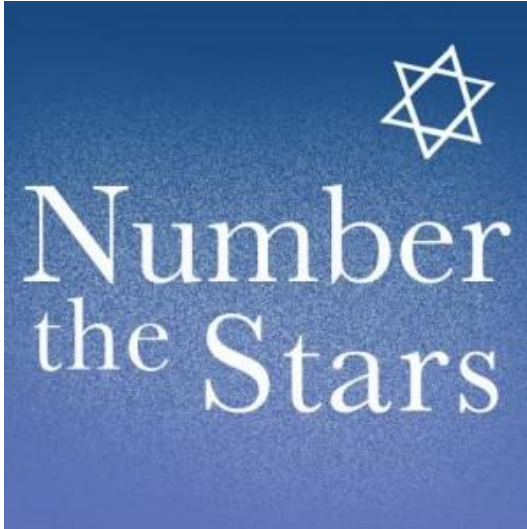


Number the Stars by C. S. Lewis

An Educational Resource Prepared for Richmond Civic Theatre

By the Education and Outreach Committee

THE PLAY



Number the Stars
February 13-14, 2016, 2 pm
School Day Performance February 12

*Based on the book by Lois Lowry.
Adapted by Dr. Douglas W. Larche, with educational and editorial
assistance from Susan Elliott Larche
Produced in cooperation with Dramatic Publishing*

Directed by Kathy Clopper

During World War II, young Annemarie risks everything to help her Jewish friend Ellen escape Nazi-occupied Denmark. Despite interrogation by soldiers and danger to her own family, Annemarie shows how being a hero is not limited by age. Adapted from the Newbery Medal best seller by Lois Lowry.

CAST OF CHARACTERS

Annemarie Johansen
Kirstie Johansen
Inge Johansen
Papa Johansen
Uncle Henrik Knudsen
Mrs. Hirsch

Ellen Rosen
Mr. Rosen
Sophy Rosen
Peter Neilsen
Samuel Hirsch
Nazi Soldiers and Refugees

THE PLAYWRIGHT

Dr. Douglas Larche is an internationally recognized playwright, poet and professor. He holds a bachelor's degree from Graceland College, an M.Ed. from Wichita State University and a Ph.D. from Indiana University. He has done post-doctoral work in the playwriting and screenwriting workshops of Yale and Oxford universities and is a Norman Felton Fellow in and received an M.F.A. from the University of Iowa Playwrights Workshop as his *Number the Stars* was released. Among his 60 produced or published plays and screenplays are *Truth on Trial: The Ballad of Sojourner Truth* with Dramatic Publishing and the AIDS-Education rock musical *S*M*A*S*H* which toured 40 cities for the National Centers for Disease Control. Best known as the children's book author Father Gander of *Father Gander Nursery Rhymes: The Equal Rhymes Amendment*, he published three new children's plays with Dramatic Publishing as *O Christmas Three!*



THE AUTHOR



Born on March 20, 1937 in Honolulu, author **Lois Lowry** attended elementary school in Pennsylvania, junior high school in Tokyo and high school in New York. She went to Brown University and the University of Southern Maine, and, in addition, holds honorary doctorates from six universities. Currently she lives in Maine.

Twice the recipient of the Newbery Medal, given each year for the most distinguished contribution to children's literature by an American author, Lowry has also received the Regina Medal, the Dorothy Canfield Fisher Award, the Mark Twain Prize, the Boston Globe-Horn Book Award, the Bank Street College Award, the National Jewish Book Award, the Chicago Tribune Book Award and countless other honors for her work. She has twice been the United States nominee for the 2004 Hans Christian Andersen Medal.

Her more than 40 books have been translated into 27 languages, and in 1996, her award-winning novel *The Giver*, called in translation *Le Passeur*, was chosen by the children of Belgium and France as their favorite.

Some other books by Lois Lowry:



THE NOVEL

Reading Level 4.5 AR: 4.5 (4 pts.) Lexile: 670 Guided Reading: U



Number the Stars (1989) is a work of historical fiction by American author Lois Lowry, about the escape of a Jewish family from Copenhagen during World War II.

The story centers on ten-year-old Annemarie Johansen, who lives with her family in Copenhagen in 1943. She becomes a part of the events related to the rescue of the Danish Jews, when thousands of Jews were helped to reach neutral ground in Sweden in order to avoid being deported to concentration camps. She risks her life to help her best friend, Ellen Rosen, by pretending that Ellen is Annemarie's late older sister Lise, who had died earlier in the war. Lise had been killed as a result of her work with the Danish Resistance. The story's title is taken from a reference to Psalm 147, in which the writer relates that God has numbered all the stars in the universe. It ties into the Star of David, worn by Ellen on her necklace, which is symbolic to the story.

