?
6. Who comes to the funeral that Annemarie knows well?





Make a Prediction

What has happened in the story so far? How is that different from what you expected? What will happen next? What do you think is inside the casket? Why? Give evidence to support your answers.

SECTION II. Read Chapters 10-12. Discuss the answers to the following questions with your partner. Then each of you should write your answers separately.

1. Explain Annemarie's "surge of sadness" on page 82.
2. Who intruded upon the funeral? Why?
3. What did Peter do immediately after the German soldiers left? Why?
4. How does Annemarie feel about the psalm?
5. What does Peter give to Mr. Rosen?
6. What has Annemarie come to realize, though never told, about where the Rosens are going?
7. What feelings do you think Annemarie experienced as she waited for her mother to return?



STUDENT EDITION

4. **How does the group at Uncle Henrik's prepare for the escape?** Inside the casket lay folded blankets and articles of clothing. Peter distributed these things to everyone regardless of how they fit. The voyage was going to be cold, and warmth was their main concern. Then Peter drugged the infant so that he would not cry. If he did, the Jews would be discovered. Peter also gave a packet of grave importance to Mr. Rosen to deliver to Uncle Henrik, who was already on the boat. This packet was necessary to ensuring their way to safety. Everyone was given a small package of food: the bread, cheese, and apples that Annemarie had helped her mother to prepare. Finally, the group was split into smaller groups so that their chances of being spotted by German soldiers on the way to the boat would decrease.

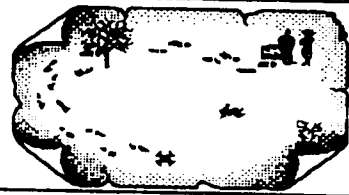


Chapters 13–Afterword

✦ WORD MASTERY LIST ✦

* wry 102	faltered 101	din 118	hobbled 102
* quavering 118	bulky 106	damp 106	latticed 106
* brusque 110	churning 110	strident 118	tantalize 111
* warily 120	cautiously 112	exasperated 115	contempt 116
* subsided 118	lunged 118	evident 119	bleak 129

TREASURE HUNT



SECTION I. Read Chapters 13-15. Discuss the answers to the questions with your partner. Then write your answers, while your partner answers separately.

1. What did Annemarie find on the ground?

2. What did Annemarie offer to do?

3. What story did Annemarie tell herself as she ran along the path? What purpose did the author want this to serve?

4. Why was it good that Annemarie knew the woods so well?

5. When stopped by the soldiers, what did Annemarie offer as her reason for being on the path at such an early hour?

6. What was inside the packet?



Make a Prediction

What has happened in the story so far? How is that different from what you expected? What will happen next? Will Uncle Henrik safely transport the Rosens to freedom? Why or why not? Give evidence to support your answers.

SECTION II. Read Chapters 16–Afterword. Discuss the answers to the following questions with your partner. Then each of you should write your answers separately.

1. What did Mrs. Johansen tell Kirsti of the previous night's events?
2. How did the handkerchief save lives?
3. What did Annemarie find out about Peter?
4. What was the truth about Lise's death?
5. Where did Annemarie hide Ellen's Star of David chain?
6. Reread the narrator's statement on page 26, "she was glad to be an ordinary person who would never be called upon for courage." How is this statement ironic?

Story Retell			
DO YOU REMEMBER THE STORY? WORK WITH YOUR PARTNER			
Treasure Found!	STORY PREDICTION COMES TRUE	Story Trends	Words Mastered
<p>1. The treasure was found in the grass at the foot of the steps.</p> <p>2. The treasure was a packet that Mr. Rosen was supposed to deliver to Uncle Henrik.</p>	<p>1. The story prediction was that the treasure would be found in the grass at the foot of the steps.</p> <p>2. The story prediction was that the treasure would be a packet that Mr. Rosen was supposed to deliver to Uncle Henrik.</p>	<p>1. The story trends were that the treasure would be found in the grass at the foot of the steps.</p> <p>2. The story trends were that the treasure would be a packet that Mr. Rosen was supposed to deliver to Uncle Henrik.</p>	<p>1. The words mastered were that the treasure was found in the grass at the foot of the steps.</p> <p>2. The words mastered were that the treasure was a packet that Mr. Rosen was supposed to deliver to Uncle Henrik.</p>
NO PROBLEM			

