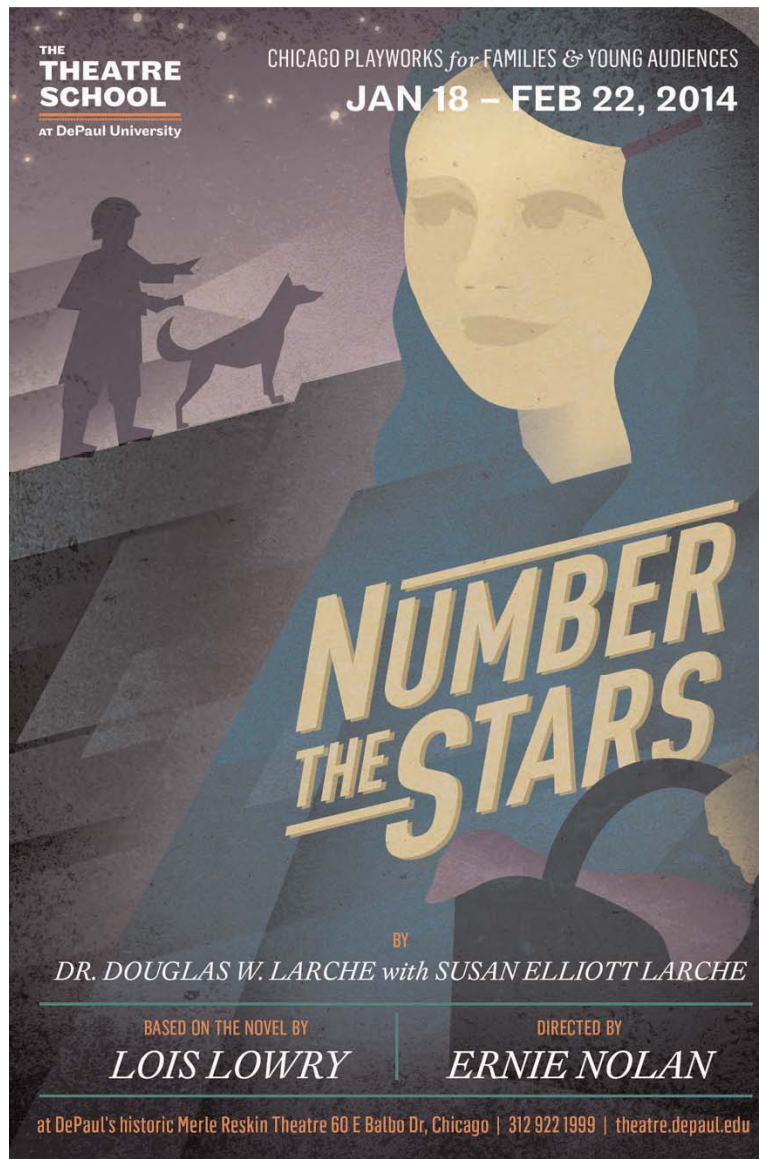


# Teacher Guide

THE  
**THEATRE  
SCHOOL**  
AT DePaul University



by Dr. Douglas W. Larche with Susan Elliott Larche  
based on the novel by Lois Lowry  
directed by Ernie Nolan

teacher guide prepared  
by Maureen Kuhl, Catherine Miller, and Emily Marlatt

January 18 - February 22, 2014

at DePaul's Merle Reskin Theatre  
60 E. Balbo Drive, Chicago

Web Site: [theatre.depaul.edu](http://theatre.depaul.edu)

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Box Office and Group Sales: (312) 922-1999

# THE THEATRE SCHOOL

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## AT DePaul University

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The Theatre School  
at DePaul University.

Guides are distributed free of  
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They are intended as a tool to  
facilitate learning, discussion,  
and an enhanced theatre  
experience for our audience.

...

