

Rachell Dewell  
EDUC 461  
Dr. Uffelman  
Capstone Unit

#### Background Information:

I will be teaching at Concordia Lutheran School in Fort Wayne, IN with Mrs. Heidi Meyers' 5<sup>th</sup> grade class. My capstone experience will take place Monday May 7<sup>th</sup> through Wednesday May 9<sup>th</sup>. I am teaching the opening unit on Lois Lowry's "Number the Stars".

## +--Stage 1 - Identify Desired Results

### Established Goals: Indiana Standards

#### EL.5.1.6 2006

Understand unknown words by using word, sentence, and paragraph clues to determine meaning.

#### EL.5.3.2 2006

Analysis of Grade-Level-Appropriate Literary Text:

Identify the main problem or conflict of the plot and explain how it is resolved.

#### EL.5.3.4 2006

Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.

#### EL.5.5.2 2006

Write responses to literature that:

- demonstrate an understanding of a literary work.
- support statements with evidence from the text.
- develop interpretations that exhibit careful reading and understanding.

#### EL.5.5.5 2006

Use varied word choices to make writing interesting.

#### EL.5.7.11 2006

Deliver oral responses to literature that:

- summarize important events and details.
- demonstrate an understanding of several ideas or images communicated by the literary work.
- use examples from the work to support conclusions.

Source:

<https://learningconnection.doe.in.gov/Standards/Standards.aspx?st=&sub=2&gl=7&c=0&std=0>

G

### What understandings are desired?

*Students will understand that. . .*

Overarching: ...it is important to study history in literature.

Topical: ...the historical setting of this story.

Topical: ...the impact of persecution and discrimination on people's lives.

U

## What essential questions will be considered?

Overarching: What is the value in studying history in literature?

Q

Topical: How is the historical setting important to the plot of the novel?

Topical: How does persecution and discrimination impact people's lives?

## What key knowledge and skills will students acquire as a result of this unit?

### *Students will know. . .*

K

Vocabulary

The Characters

Themes: Persecution/Discrimination, Courage, Friendship

Plot Development

How to respond to Literature in various ways

### *Students will be able to. . .*

S

...define important vocabulary.

...explain the importance of studying history in literature.

...explain the effect persecution has on people's lives.

...explain the effect of discrimination on people's lives.

...describe the courage it takes to overcome persecution and discrimination.

...describe the power of true friendship.

...describe the plot of the story and how it is resolved.

...respond to literature from a unique perspective.

## Stage 2 - Determine Acceptable Evidence

### What evidence will show that students understand?

**Performance Tasks\*** (summary in GRASPS form):

T

**G=Goal:**

- The students will understand the historical setting of the novel.
- The students will understand the main events of chapters 1-4.
- The students will know the characters of the story.
- The students will demonstrate empathy towards the characters of the story.
- The students will understand the importance of studying history in literature.
- The students will understand the impact persecution and discrimination have on people's lives.

**R=Role:** The students will assume the role of one of the characters.

**A=Audience:** The teacher will be the main audience. A partner student will also be an audience.

**S=Situation:** Pretend you are one of the characters from "Number the Stars" (Annemarie, Ellen, Mama, Papa, a Nazi soldier, etc.). Write a letter to another character in the story retelling the events from your character's perspective. Be sure to follow the guidelines.

**P=Performance:** The students will write a letter from the perspective of a character. They will use what they know about that character to make the letter as authentic as possible. The students will share the events of the story from that character's perspective. The students should include how the events have impacted that life of that character. They should use evidence from the text to support their letter (i.e. use places, people, events, and time frame from the story). They should use vocabulary words from the text in their letter. They should use descriptive language to make the letter interesting.

**S=Standards (expressed in a rubric)**

- Is the letter written from a character's perspective? (EL 5.5.2)
- Is there evidence that the student understands the character? (EL 5.5.2)
- Does the letter accurately retell main events from the story? (EL 5.3.2)
- Does the letter explain how the character's life was impacted by the events? (EL 5.3.4)
- Is the letter supported by evidence from the text? (EL 5.5.2)
- Does the letter include vocabulary words? (EL 5.1.6)
- Does the letter include descriptive language? (EL 5.5.5)

### Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples):

OE

Work Samples: Journal writing, handouts, letter from a character view point  
Class Discussion/Dialogues

### Student Self-Assessment and Reflection:

1. What insight have you gained so far from the past three day?
2. What was the easiest thing for you to understand or do?
3. What was the most difficult thing for you to understand or do?
4. What have you enjoyed the most over the past three days?
5. What did you enjoy the least over the past three days?
6. On a scale of 1 to 10 (1 being the least excited and 10 being the most excited), how excited are you to continue reading this book and learning about this topic?
7. What do you want to learn more about as you continue this topic?
8. What could I have done differently or improved to make this a better learning experience for you?

