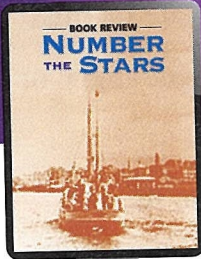
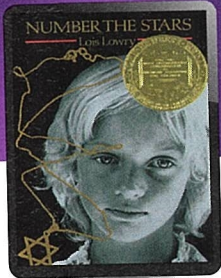


Lesson 23



Q LANGUAGE DETECTIVE

Talk About the Writer's Words

Work with a partner. Choose two Vocabulary words. Use them in the same sentence. Share your sentences with the class.

Vocabulary in Context

1 occupying

The Danish people needed to be brave when German soldiers invaded and stayed, **occupying** their nation.



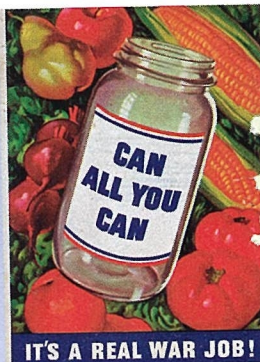
2 confronting

Confronting, or facing, an enemy in battle requires a great deal of courage.



3 implored

During World War II, posters **implored**, or urged, people to conserve materials and food.



4 exasperated

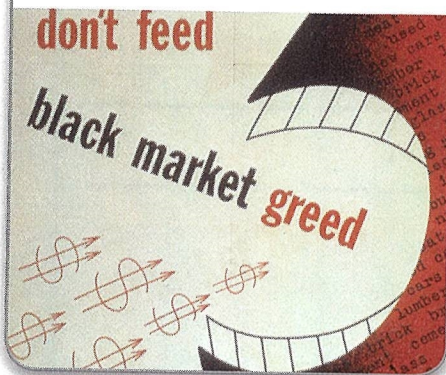
Some people were **exasperated** with wartime shortages. Others accepted the lack of supplies calmly.



- ▶ Study each **Context Card**.
- ▶ Discuss one picture. Use a different Vocabulary word from the one on the card.

5 **contempt**

People who sold scarce items illegally, or on the "black market," were viewed with **contempt**, or disgust.



6 **strident**

Dictators might speak to citizens in harsh, **strident** tones in an effort to intimidate them.



7 **warily**

During the war, people greeted hopeful news **warily**, or cautiously. They tried to focus on helping the troops.



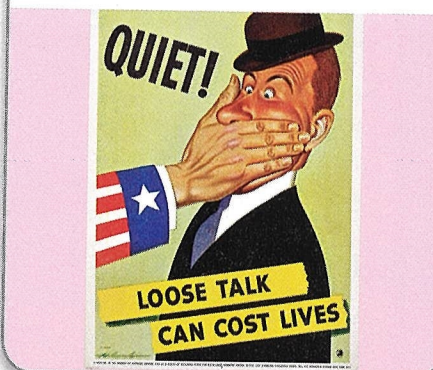
8 **intently**

An officer focusing on a battleground often peers **intently** through a pair of binoculars.



9 **scornfully**

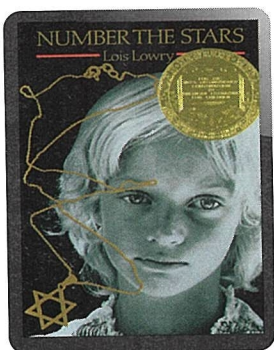
People who talked about war plans in public were referred to **scornfully**, with disgust, in World War II posters.



10 **subsided**

When victory came to Europe in World War II, tension **subsided** and people began to relax.

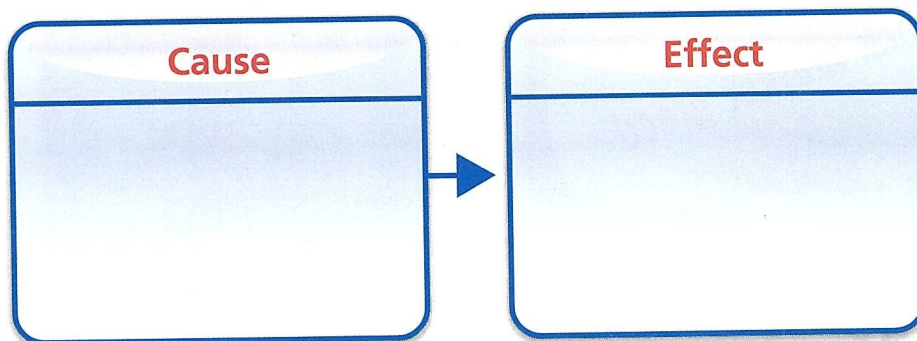




Read and Comprehend

✓ TARGET SKILL

Cause and Effect As you read “Number the Stars,” notice how cause-and-effect relationships link episodes in the plot. Remember that a **cause** is why an event happens, and an **effect** is what happens as a result of a cause. Sometimes the effect of one event is the cause of another. Use a graphic organizer like this one to help you record causes and effects as the plot unfolds. Think about how each event fits into the story’s overall structure.