The Theatre School  
DePaul University  
Merle Reskin Theatre  
60 E. Balbo Drive  
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### Chicago Playworks Program Goals:

- To provide a live theatre experience for students and teachers in the Chicago metropolitan area.
- To provide theatre for Chicago's children that reflects their experiences in a contemporary, urban, and multi-ethnic environment.
- To serve principals, teachers, and students in their pursuit of Illinois State Learning Goals.
- To integrate performances and teacher guide information/activities into the classroom curriculum.
- To offer our performances within a workable, convenient time frame.
- To contact principals and teachers with valuable and solid information that will help them to make choices that fit their students' needs.

# Welcome, Teachers

*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.*

—Lois Lowry, *Number the Stars*

Welcome to DePaul's Merle Reskin Theatre and the Chicago Playworks production of Lois Lowry's *Number the Stars*, adapted by Dr. Douglas W. Larche and Susan Elliott Larche, and directed by Ernie Nolan. This guide is designed to help your students unpack what you will see onstage with discussion questions, lessons, and activities for the classroom both before and after the play.

In this guide, you will find **Ellen's Education Stations** (factual information of the ideas in the play for your students to study) and **Annemarie's Activities**, (fun and imaginative projects inspired by themes and concepts of the play). Each section of this guide will pertain to different sections of the academic curriculum and incorporate Illinois Learning Standards as well as national standards for theatre.

Thank you for bringing your students! Let's begin our story...

Maureen Kuhl, BFA3, Theatre Arts,  
Catherine Miller, BFA4, Dramaturgy/Criticism  
Emily Marlatt, BFA4, Theatre Arts



# Welcome, Students, to our Journey

Welcome to DePaul's Merle Reskin Theatre and the Chicago Playworks production of Lois Lowry's *Number the Stars* by Lois Lowry, adapted by Dr. Douglas W. Larche and Susan Elliott Larche, and directed by Ernie Nolan.

While on the playground, you can talk as much as Ellen and Annemarie, but the theatre is a very different place. The actors depend on the your attentiveness and energy in order to give you a fantastic performance. Though your theatre seat might not look like a desk, it still behaves like one. Please make sure you sit in it properly, with hands and feet in your own area.

Though our Denmark is a beautiful location, we ask that you do not take photos. Instead, let the memory of the performance live inside you! Cellular phones are also not allowed in Denmark. If a soldier sees a phone, which did not exist in 1943, they might try to take it away!

A last reminder: no gum, food or drink is allowed in the theatre. Littering in Denmark is not allowed and is frowned upon.

It's time for our story to begin! Enjoy!

Maureen Kuhl, BFA3, Theatre Arts,  
Catherine Miller, BFA4, Dramaturgy/Criticism  
Emily Marlatt, BFA4, Theatre Arts

# Synopsis

**Annemarie Johansen** and **Ellen Rosen** are two ten-year-old girls living in Nazi-occupied Denmark. Though their lives have been difficult living under German occupation, their experiences are about to get even more challenging. With Nazi rule tightening on the Jewish community, Ellen and her family decide to go into hiding. With the help of Annemarie and her family, Ellen is brought to a location that will take her to Sweden and to safety. Over a few days time, Annemarie learns that courage, faith, and even her acting skills with help save the life of her friend.



## About our Author



Lois Lowry was born in Honolulu, Hawaii, on March 20th, 1937. Because her father was a military officer, Lowry moved all over the United States and the world. After graduating from the University of Maine, Lowry began to delve into her life-long dream of becoming a writer. Much like Annemarie's family in *Number the Stars*, Lowry had a sister who died unexpectedly. This death became the basis of her first book, *A Summer to Die*. Lowry has also written the well known *The Giver* quartet. As seen in *Number the Stars*, Lowry's work focuses on people helping one another and places an importance on a strong sense of community.





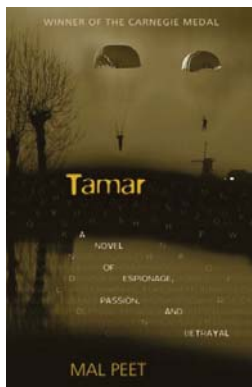
# What is an Adaptation?

