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Curriculum Unit: Developing Morals and Critical and Creative Thinking Skills through the Novel: Number the Stars by Lois Lowry

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CURRICULUM UNIT:
DEVELOPING MORALS AND CRITICAL AND CREATIVE THINKING SKILLS THROUGH THE NOVEL:
NUMBER THE STARS BY LOIS LOWRY

A Synthesis Project Presented
by
TRACY O'BRIEN

Submitted to the Office of Graduate Studies, University of Massachusetts Boston, in partial fulfillment of the requirements for the degree of

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CURRICULUM UNIT:
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ABSTRACT

CURRICULUM UNIT:
DEVELOPING MORALS AND CRITICAL AND CREATIVE THINKING SKILLS THROUGH THE NOVEL:

NUMBER THE STARS by Lois Lowry

December 1998
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Moral education is needed in the public schools for many reasons. Violent crimes and dishonesty are rampant throughout the younger generation. David Purpel (1989), a major educator in the field of moral education, believes that we are in a cultural, political, and moral crisis and hence an educational crisis. He states that it is imperative that we confront the nature of this crisis. Purpel's major assertion is the critical importance of educators' broad responsibility for the state of the culture as it relates to their specific responsibility for the quality of the "educational program" (1989, 2).

Teaching moral education, using critical and creative thinking through literature, is a very interesting and efficient teaching practice. Many highly respected educators have written that critical and creative thinking should be taught in schools and they also recommend teaching moral reasoning through literature. This paper reviews the work of David Purpel, Ronald Galbraith and Thomas Jones, Thomas Lickona, Raymond Nickerson, Linda Lamme, Robert Ennis, Delores Gallo, Richard Paul, Shari Tishman, T. Tardiff and Theresa Amabile. Using these authors for my rationale, I have created an interdisciplinary curriculum unit that teaches moral education and critical and creative skills using the novel, Number The Stars by Lois Lowry (1989). In this paper, I will review literature about teaching moral education. I will
offer a unit on the book *Number The Stars* by Lois Lowry, in which I use the practices recommended by authors reviewed. I will also discuss the use of open-ended questions to practice and assess the concepts taught.

This paper concludes with a unit of several lessons designed to be taught in a fourth grade classroom, but it can be altered to meet the needs of any particular group of students. It is my hope that an educator can follow the format that the six lessons are developed in and continue this format to create the rest of the lessons for the novel. This unit will provide an example as teachers try to integrate these techniques and ideas into other novels and curriculum.
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CHAPTER 1
THE NEED FOR MORAL EDUCATION

Moral education coupled with critical and creative thinking can be taught through literature. As an elementary school teacher for eight years, I have realized that children are entering a society filled with sex, violence, and drugs and are in need of moral guidance so they can gain the ability to develop skills for 'right' thinking and decision making. I am interested in moral education because of the effects of society on our youth and their perceptions. Children can be taught how to behave through positive modeling from a teacher and from their own experiences, because morality is a learned behavior. School systems cannot watch children slip through the cracks; schools should make a substantial effort in providing moral education. While teaching moral education, there is a great opportunity to develop critical and creative thinking dispositions and strategies which will provide children with better decision making and problem solving skills. One efficient solution for implementing moral education and critical and creative thinking strategies is to incorporate both within a piece of literature that is already a part of the required curriculum. I hope that by using these ideas children will have the opportunity to develop skills which will help them become better citizens and better thinkers in a world filled with difficult problems.

The Moral Crisis In Education

In today's society, I believe that there is a moral crisis in education. There is a breakdown of traditional form of authority and moral regulation. There is a need of a moral culture from which to reconstruct and reconnect the spheres of politics, ethics, and education. (Purpel 1989) There should be new possibilities for the direction of public schooling and for the examination of political and moral responsibilities that both shape and result from our various interventions as administrators, teachers, students, and parents.

1
David Purpel, a professor of education at the University of North Carolina and author of the book, *The Moral and Spiritual Crisis in Education*, has many insightful arguments for making changes in our educational system. Purpel states:

Given the elements of our political, economic, and cultural crisis, educational discourse must focus on the urgent task of transforming many of our basic cultural institutions and beliefs systems...

If we accept the basic proposition that we must make some drastic changes in our culture to forestall disaster and facilitate growth, then clearly educational institutions must be a part of that process. (Purpel 1989, 3)

David Purpel relates the moral and spiritual crisis in the larger society to all levels of the current crisis in education. He believes:

... that there is an interrelationship between culture and education; the view that education should serve primarily to facilitate the struggle for meaning; that the key educational strategy is to nourish the critical and creative consciousness that will contribute to the creation and vitalization of a vision of meaning; and, finally, that the failure of the educational system is both cause and effect of a crisis in the culture's capacity to synthesize a coherent moral and spiritual order. (Purpel 1989, 28)

David Purpel's purpose is to suggest the broad boundaries of the culture's moral stance. He examines many problems that permeate American culture and that manifest themselves in educational settings, in addition to other sites. (Purpel 1989) The following conflicts in American culture will be discussed so that I can prove that there is a serious need for moral education: individuality/community, humility/arrogance, caring: compassion and sentimentality, and self-deception/responsibility.

**individuality/Community**

The first of these value conflicts is perhaps the most serious issue facing America, namely the matter of individuality/community. The following is a definition of individuality I have adopted from David Purpel. He states, "By individuality we mean here not so much the development of autonomy and independence as much as an egocentricity, a belief that the individual is the basic and most important unit of decision making." (Purpel 1989, 31) Purpel
believes that people form a perspective of self-gratification, self-fulfillment, self-help, and self-advancement. Groups of people such as family and/or culture may be seen as a setting for individual competition in which the group provides hierarchical norms. (Purpel 1989) Our culture encourages individuals to compete and strive for winning. David Purpel states, "This emphasis strains our commitment to the development of traditional community and shared values." (Purpel 1989, 32) The schools, however, play a more powerful role in stressing an individual rather than a common vision. Educators see this everyday in the classroom. In school, we are taught mostly to learn to be alone, to compete, to achieve, to succeed. We are obsessed with grades, individual success and achievement, reading levels, and gifted and talented programs. We need to teach children how to work more collaboratively and less individually. This leads us to the next value conflict of humility/arrogance.

Humility/Arrogance

Sometimes arrogance can be a kind of smugness; sometimes it is blindness; and sometimes it is rigidity. (Purpel 1989) David Purpel believes that the educational system should address this topic. He states:

Nowhere is intellectual arrogance more inappropriate than in an educational setting, since the basic canons of educational inquiry include an awareness of the complex and elusive nature of truth and the vital importance of openness to and awareness of emerging consciousness. Education involves inquiry, and inquiry requires care, caution, and humility in the face of the enormity of the task. And yet, schools teach us to get the "right" answers, to take true-or-false examinations, and to rely on encyclopedias. (Purpel 1989, 52)

We need not only to teach what we claim to know but to speak to what we know we don't know. There needs to be more emphasis on admitting that we don't know all of the answers to prove that it is alright to listen and learn from others. (Purpel 1989)
Caring: Compassion and Sentimentality

As a society, we are a caring people to the point of helping others and nourishing them. We can see this in the intense concern parents have for their children. Purpel states, “Our culture, in fact, accepts a sense of deep caring as a natural and desirable aspect of family life; deep caring is not seen as an exotic and unrealizable ideal within the family structure but as an inevitable dimension and a key defining aspect of the family.” (Purpel 1989, 40) Schools also have shown the concept of caring in a variety of ways: organizing food drives for the needy, arranging ways to comfort classmates who are ill or have suffered family loss; encouraging concern for others when the safety and well-being of others is involved, and in the emphasis on caring as a positive value in the context of academic classes. However, the stress on competition and individuality narrows and undermines this impulse to care and nourish. David Purpel states:

Indeed, the culture and the schools have had to deflect us from competition and the pursuit of individual success and achievement. We have come to find ways in which indifference is valued—it’s good to be “cool,” to be stoic, to avoid feeling guilt. We have bought into a psychology that urges us to consider that we are responsible only to ourselves and cannot be held responsible for others. While this may at one level enhance (properly) our own responsibility, this attitude can, at another level, serve to reduce the sense of our interdependence and our opportunities to help and support others. (Purpel 1989, 40)

Students are neither asked to take very much responsibility in helping other students to learn, nor are they encouraged to note how their gains are often at the expense of their classmates. I find this so evident in my own school. We have to make sure these children do not help one another in state academic meets because it will hurt their chances for winning. Purpel continues, “The stress for individual achievement in school is the same for individual failure and pain: it’s your problem and you’re going to have to deal with it.” (Purpel 1989, 43) People respond to those who extend their concern for us. This should be a priority in schools.
Self-Deception/Responsibility

There are significant risks when taking responsibility for your own actions. People do not want to acknowledge their responsibility when it is not carried out because it will lead some to self-deception, according to David Purpel. He suggests:

Self-deception not only involves denial, fear, avoidance, and fragmentation, but it is also ultimately self-defeating. When we deceive ourselves and our community, we undermine our efforts to act upon our deepest beliefs. We can, of course, be cynical and consider our self-deception to be part of the sublimation process—we need to cover our self-serving needs for control, domination, greed, and lust. (Purpel 1989, 62)

As educators we must have the courage to confront this human impulse and necessity for self-deception and have the wisdom to discern its destructiveness. We have special responsibilities to be sensitive to the psychological and moral pressures to deny or discount the harsh realities of our professional lives. (Purpel 1989)

As an educator of eight years experience, I believe that we must have the courage not only to examine the nature and impact of the culture but also to consider how we as individuals reflect the values and norms of the culture. Purpel states:

As educators we often are the system, even as we are both its cause and effect.

This is by no means to say that education can “solve” these problems, nor that educators are the only or even the most important people in the process of dealing with the cultural crisis. I am saying that there is very definitely an educational aspect to the crisis and I am reiterating my faith that serious educational inquiry can in fact provide the necessary, if not sufficient, resources to recreate our world. (Purpel 1989, 64)

David Purpel believes that we must, therefore, begin with the fundamental issues of spiritual and moral values and necessarily confront this extremely sensitive, crucial, and volatile areas. It is certainly a risky and dangerous zone filled with land mines, but since it is also populated by time bombs, avoiding the area is at least as dangerous. (Purpel 1989)

The following section of this paper represents my thoughts, as well as others, about the reasons for implementing moral education in general within the school system. I have found it necessary to offer my ideas and rationale for incorporating moral education within any curriculum.
I believe that moral education must be taught in school systems. One reason is because children need to be taught how to behave properly in society. Morals are learned behaviors and not natural instincts. One of the most important ways children learn to behave is through modeling. An important reason for moral education is to protect children from society's deep moral trouble. These two reasons support moral education within school systems. I would like to discuss both of these reasons in this section.

Children should be taught moral education in school systems because morals are a learned behavior. One of the ways individuals may develop their moral reasoning is by engaging in discussions of moral problems. Ronald E. Galbraith and Thomas M. Jones, authors of the book, *Moral Reasoning*, support this statement. They claim:

> The teaching process provides a systematic method derived from the assumption that: students need the opportunity to confront difficult decision-making situations; they need to endorse a position and to think about their reasons for selecting their positions; and they need to hear the reasoning used by others on the same problem. (Galbraith and Jones 1976, 8)

Galbraith and Jones also believe that the objective of the school is not to accelerate development, but to make sure that every person will eventually reach a mature level of moral reasoning. Having discussions in the classroom can allow new ideas to be shared among classmates. Children can learn from their peers and teacher ways to act and react when confronted with a moral problem if issues are brought up and discussed in the classroom. These moral issues need to be thought through and analyzed by students in schools. Because morals do not come naturally, they must be taught.

One way children learn how to behave is through modeling. R.M. Hare, in his article, "Language and Moral Education," shares his knowledge about moral education. His ideas support my beliefs. He claims that children place a lot of value on the examples adults set. (Hare 1973) If children are not shown how to act properly at home or in society, educators must model moral behavior. The moral educator must show sincerity in trying to live up to the principles...
he/she is advocating. The more children trust the moral educator and believe that morals are important because they see them modeled by the educator, the more likely they are to accept what they are told about morality. (Hare 1973) This supports that moral education should be modeled. In many ways, “more is caught than taught” in every day decision making. Moral education in school systems offer the opportunity to prepare children to deal with society’s moral issues.

Thomas Lickona, author of the book, Educating For Character, is a developmental psychologist and educator. He is an internationally respected authority on moral development and values education. He states:

Should the schools teach values? Just a few years ago, if you put that question to a group of people, it was sure to start an argument. If anyone said yes, schools should teach children values, somebody else would immediately retort, “‘Whose values?’” In a society where people held different values, it seemed impossible to get agreement on which ones should be taught in our public schools. Pluralism produced paralysis; schools for the most part ended up trying to stay officially neutral on the subject of values. With remarkable swiftness, that has changed.(Lickona 1991, 3)

The moral problems in society are escalating more and more each day. There is daily reporting of greed, dishonesty, violent crime, and self-destruction. All of this is making people aware that something needs to be done.

Thomas Lickona still sees a controversy surrounding the proposition that schools should teach morality. He states:

Values education is the hottest topic in education today. Some groups, on both the political right and left, are deeply suspicious about any kind of values teaching in the schools. But beneath the battles is a steadily growing conviction: Schools cannot be ethical bystanders at a time when our society is in deep moral trouble. Rather, schools must do what they can to contribute to the character of the young and the moral health of the nation.(Lickona 1991, 5)

People are looking toward school systems to help address these problems. The public schools are becoming the guardians of tomorrow’s leaders. One parent families, the disintegration of the neighborhood and the needs of working parents often leave these children bereft of the understanding of what society sees as ‘morality’. In conclusion, moral education needs to be addressed in school systems.
Teaching Critical and Creative Thinking Strategies

In addition to teaching moral education in school systems, critical and creative thinking strategies must also be taught. Raymond Nickerson, author of the article, "Why Teach Thinking", supports this statement. He claims that critical and creative thinking is a process that will take a long time to accomplish, so it should be taught in the classroom when children are young. (Nickerson 1987) He also thinks that good thinkers will be able to compete effectively in future careers. Preparing students to analyze and interpret written materials are important concepts to learn and one that critical and creative thinking strategies successfully provide. Educators need to use critical and creative thinking strategies to teach children how to observe, compare and contrast, evaluate, show fluency and flexibility, think original ideas, hypothesize, synthesize, elaborate, assess data, and solve problems. In summary, teaching critical and creative thinking strategies in the classroom will ensure children become better thinkers and learners.

I have developed a unit to teach moral education and critical and creative thinking skills using the novel, *Number The Stars*, by Lois Lowry. I have used this unit in my fourth grade classroom and have found it to be very successful. There were two reasons I created this unit.

First, I saw that there were a lot of interruptions throughout the day due to poor moral judgment. My curriculum was always being pushed aside to settle arguments, stop a physical fight, or review how to respect each other. Finally, one day when I had a crying student in the hall, I decided that there had to be a better alternative to teaching right from wrong than on a case by case basis. When I used *Number The Stars*, it offered the opportunity to discuss issues in a non-threatening environment. For example, when I taught a lesson on friendship, many questions arose about personal conflicts among peers in the classroom. I was able to address problems of peer behavior using the novel as an example when discussing the characters’ relationships with one another.