✓ TARGET STRATEGY

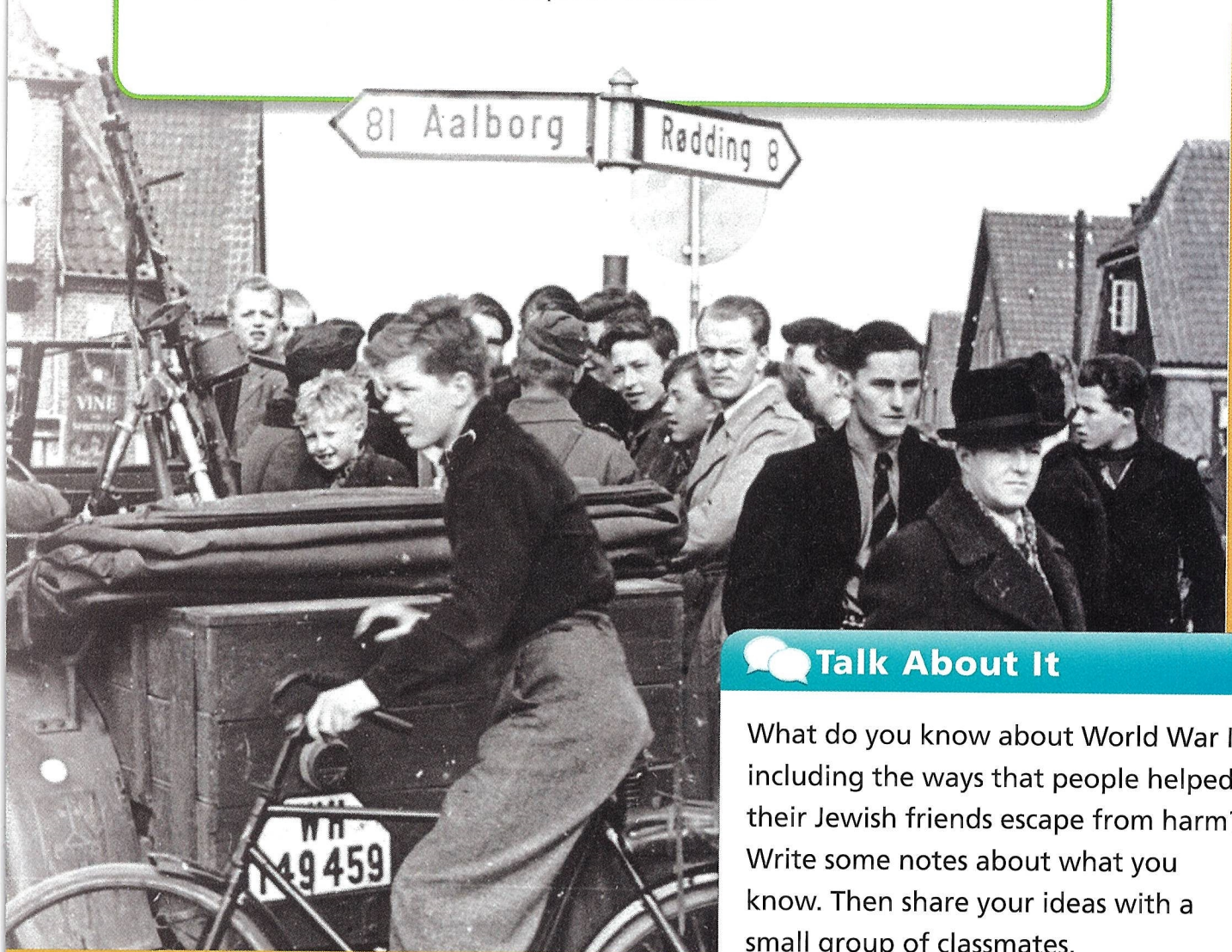
Analyze/Evaluate Think carefully about, or **analyze**, text evidence and then **evaluate**, or form an opinion about, what you are reading.

PREVIEW THE TOPIC

World War II

In 1939, Germany invaded Poland. As a result of the invasion, France and Great Britain declared war on Germany. Germany then invaded other countries in Europe, including Denmark, prompting many countries around the world to join forces against Germany.

During World War II, Germany's Nazi leader, Adolf Hitler, had Jewish people arrested and sent to prison camps. However, many people worked in secret to keep Jewish people safe from harm. In the historical fiction selection "Number the Stars," you'll read about a brave family who helps Jewish people escape from Nazi-occupied Denmark.

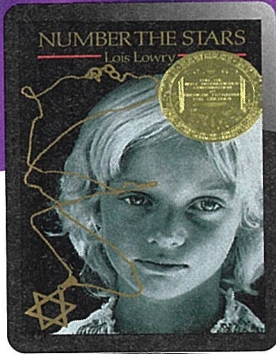


Talk About It

What do you know about World War II, including the ways that people helped their Jewish friends escape from harm? Write some notes about what you know. Then share your ideas with a small group of classmates.

Lesson 23

ANCHOR TEXT



✓ GENRE

Historical fiction is a story set in the past with events that did happen or could have happened. As you read, look for:

- ▶ actual historical figures
- ▶ a setting that is a real time and place in the past
- ▶ details that show the story is set in a real period of history

MEET THE AUTHOR

Lois Lowry



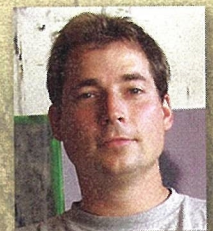
Twice a recipient of the prestigious Newbery Medal for *Number the Stars* and *The Giver*, Lois Lowry has published more than forty novels for young people, including nine narratives about the energetic Anastasia Krupnik—the main character in a series of popular middle-grade novels about an adolescent who deals with everyday predicaments. When she first became an author, Lowry penned books for an adult audience, but she was encouraged by her editor to write for children instead. Her books often present mature themes by using characters and circumstances that younger readers can comprehend and appreciate.

“My books have varied in content and style,” says Lowry, “yet it seems that all of them deal, essentially, with the same general theme: the importance of human connections.”

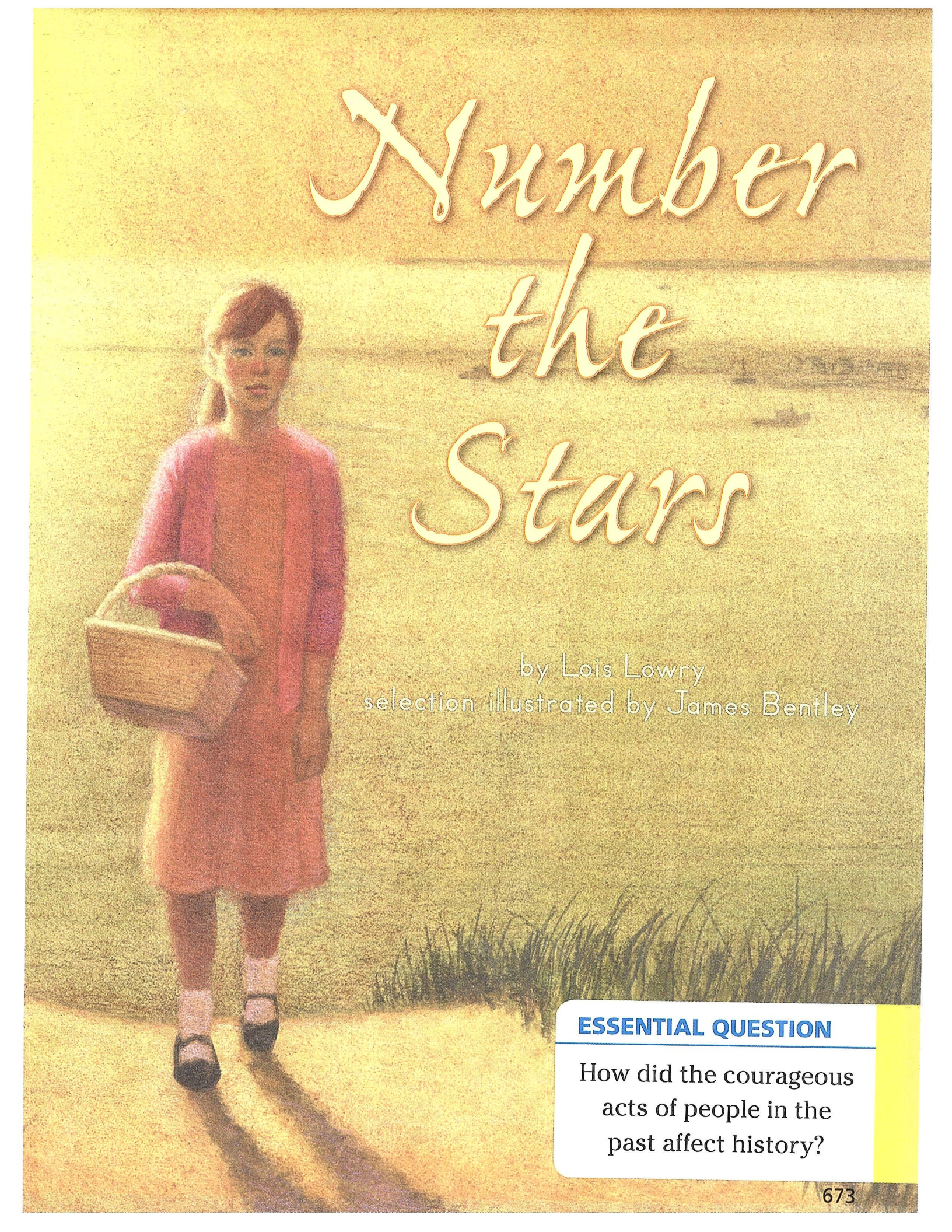
Discussions during a weeklong vacation to Bermuda with a Danish friend inspired Lowry to write *Number the Stars*, and as Lowry talked with her friend about her childhood, she began to visualize what it was like for her traveling companion during World War II. To continue her investigation for the story that became *Number the Stars*, Lowry eventually journeyed overseas to Denmark where she communicated with other people who experienced the war firsthand; she also visited the Holocaust Museum, which is dedicated to the role Denmark played in the war. Another of Lowry’s well-liked books, *Autumn Street*, takes place in the same time period as *Number the Stars*, but the events occur in a much different setting: Philadelphia, Pennsylvania.