## Character Letter Rubric

	4	3	2	1
Character's Perspective	It is clear and easy to tell which character wrote the letter.	It is mostly clear and easy to tell which character wrote the letter.	It is somewhat clear and easy to tell which character wrote the letter.	It is difficult to tell which character wrote the letter.
Character Understanding	The letter demonstrates a clear and thoughtful understanding of the character.	The letter demonstrates a mostly clear and thoughtful understanding of the character.	The letter demonstrates a somewhat clear and thoughtful understanding of the character.	The letter hardly demonstrates a clear and thoughtful understanding of the character.
Story Events and Details	The letter accurately includes 3 or more events and details from the story. These events and details are supported by evidence from the story.	The letter accurately includes 2 events and details from the story. These events and details are supported by evidence from the story.	The letter accurately includes 1 events and details from the story. These events and details are supported by evidence from the story.	The letter accurately includes 0 event and detail from the story. These events and details are supported by evidence from the story.
Character's Life	The letter clearly explains how the characters life was affected by the events of the story.	The letter mostly explains how the characters life was affected by the events of the story.	The letter somewhat explains how the characters life was affected by the events of the story.	The letter hardly explains how the characters life was affected by the events of the story.
Descriptive Writing	The letter includes very descriptive writing. It creates a clear picture in the reader's mind.	The letter includes mostly descriptive writing. It creates a mostly clear picture in the reader's mind.	The letter includes somewhat descriptive writing. It creates a somewhat clear picture in the reader's mind.	The letter hardly includes descriptive writing. It creates an unclear picture in the reader's mind.
Vocabulary Words	The letter includes 3 or more correctly used vocabulary words.	The letter includes 2 correctly used vocabulary words.	The letter includes 1 correctly used vocabulary word.	The letter includes no correctly used vocabulary words.

Student's Name \_\_\_\_\_

Score: \_\_\_\_/24

## Lesson Plan Template (Long Form)

Student Teacher's Name \_\_ Rachell Dewell \_\_ Grade Level\_\_ 5<sup>th</sup> \_\_

State Standard\_\_ Indiana Standards: ELA 5.7.11, ELA 5.5.2\_\_ Subject\_\_ ELA \_\_

Name of Lesson\_ Introducing "Number the Stars" by Lois Lowry \_ Period/Time\_10:00 - 11:20 \_

### **I. Goal:**

1. Deliver oral responses to literature that demonstrate an understanding of several ideas or images communicated by the literary work and use examples from the work to support conclusions (ELA 5.7.11)
2. Write responses to literature that demonstrate an understanding of a literary work and develop interpretations that exhibit careful reading and understanding. (ELA 5.5.2)

### **II. Objectives:**

1. During the opening discussion, TSWBAT predict what "Number the Stars" is about with an oral response.
2. After the opening discussion, the Prezi presentation and the browsing time, TSWBAT describe the historical setting of the novel in writing while using three historical facts.
3. TSWBAT explain the importance of studying history in literature through a written response.

### **III. Adaptations for Diverse Learners**

### **IV. Materials:**

1. Computer/Laptop
2. Projector
3. IWB/Projector Screen/White Board
4. Internet Access
5. Speakers
6. Prezi <http://prezi.com/nsnpnkc0f4zy/edit/#1>
7. Timeline Paper
8. European Map
9. Journaling Paper
10. Browsing Books
11. "Number the Stars" by Lois Lowry

### **V. Procedure:**

#### **A. Set / Hook (9 min)**

1. Predict what the book might be about based on the cover. (think, pair, share if needed) - ELA 5.7.11
2. Predict what the book might be about based on the title. (think, pair, share if needed) - ELA 5.7.11
3. Watch Video: <http://www.youtube.com/watch?v=gLtZtM-TL0A> (1:45)
4. Briefly explain the genre, the plot, the setting, main characters, and the main themes.
  - a. Genre: Historical Fiction
  - b. Plot: This is a story about two girls whose lives are changed by the Nazi

occupation in Copenhagen, Denmark. Annemarie and her family are generally safe from the Nazi's, but Ellen and her family are not. Ellen and her family must face persecution and discrimination from the Nazi's because of their Jewish religion. When Ellen and her family's lives are in danger, Ellen must learn what real courage is. She must also learn what it means to be a true friend as she tries to save their lives.