An **adaption** is a written work that has been reshaped into a new form. This could be from a book to a play like *Number the Stars*, or even from a book to a movie like the *Harry Potter* series. If you ever go to Disney World, notice how many rides involve stories that were originally books. These rides are also adaptations. Through adaption, we are able to continue to experience our cultural stories in many different forms.

## Genre: Historical Fiction

**Historical fiction** is a genre used to help audiences understand different events throughout history. It uses historical events, characters, and settings to tell a fictional story. Often, these fictional stories are similar to real stories. *Number the Stars* is a work of historical fiction because it is set during World War Two and the Nazi occupation of Denmark. This play uses the fictional characters of Annemarie and her family to help us explore and understand what it would have been like during that time in history.

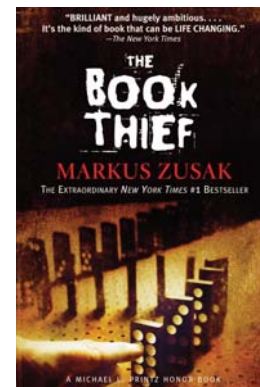
## Other Books about the Holocaust



*Tamar*  
by Mal Peet



*The Boy in the Striped Pajamas*  
by John Boyne



*The Book Thief*  
by Markus Zusak





## Raise Your Hand If. . .

Raise Your Hand If. . . is an activity used to facilitate classroom discussion about the *Number the Stars*. This activity can be used either before or after your class sees the play. Invite your students to all sit or stand in a circle so that everyone can see each other and direct them as follows:

“I am going to say a statement. If the statement is true for you, raise your hand. After each statement, we will discuss what that statement means to you and to the characters in *Number the Stars*.”

After each statement, invite one or two of the students who raised their hands to share and ask them how their own answers relate to characters and events in the play. This should be an open discussion that helps students make connections with the story.

### **Raise your hand if...**

- ✧ You ever had to be brave.
- ✧ You have ever stood up for something you believe in when other people didn't agree with you.
- ✧ You've ever been in a situation that seemed hopeless.
- ✧ You've ever had a close friend stay with your family for a while.
- ✧ You've ever been separated from your family for a while.
- ✧ You have ever acted out a story.
- ✧ You have ever pretended to be someone else.



## Theme: What Makes a Hero?

Often times when we hear the word **hero**, we think of Superman, Spiderman or Batman. We think a hero needs to be a big, strong superhuman who can shoot lasers and knock down walls. However, a hero is made up of so much more than physical build and a costume. Heroes have heart, bravery, and put the needs of others before their own.

Annemarie is a hero in *Number the Stars* because although she is young and may seem small, her actions help save the life of her best friend. Annemarie uses creative problem solving, thinks quickly on her feet, and doesn't give up. Annemarie proves to be just as heroic as the greatest comic book stars.

### What do you think?

Think about this theme, and what it could mean to you. Discuss the following questions with a group or write down your answers in reflection.

- ✓ Who do you think is a hero?
- ✓ What makes this person a hero?
- ✓ How can you be a hero in your community?



### Annemarie's Activity: Find a Cause Worth Fighting For

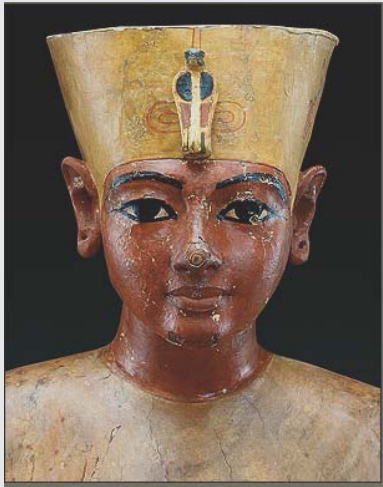
Just like Annemarie, we can all be heroes. First, we need something we believe in that is worth fighting for. Some heroes devote their whole lives to careers in medicine or teaching.

What do you believe is worth fighting for? Discuss the cause you want to be a hero for with classmates, parents or siblings. Then, go online and find out some information about companies or groups that do work for that cause. Think what you can do in your home, school or community to help this cause.