1. What happened to Mrs. Johansen? On her way home from taking the Rosens to Uncle Henrik's boat, Mrs. Johansen tripped and broke her ankle. Mrs. Johansen then tried to crawl home. In the meantime, Annemarie was becoming more and more concerned about her mother's whereabouts. Finally, Annemarie went to look for her mother. On her way out the door, Annemarie noticed the packet that Mr. Rosen was supposed to deliver to Uncle Henrik in the grass at the foot of the steps. Annemarie soon found her mother and helped her into the house. The two then

decided that Annemarie should take the packet to Uncle Henrik.

2. How did Annemarie's attitude and answers to the German soldiers on the path support the idea that the less you know, the easier it is to be brave? When she was stopped by the German soldiers and their dogs, Annemarie willed herself to behave as Kirsti would. Kirsti had known nothing of the danger or fear that day on the streets of Østerbrogade and the soldier found her amusing. Kirsti was not frightened by the presence of the soldiers—she acted as if they were just a part of the scenery. Annemarie knew that her only chance that the soldiers would not be suspicious would be if she acted completely naive. Also, not knowing what the handkerchief was kept Annemarie from accidentally disclosing any information.
3. Why were the Rosens never discovered on the boat? The Rosens arrived at Uncle Henrik's boat while it was still dark. They slipped onto the boat quietly and were not noticed. Later, German soldiers searched the boat, bringing with them their dogs to smell out the hidden Jews. The package that Annemarie delivered to Uncle Henrik kept the dogs from smelling the Rosens. The handkerchief was covered with a special chemical that attracted the dogs. When the dogs smelled the handkerchief, they lost their sense of smell.
4. What did Annemarie learn about Peter and Lise? Annemarie learned that both Lise and Peter were members of the Resistance. This explained why Peter was always being secretive and bringing a copy of the *De Fri Danske*. Annemarie also learned that her sister died when the German police raided one of the Resistance's secret meetings.
5. Explain how this story is based on fact. Although the characters in the story are fictional, they are similar to real Danes. Many members of the Resistance were young and courageous like Peter and helped many of the Danish Jews escape to Sweden. The handkerchief is real, too. Swedish scientists developed a chemical to help the Danish Jews escape by boat to Sweden.

 **EXTENSION ACTIVITIES** 

- Writing*
1.3
1. **Swedish Neutrality:** Sweden was the only European country that Germany chose not to occupy. Go to the library and read about why Sweden was not taken over by the Germans. Then form an opinion as to whether or not you think it was wise of Germany to allow Sweden to remain neutral. Incorporate your findings into a short report. Include a section that explains your opinion.
- 1.3*
2. **Write a report on Nazism.** How did it begin? Where are its roots? How did it affect people in Germany and Europe? Explain Hitler's plan to exterminate the Jews in an attempt to create the perfect race. Do movements similar to this exist today? What can we do to ensure that this doesn't happen again?
- 1.3*
3. **Tour Guide:** Pretend you are a travel guide planning a trip for two to the city of Copenhagen. What is this city known for? What sights would you want to include in the tour? Have an opening paragraph describing the city and what it is famous for. Make a list of the top ten sights that tourists must see. Briefly describe each sight on the tour. You may want to include pictures and make a travel brochure or poster.
- 1.3*
4. **A Danish and Coffee:** Familiarize your class with the traditions of Denmark. What foods do they enjoy? How do they dress? What is Denmark famous for? Bring in visual aids that will help the class understand the Danish people. Bring in pictures, dress in traditional Danish dress, or bring in a traditional food or drink that the Danish enjoy.
- 1.3*
5. **World War II:** Chose any country involved in World War II and write a report on that country's role in the war. What side were they on? Why? How did World War II affect their economy? How many citizens died for their country? Be sure to include details on all the effects that their involvement in the war had on their country both during and after the war.
- Drama*
1.3
6. **Lights . . . Camera . . . Action!** With a few classmates act out the Little Red Riding Hood scene where Annemarie is stopped by the Germans soldiers on the way to Uncle Henrik's boat. Write a script and rehearse it before presenting your scene to the class. The scene should be at least 3-5 minutes long.