- c. Setting: Copenhagen, Denmark, 1943 during WWII
- d. Main Characters: Annemarie Johansen, Ellen Rosen, and their families.
- e. Themes: Courage, Friendship, Persecution, Discrimination

B. Transition (1 min)

"We are going spend the rest of our three days together trying to answer this question: "Why is it important to study history in literature? Let's begin by looking more in depth about when this story took place..."

C. Main lesson (63 min)

1. Prezi: This will introduce the historical setting. During the presentation, the students will engage in many *response activities*.
  - a. Date - *create* a historical timeline with main events and when this story takes place
  - b. Location - *locate* Europe, Germany, Denmark, Copenhagen, Sweden on a map
  - c. People and everyday life - *journal response* to clothing, jobs, homes, etc
  - d. World War II- *journal response* to pictures, artifacts, and videos of WW II
  - e. Nazi rule and occupation - *small group discussion*
    - i. Discussion Questions:
      1. Why do you think the Nazi's wanted to occupy Denmark?
      2. How would you feel if soldiers from another country came to your town and your neighborhood?
  - f. Jewish persecution and discrimination - *small group discussion*
    - i. Discussion Questions:
      1. Have you even been persecuted or discriminated for something?
      2. What do you think it feels like to be persecuted or discriminated?
  - g. The Holocaust - *watch video* <http://www.ushmm.org/>  
(30 min)
2. Browse: The students will have time to look through other books about WWII.  
(10 min)
3. Journal: The students will write a few sentences about the historical setting of "Number the Stars". They must include at least 3 facts they learned from the opening discussion, the Prezi, or their browsing time. They will also write about their understanding of the importance of studying history in literature thus far. They also can share any questions they have. - ELA 5.5.2  
(5 min)
4. Break: The students can stand up, stretch, get a drink of water, use the restroom, etc.  
(3 min)
5. Read Aloud. I will read chapter 1 aloud to the students while they follow along with their copy of the book.  
(15 min)

#### D. Transition

“Great work today! Let’s review everything we did today: (1) we made predictions and talked about what this book is about, (2) we learned about the historical setting of the story, (3) we took time to write about what we learned today and why it is important to learn about it, and (4) we began reading ‘Number the Stars’.”

(1 min)

#### E. Conclusion (6 min)

1. Sharing: The students will have the opportunity to share what they wrote in their journal. They are particularly encouraged to share why they think it is important to study history in literature.
2. Collect all journal entries and folders.
3. Give assignment (chapter 2)

#### VI. **Assessment:**

1. The opening discussion will assess the students’ ability to give oral responses and make predictions about the book. This assessment will be done through observation and a checklist.
2. The response activities during the Prezi will assess their understanding of the historical settings of “Number the Stars. The assessment will be the completion of the response activities.
3. Journal response will assess their retention of at least three facts about the historical setting and their understanding thus far about this importance of studying history in literature. The assessment will be the completion of the journal entry.