MEET THE ILLUSTRATOR

James Bentley



James Bentley studied design and illustration at Dawson College in his hometown of Montreal, Quebec, in Canada. Bentley has created artwork for theater posters, advertisements, book covers, and magazines, as well as for private collectors. James Bentley has won a number of awards for his work, including one of his most valued awards—the Joseph Morgan Henninger Best of Show Award, given by the Society of Illustrators of Los Angeles.

A young girl with reddish-brown hair in a ponytail, wearing a pink cardigan over a pink dress, white socks, and black shoes, is walking on a dirt path. She is carrying a large, light-colored woven basket. The background is a vast, open field with a horizon line under a warm, golden sky. The overall style is that of a classic children's book illustration.

Number the Stars

by Lois Lowry
selection illustrated by James Bentley

ESSENTIAL QUESTION

How did the courageous acts of people in the past affect history?

With Nazi soldiers **occupying** Copenhagen, Denmark, in 1943, Annemarie Johansen travels with her mother and younger sister Kirsti to her Uncle Henrik's house on the Danish coast. Uncle Henrik and Peter Neilsen, the fiancé of Annemarie's older sister, are helping Danish Jews escape in Henrik's boat to safety in Sweden. Among them is the family of Ellen Rosen, Annemarie's best friend. After helping escort a group of escapees to the harbor, Annemarie's mother trips on the way home and breaks her ankle. In the house, she discovers that an important packet was not delivered, and in alarm, Mrs. Johansen directs Annemarie to place the packet at the bottom of a lunch basket and scurry to the harbor before Uncle Henrik departs. On the way, Nazi soldiers stop Annemarie, and they roughly search the contents of the basket.

Annemarie gave an **exasperated** sigh. "Could I go now, please?" she asked impatiently.

The soldier reached for the apple. He noted its brown spots, and made a face of disgust.

"No meat?" he asked, glancing at the basket and the napkin that lay in its bottom.

Annemarie gave him a withering look. "You know we have no meat," she said insolently. "Your army eats all of Denmark's meat."

Please, please, she **implored** in her mind. Don't lift the napkin.

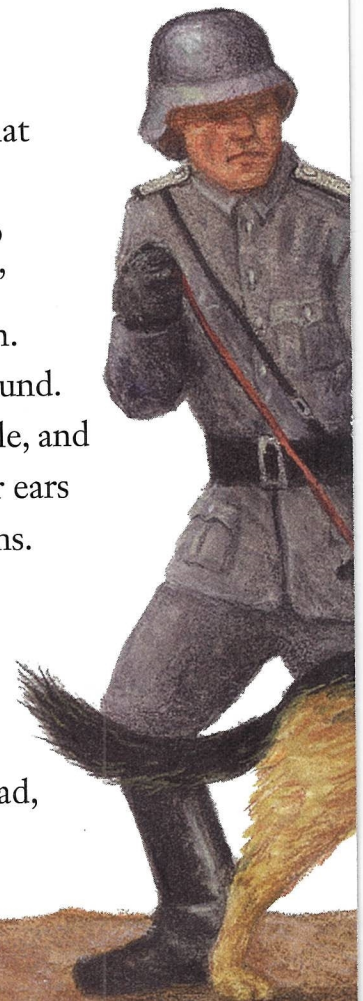
The soldier laughed. He dropped the bruised apple on the ground. One of the dogs leaned forward, pulling at his leash, sniffed the apple, and stepped back. But both dogs still looked **intently** at the basket, their ears alert, their mouths open. Saliva glistened on their smooth pink gums.

"My dogs smell meat," the soldier said.

"They smell squirrels in the woods," Annemarie responded.

"You should take them hunting."

The soldier reached forward with the cheese in one hand, as if he were going to return it to the basket. But he didn't. Instead, he pulled out the flowered cotton napkin.



ANALYZE THE TEXT

Figurative Language Annemarie gives the soldier a "withering look." What is the meaning of this phrase? Find another example of figurative language at the top of page 675 and tell what it means.

Annemarie froze.

“Your uncle has a pretty little lunch,” the soldier said **scornfully**, crumpling the napkin around the cheese in his hand. “Like a woman,” he added with **contempt**.

Then his eyes locked on the basket. He handed the cheese and napkin to the soldier beside him.

“What’s that? There, in the bottom?” he asked in a different, tenser voice.

What would Kirsti do? Annemarie stamped her foot. Suddenly, to her own surprise, she began to cry. “I don’t know!” she said, her voice choked. “My mother’s going to be angry that you stopped me and made me late. And you’ve completely ruined Uncle Henrik’s lunch, so now *he’ll* be mad at me, too!”

The dogs whined and struggled against the leashes, nosing forward to the basket. One of the other soldiers muttered something in German.