The novel was awarded the Newbery Medal in 1990 as the "most distinguished contribution to American literature for children".

-Wikipedia

Full Text of the Novel:

http://183.62.203.196/jasenawalt/Jasen_Awalt/Number_the_Stars_Unit/Entries/2013/10/21_Number_the_Stars_files/number-the-stars-lois-lowry.pdf

Reader's Theatre Scripts

<http://www.scribd.com/doc/12990102/Readers-Theater#scribd>

<https://readertheaterscripts4classroom.wikispaces.com/Script+-+Number+the+Stars>

Novel Study Guides

http://www.glencoe.com/sec/literature/litlibrary/pdf/number_the_stars.pdf

https://www.rainbowresource.com/pdfs/products/prod009301_smpl0.pdf

<http://eolit.hrw.com/hlla/novelguides/ms/Mini-Guide.Lowry.Number.pdf>

<http://www.scholastic.com/teachers/lesson-plan/number-stars-discussion-guide>

<http://fcit.usf.edu/holocaust/activity/35plan/number1.htm>

<http://www.smlplanet.com/planetbookclub/novels/stars>

Resources on Teachers Pay Teachers:

<https://www.teacherspayteachers.com/Browse/Search:number%20the%20stars>

Teaching About the Holocaust

<http://www.ushmm.org/educators/teaching-about-the-holocaust> http://www.educationworld.com/a_lesson/lesson187.shtml

<https://www.teachervision.com/holocaust/teacher-resources/6630.html>

<http://www.scholastic.com/teachers/collection/holocaust-collection-teaching-resources>

Other Holocaust Books for Younger Readers

Title	Author
Anne Frank: Life in Hiding	Johanna Hurwitz
Destined to Live: A True Story of a Child in the Holocaust	Ruth Gruener
Elly: My True Story of the Holocaust	Elly Gross
Hana's Suitcase: A True Story	Karen Levine
Jacob's Rescue: A Holocaust Story	Malka Drucker
Lily's Crossing	Patricia Reilly Giff
My Brother's Keeper	Israel Bernbaum
Remember Not to Forget: A Memory of the Holocaust	Norman Finkelstein
The Butterfly	Patricia Polacco
The Girl Who Survived	Bronia Brandman & Carol Bierman
Who Was Anne Frank?	Ann Abramson
Maus: A Survivor's Tale	Art Spiegelman
The Devil's Arithmetic	Jane Yolen
One Candle	Eve Bunting
Star of Fear, Star of Hope	Jo Hoestlandt
The Harmonica	Tony Johnston
Don't Forget	Patricia Lakin
I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp 1942-1944	Hana Volavkova
Erika's Story	Ruth Vander Zee
Let the Celebrations Begin	Margaret Wild
Tunes for Bears to Dance To	Robert Cormier
Nightfather	Carl Friedman
The Endless Steppe	Esther Hautzig
Alan and Naomi	Myron Levoy
After the War	Carol Matas

Lisa's War	Carol Matas
Stones in Water	Donna Napoli
The Island on Bird Street	Uri Orlev
The Shadow Children	Steven Schnur
Milkweed	Jerry Spinelli
Anna Is Still Here	Ida Vos
Behind the Bedroom Wall	Laura Williams
Hilde and Eli: Children of the Holocaust	David Adler
The Seamstress: A Memoir of Survival	Sara Bernstein
Children We Remember: Photographs from the Archives of Yad Vashem	Chana Abells
I Am a Star: Child of the Holocaust	Inge Auerbacher
The Diary of a Young Girl	Anne Frank
I Have Lived a Thousand Years	Livia Jackson
No Pretty Pictures: A Child of War	Anita Lobel
Smoke and Ashes: The Story of the Holocaust	Barbara Rogasky
Surviving Hitler: A Boy in the Nazi Death Camps	Andrea Warreri
Anne Frank: Beyond the Diary: A Photographic Remembrance	Ruud Van Der Rol

Indiana Academic Standards Related to the Study of Number the Stars

RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT				
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes				
GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	7.RL.2.1: Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	8.RL.2.1: Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.	7.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.	8.RL.2.2: Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.	7.RL.2.3: Analyze the interaction of elements in a work of literature (e.g., <i>how setting shapes the characters or plot</i>).	8.RL.2.3: Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<p>4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.</p>	<p>5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.</p>	<p>6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.</p>	<p>7.RL.4.1: Compare and contrast a written story, play or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in a film</i>).</p>	<p>8.RL.4.1: Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
<p>4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>5.RL.3.2: Describe how a narrator’s or speaker’s point of view influences how events are portrayed.</p>	<p>6.RL.4.2: Compare and contrast works of literature in different forms or genres (e.g., <i>stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics.</p>	<p>7.RL.4.2: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>8.RL.4.2: Analyze how works of literature draw on and transform earlier texts.</p>