#### VII. **Assignment:**

1. Read chapter 2. The students may read as far as they want up to chapter 4, but only up through chapter 2 is required.

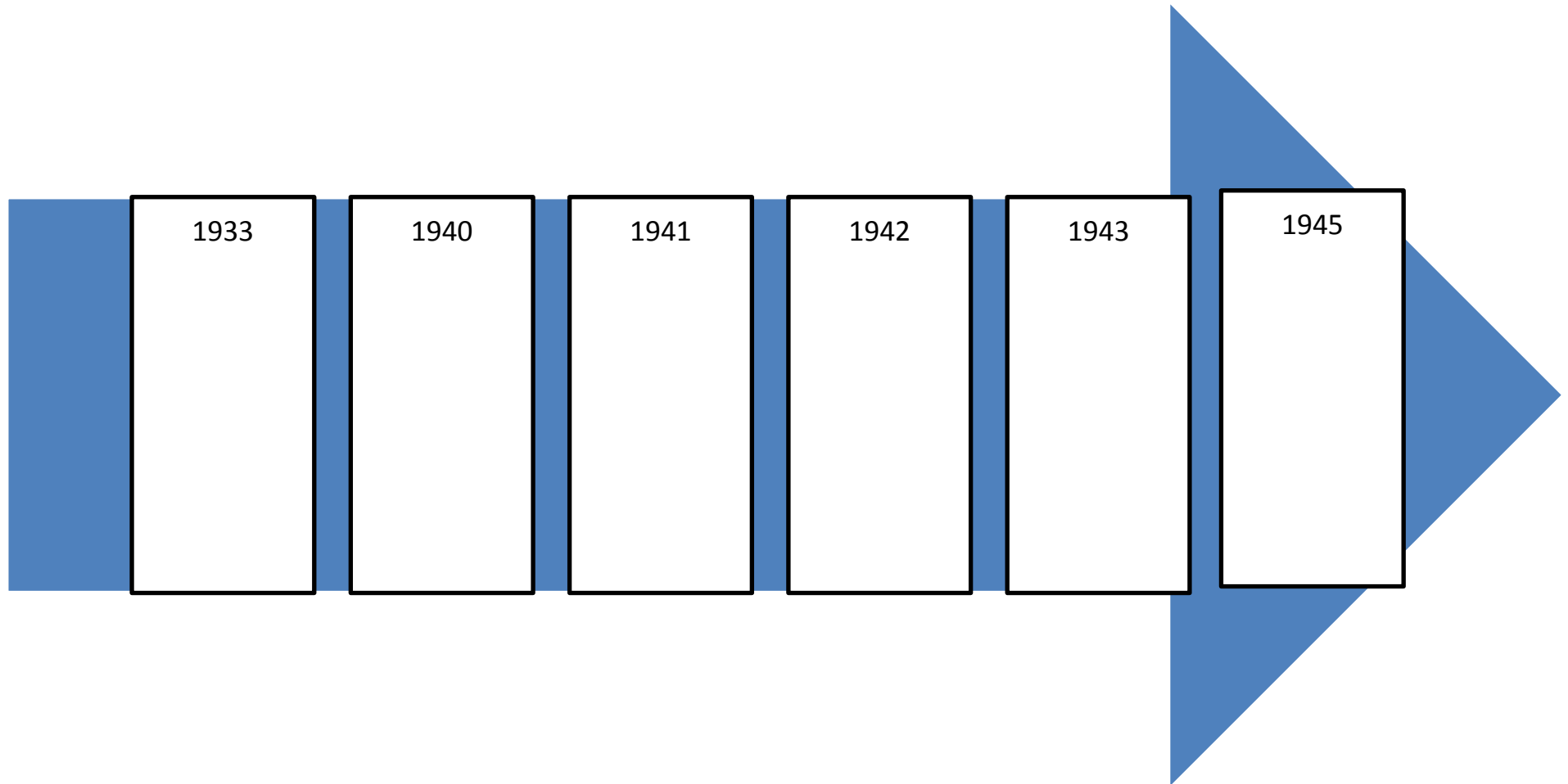
#### VII. **Self Evaluation:**

#### IX. Coop’s Comments:



# Holocaust Timeline

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# Europe during WWII

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Labels these countries...

1. Germany
2. Poland
3. Denmark
4. Copenhagen
5. Sweden
6. Norway

Know where the story takes place will help you understand the story better and visualize where the action is happening!

## Lesson Plan Template (Long Form)

Student Teacher's Name \_\_ Rachell Dewell \_\_ Grade Level\_\_ 5<sup>th</sup> \_\_

State Standard\_ Indiana Standards ELA 5.1.6, 5.3.2, 5.3.4, 5.7.11 \_\_Subject\_\_ ELA \_\_

Name of Lesson\_\_ "Number the Stars" Ch 1-2 \_\_Period/Time\_\_ 10:00 - 11:20 \_\_

### **I. Goal:**

1. Understand unknown words by using word, sentence, and paragraph clues to determine meaning. (EL.5.1.6)
2. Write responses to literature that demonstrate an understanding of a literary work and support statements with evidence from the text. (EL.5.5.2)
3. Deliver oral responses to literature that summarize important events, demonstrate an understanding of several ideas or images communicated by the literary work and use examples from the work to support conclusions. (ELA 5.7.11)

### **II. Objectives:**

1. TWSBAT define keys words in "Number the Stars" using clues from the story.
2. TSWBAT describe the main characters of "Number the Stars".
3. TSWBAT retell the main events of chapters 1 and 2.
4. TWSBAT explain how characters are influenced by the events of chapters 1 and 2.