**Common Core Standard: W, Section 7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions for further research and investigation.

# Heroic Kids

In *Number the Stars*, Annemarie and Ellen both have to act with bravery beyond their years. Here are some other famous kids who acted with courage and strength regardless of their age.



## King Tutankhamun

1347-1329 BC ~ Pharaoh ~ Egypt

At just 10 years old, King Tut was crowned pharaoh of one of the greatest civilizations that ever existed. As a ruler, he helped return a crumbling empire to its former prosperity.

## Joan of Arc

1412-1431 ~ Warrior and Saint ~ France

When Joan of Arc was just seventeen years old, she led the French army by protecting the French city of Orleans against the British attack during the Hundred Years War.



## Ruby Bridges

1954-Present ~ Activist ~ United States

In the Fall of 1960, when she was 6 years old, Ruby Bridges was one of the first African American children to attend an all white elementary school. A lot of people didn't like that Ruby was able to go to this school, but Ruby held her head high and made an impact that still affects our nation today.

**Common Core Standard:** *RH Grade 6-8, Sections 3-5, 8, 10.* Read and comprehend history/social studies texts independently.





## Theme: Facing Life's Challenges

Life doesn't always go exactly the way we plan. Sometimes we are faced with hardships that are out of our control. Loved ones can get sick, natural disasters can occur, and world events can spin out of control. Although these events may cause pain and hurt us, we can either hide from them or overcome them. When German soldiers first invaded Denmark, the Johansen family learned to keep their spirits high and love of country strong. Later, when the Germans began to round up Jewish citizens of Denmark, the Johansens yet again embraced the unexpected. Through hard work, hope, and not giving up, they created a plan to save the Rosen family.



### Annemarie's Activity: Bravery Challenge

In *Number the Stars*, Annemarie has to face a big challenge and deliver a package to her Uncle. To do so, she has to face her fears and run through a forest. She is actually stopped by Nazis! Can you be brave and face a challenge like Annemarie?

- ✓ Clear a large space in the middle of the room that you can safely walk in.
- ✓ Divide the group in half on each side of room. (Side A and B)
- ✓ Turn off the lights.
- ✓ One by one, have a person from Side A walk with their eyes closed and arms open to the people on Side B. Side B should speak and help instruct each person to safely cross the room. Switch.

It's scary to not know where you're going or what's going to happen to you on the way. But, like Ellen from the story, our friends are there to help us stay safe and face our fears!





## Theme: Family Ties

In *Number the Stars*, Ellen finds herself separated from her family. Her neighbors, the Johansens, welcome her into their family and disguise her as their daughter. They take care of her and keep her safe because they love her, even though she isn't related to them.

Not all families are made up of a mom, a dad, a brother, and a sister. Every family is unique. Some families might have two moms or dads, grandparents or aunts and uncles. Some people have no siblings, and some have lots of siblings. Sometimes, the people who we consider family aren't even biologically related to us. A family is made up of the people we love, and the people who love us, and when it comes to family, that is the only thing that really matters.



### What do you think?

- ✓ Who makes up your family?
- ✓ How is your family different from others you know?
- ✓ Think about family relationships in the play. Who is family to whom?



## Annemarie's Activity: Family Charting

- ✓ Compare and contrast your family and the Johansens.
- ✓ Create a list or a Venn diagram to show the similarities and differences that you find.

### Things to consider:

Who makes up your family?  
Is there anyone in your family who you aren't biologically related to?  
What makes this person a member of your family?  
What is unique about your family?



# Ellen's Education Station: Danish Occupation

## Danish Occupation During WWII

During the early part of the 1930s, Adolf Hitler slowly rose through the ranks of German politics, eventually becoming the leader of Germany in 1934. While ruling the country, he made it his mission to unify the dominant Aryan race throughout the world, starting with countries around Germany, and eventually spreading throughout Europe.