Secondly, for practical curriculum and time management reasons, it made sense for me
to take a novel that was part of my required curriculum and use it to teach moral education along with critical and creative thinking strategies. The structure of this unit can be used as a model with other novels as well.

**Overview of Project**

In this paper I have attempted to address questions pertaining to why moral education should be taught within the classroom, and why critical and creative thinking skills should be the chosen vehicle for lessons. In chapter 2, I will offer a rationale for using literature in moral education. I will talk about the theoretical framework for teaching critical and creative thinking in the classroom and the types of critical and creative thinking that may be used in employing certain techniques. Then, I will discuss how literature-based moral education will be beneficial in school systems. In conclusion, I will share my reasons for choosing open-ended assessments strategies for my unit. In chapter 3, I will introduce my unit and include selected lessons dealing with morals and critical and creative thinking skills using the novel, *Number The Stars*, by Lois Lowry. This novel is about two young girls growing up in Copenhagen, Denmark during World War Two. Anne Marie is a ten year old German girl and Lise is a ten year old Jewish girl. Anne Marie’s family temporarily takes Lise in secretly while Lise’s parents look for a way to escape to Switzerland so that they wouldn’t be captured by the Germans. There are many adventures the two girls experience together that ties in very well with moral reasoning. In the end, Lise is reunited with her parents and they escaped by boat to Switzerland.

I would like to share my knowledge of the success of this unit. I believe that educators must teach critical and creative thinking strategies while modeling moral education. This should be a simple task for an educator. The subject of moral education lends a perfect opportunity to work out moral dilemmas using critical and creative thinking strategies. I have found this to be true when teaching both of these concepts through a piece of literature that is currently used in the curriculum.
CHAPTER 2

THEORETICAL FRAMEWORK

What Is Literature-Based Moral Education?

Using existing literature from my required curriculum to teach moral education has been the most successful technique I have found in my eight years as an elementary school teacher. This technique did not add an additional time pressure because I chose a book or novel that is already used in the classroom and found appropriate moral problems/dilemmas within that book. It is best to find a book with characters that children will relate to so that their experience feels real. Through literature, educators may give their students the chance to role play particular character’s behavior. This is a technique that allows children to experience different people’s views on issues. Reflection and journal writing about the moral behaviors of characters are other great techniques that the use of literature provides for students. In summary, teaching moral education through literature allows children various opportunities to learn about and synthesize good moral behavior.

Rationale for Teaching Literature-Based Moral Education

There are many rationales for teaching moral education through literature. I am going to discuss the goals of building, responsibility, solving conflicts peacefully, and respecting and appreciating others.

Responsibility is a part of being moral, ethical, and thinking rationally about the consequences of our behavior. Children need training and practice in thinking rationally because it requires a mature level of thought, and it doesn’t come naturally. Children often blame others for their bad decisions to avoid punishment. (Lamme 1992) They need to learn how to develop logical thought in their elementary school years.

Linda Lamme, author of the book, “Literature-Based Moral Education, shares the same
views. She states, "In literature, children can talk about finding solutions to problems rather than attaching blame for them." (Lamme 1992, 50) Literature provides students with models of appropriate and inappropriate behavior to analyze. Examples exist in literature of story characters acting responsibly and receiving the natural and logical consequences of their actions. (Lamme 1992)

Solving conflicts peacefully is another part of being morally ethical. When children interact with each other, they must learn how to solve their differences in nonviolent ways. Many times, children resort to hitting or name-calling as solutions. They need to stop and think first. They need to know that there are alternatives and how to exert self-control. Knowing how to select other alternatives will help make them peacemakers. (Lamme 1992)

Children need strategies to cope with conflict. There are many books available that suggest useful activities to help children see alternatives. Children can predict what will happen in the story and how the problem will or should be solved. They may want to compare their ideas with those of the author. One example to help children with conflict is to have them role-play situations which focus on the moral of the story. Class discussions can also enhance a child's learning.

Finally, respecting and appreciating others can allow children to value themselves when they learn to value others. There are many books that can help children to accept and appreciate those who are different. These books provide examples of respect for others and acceptable behavior in various situations. Many show positive, caring behaviors toward those who are different. (Lamme 1992) The more multicultural children's literature we read to our children, the more the experience becomes common and accepted. Teachers should discuss the humane elements of the stories and use them as models of caring behavior. This helps acquire moral development. Teaching respect for others will also enhance empathy within our students. Linda Lamme suggests, "it's imperative that we try to end prejudice against those that are different and to raise a generation of children who see other people's differences as an asset, not a handicap." (Lamme 1992, 91) These ideas support my rationale for teaching literature -
Ways to Use Literature-Based Moral Education

There are a variety of ways to teach moral education through literature. Educators may use books which show models of appropriate behavior. Good literature allows opportunities for children to consider the moral dimension of stories, as they are given the chance to explore other peoples’ views on behavior. Literature may also be used as a tool to teach different strategies for dealing with moral behavior. Teaching children to respond to situations in literature, generates higher levels of thinking. Following are some suggestions for different ways to teach moral education through literature.

Educators, or models, may choose to use selected books as models of appropriate social and moral behavior. This will allow children the opportunity to view how people behave in society. In doing so, the literature will provide a natural resource for parents, teachers, and librarians to share with children some ways that can enhance their moral development.

Selected literature also provides opportunities for children to consider the moral dimension of stories. Linda Lamme, author of the book, Literature-Based Moral Education, agrees. She states:

Some children are entranced by the illustrations; others may be reminded by the setting of experiences in their lives; and others are deeply involved in the plot. By building on childrens’ natural inclinations to identify with different aspects of stories, a moral education curriculum can provide opportunities for considering the moral dimension of stories. Thoughtful discussion, writing, reflecting, and sharing of books can help children acquire more sophisticated aspects of moral behavior.(Lamme 1992, 12)

Using literature can also influence moral development and help develop or provide strategies for reflection about the moral issues in books.

Literature allows children to explore multiple perspectives on other peoples views on behavior. At young ages, children have a high interest in themselves. "Literature helps them to explore the outside world."(Lamme 1992,13) It allows them to link their own experiences
with others. Good literature offers a great opportunity for a child to analyze how and why a character behaves in certain situations. This then allows the child to compare the character's views to their own. When students role-play, by putting themselves in the character's shoes, this can lead to empathy because children can see and understand a character's feeling. The child can see things from other perspectives. (Lamme 1992) Children can become more tolerant individuals and better able to interact socially if they are able to value differences among people when they encounter thinking divergent from their own. (Lamme 1992)

When children read about the behaviors of others, they have the opportunity to relate those behaviors to their own lives and reflect upon their own behavior. Linda Lamme claims, "Understanding the characters' motives for behaving that way helps children attribute meaning to the story." (Lamme 1992, 17) Children need to understand how other people feel and how one person's actions influence another's feelings. To be effective, a story must impact a child's feeling, otherwise the moral lesson is lost. It is important to ask a question such as, "How does it make you feel?". This will link the literature to life experiences and help to internalize the ethical theme. (Lamme 1992)

Teaching moral education through literature can also help children develop strategies for dealing with moral dilemmas prior to and during their encounters with these issues. It can help children solve personal problems and become aware of societal concerns. It can also give children a referent to turn to when making moral decisions in their lives. (Lamme 1992)

When discussing literature, educators can have students respond using higher order thinking skills. Linda Lamme states:

Instead of teaching children reading skills or asking questions about reading comprehension, teachers encourage children to share the literature they read through oral and written responses. If a child can respond to literature, that child has certainly comprehended it. This generates high levels of response. (Lamme 1992, 17)

Education is turning to this concept.
Critical thinking is a set of dispositions and skills to have when making decisions in life. Robert Ennis, author of the article, "A Taxonomy of Critical Thinking Dispositions and Abilities", offers a very good definition for critical thinking. He claims that "Critical thinking is reasonable reflective thinking that is focused on deciding what to believe or do." (Ennis 1985) Ennis claims that there are two key components that make up critical thinking: Attitude Dispositions and Specific Skills (abilities). I will explain both of these components in the following paragraphs.