### **III. Adaptations for Diverse Learners**

### **IV. Materials:**

1. Computer/Laptop
2. Projector
3. IWB/Projector Screen/White Board
4. Vocabulary Matching
5. Character Profile Handout
6. Main Idea Handout
7. A Character....Wanted...But...So...Then.... Handout
8. Appointment Clocks
9. "Number the Stars" by Lois Lowry

### **V. Procedure:**

#### **A. Set / Hook**

1. Review the previous day.
    - a. What is one thing you remember learning yesterday? (think, pair, share if needed)
    - b. Why did we take time to learn these things yesterday? (think, pair, share if needed)
- (4 min)

#### **B. Transition**

"We have many activities we are going to do today. So that means I need everyone's best listening attention and I need every to focus on following the directions as best as they can. Can we pledge to be the best listeners and best classmates possible today?"

(1 min)

#### **C. Main lesson**

1. Vocabulary and Spelling: Matching Game - On the board will be a vocabulary word bank and a definition word bank. We will read the passage in the book that contains the vocabulary word then match the word with the definition. Then we will read the word,

spell the word, read the word again, and then read the definition. - ELA 5.1.6

- a. **Lanky:** pg 1, tall and skinny “She was a stocky ten-year-old, unlike *lanky* Annemarie.”
- b. **Sabotage:** pg 8, to purposely harm “But Annemarie heard Mama and Papa talk, sometimes at night, about the news they received that way: news of *sabotage* against the Nazis, bombs hidden an exploded in the factories, that produced war materials, and industrial railroad lines damaged so the good couldn’t be transported.”
- c. **Rationed:** pg 18, to use a little at a time “Like other families in their building, the Johansens had opened the old chimney and installed a little stove to use for heat when they could find coal to burn. Mama used it, sometime, for cooking because electricity was *rationed* now.”
- d. **Synagogue:** pg 33, a Jewish church “Leaving for school on Thursday with her sister, Annemarie saw the Rosens walking to the *synagogue* early in the morning, dressed in their best clothes. She waved to Ellen, who waved happily back. ‘Lucky Ellen,’ Annemarie said to Kristi. ‘She doesn’t have to go to school today.’ ‘But she probably has to sit very, very still, like we do in church.’ Kristi pointed out”
- e. **Rabbi:** pg 35, a teacher “He turned to her and stroked her hair with his gentle hand. ‘This morning, at the synagogue, the *rabbi* told his congregation that the Nazis have taken the synagogue list of all the Jews...’.”
- f. **Other Vocabulary from the students...** The students will be given a vocabulary bookmark. As the read they can record words they do not know and the page number they find them on.

(15 min)

2. **Characters:** The students will share the characters they have met so far in the book. Once there have been a sufficient amount of characters shared, the students will be broken into pairs. In these pairs, they will write down a description of the character (physical traits and emotional traits) using evidence from the book. Once the pairs are done, they will share what they know about their character with the rest of the class. As they share, the other students will add the description to their character profile handout. - EL.5.5.2, 5.7.11

(Sample List of Characters)

- a. Annemarie Johansen
- b. Ellen Rosen
- c. Kristi Johansen
- d. Nazi Soldiers
- e. Mrs. Johansen (Mama)
- f. Mrs. Rosen
- g. Peter Neilsen
- h. Mr. Johansen (Papa)
- i. Mr. Rosen
- j. Kind Christian X
- k. Lise Johansen
- l. Uncle Henrik

(15 min)

3. **Introduction/Main Events of Chapters 1-2:** We will have a discussion to review the main events of chapters 1 and 2. We will discuss what happened and why it is important. These chapters set up the introduction for the novel. As we discuss, the students will fill out the “Main Idea” graphic organizer. The main idea is “Life in Copenhagen is very different because of Nazi Occupation.” The three main events are what support this main introductory idea. - EL.5.5.2, ELA 5.7.11

- a. What: The soldiers stop Annemarie and Ellen from running on the street. Why: Shows what a child's life is like with Nazi occupation.
- b. What: Mrs. Johansen and Mrs. Rosen talk about *Die Frei Danks*.  
Why: Helps explain the Resistance and adult life with the Nazi Occupation.
- c. What: Annemarie tells Kristi a bedtime story.  
Why: This leads to Annemarie remembering King Christian X and the courage of the Danish people. This is the first hint of the theme of courage and bravery. Annemarie remembers her sister Lise, who has died.