## Food for Thought

Due to the cooperative world that the Nazis and Danes lived in during the early years of Denmark's occupation, Danish Jews avoided many rules and regulations that Jews in other occupied countries had to follow. Danish Jews did not have to register their property, businesses or possessions at the start of the occupation. This meant that most of their property was returned to them at the end of the war. In addition, Danish Jews were not required to wear the Star of David on their clothing, notifying German soldiers that they were Jews. This made it easier to hide Jewish refugees and get them to Sweden.



The German occupation of Denmark began on April 9th, 1940. Although Danish soldiers fought the Nazis in Jutland, a city in the southern part of Denmark, they soon surrendered after a few hours of fighting. From 1940 to 1943, the Danish people lived during what was called “politics of cooperation” in which their country was occupied by the Nazis. The people were still under the protection of the Danish government. “Politics of cooperation” ended in 1943 as the Danish Democratic party gained power during the elections. The increasing dislike for the German occupation resulted in numerous strikes and unrest throughout the country. Germany saw this action and declared that Denmark was in a state of emergency.

**Common Core Standard:** *RH Grade 6-8, Sections 3-5, 8, 10.* Read and comprehend history/social studies texts independently.



## Ellen's Education Station: Danish Occupation

Once Danish authorities heard about the German's state of emergency plan, they immediately worked on hiding as many Jews as they could to keep them from being sent to ghettos. Members of the resistance sabotaged railway systems that lead out of Denmark, civilian families kept Jews hidden in their homes, and police officers refused Germans the right to enter houses in search of Jews.



The most effective way to keep Jews safe was to get them out of the country. Many civilians and resistance workers helped get Jews to the coast, hiding them in houses along the way and moving at night to keep them hidden. Once at the coast, Jews would hide underneath the floorboards of boats run by local fishermen. These fishermen would then sail their boats across the Øresund, or Sound, to Sweden, where the refugees were accepted.

This was the most successful way for the Danes to rescue Jews from German persecution. In one month, about 7,200 Jews and 700 non-Jewish family members traveled safely to Sweden. Although about 500 Jewish Danes were captured by the Nazis, the protest of the Danes helped to keep those captured from traveling to concentration camps in Poland. By the end of the war, only 120 Danish Jews had died. Denmark had one of the highest survival rates of any occupied country during the war.



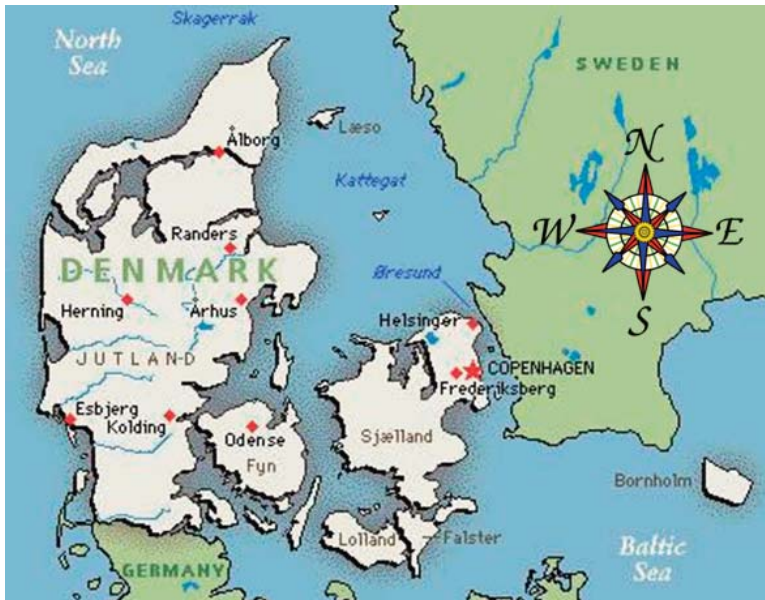
**Common Core Standard:** *RH Grade 6-8, Sections 3-5, 8 10* . Read and comprehend history/social studies texts independently.