Dispositions are personal attitudes that people possess. They value truth seeking, are open-minded, look for alternatives and use credible sources when using information. Of course these are only a few of the dispositions that Ennis lists. (For a full list of the dispositions, see the appendix at the end of this paper) I selected these because I focus on them in my unit.

Abilities are the more cognitive skills people have. A few examples of such abilities are: analyzing arguments, decision making, observing and judging observation reports, and using inference. (These abilities can also be found in full in the appendix) (Ennis 1985)

Learning how to observe people and written material can help children make sounder decisions. There are many observations to be aware of when reading or listening to someone's account on an event. The observation reports must attend to:

1) the period of time elapsed from the event
2) motivation of repeating the story (of the account) (rewards)
3) someone who wants to advance the cause
4) reliability - did you actually see the event happen?
5) collaboration - can someone else back them up?
6) point of view (preconceived notion)
7) concrete evidence

(Ennis)

These observation reports can help a good critical thinker decide to believe written or oral information or to reject this information.

Thinking critically also relies on the person's ability to judge the credibility or wisdom of others. Ennis claims that being able to distinguish between what is true and not true in
conversation, the media, and/or in everyday life is vital to critical thinking. Ennis believes that people need to be open-minded when considering and searching for truth. He also thinks that judging the credibility of a source is important. He states, “Since a large share of what we come to believe has other people as its source, the ability to judge the credibility of a source is crucial.”(Ennis 1985, 3) It is very important that children learn these skills to think critically.

Types of Critical Thinking

There are many types of critical thinking. In this paper, I will be focusing on Delores Gallo’s thoughts on open-mindedness, and the values of truth and empathy; Arthur L. Costa’s thoughts on metacognition; and Richard W. Paul’s thoughts on dialectical thinking. Many of their ideas and suggested strategies are incorporated within my unit.

A co-founder of the Critical and Creative Thinking Graduate Program at the University of Massachusetts at Boston, Delores Gallo feels that open-mindedness is important in critical thinking. In her article, “Educating for Empathy, Reason and Imagination” she states:

Open-mindedness is a capacity to gather information disinterestedly, sensitive to its limits and missing elements, a capacity to revise one’s position to accommodate compelling new evidence and questions or new perspectives on extant knowledge. (Gallo 1994, 43)

These behaviors require people to use a high degree of awareness. Open-mindedness also allows tolerance for ambiguity, complexity, and deferred judgment, and a drive for problem resolution. (Gallo 1994)

In addition to valuing open-mindedness, Gallo believes that education needs to foster self-esteem, a valuing of truth, and problem solving. Gallo states, “Therefore, education bears a responsibility for the development of the whole individual—values and voice, disposition and capacity to imagine and to reason well.”(Gallo 1994, 44) She goes on to say that empathy as well as reason and imagination fosters critical and creative thinking.

For this paper, I have adopted Delores Gallo’s definition of empathy. She states:

Empathy can be used in at least two ways: to mean a predominantly cognitive response, understanding how another feels, or to mean an affective communion with the other. In
the latter instance, it may refer to putting oneself in the place of another and anticipating his or her behavior. Or it might suggest a still more dramatic transformation, the imaginative transposing of oneself into the thinking, feeling, and actions of another. (Gallo 1994, 45)

Gallo recommends the strategy of role playing to enhance the feeling of empathy. Role-playing allows students to take the role and perspective of others. It makes children really listen to others' points of view, either positive and negative. Children usually are willing to understand different views when given the opportunity, and they become more open-minded to people who think differently. When people must feel and express positions and reasons different from their own, they take the ideas more seriously than they do when they hear them from others. These are some of the reasons I used the critical thinking skill of empathy in my unit.

Metacognition is yet another strategy used in critical and creative thinking. According to Arthur L. Costa, author of "Mediating The Meta-Cognitive":

Metacognition is our ability to know what we know and what we don't know. It is our ability to plan a strategy for producing what information is needed, to be conscious of our own steps and strategies during the act of problem solving, and to reflect on and evaluate the productiveness of our own thinking. (Costa 1985, 8)

Following Costa's belief, I included indirectly the metacognition strategy in some of my lessons. Costa states, "Direct instruction in metacognition may not be beneficial. When strategies of problem solving are imposed by the teacher rather than generated by the students themselves, their performance may become impaired." (Costa 1985, 9)

For most of the evaluations in my unit, I chose to have journal writing for reflecting on the novel. I did this because I agreed with Costa when he states:

Writing and illustrating a personal log or a diary throughout an experience over a period of time causes the student to synthesize thoughts and actions and to translate them into symbolic form. The record also provides an opportunity to revisit initial perceptions, to compare the changes in those perceptions with the addition of more data, to chart the processes of strategic thinking and decision making, to identify the blind alleys and pathways taken, and to recall the successes and the "tragedies" of experimentation...

This allows students to take credit for their responses and teachers can provide good feedback for their answers. Costa states, "These students will become more conscious of their own behavior and apply a set of internal criteria for that behavior which they consider "good." (Costa 1985, 12)
The third type of critical thinking I would like to discuss in this paper is dialogical thinking. Dialogical thinking is having an inner dialogue with oneself. It helps people be able to look at different perspectives for any given subject. Richard Paul, a philosopher and well known expert in the field, believes that dialogical thinking is very important to critical thinking.

Richard Paul gives a very interesting example in his article, "Teaching Critical Teaching in the Strong Sense: A Focus on Self-Deception, World Views, and a Dialectical Mode of Analysis". He states:

‘In every case, education should be problem-and issue-based, and students should reason their way to knowledge in every domain, having continual opportunities to voice and pursue their own points of view within divergent frames of reference. Their personal world-views should continually be expanded and enriched as a result. They should learn in time to think within many points of view, many frames of reference, and many world views. Only to the extent that they do, do they become liberally educated persons, for only to the extent that we can use our thinking to transcend our thinking are we free.

(Paul 1992, 194)

I agree with Richard Paul because dialogical thinking allows people to think of different points of views. This an important issue in critical thinking.

Types of Creative Thinking

Creative thinking is the process of generating ideas that is marked by sensitivity to problems and gaps, fluency, flexibility, originality and elaboration. Role playing, having in depth discussions on open-ended questions within the classroom, and brainstorming are all great strategies to generate ideas. These strategies will certainly help children become better creative thinkers.

Role-playing is a very powerful tool for generating ideas. Role-playing allows children to observe and synthesize information both orally and in writing. After reading a piece of literature, children can take what they know about the plot and orally summarize it from their own point of view. It is an excellent way to get children to communicate ideas, especially for those who have difficulties with written work. Role-playing allows children to express their
ideas in a creative manner. Gallo notes that the creative person is imaginative, spontaneous, and one who perceives rather than judges; this person is open to new and different ideas. She claims that role playing facilitates one's ability to develop reason and imagination. It allows people to work through problems and issues. (Gallo 1994) Role-playing allows people to take risks within a safe environment. Gallo also says, "Lastly, it nurtures intrinsic motivation for tasks requiring imagination, a tolerance for complexity and ambiguity, as well as self-esteem and courage." (Gallo 1994, 59) Role-playing encompasses these skills in helping a child become a creative thinker.