(15 min)

4. Break: The students will have time to stand up stretch, get a drink, use the restroom, etc. Also during this time, students will fill out 3 slots on their appointment clock.

(3 min)

5. A Character...Wanted...But...So...Then...: The students will choose 3 characters and fill out the graphic organizer. This will help them understand the different characters points of view and show how they were influenced by what happened in the first 2 chapters. They will meet for 3 minutes with their 3 appointments. - ELA 5.5.2

(12 min)

6. Share A Character...Wanted...But...So...Then...: The students will have the opportunity to share what they wrote in their graphic organizer.

(4 min)

#### D. Transition

The students will put all of today's handouts in their folder and then pass in their folders. I will look over the students work to check it and use it to assess their understanding of the characters and the story line thus far. Students will keep their Study Guide and their Vocabulary Bookmarks.

(1 min)

#### E. Conclusion

Introduce Tomorrow's Writing Activity: I will take time to introduce tomorrow's writing activity to the students. The reason we have done so much work on getting to know the characters today is because tomorrow they will write a letter pretending to be one of the characters. They will write a letter from a character's point of view retelling the main events of the story thus far. The students will be given the rubric.

Reading: The students will have whatever time is left to read.

(10 min)

#### VI. Assessment:

1. The vocabulary matching game will assess the students' ability to define words using context clues.
2. The pair discussion and character profile handout will assess the students' ability to describe the characters orally and in writing.
3. The class discussion on the main events of chapters 1 and 2 will assess the students' knowledge and understanding of what happened thus far.
4. The main idea handout will assess the students' understanding of why these events are important and how they relate to a common idea.
5. The character...wanted...but...so...then handout will assess the students' ability to connect the characters with the main events of the book thus far.

**VII. Assignment:**

1. Read chapters 3 and 4.
2. Review vocabulary and spelling words
3. Begin Character Letter if they would like

**VII. Self Evaluation: (On Back)**

**IX. Coop's Comments: (On Back)**

# Characters in “Number the Stars” By Lois Lowry

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1. Annemarie Johansen: \_\_\_\_\_

\_\_\_\_\_

2. Ellen Rosen: \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_: \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_: \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_: \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_: \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_: \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_: \_\_\_\_\_

\_\_\_\_\_

## Lesson Plan Template (Long Form)

Student Teacher's Name \_\_\_ Rachell Dewell \_\_\_ Grade Level\_\_\_ 5<sup>th</sup> \_\_\_

State Standard\_\_\_ Indiana Standards \_\_\_Subject\_\_\_ ELA \_\_\_

Name of Lesson\_\_\_ "Number the Stars" Ch 3-4 \_\_\_Period/Time\_\_\_ 10:00 - 11:20 \_\_\_

### **I. Goal:**

4. Understand unknown words by using word, sentence, and paragraph clues to determine meaning. (EL.5.1.6)
5. Analysis of Grade-Level-Appropriate Literary Text: Identify the main problem or conflict of the plot and explain how it is resolved. (ELA 5.3.2)
6. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. (ELA.5.3.4)
7. Write responses to literature that demonstrate an understanding of a literary work, support statements with evidence from the text and develop interpretations that exhibit careful reading and understanding. (ELA.5.5.2)
8. Use varied word choices to make writing interesting (ELA.5.5.5)

### **II. Objectives:**

1. TSWBAT to define keys vocabulary from chapters 1-4.
2. TSWBAT retell the main events of chapters 3 and 4.
3. TSWBAT describe the conflict of the plot introduced in chapters 3 and 4.
4. TSWBAT define what a theme is.
5. TSWBAT explain the themes of "Number the Stars" and support their explanation with evidence from the text.
6. TSWBAT write a response to "Number the Stars" from a unique perspective.