The soldier took out the packet. “Why was this so carefully hidden?” he snapped.

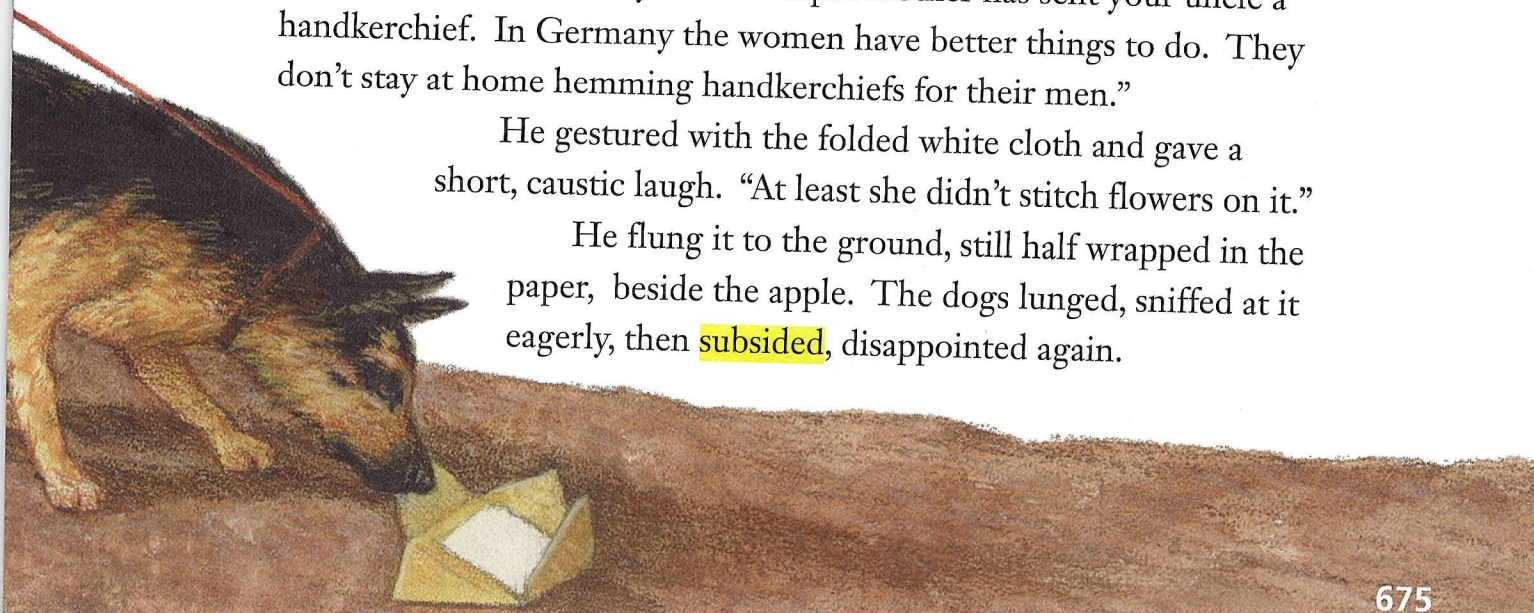
Annemarie wiped her eyes on the sleeve of her sweater. “It wasn’t hidden, any more than the napkin was. I don’t know what it is.” That, she realized, was true. She had no idea what was in the packet.

The soldier tore the paper open while below him, on the ground, the dogs strained and snarled, pulling against their leashes. Their muscles were visible beneath the sleek, short-haired flesh.

He looked inside, then glared at Annemarie. “Stop crying, you idiot girl,” he said harshly. “Your stupid mother has sent your uncle a handkerchief. In Germany the women have better things to do. They don’t stay at home hemming handkerchiefs for their men.”

He gestured with the folded white cloth and gave a short, caustic laugh. “At least she didn’t stitch flowers on it.”

He flung it to the ground, still half wrapped in the paper, beside the apple. The dogs lunged, sniffed at it eagerly, then **subsided**, disappointed again.



“Go on,” the soldier said. He dropped the cheese and the napkin back into her basket. “Go on to your uncle and tell him the German dogs enjoyed his bread.”

All of the soldiers pushed past her. One of them laughed, and they spoke to each other in their own language. In a moment they had disappeared down the path, in the direction from which Annemarie had just come.

Quickly she picked up the apple and the opened packet with the white handkerchief inside. She put them into the basket and ran around



the bend toward the harbor, where the morning sky was now bright with early sun and some of the boat engines were starting their **strident** din.

The *Ingeborg* (EEENG uh bawrg) was still there, by the dock, and Uncle Henrik was there, his light hair windblown and bright as he knelt by the nets. Annemarie called to him and he came to the side, his face worried when he recognized her on the dock.

She handed the basket across. "Mama sent your lunch," she said, her voice quavering. "But soldiers stopped me, and they took your bread." She didn't dare to tell him more.

Henrik glanced quickly into the basket. She could see the look of relief on his face, and knew that it was because he saw that the packet was there, even though it was torn open.

"Thank you," he said, and the relief was evident in his voice.

Annemarie looked quickly around the familiar small boat. She could see down the passageway into the empty cabin. There was no sign of the Rosens or the others. Uncle Henrik followed her eyes and her puzzled look.

"All is well," he said softly. "Don't worry. Everything is all right.

"I wasn't sure," he said. "But now"—he eyed the basket in his hands—"because of you, Annemarie, everything is all right.

"You run home now, and tell your mama not to worry. I will see you this evening."

He grinned at her suddenly. "They took my bread, eh?" he said. "I hope they choke on it."

"Poor Blossom!" Uncle Henrik said, laughing, after dinner that evening. "It was bad enough that your mother was going to milk her, after all these years of city life. But Annemarie! To do it for the very first time! I'm surprised Blossom didn't kick you!"

ANALYZE THE TEXT

Understanding Characters How does Annemarie react to being stopped and questioned by the German soldiers? How does her behavior change from the beginning of her encounter with the soldiers to the end of it? What does Annemarie's attitude with the soldiers tell you about her character?

Mama laughed, too. She sat in a comfortable chair that Uncle Henrik had moved from the living room and placed in a corner of the kitchen. Her leg, in a clean white cast to the knee, was on a footstool.

Annemarie didn't mind their laughing. It *had* been funny. When she had arrived back at the farmhouse—she had run along the road to avoid the soldiers who might still be in the woods; now, carrying nothing, she was in no danger—Mama and Kirsti were gone. There was a note, hastily written, from Mama, that the doctor was taking her in his car to the local hospital, that they would be back soon.