Class discussions are extremely helpful when trying to generate ideas. Peter Elbow, a teacher of thinking and author of the article, "Teaching Two Kinds of Thinking by Teaching Writing", states that speaking is a good way to enhance creative thinking. Agreeing with Elbow, I included group and whole class discussions in my unit. Elbow believes that creative brainstorming, discussion or debate will help creativity. He also believes that the goal in creative thinking is to harness intuition. (Elbow 1994) This allows the imagination to grow.

Brainstorming is one of the most useful and successful techniques to generate ideas among children. Brainstorming is an excellent tool for revealing many creative skills. It uses deferred judgment, a seeking of quantity and the piggy-backing of ideas. It allows students to show fluency, flexibility with ideas, originality and elaborate about ideas and feelings. This is a strategy that really gets the children thinking in many creative ways, and provides the opportunity to build on their thoughts and ideas.

In conclusion, the relationship of critical and creative thinking are partners in the process of decision-making. For this paper, I adopted Delores Gallo's definition of the difference between critical and creative thinking. She states:

The common polarizing differentiation made between critical thinking and creative thinking is deceptive, since it often leads one to see creative thinking as the discrete opposite of rational thought. It minimizes the contribution of necessary evaluative, convergent, critical processes to effective creative production and similarly obscures the import of the speculative, divergent, imaginative processes to effective critical thought. (Gallo 1994, 47)
Gallo continues to say:

One of the most salient features of critical thinking is the convergent process. It focuses on factors that have been determined relevant to the given situation. It moves toward a single, uniquely determined response, highly dependent upon the reproduction of the previously learned and the categorization of new experiences. (Gallo 1994, 46)

Creative thinking’s most salient feature is the divergent process. It emphasizes highly flexible intellectual functioning. It focuses on the generation of ideas. (Gallo 1994)

**Teaching Critical Thinking**

Thinking is something we do naturally. So, why should we have the need to teach thinking in the classroom? R. Nickerson, author of the book *Teaching Thinking Skills: Theory and Practice*, says educators need to teach people how to think more effectively, critically, coherently and more creatively and deeply than we do. (Nickerson 1987) To acquire good thinking skills, teachers need to focus on teaching it. It’s not likely to happen on its own so teachers need to add critical thinking in their curriculum. Good thinkers will be able to compete effectively for educational opportunities, jobs, recognition, and rewards. I believe that an educators job is to prepare their students for this very reason. This could allow a person to find life more interesting and rewarding. (Nickerson 1987) Nickerson gives another reason for teaching critical and creative thinking in the classroom. He states:

> It is a prerequisite for good citizenship. Glaser (1985) suggests that critical thinking ability helps the citizen to form intelligent judgments on public issues and thus contribute democratically to the solution of social problems. (Nickerson 1987, 27)

Preparing students to look at material critically and developing skills to make decisions about the value of the content of books and other written materials is extremely important.

Teaching critical thinking in the classroom will not be a quick and painless task. It will take some time and practice to develop good thinking. Shari Tishman, David Perkins, and Eileen Pay, authors of the book *The Thinking Classroom: Learning and Teaching in a Culture of Thinking*, claim that teachers should consider the following ways for teaching students to think.
effectively:

1) It is important that teachers model good thinking. Children need a guide to follow to assure their capabilities;

2) Teachers need to explain the key concepts so that students understand what is expected of them. They will rise to the occasion if they understand their responsibilities;

3) It is the teacher's role to organize opportunities for the students to experience critical thinking. They must make sure that the students interact with one another to express their thinking as well as meeting with the teacher; and

4) Teachers should always give feedback to the students after engaging in any type of critical thinking. It could be after problem solving, evaluating, analyzing or a metacognition exercise. This allows the students to feel good about themselves and to learn how to think more effectively. (Tishman 1995, 70)

Critical thinking in the classroom prepares students for future careers. There is a lot of competition in the job market today. Many students graduate from high profile colleges with big dreams of becoming successful. Students need to know that it’s not only the college that they go to that will make them succeed. It is what they put into their education that will matter. If they can learn to think critically and solve problems using many different strategies, this will contribute to having successful careers. It will help them to become recognized within their jobs and hopefully advance to higher positions. This is certainly an incentive to think critically.

Thinking critically helps people make judgments on many different issues they are confronted with on a daily basis. People should become active and involved with their community and their own lives. Critical thinking will contribute to a much more confident and engaging life. It is a citizen's obligation to think deeply about significant issues and act upon them. The ability to think well contributes to one's psychological well-being and fosters well-adjusted individuals. (Nickerson 1987)

Students should be taught higher order knowledge strategies to help or assist in
conquering problems. Tishman states:

Good thinkers are disposed to explore, to question, to probe new areas, to seek clarity, to think critically and carefully, to consider different perspectives, to organize their thinking, and so on. (Tishman 1995, 40)

Children are curious creatures and enjoy wondering about how and why things work. It seems only logical that engaging children in higher order thinking would enhance their curiosity and love for knowledge and learning. Allowing children to think broadly, adventurously and become more aware of their own thinking patterns is our goal as educators. (Tishman 1995)

We want our children to be able to decide for themselves the worth and value of what they are taught and what they read. Students should be given the opportunity in school to analyze and reflect on situations so that they can experience and practice critical thinking skills. It takes time to become a good thinker, so what better time to teach our children how to analyze, evaluate, solve problems, and synthesize than in elementary school? Nickerson states, “We want them to think critically and reflectively in the most general sense, to look for evidence of the truth or falsity of assertions, to judge arguments on their merits and not on the basis of who has made them.” (Nickerson 1987, 34)

It is very important for educators to teach children how to think and solve problems independently. Possible strategies such as rereading and asking questions of clarification can be taught when a problem is identified. When students are taught different thinking strategies, they attempt solving problems using different ideas. This can broaden the child’s ability to solve problems in real life situations.

Factors Needed To Teach Critical Thinking

Unfortunately, many teachers went through their early schooling without learning how to think effectively, critically, coherently, and creatively. Critical thinking was taught to educators at a later time in their lives. Therefore, critical thinking did not come as naturally or easily as if they had been taught when they were children.
There are many factors teachers need to be aware of when teaching critical thinking. Teachers should model critical thinking in the classroom at all times and become aware of the language of thinking when teaching critical thinking skills. Metacognition is another strategy that educators may use to enhance critical thinking. These are a few important factors that will be addressed.

First, Nickerson discusses the importance of modeling critical thinking in the classroom. He states:

Teachers must display the traits as examples to students. One must use evidence skillfully and impartially, be willing to suspend judgment in the absence of sufficient evidence to support a decision, understand the difference between reasoning and rationalizing, recognize the fallibility of one's own opinions....

We are capable of these things, but these capabilities need to be cultivated because we are also capable of blindly following authority, acting without thought for the consequences of our actions, having our opinions molded and our behavior shaped by illogical arguments and illogical persuaders of an astonishing variety of types, believing the future will be what it will be and taking no steps to make it what it could be, and failing to make any effort to see things from other people's points of view. (Nickerson 1987, 35+ 36)

I find that my own students succeed at a higher rate when I model certain skills in the classroom. Many times visualization is the key to achieving.

