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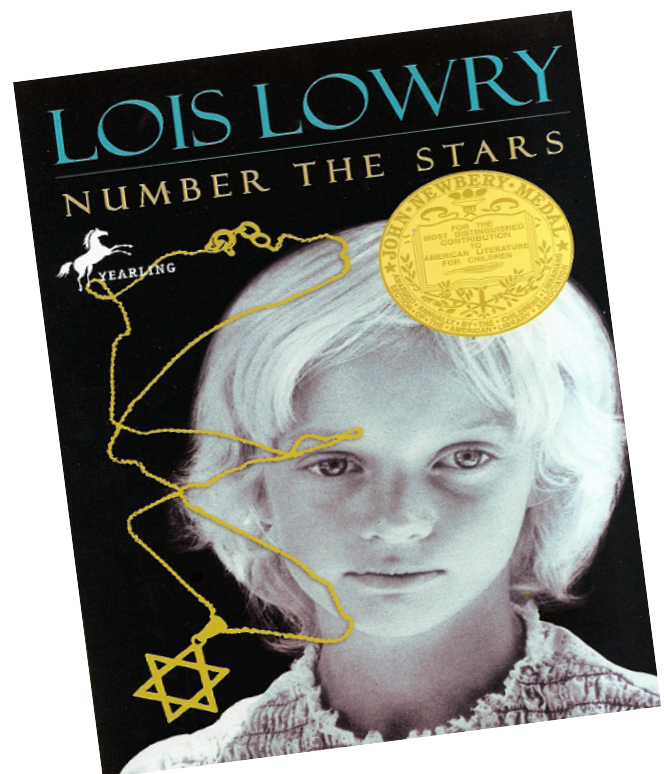


Building Communities that  
Support Children's Reading

# Arizona Number the Stars

By Lois Lowry

RL 4.5



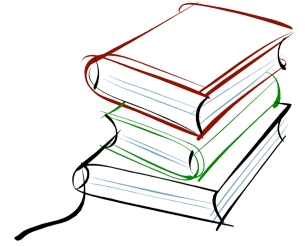
5<sup>th</sup> grade - L

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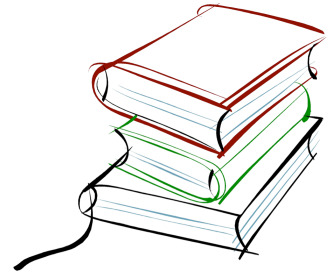


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# Synopsis

## Number the Stars



German soldiers have occupied Denmark, and Danish citizens are suffering from harsh restrictions imposed upon them. Food, fuel, clothing, and shoes are scarce. Soldiers standing on the street corners with rifles are a constant reminder of the Nazi threat. In the midst of the disruption, the Johansens and Rosens struggle to live normally.

When Peter, a family friend of the Johansens and a Nazi Resistance leader, comes to tell the Johansens of the Nazi plan to arrest and relocate the Danish Jews, the family becomes concerned. Annemarie Johansen, a ten-year-old girl, realizes very quickly that her Jewish friend and neighbor, Ellen Rosen, and her parents, are in danger. The Johansens are quick to respond to their neighbors' plight. With the help of Peter and Uncle Henrik, a plan is set into action.

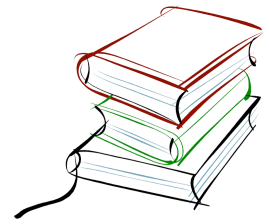
The Johansens take the responsibility of caring for Ellen while her parents go into hiding. When German soldiers discover that the Rosens have disappeared, they search the Johansen apartment. Mr. Johansen tells the Germans that Ellen is his daughter, Lise. This is particularly poignant because Lise was his daughter who had been killed by Nazi soldiers as she ran from a Resistance meeting.