# Ellen's Education Station: Geography

Map reading is an important skill to know in case you or a friend is ever lost. Annemarie's family needed to consult many maps and be very familiar with their surroundings in order to help their friends hide and escape the German invasion.



On this map of Denmark, find and circle the places mentioned in the play.

From what direction (North, South, East, West) did the Nazis enter Denmark?

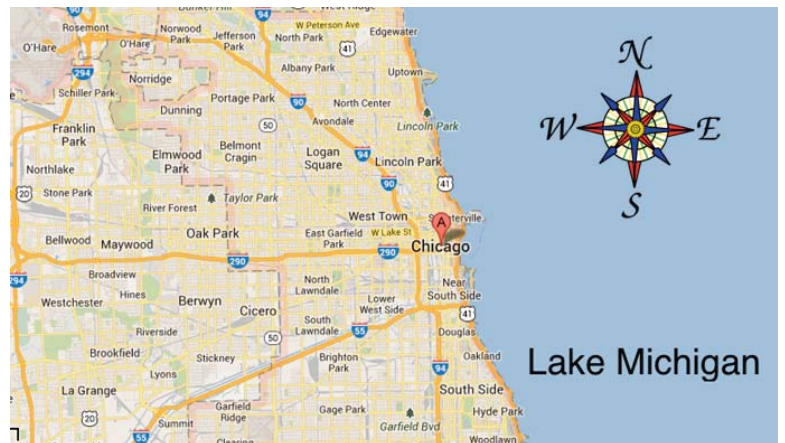
What direction did Ellen's family run to escape the Nazi occupation?

Is Copenhagen on the east or west side of Denmark?

On this map of Chicago, circle where you live!

In what direction would you need to travel to go to Canada from Chicago? Consult another map to answer if need be.

Denmark is in Europe; which direction is that from Chicago? Consult another map if need be.



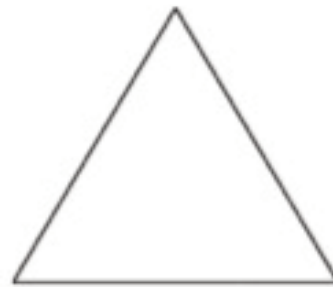
**Common Core Standard: RH Section 7.** Integrate visual information (charts, graphs, photographs, videos or maps) with other information in print.



# Ellen's Education Station: The Star of David

Throughout history, the Star of David has had many different meanings and uses within the Jewish faith and across numerous cultures.

The Star of David, otherwise known as the Shield of David or Magen David, is a hexagram, two equilateral triangles that sit on top of each other. An equilateral triangle is a triangle with three equal sides.



\* Equilateral Triangle\*



In medieval times, the hexagram was thought to ward off demons and contain magical powers. During this time, different legends arose detailing the rise of the Star of David. These symbols were used as elements in the Kabbalistic teachings during this time as well. In the early 12th and 13th century, the Star of David was used as a decorative shape in the architecture and windows of European synagogues. Although it was associated with some teachings in Kabbalistic Judaism, the symbol is used mainly for decoration in texts and manuscripts of this time. A more common symbol related to the Jewish faith was the menorah, which was the traditional symbol of Judaism until the early 17th century.



**Common Core Standard: RH Grade 6-8, Sections 3-5, 8 10 .** Read and comprehend history/social studies texts independently.



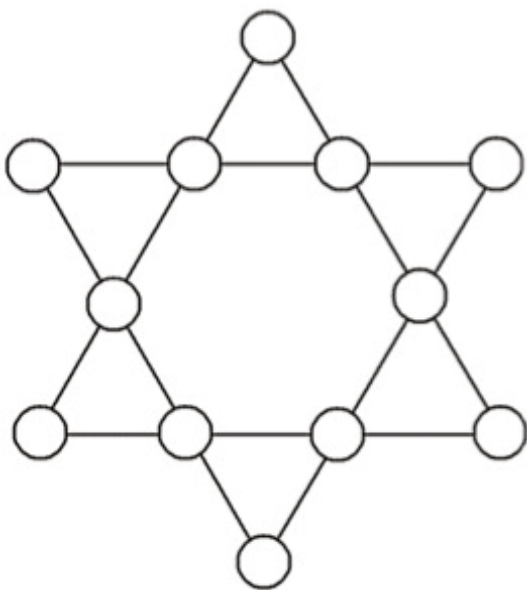
## Ellen's Education Station: The Star of David