Another factor teachers need to be aware of is the importance of language. When teaching critical thinking, educators must always remember that there are two important ways the language of thinking helps students to think better. Shari Tishman stated these two ways in her book, *The Thinking Classroom*. 1) "The language of thinking helps students organize and communicate their own thinking more precisely and intelligently. The language of thinking communicates and reinforces standards for thinking. 2) Words tell you what kinds of thinking are appropriate when. This allows the students to raise the level of their thinking when asked to analyze and consider alternative interpretations." (Tishman, 1995, 12-13) When students are not taught the appropriate definitions of words, it becomes more difficult to receive the responses that are sought. The words: analyze, evaluate, and synthesize must be used regularly within the classroom so that students understand the expectations of their work.
In addition, it is also necessary to include metacognition exercises in the classroom. Metacognition is monitoring or evaluating what you're thinking. It's reflecting on your experiences and decisions. Tishman agrees with teaching metacognition. She states that the ability to watch and critique one's own thinking is a key aspect of human intelligence. (Tishman, 1995, 65) Mental management and reflection lead to good thinking. When considering the many decisions we have to contemplate in life, metacognition helps people to become more careful and thoughtful. It allows us to focus our thoughts on the area about which we are thinking. It helps to clear our minds when pressure overcomes us. Taking time to reflect on our thoughts can help us identify personal goals and standards for our future. It permits us to look for new directions to guide our thoughts. We teach this in the classroom to improve students' thinking in the future. They would become more aware and seek solutions to problems within the classroom as well as outside the classroom. Students would tackle thinking challenges independently and creatively rather than passively waiting to be told what to do. (Tishman 1995)

Teaching Creative Thinking

We must ask ourselves the question, "What do we ultimately want our children to learn and do now and in the future?" Gruber and Wallace, authors of "The Evolving Systems Approach to Creative Work" from Creative People at Work, states, "Creative people commit themselves to creative tasks. They hope to make some change in the sum of human knowledge and experience." (Gruber and Wallace 1989, 8) If we teach our children how to think, they will have a better chance attaining this goal. Woodman, author of "Creativity as a Construct in Personality Theory", is also in agreement that creativity is essentially creating new and original ideas. He states the following:

According to Rogers the creative personality will be characterized by three conditions. Firstly, the creative personality is open to experiences. This is a lack of rigidity and a tolerance for ambiguity in essence the opposite of psychological defensiveness. Secondly, the source of focus of evaluative judgment is internal. For the creative person
the value of the product of his or her efforts is established by the individual and not by others. And lastly, associated with the openness and lack of rigidity is the ability to play spontaneously with ideas, colors, shapes, and relationships. The creative seeing of life in new and significant ways arises from examination of countless possibilities. (Woodman vol. 15, #1)

There are many different reasons for teaching creative thinking strategies in the classroom. Creative children are known for having a love for learning. Creative thinking gives children the chance to broaden their interests, and they become more motivated in school, about learning. Students show that they are more disciplined when taught creative strategies. I will elaborate about these findings.

Students seem to be much happier and more eager to learn more when they are taught creative strategies. Tardiff, author of the book, The Nature of Creativity, states:

Creative adults, while children, have also been cited as being happier with books than with people, liking school and doing well, developing and maintaining excellent work habits, learning outside of class for a large part of their "education", having many hobbies and forming distinct and closely knit peer groups. (Tardiff 19__ , 437) I think that we are all in agreement that we want our children to love school and learn as much as possible in a positive way.

Teaching creativity in the classroom appears to have children develop a broader range of interests. When students are taught to be creative in school, they have a tendency to play with ideas, and value originality and creativity. We want our children to be able to experience deep emotions, intuitiveness, and seek interesting situations. This allows them to have a broad range of interest and a tolerance for ambiguity. (Tardiff 19__ )

When students begin to feel confident and start taking risks with their ideas, they won't be so rigid in their work. Students will become more open to new experiences and growth. This should make it easy for the students to become more disciplined and committed to their work. (Tardiff, 19__ )

In the end, motivation becomes more and more evident after children have been working with creative strategies over a period of time. Motivation is an important factor to keep
children interested in school and work. Theresa Amabile, author of *The Social Psychology of Creativity*, states, "Over time, a high level of intrinsic motivation could also increase the probability that the creativity heuristics of risk-taking and playful exploration will be applied." (Amabile 1983,190) I agree with her findings.

Creative Problem Solving

A creative child needs to be exposed to more creative strategies and techniques to produce more and better ideas. One way to generate creative ideas is to expose children to Creative Problem Solving. Creative Problem Solving offers children the opportunity to solve and think about problems in multiple ways. Creative Problem Solving places an emphasis on strategies for generating ideas, such as brainstorming, synacistic activities, and forming analogies to solve problems.

Creative Problem Solving is a process that takes a lot of time which stimulates creativity in the classroom. Students are taught five stages of problem-solving:

1. fact finding
2. problem solving
3. idea finding (possible solutions)
4. solution finding (evaluation of generated solutions)
5. acceptance finding (selling of the final solution to others)

Students are asked to research and find out as much as possible about any subject. This is usually done in groups. Then, each group has to think of a problem within that subject matter. To do this, students need to discuss and find problems within that subject and decide on the best one to work with. Next, students are asked to discuss and brainstorm as many solutions as they can come up with to solve the problem. During this brainstorming session, all ideas are accepted, no matter how off the wall. Many of the ideas can be built on and combined into new ideas. Students will have to decide which solutions are feasible and throw the rest of the ideas out. Once the group has chosen their best solution, they will have to write up a brief paragraph (depending on the grade level) of how they will implement their idea.
One of the most common techniques to enhance creativity in Creative Problem Solving is brainstorming. The purpose of brainstorming is to generate a long list of ideas. The list will continue to grow if students build on and combine these ideas. A high quantity of ideas is an important principle because there is a higher probability that some will be original and useful. Brainstorming is an important principle because it uses deferred judgment, which means that no one can criticize any of the ideas given. There are four rules to brainstorming:

1. Criticism is ruled out
2. Free-wheeling is welcomed
3. Quantity is wanted
4. Combination and improvement are sought

Amabile states that one activity a teacher can use when teaching creativity through brainstorming is called synectics. This is a stimulation program or, joining together different and apparently irrelevant elements. (Gordon 1961) This technique is guided by two principles. One is to make the strange familiar (take a new problem and transform it into something familiar by the use of metaphor and analogy). The second is to make the familiar strange (take something commonplace and find new ways of viewing it through analogy) (Amabile 1983) The reason for using synectics is so that it will generate ideas through the use of emotion. There is also a greater external direction of ideas being used.

When teaching synectics, it is beneficial to introduce students to analogies. There are four types of analogies when teaching synectics:

1. personal analogy- the individual imagines himself to be the object with which he is working
2. direct analogy- facts, knowledge, or techniques from one domain are used in another
3. symbolic analogy- images are used to describe the problems
4. fantasy analogy- the individual expresses his wishes for ideal, though fantastic, solutions to the problem

(Amabile 1983, 191)

These analogies will help students use their creativity when problem solving. It makes students think of ideas in ways that they would never have imagined before. These analogies also enable students to thinking of ideas in new and different perspectives.
Amabile's ideas support my beliefs about Creative Problem Solving. She claims, "Evaluation studies of Creative Problem Solving are limited to informal demonstrations that trained individuals do indeed use deferred judgment and do, at times, produce more and better ideas than untrained individuals." (Amabile 1983, 192) Creativity exercises give practice in increasing fluency, flexibility, and originality in writing and drawing. By using all of these techniques, a child will be exposed to more creative strategies.

Open-ended Assessment

It is important to know and understand the kind of assessment being used in the classroom. For this paper, I will use Diane Hart's definition on open-ended questioning. She is the author of the book, Authentic Assessment: A Handbook for Educators, and defines open-ended questioning as the process of gathering information about students—what they know and can do. Some examples are: observing students as they learn, examining what they produce, testing their knowledge and skills. (Hart 1994) She goes on to say that open-ended questioning is worthwhile, significant, and meaningful. It also allows students to engage in the higher-order thinking skills and the coordination of a broad range of knowledge. (Hart 1994) Open-ended questioning reflects real-life and interdisciplinary challenges which integrate knowledge and skills without isolating them.