In the next stage of the plan, Mrs. Johansen and her daughters, Kirsti and Annemarie, accompany Ellen to Uncle Henrik's seacoast farm. Uncle Henrik is a fisher. He, along with other fishers in Denmark, secretly carries Jewish people across a saltwater strait to neutral Sweden in his fishing boat. Peter plays an important role in an intricate plan to help the Rosens and other Jews to escape.

Annemarie is mystified with the code language Henrik and her mother use during the period leading up to the Rosens' departure. She is especially confused when a wake is arranged for her Great-aunt Birte, the aunt who never was. Gradually, she understands that her mother, Henrik, and Peter are taking extra precautions to prevent the Germans from destroying their plan--a plan that requires great courage to carry out.

Annemarie's own courage is tested when she needs to carry an important package to Uncle Henrik's boat. German soldiers and their dogs stop her in the woods and create a tense scene. Annemarie is brave and acts her way out of the situation. She delivers the package to Henrik.

Later she learns that her brave act saved her friends and the other Jews aboard the boat.



## Arizona's College and Career Ready Standards

These are the main Arizona English Language Arts Standards addressed by the activities in this module.

5.RL.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

5.RL.4 – Determine the meaning of words and phrases as they are used in the text, including figurative language such as metaphors and similes.

5.RL.6 - Describe how a narrator's or speaker's point of view influences how events are described.

5.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

# Vocabulary

## Number the Stars



**casket** - a coffin; a burial box

**custom** - a usual or long-established practice; a tradition; a habit; a ritual

**gestured** - moved a part of the body to communicate an idea or feeling; motioned or signaled

**gnarled** - knotted or twisted in appearance; having been distorted, deformed, or bent out of shape; weathered; ragged

**harsh** - strict or severe; extremely unpleasant; not pleasing to the senses; mean, nasty, or cruel; brutal or tough; bitter; rough

**imagination** - the power or ability to create things, usually pictures or ideas, in one's mind; the ability to think creatively

**Psalm** - a song or poem, usually Biblical

**simply** - just; only; merely; certainly or clearly; surely; without question or without a doubt

**synagogue** - a Jewish place of worship

**unfamiliar** - unknown; foreign; strange



# High Level Questions

## Number the Stars

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Annemarie becomes angry with her mother because she lied about Great-aunt Birte. What makes her more understanding of her mother's decision to be untruthful?
2. Think of anyone who has risked his or her life to protect someone? How was that person like Annemarie, Peter, Uncle Henrik, or Mrs. Johansen?
3. Compare and contrast life before the Nazis occupied Denmark to life during the occupation.
4. After Annemarie spoke of the days when Kirsti slept with Mama and Papa, she feared that what she had said might bring "the pained look" to Mama's face. What can you conclude from Annemarie's concern?
5. While talking to Uncle Henrik on the phone, Papa said, "...there are a lot of cigarettes available in Copenhagen." Interpret his meaning for someone who has not read the novel?
6. If the story were to continue, what do you think would most likely happen?
7. List 5 strategies the characters used in the novel to cope with the Nazi occupation?
8. How did it make you feel when Annemarie pulled the Star of David necklace from Ellen's neck?
9. Look in chapter 11, examine and discuss Annemarie's thoughts about pride.
10. In the Afterword, the author discusses King Christain's actions. State your opinion on his actions and defend it.



# Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Arizona Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific Arizona Reading Standards for Literature.