But the noise from Blossom, forgotten, un milked, uncomfortable, in the barn, had sent Annemarie **warily** out with the milking bucket. She had done her best, trying to ignore Blossom's irritated snorts and tossing head, remembering how Uncle Henrik's hands had worked with a firm, rhythmic, pulling motion. And she had milked.

"I could have done it," Kirsti announced. "You only have to pull and it squirts out. I could do it *easily*."

Annemarie rolled her eyes. I'd like to see you try, she thought.

"Is Ellen coming back?" Kirsti asked, forgetting the cow after a moment. "She said she'd make a dress for my doll."

"Annemarie and I will help you make a dress," Mama told her.

"Ellen had to go with her parents. Wasn't that a nice surprise, that the Rosens came last night to get her?"

"She should have waked me up to say goodbye," Kirsti grumbled, spooning some imaginary food into the painted mouth of the doll she had propped in a chair beside her.

"Annemarie," Uncle Henrik said, getting up from the table and pushing back his chair, "if you come with me now to the barn, I'll give you a milking lesson. Wash your hands first."

"Me too," said Kirsti.



“Not you too,” Mama said. “Not this time. I need your help here, since I can’t walk very well. You’ll have to be my nurse.”

Kirsti hesitated, deciding whether to argue. Then she said, “I’m going to be a nurse when I grow up. Not a cow milker. So I have to stay here and take care of Mama.”

Followed as usual by the kitten, Annemarie walked with Uncle Henrik to the barn through a fine misty rain that had begun to fall. It seemed to her that Blossom shook her head happily when she saw Henrik and knew that she would be in good hands again.

She sat on the stacked hay and watched while he milked. But her mind was not on the milking.

“Uncle Henrik,” she asked, “where are the Rosens and the others? I thought you were taking them to Sweden on your boat. But they weren’t there.”

“They were there,” he told her, leaning forward against the cow’s broad side. “You shouldn’t know this. You remember that I told you it was safer not to know.

“But,” he went on, as his hands moved with their sure and practiced motion, “I will tell you just a little, because you were so very brave.”

“Brave?” Annemarie asked, surprised. “No, I wasn’t. I was very frightened.”

“You risked your life.”

“But I didn’t even think about that! I was only thinking of—”

He interrupted her, smiling. “That’s all that *brave* means—not thinking about the dangers. Just thinking about what you must do. Of course you were frightened. I was too, today. But you kept your mind on what you had to do. So did I. Now let me tell you about the Rosens.

“Many of the fishermen have built hidden places in their boats. I have, too. Down underneath. I have only to lift the boards in the right place, and there is room to hide a few people. Peter, and others in the Resistance who work with him, bring them to me, and to the other fishermen as well. There are people who hide them and help them, along the way to Gilleleje.”

Annemarie was startled. "Peter is in the Resistance? Of course! I should have known! He brings Mama and Papa the secret newspaper, *De Frie Danske* (dee free DAN skee). And he always seems to be on the move. I should have figured it out myself!"

"He is a very, very brave young man," Uncle Henrik said. "They all are."

Annemarie frowned, remembering the empty boat that morning. "Were the Rosens and others there, then, underneath, when I brought the basket?"

Uncle Henrik nodded.

"I heard nothing," Annemarie said.

"Of course not. They had to be absolutely quiet for many hours. The baby was drugged so that it wouldn't wake and cry."

"Could they hear me when I talked to you?"

"Yes. Your friend Ellen told me, later, that they heard you. And they heard the soldiers who came to search the boat."

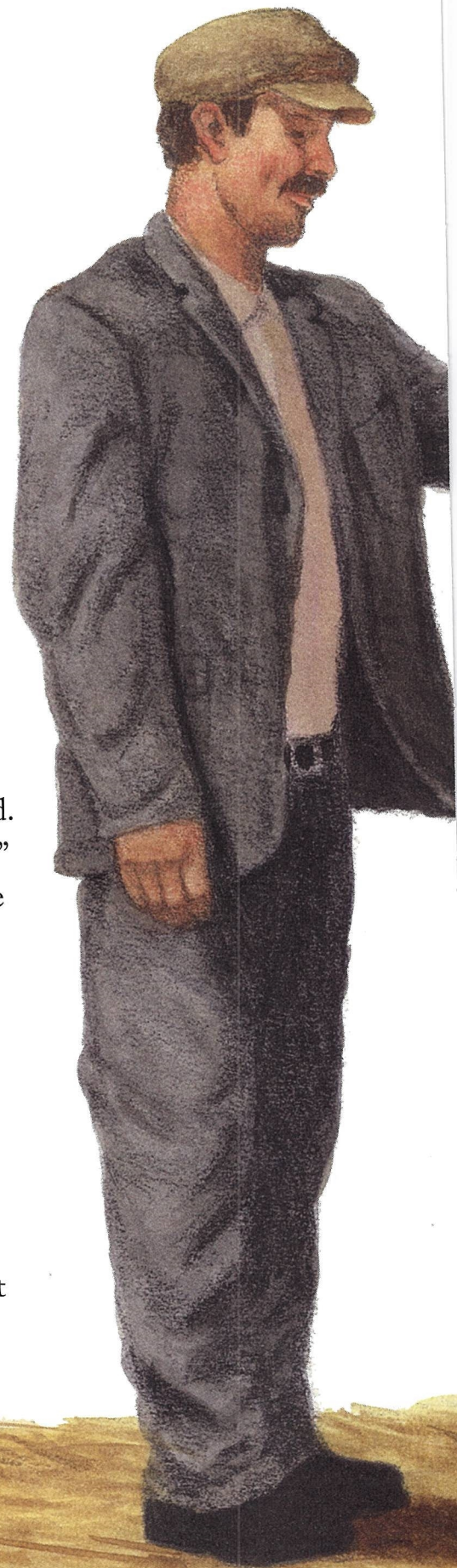
Annemarie's eyes widened. "Soldiers came?" she asked. "I thought they went the other way after they stopped me."

"There are many soldiers in Gilleleje and all along the coast. They are searching all the boats now. They know that the Jews are escaping, but they are not sure how, and they rarely find them. The hiding places are carefully concealed, and often we pile dead fish on the deck as well. They hate getting their shiny boots dirtied!"

He turned his head toward her and grinned.

Annemarie remembered the shiny boots **confronting** her on the dark path.

"Uncle Henrik," she said, "I'm sure you are right, that I shouldn't know everything. But, please, would you tell me about the handkerchief? I knew it was important, the



packet, and that's why I ran through the woods to take it to you. But I thought maybe it was a map. How could a handkerchief be important?"

He set the filled pail aside and began to wash the cow's udder with the damp cloth. "Very few people know about this, Annemarie," he said with a serious look. "But the soldiers are so angry about the escaping Jews—and the fact that they can't find them—that they have just started using trained dogs."