In this paper I have chosen to assess each lesson with an open-ended question. These open-ended questions will include moral decisions and require using critical and creative thinking skills when answering or solving these types of questions. One example is: How would you react towards the Jewish people of Copenhagen, Denmark if you lived there during the Holocaust?

There are many reasons for choosing to use open-ended responses for an assessment tool. First, open-ended responses show the students' literacy development over a period of time. Secondly, they reveal the students' strengths rather than weaknesses in any subject. This is evident when I compare a student's work in June to their work in September. It shows an
Doti Ryan, author of the book, Language Arts Assessment: Grades 3-4, claims that she is able to witness the development of students when she uses open-ended questions as opposed to standardized testing. She states:

As our focus changes from isolated skills to an integrated whole language approach, it becomes necessary to reevaluate our tools of assessment. Do standardized tests, basal tests, and multiple choice writing tests really measure what the teachers, parents, and students need to know? Essentially what these tests really measure is the student's response to isolated, disconnected questions. In order to get a more complete picture of our student's progress, a more authentic form of assessment is needed, one that is in line with the whole language philosophy and integrated teaching methods. (Ryan 1994,3)

Doti Ryan also finds that open-ended assessment is very valuable in the classroom. She believes that open-ended questioning observes students' literacy development over time. It watches their development to track and encourage progress and growth. (Ryan 1994)

These types of questions change the role of the students. They become active participants in both their learning and assessment activities. It decreases test anxiety and increases self-esteem. It also encourages the habit of self-assessment. How does it do all of this? It reveals the students' strengths rather than highlight their weaknesses. (Hart 1994) This allows children to have a more positive attitude toward school, learning and themselves. It challenges them to pose questions, make judgments, reconsider problems, and investigate possibilities. (Hart 1994)

Robin Lee Harris Freedman is a science teacher at Fort Bragg Middle School who has written a book entitled, Open-ended Questioning: A Handbook for Educators. She claims that in order to assess students abilities to use higher-order thinking skills to express content knowledge, the open-ended question must contain two things: 1) a prompt and 2) directions for writing. A prompt sets up the writing situation/pre-writing activity (cartoon, map, graph, quote, or diagram). When giving the directions for writing, keep the writer focused on the topic and writing style. (Freedman 1994). She also talks about how open-ended questions allow students to express their own ideas and synthesize information. This practice assesses writing,
conceptual understanding, and thinking skills: especially students’ abilities to analyze, to evaluate, and to solve problems. (Freedman 1994)

In conclusion, Robin Lee Freedman describes how open-ended questions can lead students to writing and communicating effectively. She states:

When answering open-ended questions, students write as a means to an end. They express their thoughts through at least four different writing styles: These styles—mechanical, transactional, expressive, and creative—engage students in different thinking processes so that they are challenged to think diversely. (Freedman 1994, 3)

The chart below gives examples of the writing styles students use when answering open-ended questions and, according to Bloom’s Taxonomy, the level of understanding needed to write in that style.

<table>
<thead>
<tr>
<th>WRITING STYLE</th>
<th>EXAMPLES</th>
<th>TAXONOMY OF UNDERSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>mechanical</td>
<td>dictation, copying journals</td>
<td>knowledge</td>
</tr>
<tr>
<td>transactional</td>
<td>note-taking, summaries, comparisons, journals</td>
<td>comprehension</td>
</tr>
<tr>
<td>expressive</td>
<td>journals, letters, narratives</td>
<td>application</td>
</tr>
<tr>
<td>creative</td>
<td>stories, plays, fiction</td>
<td>analysis</td>
</tr>
</tbody>
</table>

(Freedman 1994, 3)

Freedman has a few final words that I believe are very helpful for educators to know about when implementing open-ended questioning in their classrooms. He states:

Open-ended questions often reveal more information about student understanding than “traditional” testing methods. You can use open-
ended questions to check for conceptual understanding before, during, and after instruction. They are a tool for pretests, homework, quick checks for understanding, examine reviews, end-of-unit exams, and even long-term research." (Freedman 1994, 3)

It has been my experience that assigning different writing genres can enhance 'good' thinking. It has helped students become better at answering open-ended questions. The school system that I work for has invested in the Writing Across the Curriculum Program by John Collins. Most schools in Boston use this program as well. This program emphasizes the same writing styles as I have listed in the above chart. It focuses on allowing students to express their content knowledge in writing rather than answering true/false or multiple choice answers. Educators need to assess students using many different writing styles to successfully assess students' content knowledge. I have my students work with every type of writing and I have seen that using open-ended questions does improve students' thinking abilities.
CHAPTER 3
UNIT INTRODUCTION

My unit is a small example of how educators should teach critical and creative thinking accompanied by a theme; in this case moral education. This unit is designed to be used in a fourth grade classroom. It is my intention to model how a unit can be designed by giving 6 lessons as examples which cover a variety of topics and skills. The educator that reads this paper should be able to apply the format to design the rest of the lessons. The main theme includes teaching about moral education and developing critical and creative skills using the novel, *Number The Stars*, by Lois Lowry. Every lesson has a variety of thinking skills and strategies from which the teacher may choose.

The educator that will be using this unit should keep in mind the qualities of a "good" citizen that were mentioned earlier in this paper. The teacher should model appropriate behavior when in front of the children.

This unit gives the teacher suggested time lines for each lesson and includes a learning objective as well as a critical and/or creative thinking skill objective. It contains a list of all necessary materials needed to accomplish each lesson. Procedures for each lesson are written clearly so any teacher could pick up and easily use. This guide contains open-ended questions for an evaluation. Students will need a journal in which to write their responses to these open-ended questions. Assessment is an integral part of any educational process. Using open-ended questions allows children to verbalize their thoughts and/or express them in writing.

Although each lesson has its own objectives, the main areas of focus in this unit includes the following critical and creative thinking skills:

**CRITICAL THINKING SKILLS**
- observation
- compare/contrast
- categorize
- analyze
- evaluate
- assess data
- judgment of situation

**CREATIVE THINKING SKILLS**
- observation
- sensory awareness
- problem finding
- fluency/flexibility
- synthesize
- originality
- elaboration
These thinking skills are used in this unit to reinforce different moral behaviors. For example, children will be asked to show decision making, solve problems, be responsible, respect others and accept those that are different. The above skills will help the students accomplish these goals.
Lesson 1: "Now and Then" (prereading activity)
Grade level: 4
Timeframe: 3 days

I. Lesson Overview:
What do people living in today's world think about compared with those who lived during World War II? Based on the results of a Multiple Intelligence (MI) self-inventory results, students will be grouped according to their preferred ways of thinking, then do an activity in which they use this kind of thinking to make comparisons.

II. Critical Thinking Objective:
To compare and contrast information using a Venn diagram (analysis)

III. Creative Thinking Objective:
To generate many ideas through brainstorming (fluency)

IV. Materials:
- student journals (notebooks)
- prereading information sheets for students (see appendix)
- reference books (to be arranged with school librarian)
- chart paper
- marking pens
- map of Europe (see appendix)
- MI Self-inventory (see appendix)
- Brainstorming template (see appendix)

V. Procedure:
Part I:

1. Divide students into small groups. Give students a three-column chart entitled, The Holocaust and Jewish Culture, with the columns labeled "What I know", "What I Think I Know", "What I Want to Know".

2. Ask students to record any information they have about the Holocaust and Jewish culture. Following this, students will record their ideas on the chart.

