**Number the Stars Final Discussion**

Video at <http://youtu.be/XwWar6tBYtM>

**Objectives**

* [CCSS.ELA-Literacy.RL.5.2](http://www.corestandards.org/ELA-Literacy/RL/5/2/) Students will determine a theme of a story from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic
* [CCSS.ELA-Literacy.RL.5.3](http://www.corestandards.org/ELA-Literacy/RL/5/3/) Students will 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).

**Anticipatory Set**

* Now that we’ve finished reading *Number the Stars,* what did you think of the book? Did anything surprise you? Were any of your predictions correct?
* Before we started the book, we talked about how the book’s genre was historical fiction. Based on the events in the book what makes the text historical fiction?

**Procedures**

* The historical nature of the text helps to set up several of the themes in the book. These themes developed through the interactions of different characters and how each of the characters grew as a result of the events in the story.
* Who can define a theme for me?
  + Prompt: If I say that one major theme in our story was bravery, how does that shape your definition?
  + Definition: The theme of a story is something that you discover as a result of the actions of characters and the events that occur. It is a common idea or message that is carried out throughout the course of the book.
  + So if I was looking at the Theme of bravery again, I could support that bravery is a theme based on several different events in the story. Who can give me some examples from the text of how this theme is demonstrated? (Peter in the resistance, Annemarie with the soldiers at the end of the book, Ellen and her family on the boat, Uncle Henrik and the other sailors hiding the Jews on their boats)
* The theme of bravery is more evident in the text than other themes. Can anyone think of some other themes that come up in our story?
  + Have a student record them on the board.
  + Prompt for things such as growing up, voyage (traveling), fairy tales v. reality
* In groups we’re going to look more carefully at each of these themes. In heterogeneous groups of 4 or 5 I want you to look at your assigned theme.
  + Think about how the similarities and difference help demonstrate these events.
  + Come up with 3 or 4 events of comparisons that are evidence for your theme in the book.
  + You will have 7-8 minutes to work in your groups.
    - Each group will have different roles: 1. Recorder (takes notes), 2. Leader (keeps group on task and helps lead discussion), 3. 1 or 2 Presenter(s) (share with class what their group found), and a Questioner (will ask questions based on the text to keep the conversation going)
* Have presenters come to the front of the room and share their group’s findings. As they finish presenting they hand me their sheet and go back to their seats.
* How would these themes be different if the story was told by a different narrator? What if it was from the point of view of the German soldiers or someone from today?

**Closure**

* For the final project on the book, we are going to do a couple of things around the events and a theme in the book. The first part of the project is to do picture panel. You will draw the main event from each of the 7 assigned chapters and caption the picture to summarize the action.
* The second part of the project is to look at how 5 characters demonstrate the theme of heroism. Using details from the story describe what each of the characters did that was heroic.
* Any questions? You can start on your drafts of the project.

**Assessment**

* Look through group discussion sheets to make sure they are making connections between the text and their themes, and are using character compare contrast to support their theme is relevant.
* Final Project on heroism, look to see that students are realizing that characters all demonstrate heroism in different but important ways.
* Listen to student comments on how the point of view changes the themes in the story.

**Group Discussion Sheet:**

**Number the Stars Discussion**

**\*This will be turned in so do your best work and write neatly!\***

**Theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Group Roles:**

* **Leader (Keep group on task): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Questioner (Asks questions to help guide discussion): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Recorder (Write groups discussion): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Presenter(s) (Share with the class): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notes:**

**Final Project Rubrics**

**Picture Panels**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Image | Image is well done (detailed, in color, and of good quality) and accurately depicts one of the main events in the chapter | The image is acceptable (may lack some detail or color) and depicts a main event in the chapter | The image is acceptable and depicts an event of some importance in the chapter | The image is or poor quality and/ or does not depict an event in the chapter. |
| Summary Statement | Summary statement uses well-constructed sentences and accurately gives the main points of the chapter | Summary statement uses sentences, although they may not be well constructed, and accurately gives the main points of the chapter | Summary statement uses sentences, although they may not be well constructed, and gives some of the main points of the chapter | Summary statement is not in sentence form and contains few if any main points from the chapter |
| Chapter Title | The chapter number and title are written on the picture panel | NA | NA | The chapter number and title are not written on the picture panel |

**Heroes Responses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Identify Heroes | 5 different characters are identified as being heroic | 3-4 different characters are identified as being heroic | 1-2 characters are identified as being heroic | No characters are identified as being heroic |
| Identify Example of Heroism | The student references specific events in the story as evidence for how a character is heroic | The student references vague ideas or events to show how the character is heroic | The student uses some evidence, although not necessarily textually based, to show how the character is heroic | The student does not provide evidence for how the character is heroic |
| Sentence Structure | The student uses good sentence structure. | The student uses some elements of sentence structure. | The student uses elements of good sentence structure, but inconsistently. | The student does not use complete sentences. |