The widespread use of the Star of David began after the French Revolution as French Jews searched for a symbol to represent themselves, as the Christians had done with the cross. Eventually, this symbol emerged as the international symbol for Judaism. In 1897, the Star of David was placed on the flag of Israel, which is still used today.



### Annemarie's Activity: Your Own Star of David

The Star of David has two superimposed equilateral triangles which produce six **line segments**, a line with a start and end, and twelve **segment intersections**, the area where two lines meet. In the picture below, each intersection is represented by a circle. If you put the numbers 1 through 12 in each circle correctly, each line segment will add up to 26.



Try this activity in a group! You can only use each number once, and each number has to be used.

**Line Segment** - a line with a start and end.

**Segment intersection** - the area where two lines meet.

**Common Core Standard: *M Grade 5.*** Classify two-dimensional figures into categories based on their properties.

# Take a Trip to Tivoli

In the play, Ellen, Annemarie, and Kristie dream about going to the beautiful Tivoli Gardens. Tivoli is an internationally renowned amusement park in Copenhagen, Denmark, that has been there since the late 19th century.



- ☐ In 1841, King Christian VIII gave permission to Georg Carstensen, the founder of Tivoli, to build the amazing pleasure gardens in Copenhagen. Tivoli Gardens opened its gates on August 15th of 1843.
- ☐ In its first season, Tivoli gardens saw 175,000 guests.
- ☐ Tivoli is the second oldest amusement park in the world.

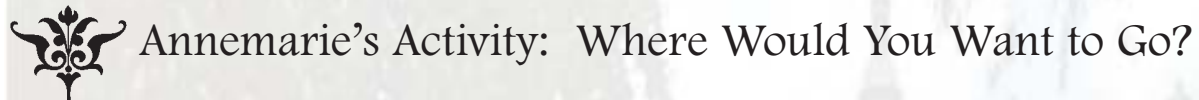
- ☐ Today, Tivoli excites nearly 4 million guests a year.
- ☐ Halloween at Tivoli sees 300,000 guests.
- ☐ Tivoli has more than 150 concerts a year from international ballet troops and symphony orchestras to well known international rock and roll bands.



- ☐ There are over 400,00 flowers in the gardens.
- ☐ The park has over 30 restaurants and 25 rides.

**Common Core Standard:** *RH Grade 6-8, Sections 3-5, 8 10* . Read and comprehend history/social studies texts independently.





17



## Annemarie's Activity: Create a Scene

There are many different kinds of storytelling. Books, movies, and plays all use different techniques. The characters in *Number the Stars* love a good story and like to create them by acting out scenes. A scene has two or more characters who interact. This can be a small part of a larger play or its own short story.



Now it's your turn to be a playwright. Write and create a scene based on your favorite moment from *Number the Stars*. Make sure to include all of the characters needed and also give a location. After you finish writing, cast your classmates and have them act it out.

### What do you think?

- ✓ Why did you choose your scene?
- ✓ What about it made it your favorite?
- ✓ What happens during the scene?
- ✓ How is the scene important to the whole story?
- ✓ What was it like to see people act out your scene?
- ✓ How was the acted scene different from the one you wrote?

**Common Core Standard:** *W Grade 6-8, Sections 9a-b.* Draw evidence from literary or information texts to support analysis, reflection, and research.