"They had dogs! The ones who stopped me on the path!"

Uncle Henrik nodded. "The dogs are trained to sniff about and find where people are hidden. It happened just yesterday on two boats. Those dogs, they go right through dead fish to the human scent.

"We were all very, very worried. We thought it meant the end of the escape to Sweden by boat.

"It was Peter who took the problem to scientists and doctors. Some very fine minds have worked night and day, trying to find a solution.

"And they have created a special drug. I don't know what it is. But it was in the handkerchief. It attracts the dogs, but when they sniff at it, it ruins their sense of smell. Imagine that!"

Annemarie remembered how the dogs had lunged at the handkerchief, smelled it, and then turned away.

"Now, thanks to Peter, we will each have such a handkerchief, each boat captain. When the soldiers board our boats, we will simply pull the handkerchiefs out of our pockets. The Germans will probably think we all have bad colds! The dogs will sniff about, sniff the handkerchiefs we are holding, and then roam the boat and find nothing. They will smell nothing."



“Did they bring dogs to your boat this morning?”

“Yes. Not twenty minutes after you had gone. I was about to pull away from the dock when the soldiers appeared and ordered me to halt. They came aboard, searched, found nothing. By then, of course, I had the handkerchief. If I had not, well—” His voice trailed off, and he didn’t finish the sentence. He didn’t need to.

If she had not found the packet where Mr. Rosen had dropped it. If she had not run through the woods. If the soldiers had taken the basket. If she had not reached the boat in time. All of the ifs whirled in Annemarie’s head.

“They are safe in Sweden now?” she asked. “You’re sure?”

Uncle Henrik stood, and patted the cow’s head. “I saw them ashore. There were people waiting to take them to shelter. They are quite safe there.”

“But what if the Nazis invade Sweden? Will the Rosens have to run away again?”

“That won’t happen. For reasons of their own, the Nazis want Sweden to remain free. It is very complicated.”

Annemarie’s thoughts turned to her friends, hiding under the deck of the *Ingeborg*. “It must have been awful for them, so many hours there,” she murmured. “Was it dark in the hiding place?”

“Dark, and cold, and very cramped. And Mrs. Rosen was seasick, even though we were not on the water very long—it is a short distance, as you know. But they are courageous people. And none of that mattered when they stepped ashore. The air was fresh and cool in Sweden; the wind was blowing. The baby was beginning to wake as I said goodbye to them.”

“I wonder if I will ever see Ellen again,” Annemarie said sadly.

“You will, little one. You saved her life, after all. Someday you will find her again. Someday the war will end,” Uncle Henrik said. “All wars do.”

“Now then,” he added, stretching, “that was quite a milking lesson, was it not?”

ANALYZE THE TEXT

Cause and Effect What would have happened if Annemarie had not delivered the handkerchief to Uncle Henrik in time?

For Further Reading

Numerous well-known books—both historical fiction and nonfiction—have been written about the time period that is depicted by Lois Lowry in *Number the Stars*. One of the most celebrated and classic books from this era is *Anne Frank: The Diary of a Young Girl*, the actual diary of a Dutch Jewish girl, who upon receiving a blank red-and-white checkered diary for her thirteenth birthday, recorded in profound detail her own experiences while in hiding with her family for twenty-five months in Nazi-occupied Amsterdam.

Anne Frank initially wrote the diary entries for herself, filling up the original volume and multiple other notebooks with her memoir; however, after hearing a plea on a Dutch radio broadcast for eyewitness accounts of the war (including letters and diaries), Anne decided that after the war she would publish her diary as a book. Because Anne Frank did not survive World War II, her father, Otto Frank, assumed responsibility for seeing that the diary entries would be published and shared with a large audience.

The diary was not accepted for publication immediately; many publishers

rejected the manuscript before it was first printed in Holland in 1947, and later in the United States in 1952. The rest is history: the famous diary has been translated into more than seventy different languages and has become one of the world's most widely read works of literature. In 1955, a play based on Anne Frank's chronicle won the Pulitzer Prize, and a motion picture soon followed.

Anne Frank's diary entries were not the only pieces of prose she produced while hiding in a labyrinth of rooms above her father's office; she also penned several short stories and collected her favorite quotes, an idea that her father gave her. In portions of her diary, Anne Frank reflects on her favorite quotes and references her story-writing, too.

To read more about Anne Frank and her family's harrowing experiences during World War II, look for the famous diary during your next visit to the library or research her history on the Internet. Many websites and museums around the world are dedicated to educating people about the life of Anne Frank and the historical context for her memorable diary.



Dig Deeper

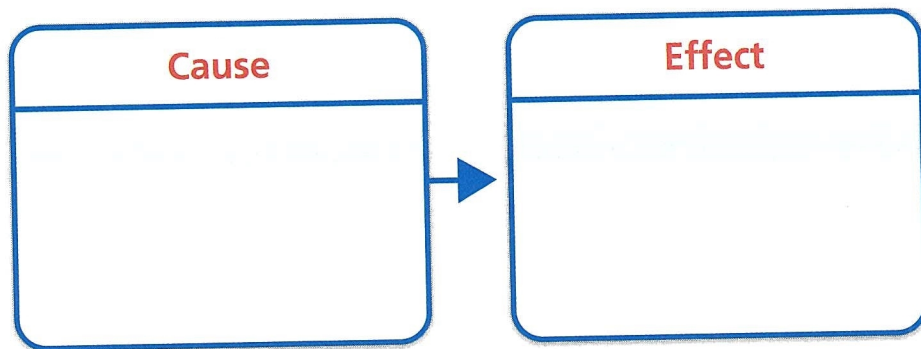
Use Clues to Analyze the Text

Use these pages to learn about Cause and Effect, Figurative Language, and Understanding Characters. Then read "Number the Stars" again to apply what you learned.

Cause and Effect

Good readers use **cause-and-effect** relationships to help them understand how a story's plot unfolds. Sometimes authors use words such as *because*, *when*, *then*, and *so* to signal causes and effects, but other times readers have to use text evidence to figure out causes and effects. As you read "Number the Stars," think about the events that make up the plot. For each event, ask yourself, "Why did this happen, and what might happen next because of it? How does this event fit into the overall structure of the story?"

Look back at pages 674–676. The soldiers stop Annemarie to search her lunch basket. What causes and effects lead up to the soldiers' decision to return the basket to Annemarie?



Figurative Language

Authors often use words and phrases in ways that are different from their literal meanings. This **figurative** use of language helps a reader imagine one thing in terms of another. One example of figurative language is the expression *crush our opponent*. It means “to win by a complete defeat.” As you reread “Number the Stars,” look for places where the author uses figurative language. Use clues in the text to help you figure out the meanings of these words or phrases.