# Choice Board

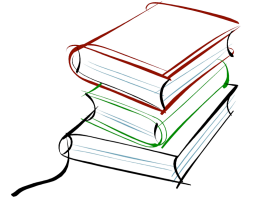
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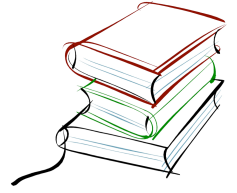
<p>What can you infer about the German people from the novel? Create a web to show your thoughts.</p> <p>5.RL.1</p>	<p>Describe the problem that the Rosen family faces. Include details to support your description.</p> <p>5.RL.3</p>	<p>Create a postcard to Papa from Peter using some of the code terms used in the novel.</p> <p>5.RL.6</p>
<p>Work with a partner and act out a scene when the German soldiers stopped Annemarie.</p> <p>5.RL.1</p>	<p>Create a Venn Diagram about Sweden and Denmark as it pertains to the story.</p> <p>5.RL.3</p>	<p>Draw the ocean from Mrs. Rosen's point of view and then from Uncle Henrik's.</p> <p>5.RL.6</p>
<p>Draw a picture from the novel that shows strong emotion.</p> <p>5.RL.1</p>	<p>Write a new scene from the point of view of the German soldiers when they came to the funeral of great-aunt Birte.</p> <p>5.RL.3</p>	<p>Create a table showing how Kirsti's point of view about 2 events is different from Annemarie's.</p> <p>5.RL.6</p>



# Choice Board

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# Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.



# RAFT Matrix

## Number the Stars

Role	Audience	Format	Topic
News writer	People of Denmark	Press Release	Nazi Occupation of their country
Ellen	Annemarie	Letter	Telling about their escape to Sweden
Newspaper Reporter	<i>De Frie Danske</i> readers	Obituary	Lise's death
German Teenage boy	German public	Job Description	Nazi soldier

# RAFT Matrix Rubric



**STUDENT NAME:** \_\_\_\_\_ **NOVEL:** \_\_\_\_\_

## Accuracy

Information is accurate and supported with specific details from the novel.

5 4 3 2 1

Comments:

## Role

The writing is credible in the role assigned.

5 4 3 2 1

Comments:

## Format

The proper format was used.

5 4 3 2 1

Comments:

## Conventions

The writing had no errors in grammar, punctuation, capitalization, or spelling.

5 4 3 2 1

Comments:

## Creativity

Writing shows imagination and originality.

5 4 3 2 1

Comments:

### Assessment Guide

5 = Above and Beyond

4 = Meeting Standard

3 = Working to Standard

2 = Developing

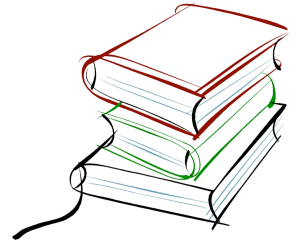
1 = Incomplete

# RAFT Matrix



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Role	Audience	Format	Topic



# Extended Resources

## Number the Stars

### **Kid friendly writing rubrics and checklists Grades 3-6**

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

### **Holocaust Background**

<http://www.historyplace.com/worldwar2/holocaust/h-warsaw.htm>

<http://www.historyplace.com/worldwar2/holocaust/h-chelmno.htm>

### **Denmark Background**

[http://kids.nationalgeographic.com/content/kids/en\\_US/explore/countries/denmark/](http://kids.nationalgeographic.com/content/kids/en_US/explore/countries/denmark/)

### **National History Day**

<http://www.nhd.org/ClassroomConnection.htm>

# Holocaust for Kids

## Background

### Why did Hitler and the Nazis do it?

Hitler hated Jewish people and blamed them for Germany losing World War I. He considered Jewish people to be less than human. Hitler also believed in the superiority of the Aryan race. He wanted to use Darwinism and breeding to create a race of perfect people.

Hitler wrote in his book *Mein Kampf* that when he became ruler he would rid Germany of all the Jews. Not many people believed he would really do this, but as soon as he became Chancellor he started his work against the Jews. He made laws that said Jews had no rights. Then he organized attacks on Jewish businesses and homes. On November 9, 1938 many Jewish homes and businesses were burnt down or vandalized. This night was called the Kristallnacht or "Night of Broken Glass".

### Ghettos

During World War II when the Nazis would take over a city in Europe they would force all of the Jewish people into one area of town. This area was called a ghetto and was fenced in with barbed wire and guarded. There was little food, water, or medicine available. It was also very crowded with multiple families sometimes sharing a single room to live in.