### **III. Adaptations for Diverse Learners**

#### **IV. Materials:**

1. Concept Circle Handout
2. Computer/Laptop
3. Internet Access
4. Projector
5. IWB/Screen/White Board
6. Speakers
7. Chapter 3-4 Main Event Cards
8. Chapter 3-4 Main Events PowerPoint
9. Story Map Handout
10. Story Map Overhead
11. Overhead Projector
12. Overhead Markers
13. "Number the Stars" by Lois Lowry
14. Character Letter Rubric
15. Writing paper

### **V. Procedure:**

#### **A. Set / Hook**

1. Review Vocabulary: Concept Circles - In one quadrant will be the word, next to it will be the meaning, below the meaning and across from the word will be an antonym, and adjacent to word will be a synonym. The students can choose one word to complete the concept circle with, and they will write a sentence using the word on the lines next to the circle. (ELA 5.1.6)

(5 min)



## B. Transition

Watch Lego video about Chapter 3

[http://www.youtube.com/watch?v=LVhv3bOKF\\_Q](http://www.youtube.com/watch?v=LVhv3bOKF_Q)

(2 min)

## C. Main lesson

1. Main Events of Chapter 3-4: Ordering the Events - The students will be given a set of cards that have the main events of chapters 3 and 4 on them. In groups of 3, the students will put the main events in order. When most of the groups are done, we will go through the answers. On the board will be a list of events and we will number them as we go through the correct order of the cards. As we go along, will discuss the events as a class. (ELA 5.3.2)

- a. Kirsti's button broke.
  - i. Where were the girls going when they discovered the broken button? (School)
- b. Annemarie and Kirsti go to Mrs. Hirsch's shop.
  - i. What did the girls discover on the door of the shop? (Padlock, German sign, a Swastika)
- c. Peter visits the Johansens.
  - i. When did Peter visit the Johansens? (in the middle of the night, after curfew)
  - ii. What did Peter bring for Annemarie? What does this show about where Peter may have come from? (seashells, he came from somewhere by the sea)
  - iii. Why did Peter visit? (to tell the Johansens about how the Germans are persecuting (tormenting) the Jews by closing their shops)
  - iv. What does Annemarie realize during Peter's visit? (The Rosens are Jewish and may suffer the same persecution)
- d. Annemarie says, "...now I think that all of Denmark must be bodyguards for the Jews..."
  - i. What does this quote refer back to (or what does it remind you of)? (When the boy said all of Denmark is King Christian X's body guard)
- e. Kirsti gets new shoes.
  - i. What are the shoes made of? (fish skin)
  - ii. What does this show about life during World War II (common supplies, like leather, to make common things, like shoes, were being rationed, so they had to be creative and make things out of new supplies)
- f. Kirsti remembers the "fireworks" on her birthday.
  - i. Where there really fireworks? (no)
  - ii. What were the bright lights? (the Danes were destroying their naval fleet with bombs so the Germans would not be able to use the ships for their own use)
- g. Ellen comes to stay overnight with the Johansens.
  - i. Why is Ellen staying with the Johansens? (The Nazis were going to arrest the Danish Jews while they were celebrating their New Year in the Synagogue. Ellen's parents went with Peter to hide and Ellen has to stay and hide with the Johansens)
- h. Ellen and Annemarie pretend to be sisters.
  - i. Why must the girls pretend to be sisters? (to protect Ellen from being taken by the Nazis)
  - ii. How does Papa feel about this? (He said he is proud to have three daughters again)

(15 min)

2. Conflict of “Number the Stars”: Story Map - The story map will be used to teach the students about the different elements of the story (Introduction, Conflict/Problem, Rising Action, Climax, Falling Action, Conclusion/Resolution). As a class, we will begin filling in the elements we have reach in “Number the Stars”. As they continue through the novel, the students are encouraged to keep filling in the story map.
- a. Title, Author
  - b. Major and Minor Characters
  - c. Setting
  - d. Introduction - Ch 1-2, Life in Copenhagen is different because of Nazi Occupation (Nazi’s stop the girls from running on the street)
  - e. Initiating Event (Conflict/Problem) - Ch 4, The Danish Jews are being persecuted by the German Nazis (The Jewish Rabbi sends his congregation home because the Nazis will come and relocate all the Jews)

(15 min)

3. Break - The students will have time to stand up stretch, get a drink, use the restroom, etc.

(3 min)

4. Themes: Video Experience - As we discuss the three main themes of “Number the Stars”, we will read passages that support each theme and watch a video about each theme. (ELA 5.3.4)

a. Persecution/Discrimination

- i. Pg. 23 - 24, “‘Annemarie’, he said, ‘Peter tells us that the Germans... ‘But now it seems to be starting.’”