Understanding Characters

Understanding story characters can help you better comprehend a story. To understand the characters in “Number the Stars,” pay attention to text evidence, such as what characters say and do, how they feel, and what others say or how they feel about them. Use what you learn about Annemarie, Uncle Henrik, and the other story characters to help you understand how they respond to story events and how they change as the plot moves toward a resolution, or conclusion.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question:

How did the courageous acts of people in the past affect history?
As you discuss, ask questions of each other and reflect on your ideas.



Classroom Conversation

Continue your discussion of "Number the Stars" by using text evidence to explain your answers to these questions:

- 1 What do you think Annemarie will do if she is asked to help the Resistance in the future? Why?
- 2 Based on what you have learned from the story, why do you think the author chose "Number the Stars" as the title?
- 3 What do you think the author wants you to feel about Uncle Henrik?

CHARACTER MOTIVATION

Discuss Characters' Actions Work with a partner to discuss Annemarie, her mother, and Uncle Henrik in "Number the Stars." Discuss the following: *What risks do these characters take? Why are they willing to take the risks? What would have happened if the characters were not willing to take those kinds of risks? Use text evidence and inferences about what you have read to answer the questions. Ask questions to clarify your understanding of your partner's answers.*

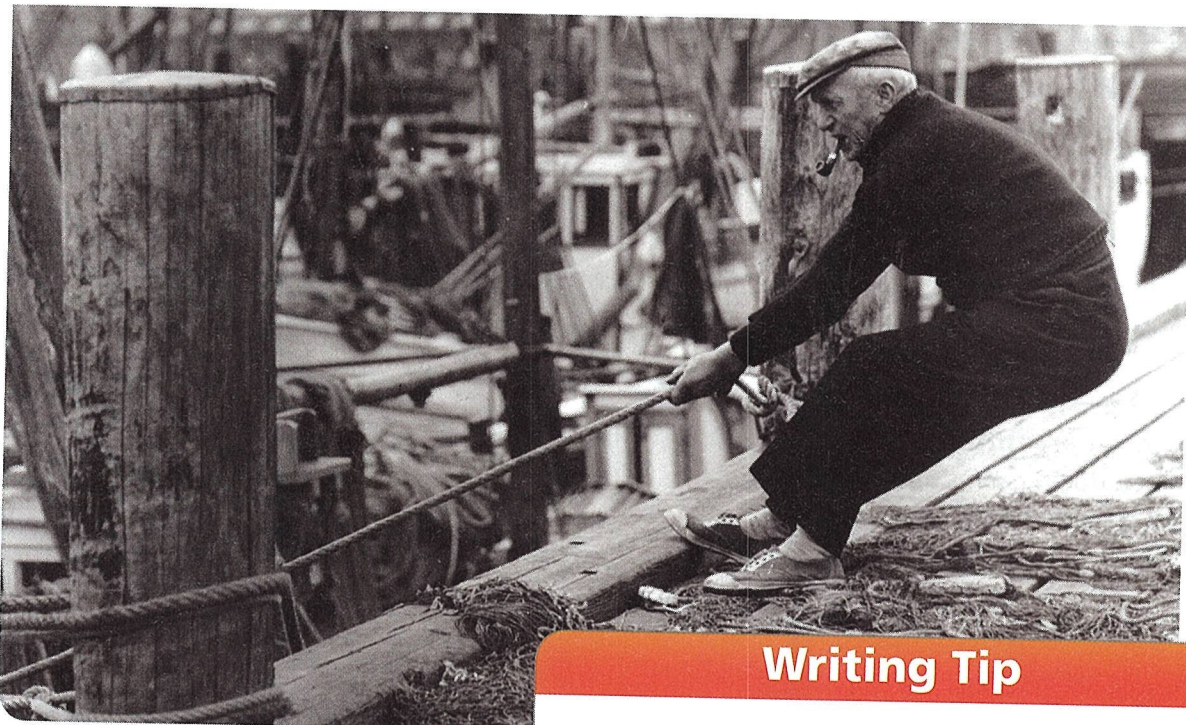


Performance Task

WRITE ABOUT READING



Response Uncle Henrik decides to tell Annemarie why the handkerchief is so special. Write a paragraph to explain whether you agree or disagree with his decision to share this information. Use text evidence from the story to support your argument. Include in your response how story events might have been different if Annemarie had known about the handkerchief before she met the soldiers.

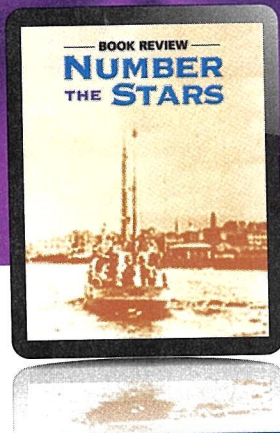


Writing Tip

Begin your paragraph by stating your claim. Support it with evidence from the text. Use key words and phrases, such as *if* and *then*, to signal cause-and-effect relationships.

Lesson 23

OPINION ESSAY



✓ GENRE

An **opinion essay**, such as a book review, gives the author's opinion or point of view about a subject.

✓ TEXT FOCUS

When writing an **argument**, an author introduces claims and then provides reasons to support them.

BOOK REVIEW

NUMBER THE STARS

by Carl Wallach

The award-winning novel *Number the Stars*, by Lois Lowry, is a story about danger, bravery, and friendship. It is set in Copenhagen and Gilleleje, Denmark, in 1943, during World War II. With German Nazi troops occupying Denmark, life is hard for Annemarie Johansen and her family.

Life is even harder for the family of Annemarie's friend Ellen, who is Jewish. The Nazis are planning to move the Jews from Denmark to concentration camps. Feeling contempt for the German soldiers, Annemarie's family resolves to help Ellen's family.

In the course of the novel, Annemarie finds her courage by confronting her fears. In a tense scene, she is delivering a mysterious package to her Uncle Henrik when she crosses paths with a group of German soldiers. In harsh voices, they demand to know where Annemarie is going. They search through her possessions and interrogate her. After her panic has subsided, Annemarie responds scornfully. She acts exasperated and begins to cry. Unable to find anything of interest, the soldiers finally move on.

Just as memorable as the exciting action are the characters' relationships. The friendship between Annemarie and Ellen is the heart of this book. It makes personal an amazing event in history: the heroic actions of Danish citizens in smuggling some seven thousand Danish Jews to safety in Sweden.

Number the Stars is one of Lois Lowry's most powerful novels. Lowry has tackled a difficult subject with sensitivity. Readers who enjoy history as well as action will appreciate the historical details and the suspenseful plot. All readers will relate to Annemarie and Ellen's friendship and the moving examples of the strength of the human spirit.