### Concentration Camps

All Jewish people were eventually to be brought to concentration camps. They were told they were relocating to a new and better place, but this was not the case. Concentration camps were like prison camps. People were forced to do hard labor. The weak were quickly killed or died of starvation. Some camps even had gas chambers. People would be led into the chambers in large groups only to be killed with poison gas. The concentration camps were horrible places.

### Hiding

Many Jewish people hid from the Nazis during World War II. They would hide with non-Jewish families. Sometimes they would pretend to be a part of the family and sometimes they would hide in hidden rooms or in a basement or attic. Some were able to eventually escape across the border into a free country, but many hid for years sometimes in the same room.

The Holocaust was a time of devastation and corruption. It was a time of cruelty and it was terribly inhumane. The Holocaust and its supporters tried vainly to make the world perfect, but only succeeded in killing millions. Unbelievably, some people think the Holocaust never happened, but it did.

The Nazi's and Adolph Hitler spoke against Jews even before the start of World War II, they blamed them for everything; from the defeat of World War I, for the Depression and for the fall of the Czar of Russia. People were looking for someone to blame and coincidentally Adolf Hitler was there to urge them on, this hatred grew into what was called the Holocaust. Many Jews were high-ranking, and no doubt the citizens were jealous, so that gave them even more reason to dislike them, eventually Jews were considered dirt.

After the beginning of World War II in 1933 the Jews were taken away from their homes and sent to ghettos and concentration camps. Some Jews tried to fight for their rights. The most famous revolt was the Warsaw Revolt in Warsaw, Poland which lasted 28 days. After the Jews were sent to the camps some of them were taken to gas chambers and were killed with deadly gas. After the war the camps were turned into memorials and museums.

Many other people were killed in Germany during World War II. Not only were the Jewish people killed, but Hitler and his group of supporters weren't happy with that. They wiped out the mentally ill and the physically handicapped. Hitler remarked them "un worthy of life." The Nazi's even kidnapped children with a German origin to Germany. Catholic priests and nuns were also Nazi targets.

As a result of the Holocaust, the Nazi party leaders were convicted at the Neuberger Trials, and confirmed guilty of crimes against peace and humanity. Even though justice was served in some cases, they never really got what they deserved.





Map of Denmark and Swede

## Research Simulation Tasks and Literary Analysis Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension of Key Ideas and Details</b>	The student response demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis and supporting the analysis with <b>effective</b> textual evidence.	The student response demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis and supporting the analysis with <b>adequate</b> textual evidence.	The student response demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis and supporting the analysis with <b>limited</b> textual evidence.	The student response demonstrates <b>no comprehension</b> of ideas by providing <b>inaccurate or no</b> analysis and <b>little to no</b> textual evidence.
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task by using <b>clear</b> reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>generally appropriate</b> to the task by using reasoning and <b>relevant, text-based</b> evidence;</li> <li>demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and <b>text-based</b> evidence; or</li> <li>is a developed, text-based response with <b>little or no awareness</b> of the prompt;</li> <li>demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li><b>lacks</b> coherence, clarity, and cohesion;</li> <li>uses language that demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b> .	The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b> , but the <b>meaning is generally clear</b> .	The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b> .	The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b> .

## Narrative Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Writing Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>• <b>is effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>• demonstrates <b>effective</b> coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language <b>effectively</b> to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>• demonstrates coherence, clarity, and cohesion appropriate to the task;</li> <li>• uses language to clarify ideas, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>• demonstrates <b>limited</b> coherence, clarity, and/or cohesion appropriate to the task;</li> <li>• uses language that demonstrates <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>undeveloped</b> and/or <b>inappropriate</b> to the task;</li> <li>• <b>lacks</b> coherence, clarity, and cohesion;</li> <li>• use of language demonstrates <b>no clear awareness</b> of the norms of the discipline.</li> </ul>
<b>Writing Knowledge of Language and Conventions</b>	<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>