- ii. Video <http://www.youtube.com/watch?v=jG8iZLmA3bk>

- iii. How does this relate to “Number the Stars”? How does it relate to us?

b. Courage

- i. Pg. 26, “Now she was ten, with long legs and no more...never be called upon for courage.”

- ii. Video <http://www.youtube.com/watch?v=T90Holdcrps>

- iii. How does this relate to “Number the Stars”? How does it relate to us?

c. Friendship

- i. Pg. 35 - 36, “He turned to her and stroked her hair... ‘Ellen doesn’t know either. But they are safe.’”

- ii. Video <http://www.youtube.com/watch?v=n7P5jWu9JLo>

- iii. How does this relate to “Number the Stars”? How does it relate to us?

(20 min)

5. Writing Activity: Character Letter - The students will refer to the rubric for this in class assignment as I refresh their memories about what I told them yesterday. We will go over the assignment in detail and I will read a sample letter I wrote from Annemarie’s perspective. (ELA 5.5.2, 5.5.5)

(15 min)

D. Transition

The students will finish up their writing before we share a few in during class.

(1 min)

E. Conclusion

Sharing: The students will have an opportunity to share their letter with the class. Then I will collect the student’s folders with everything from the three days in it.

(4 min)

**VI. Assessment:**

1. The vocabulary concept circles will assess the students continued understanding of the vocabulary terms.
2. The main events sorting activity will assess the students' knowledge of the events from chapter 3 and 4.
3. The discussion questions will assess the students' understanding of those events and why they are significant.
4. The story map will assess the students' knowledge of the story. It will also assess their understanding of the main conflict of the story.
5. The discussion about the themes of the story will assess the students' understanding of how the themes related to the story and their lives.
6. The character letter will assess the students' ability to respond to the text through writing.

**VII. Assignment:**

1. Read the next section of "Number the Stars" (assigned by Mrs. Meyers)
2. Finish their Character Letters if they were not finished in class.

**VII. Self Evaluation: (On Back)**

**IX. Coop's Comments: (On Back)**

Kristi gets new shoes.	Ellen and Annemarie pretend to be sisters.
Ellen comes to stay overnight with the Johansens.	Kirsti's button breaks.
Annemarie says, "...now I think that all of Denmark must be bodyguards for the Jews..."	Peter visits the Johansens.
Annemarie and Kirsti go to Mrs. Hircsh's shop.	Kirsti remembers the "fireworks" on her birthday.

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## Character Letter

Write a letter from the perspective of a character from “Number the Stars”. Use what you know about the character to make the letter as real as possible. Include at least 3 events from the story. Make sure you tell these events from the view point of the character you choose. Explain in the letter how the character’s life was affected by these events. Use creative and descriptive writing. Include at least 3 vocabulary words in the letter. Be sure you use the vocabulary words correctly!

[illegible]

# Sample Character Letter – Ellen

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Dear Grandma,

Today was very interesting. My best friend Annemarie and I were racing home from school, but we were stopped by those horrible Nazi soldiers who stand on the corner of the almost every street. All I remember is being very terrified and Annemarie was being so brave. Her little sister, Kirsti, was very funny. She marched right up to those soldiers and told them they couldn't tell her what to do! I wish I could be that brave. In case you were wondering, I lost the race. Annemarie is so tall and lanky, she ran right past me.

The Jewish New Year is coming soon! I am very excited to celebrate with Mama and Papa. It has been hard to find all the good food for the celebration because it seems like everything is being rationed. I just hope the Nazis don't try to sabotage our celebration. They always seem to ruin things these days.

## Resources

1. "Number the Stars" by Lois Lowry
2. Literature Unit – A Guide for Using "Number the Stars" in the Classroom – Teacher Created Resources
3. Theme Connections – Learning Across the Curriculum – Perfection Learning Corporation
  - a. Theme: The Holocaust
  - b. Book: "Number the Stars"
4. Thematic Unit: Holocaust – Teacher Created Materials, Inc.
5. The Glencoe Literature Library – Study Guide for "Number the Stars" by Lois Lowry – Glencoe McGraw-Hill
6. Prezi.com
7. YouTube.com
8. Holocaust Memorial Museum website (<http://www.ushmm.org/>)
9. Google Images
10. Self created materials from Mrs. Heidi Meyers
11. Materials from Dr. Janell Uffelman
12. Self created materials made by myself