# Further Reading/Bibliography

For more information on the history of the Danish Occupation, please go to:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005209>

<http://denmark.dk/en/society/history/occupation/>

For more information about the history of the Star of David, please go to:

<http://www.menorah.org/starofdavid.html>

<http://www.jewishvirtuallibrary.org/jsource/Judaism/star.html>

For more information about Tivoli, please go to:

<http://www.tivoli.dk/>

For more information about Lois Lowry, please visit:

<http://www.loislowry.com>

For more information about Historical Fiction, please go to:

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson404/HistoricalFictionDefn.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson404/HistoricalFictionDefn.pdf)

For more about heroic kids, check out:

McCann, Michelle Roehm, and Amelie Welden. *Girls Who Rocked the World: Heroines from Joan of Arc to Mother Teresa*. New York: Aladdin, 2012.

McCann, Michelle Roehm. *Boys Who Rocked the World Heroes from King Tut to Bruce Lee*. N.p.: Paw Prints, 2012.

**THE**  
**THEATRE SCHOOL**  
..... AT DePaul University

2013-2014 Chicago Playworks Season

at DePaul's Merle Reskin Theatre, 60 E. Balbo Drive, Chicago

**Hansel and Gretel**

by Moses Goldberg, directed by Ann Wakefield

*recommended for all ages*

**October 12 - November 16, 2013**

Tuesdays at 10 a.m.: 10/15, 10/22, 10/29, 11/5, 11/12

Thursdays at 10 a.m.: 10/17, 10/24+, 10/31, 11/7, 11/14

Saturdays at 2 p.m.: 10/12, 10/19, 11/2, 11/9\*\*, 11/16

Fridays at 10 a.m.: 11/1, 11/15

Sunday at 2 p.m.: 10/27+

**Number the Stars**

by Dr. Douglas W. Larche with Susan Elliott Larche, based on the novel by Lois Lowry, directed by Ernie Nolan

*recommended for ages 8 and up*

**January 18 - February 22, 2014**

Tuesdays at 10 a.m.: 1/18, 1/21, , 1/28, 2/4, 2/11, 2/18

Thursdays at 10 a.m.: 1/23, 1/30, 2/6, 2/13, 2/20

Saturdays at 2 p.m.: 1/25, 2/1\*\*, 2/8, 2/22

Fridays at 10 a.m.: 2/14+, 2/21

Sunday at 2 p.m.: 2/16+

**Jackie and Me**

by Steven Dietz, directed by John Jenkins

*recommended for ages 8 and up*

**April 8 - May 10, 2014**

Tuesdays at 10 a.m.: 4/8, 4/15, 4/22, 4/29, 5/6

Thursdays at 10 a.m.: 4/10, 4/17, 4/24, 5/1, 5/8

Saturdays at 2 p.m.: 4/12, 4/19\*\*, 4/26, 5/10

Fridays at 10 a.m.: 5/2+, 5/9

Sunday at 2 p.m.: 5/4+

+ASL/American Sign Language Interpreting

\*\*Audio Description and Preshow Touch Tour

2013-2014 Theatre School Season

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**Our Town**

by Thornton Wilder, directed by Damon Kiely

**October 4 – 13, 2013**

(previews 10/2 & 10/3)

**Arabian Nights**

adapted by Dominic Cooke, directed by Kevin Kingston

**November 1 – 10, 2013**

(previews 10/30 & 10/31)

**A Free Man of Color**

by John Guare, directed by Phyllis E. Griffin

**January 31 – February 9, 2014**

(previews 1/29 & 1/30)

**Moth**

by Declan Greene, directed by Michael Osinski

**February 14 – 23, 2014**

(previews 2/12 & 2/13)

**The Last Days of Judas Iscariot**

by Stephen Adly Guirgis, directed by Lisa Portes

**April 18 – 27, 2014**

(previews 4/16 & 4/17)

World Premiere!

MFA 14, a new play performed by graduating MFA Actors

by Greg Allen, directed by TBA

**May 16 - 25, 2014**

(previews 5/14 & 5/15)

World Premiere!

A new play to be announced, written by a current Theatre School student or recent graduate.

**May 9 – 18, 2014**

(previews 5/7 & 5/8)

Check the web for performance dates and times.

details as of date of publication; subject to change. Check the web for ASL and Audio Described performances.

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