Name: _____

Date: _____

Nonfiction Partner Text – Denmark: Resistance to Nazi Germany

(RL 7.2 Lexile 810)

Germany invaded and occupied many countries during World War II. One European country worked as a whole to keep the Nazis from removing its Jewish people. That country was Denmark. In September 1943, the Danes learned of Nazi plans to capture the country's Jews and ship them to concentration camps. The Danes organized themselves quickly. People from every walk of life were involved. Doctors, shop owners, farmers, and civil workers all helped Denmark's 8,000 Jews find hiding places. One hospital hid hundreds of Jews by pretending they were patients. The Jews hid for only a short time. Within 2 weeks, 7,200 Jews were safely carried to safety in Sweden. Danish fishermen from small villages along the coast of Denmark used their boats to ferry Jews to safety. Larger **commercial**¹ boats helped too. Almost 500 Jewish people were still captured. However, all but 51 survived. The Danish king never stopped **negotiating**² with Germany for his people.

Even though Nazis occupied Denmark, Danes continued to show their national spirit. They wore four coins tied with red and white string in their buttonholes. Red and white are the national colors of Denmark. Four symbolized the fourth month of the year, April, when Germans invaded. The Nazis marched around the streets heavily armed with guns. However, the Danish king, Christian X, acted as a **model**³ of peace. He would ride alone on his horse through Copenhagen, Denmark's capital, every day. He did not carry any weapons. He did not bring any guards to protect himself. To many Danes, the example of their king's fearlessness was more powerful than the guns of the German army. The Danish government **loathed**⁴ Nazi Germany's racist policies. They scoffed at the Germans' phrase, "The Jewish question." The Danish government told Germany: "There is no Jewish question in Denmark." The government protected all of its citizens.



¹ **commercial:** used for business

² **negotiate:** to have a discussion in order to reach an agreement

³ **model:** a good example

⁴ **loathe:** to feel extreme disgust for; hate

<http://www.readworks.org/passages/holocaust-denmark-resistance-nazi-germany>

1. Why do you think Christian X rode through the streets of Copenhagen alone? _____

2. What do you think was meant by the phrase, "The Jewish question"? _____

3. What text-to-text connections can you make between this article and *Number the Stars*? _____

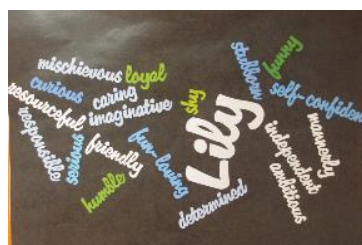
What a Character!!! (RL.2.3)

Reader: _____

What are the characters in *Number the Stars* like? How do you know? Fill in this chart by identifying character traits for these characters and citing evidence to support your answers. Then add two more story characters of your choice to the chart.

Who?	Character Trait(s)?	Evidence? What did they do or say?
I know ...	Is ...	Because in the text ...

Now, choose one character from the story and make a list of 10 character traits. Turn the character's name and the traits into a character profile or a Moodle or Word Cloud.



Goals and Obstacles! They keep the story GOing!

Reader: _____

Fiction stories have characters that are trying to reach some type of solution to a problem or goal. While they are trying to reach their goals or solve their problems, different obstacles get in the character's way.

What did these characters want? What was their goal, and what obstacles got in their way?

Character	Goal – What did he/she want?	What obstacles got in the way?

A PROTAGONIST in a story is a character that goes through a change or learns a lesson. The protagonist is usually viewed as “the good guy”. Which of the characters above do you think are protagonists? Explain your answer. Be sure to cite evidence from the text.

An ANTAGONIST is a character who is opposed to, struggles with, or competes against the protagonist. His/her goal is to keep the protagonist from reaching their goal. This character is usually considered “the bad guy”. Which of the characters above do you think are antagonists? Explain your answer. Be sure to cite evidence from the text.

Compare and Contrast – Which was better?

Name: _____

Now that you've read Number the Stars by Lois Lowry and seen the play adaptation by Douglas Larche, let's compare the two. Fill in the following chart comparing and contrasting them.

	Compare – How were they the same?	Contrast – How were they different?
Characters		
Setting		
Plot		

Would you say that the play was more the same or different than the book? Explain your answer, citing specific examples from the book and play.

Now, review the book and play.

<ul style="list-style-type: none"> ★★★★★ 5 Stars: Extraordinary ★★★★☆ 4 Stars: Excellent ★★★☆☆ 3 Stars: Very Good ★★☆☆☆ 2 Stars: Good ★☆☆☆☆ 1 Star: Fair ☆☆☆☆☆ 0 Stars: Poor 	<p>The Book</p> 	<p>The Play</p> 
--	---	---

Which did you rate higher? Why?
