

NUMBER THE STARS

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Objectives

1. *Comprehension*—Students will demonstrate understanding of the novel through written and verbal responses to sectional comprehension questions which fit all learning styles.
2. *Vocabulary*—Using vocabulary words from the novel, students will define familiar and unfamiliar words based on context. They will practice using reference books, such as the dictionary and thesaurus, and they will complete activities which require higher-level thinking and application skills.
3. *Writing Activities*—Students will extrapolate and apply information from the novel into activities which relate to extended content areas: writing skills/activities, reading skills, research, and journal writing.

Summary of Novel

Set in Copenhagen, Denmark during World War II, this historical-fiction novel follows the lives of a Danish family and a Jewish family. Two girls, Ellen and Annemarie, struggle to understand the meaning of the war and the drastic changes in their lives since the German occupation. Then Annemarie discovers that Ellen and her family are in grave danger of being arrested by Nazis simply because they are Jews.

Annemarie believes her father's story about the Danish people's willingness to give their lives to save King Christian X, but she has never believed that she would be called upon to risk her life to save another. Through her courage, Annemarie helps her friend and other Jews escape to safety. Yet Annemarie continues to face the uncertainties and tragedies caused by the war.

EMBARKING ON A JOURNEY

Objective: Students will interact with concepts and vocabulary from the novel in order to obtain a basic understanding of these before they begin reading.

Directions for Playing “Rattle On!”

1. Group students in pairs. Combine two pairs together to form groups of four students. Designate pairs as Team A or Team B. The pairs will compete against each other in “Rattle On!” a game similar to “Outburst™.”
2. Distribute one copy of “Rattle On!” (page 3) to each pair of students. Cut page 3 in half, and be sure to give students either the half labelled Team A or the half labelled Team B, but not both halves.
3. Team A begins by naming the topic of one category for Team B. Team B then has 90 seconds to identify as many of the items for the topic as possible. In the second round, Team B names the topic. Team A guesses the items. Continue until each team has named three topics.
4. Team A keeps score for Team B, and Team B keeps score for Team A. Teams score one point for each correct answer identified. If a team correctly identifies all ten items within the time limit, they receive an extra five points.
5. The team that chooses the topic may give clues to the other team; however, there is no rule requiring the team to do so. One team in a group may give clues, while the other team chooses not to give clues.

After the game, discuss the categories with the class.

Which items were easy to identify?

Which items surprised you? Why?

Were there any items you did not understand?

What do you know about the novel from this activity?

RATTLE ON! TEAM A

Countries in Europe

Norway	France	Denmark
Poland	Sweden	Germany
Switzerland	Belgium	England
Portugal		

Things You Might Do/Feel in a Dangerous Situation

panic	talk to yourself to stay calm
fear injury, death, or capture	stay clearheaded and focused
feel unsure/doubt yourself	be brave/courageous
run	act/pretend you are
fight	someone else
stay alert	

What You Would Do (and How You Would Feel) if a Friend Were in Danger

feel guilty (Why friend and not me?)	assess situation
feel powerless	get help (<i>tell parents, police</i>)
worry, feel nervous or terrified for friend	stay calm, reassure friend
fear for your own safety	make a plan to help
panic	act on plan (<i>hide friend, throw a rope, etc....</i>)

RATTLE ON! TEAM B

Things Related to World War II

rationing	Germany	Holocaust
Hitler	concentration camps	soldiers
Pearl Harbor	weapons	Jews
bombs		

You Know You're Growing Up When Adults Let You...

go out with friends	babysit younger siblings
stay home with no babysitter	stay up late
go to or have a coed party	make your own decisions
know family secrets	go places by yourself
taste wine/alcoholic beverages	drive

How You Would Feel if Your Country was Invaded

want invaders to leave	fear of dying
wish to hide somewhere	fear of being a prisoner
want things the way they used to be	anger
confused that this could happen	want to go fight the enemy
hatred for the enemy	powerless to do anything

COMPREHENSION MENUS

Objective: Students will demonstrate understanding of the novel through written and/or verbal responses to sectional comprehension questions that fit all learning styles.

Purpose

Checking the students' comprehension of a novel is more than simply asking them to reiterate what they have just read. It involves asking them to think about what they have read, looking for meaning "between the lines of text." Students should be able to respond to the novel's meaning by inferring answers that are not in black and white print. They should be able to apply the meaning to their own lives and to formulate answers using their own background. Students should also be able to create meaning based on the information in the book.

Methods for Using the Menus

Following are methods for using the learning-style questions from the comprehension menus. Vary the methods you use to keep students enthusiastic and motivated.

1. Assign a portion* or all of the comprehension menu for a given section. Students respond to each assigned question by writing a complete sentence/paragraph answer in a reading notebook. Class discussion follows completion of the reading and writing. Questions should be evaluated for completeness and accuracy.
2. Assign half* of the questions for individual written responses and the other half for small-group or partnered responses in a verbal format. Written work will be read and discussed within the group while members evaluate one another's answers, offering positive and constructive remarks. The small groups will then discuss the other half of the questions while recording their answers. Class discussion on all assigned questions follows.
3. Students should be paired. Each partner will be responsible for answering the same number of questions off the menu. Partner A reads a question and Partner B answers. Partner A evaluates and discusses the answer with Partner B. Then Partner B reads a question. The process continues until all questions have been discussed.
4. Review the questions as a class or in small groups BEFORE reading the section. Discuss and record students' predictions for each question based on what they already know about the novel. Students then read the section, aloud or individually, and again answer questions using any of the above methods. Compare their predictions with their answers after they have read the section.

*** Students should select the questions they feel most comfortable answering. Teacher selections defeat the purpose of the learning-style approach.**