(Left) Danish fishermen ferry Jewish passengers to safety in Sweden during World War II. (Above) Jewish refugees arrive safely in Sweden, October 1943.

AN INTERVIEW WITH LOIS LOWRY

What led you to write about the topic of Denmark during World War II?

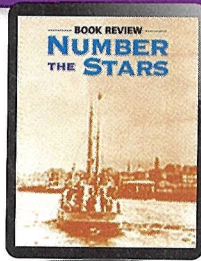
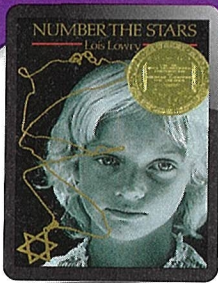
I think every piece of human history has fascinating individual stories connected to it. I just happened to have a Danish friend who told me of her own childhood in Copenhagen during the Nazi occupation there. With that personal connection, I was able to research the greater historical significance of the events in Denmark. But I tried to tell them on a personal scale, one child's story.

What are the challenges and rewards of writing historical fiction?

The challenge is to get it right. There had been some misinformation about the occupation of Denmark—people are still telling the (false) story that the king wore a yellow star in sympathy with the Jews. It didn't happen. I didn't want to be guilty of repeating myth. So I read a lot of history, talked to real people who had been there then, and tried to write the truth.

The reward was making an important story available and interesting to a young audience. There are countless children now who know about the integrity of the Danish people during that time, and who have been inspired by it. It's my hope that it has affected the thinking of young people about issues of prejudice.

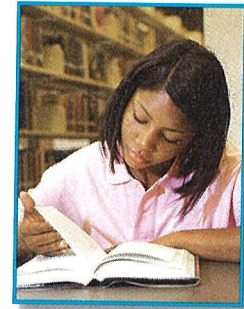




Compare Texts

TEXT TO TEXT

Compare Descriptions Think about the book review you just read of “Number the Stars.” Then compare the book review to the story “Number the Stars.” How does the author of the book review describe the events in the story? In what ways are these descriptions different from the story? Write your answers. Use evidence from both texts to support your ideas.



TEXT TO SELF

Make Lists During World War II, many people were forced to flee their homelands. If you had to start life somewhere else, what aspects of your old life would you miss most? What would you do differently in your new home? Make two lists.



TEXT TO WORLD

Compare Characters People all over the world perform acts of bravery. The same is true for Annemarie in “Number the Stars” and Matt in “Airborn” (Lesson 12). Compare and contrast the characters’ actions. How do their actions contribute to the common theme of bravery in both stories? Use text evidence to support your ideas. Share your ideas with other members of a small group.



Grammar

What Is a Contraction? A **contraction** is a word formed by combining two words and shortening one of them. An **apostrophe** takes the place of the letter or letters left out of the combined word. You can combine personal pronouns with verbs such as *am*, *is*, *are*, *have*, *had*, and *will* to make contractions such as *I'm*. You can also combine some verbs with the word *not* to make contractions such as *isn't*.

Contractions	
Pronoun Plus Verb	<u>She's</u> my best friend. (She is)
Pronoun Plus Verb	<u>They've</u> gone to the boat already. (They have)
Verb Plus <i>not</i>	Annemarie <u>hasn't</u> delivered the packet yet. (has not)
Verb Plus <i>not</i>	The soldiers <u>aren't</u> letting her go. (are not)

When you use a contraction with *not*, make sure you are not creating a double negative. Avoid using *ain't*, which looks like a contraction but is usually not accepted as a word.

Try This!

Rewrite each sentence below on another sheet of paper. Replace the words in bold type with a contraction.

- 1 **He is** worried about Annemarie.
- 2 That young girl **was not** acting politely.
- 3 If she angers the soldiers, **they will** probably arrest her.
- 4 She **had not** said anything to endanger the Rosen family.

A single punctuation error can confuse your reader, so edit your writing carefully. When you write contractions, be sure to set the apostrophe in the correct place.



Incorrect

There are'nt any papers in the envelope.

Its empty except for a handkerchief.

The soldier does'nt expect this.

Hes tossing the handkerchief to the dogs.

Correct

There aren't any papers in the envelope.

It's empty except for a handkerchief.

The soldier doesn't expect this.

He's tossing the handkerchief to the dogs.

Connect Grammar to Writing

As you edit your persuasive letter, check for contractions and make sure you have written them correctly.

▶ Writing Opinions:
Support Your
Argument

▶ Writing Opinions:
Conclude Your
Argument

my
WriteSmart

Argument Writing

✓ Purpose Good writers use more than one approach in their arguments. As you revise your **persuasive letter**, use additional approaches to be more convincing. Use words and phrases to link the different reasons and evidence that support your claim. End with a conclusion.

John drafted a letter that the king of Denmark might have written to persuade the German government to remove its troops during World War II. Later, he added a third approach to his argument.

Revised Draft

~~Third, like Germany, Denmark is its own~~
~~Denmark, like Germany, is its own~~

^{with}
country. It ~~has~~ the right to govern itself.

^{Because of this reason, we}
~~we~~ simply cannot tolerate uninvited foreign

troops in our midst any longer.

I'm certain that after you carefully

consider all of my reasons, you will understand

that you must withdraw your troops from my

country. Your country would feel the same

way if the situation were reversed.

^{Sincerely,}
^{King of Denmark}

Writing Checklist

✓ Purpose

Did I use more than one approach to convince my readers?

✓ Organization

Did I introduce my claim and follow it with clear reasons?

✓ Evidence

Did I support my claim with reasons and evidence?

✓ Elaboration

Did I maintain a convincing tone?

✓ Conventions

Did I use the proper greeting and closing?

Did I use correct spelling, grammar, and punctuation?

Final Copy

Government of Germany:

I urge you to withdraw your troops from Denmark immediately. This withdrawal is in your best interest for three reasons.

The first reason is that you are upsetting the population. The soldiers' practice of searching the Danish citizens on the street frightens them.

The second reason is that you are damaging your reputation. As long as you keep troops in Denmark, your reputation as a bullying nation grows. Surely you must care what the world thinks.

Third, like Germany, Denmark is an independent country with the right to govern itself. Because of this reason, we simply cannot tolerate uninvited foreign troops in our midst any longer.

I'm certain that after you carefully consider all of my reasons, you will understand that you must withdraw your troops from my country. Your country would feel the same way if the situation were reversed.

Sincerely,
King of Denmark

Reading as a Writer

Look for a new approach to strengthen your writing, such as finding common ground. What other approaches might you use to make your letter more convincing?

I tried a new approach to strengthen my argument. I pointed out the common ground shared by Denmark and Germany.