3. Next, ask students to do fact-finding about the Holocaust, Jewish culture and Denmark, which is where the story takes place. They can use their pre-reading information sheets and the reference books as aids for this.

4. List the facts students have gathered on the board or chart paper.

5. Have students take the MI self-inventory. Then group them according to their MI strengths.
Part II:

1. Ask students to choose one activity from the following:

   **for visual-spatial learners:**
   
a. Read the Denmark information.
b. Draw a large map of Europe using the map that is provided as a guide.
c. In creative ways, put information about Denmark on the map. Use your reference books and information sheets. (e.g., land forms, resources, food, population, climate)
d. Next, look up the same information for Massachusetts.
e. Using a Venn diagram, compare and contrast Denmark and Massachusetts.

   **for verbal learners:**
   
a. Create a radio talk show program.
b. Using a Venn diagram, compare and/or contrast reasons, in your opinion, for those that believe in war and for those that are against war.
c. Write a dialogue that you will use "on the air". It should be about 10-15 sentences and describe what is happening in Denmark on April 9, 1940. Use the Venn diagram as a guide.
d. Someone can be the host of the radio show. Other people can be the "callers" who, by telephone, give their opinions for and against war.

   **for body/kinesthetic learners:**
   
a. Role-play the information given on the Holocaust information sheet.
b. Choose different characters and brainstorm what each character will say and write a script. Be sure to include a beginning, middle, and end for each script and how a situation gets resolved.

   **for musical/rhythmic learners:**
   
a. Read the short biography of Hans Christian Andersen and other references about him.
b. Brainstorm ideas/information from the biography using the brainstorming template.
c. Make up a song about his life. Be sure to write out the words!

   **for intrapersonal learners:**
   
a. Read the sheet about Lois Lowry.
b. Think about the quote, "When I write, I draw a great deal from my own past." Lois Lowry feels that as an author, she often writes about her own personal experiences.
c. Pretend you are an author. Think about how you live, what your friends and family are like, and what things you have done in the past (e.g., vacations, school activities, holidays). Brainstorm these ideas on the brainstorming template.
d. Using a Venn diagram, compare and/or contrast your own life with Lois Lowry's life.
e. In your journals, write a brief paragraph comparing and contrasting Lois Lowry and yourself.

...for logical/mathematical learners...

a. Using your reference books, find information about WWII.
b. List about 5-8 different events and their dates that took place during WWII.
c. Place these events in chronological order (in the order that they happened).
d. Create a timeline with these events. Make it neat, colorful and easy to read. Be sure to include a title.

2. After each group presents their project, display the projects all around the room. Ask each group to share and discuss their work.

**VI. Evaluation:**

Write the following open-ended question on the board. Ask students to respond to it in their journals:

Q: How would you react towards the Jewish people of Copenhagen, Denmark if you lived there during the Holocaust? Mention five reactions you would have and reasons for them. Remember to include information you have learned this week.

To get students to think about the thinking they did in their activities, ask them to respond to these questions in their journals:

Q: To be able to compare and contrast information, what kinds of thinking did you do? (e.g., look for differences and similarities among pieces of information; categorize information according to differences and similarities)

Q: When you were asked to list information you had about the Holocaust, what kinds of thinking helped you to come up with many ideas? (e.g., recalling experiences I had; listening to what others said then adding to it)
Lesson 2: “What Does Freedom Mean?” (pre-reading activity)
Timeframe: 2 Days
Grade level: 4

I. Lesson Overview:
in the 1940's, Germany occupied Denmark. The story shows how this affected the lifestyle of people who lived in Denmark and how they coped with this. In small groups, then as a whole class, students will discuss the meaning of freedom and what it means to be without it. Then, based on their MI self inventory results, students will explore the issue further through their preferred ways of thinking. Students will also organize their ideas into groups/categories.

II. Creative Thinking Objective:
To produce many ideas through brainstorming (fluency)
To produce varied ideas (flexibility)
To expand on ideas (elaboration)

III. Critical Thinking Objective:
To analyze information for key themes (classify/categorize)

IV. Materials:
“Life in Occupation” sheet (see appendix)
Venn diagram sheet (see appendix)
student journals

V. Procedure:

Part I:

1. Write the word “freedom” on the board. In small groups, ask students to talk about the meaning of this word and list their ideas.

2. Next, ask each group to share their ideas with the class. Afterwards, invite the whole class to do more brainstorming and add to everyone’s ideas.

3. In small groups once again, ask students to organize the ideas about freedom into different categories. They need to decide which ideas are about similar things, put them in groups, then give each group a label or title. The categories students create can be displayed around the room.

4. While they are in small groups, give students the sheet entitled, “Life in Occupation”. Ask them to write about their own thoughts and feelings as though they were really living under such circumstances.

5. Conduct a whole class discussion about what it means for a country to be occupied by
Part II:

Create centers for each activity so that students can work independently with guidance from the teacher. Invite students to choose the activity that suits their MI strength.

**for visual/spatial learners:**

Fill out a Venn diagram. Have fun creating some icons or symbols for a few of the items in each section of the diagram. Be able to explain similarities and differences between “occupation” and “freedom”.

**for verbal learners:**

Pretend you are the teacher. Make a presentation to the class in which you explain the meanings of “occupation” and “freedom”. Feel free to put lots of imagination into your role-play!

**for logical learners:**

Create your own fiction or non-fiction stories using the topics of “occupation” and “freedom”. Present them to the class in interesting, imaginative ways. Be sure to include the following in your stories:

1. main characters
2. setting
3. plot (it needs to involve a situation in which someone’s freedom is taken away by another person or country)
4. conflict (a special problem within the plot)
5. outcome (a way in which a problem is resolved)

**for musical learners:**

Create a musical game in which you include words, synonyms, antonyms, definitions, explanations for the game. Be sure to include information about freedom and occupation.

**for bodily-kinesthetic learners:**

In what ways can you demonstrate the differences between “occupation” and “freedom”? For example, you might want to use your body, or different objects, or even create objects to show these differences.

**VI. Evaluation:**

Based on your own experience, explain the difference between “occupation” and “freedom”. Write about this in your journals. For example:

**occupation:** My mother punished me one weekend and kept me in the house doing chores and homework instead of being able to play with my friends.
freedom: At summer camp, I was able to choose 5 activities to do on my own through out the week.

To get students to think about the thinking they did in their activities, ask them to respond to these questions in their journals:

Q: When you brainstorm for ideas, what strategies help you to think of varied or different ideas? (e.g., pretend to be someone or somewhere else so you can see things from a different viewpoint or perspective)

Q: What ways of thinking help you identify which information belongs in a certain category? (e.g., thinking of different meanings for words or ideas; finding words or ideas that are like synonyms for each other, then grouping these together)
Lesson 3: “The Term: Morals”

Timeframe: One Week
Grade level: 4

I. Lesson Overview:
For the first part of the lesson, teachers are given the option of testing their students for specific vocabulary and comprehension questions related to the story. Next, in small groups, then as a whole class, students will discuss the meaning of morals and how to make moral judgments.

II. Creative Thinking Objective:
to explore the meaning of the term "morals" through brainstorming (fluency:flexibility)

III. Critical Thinking Objective:
to make judgments about the morals of the main characters (evaluation)

IV. Materials:
Vocabulary Sheets chapters 1-4 (see appendix)
Comprehension Sheets chapters 1-4 (see appendix)
Student journals
paper
something to bind a book together (binder, stapler, clip, etc)
Decision Making template (see appendix)

V. Procedure:
Part I: Note: Teachers have the option of testing students on vocabulary and comprehension.

Part II:
1. Write the word "morals" on the board. In small groups, ask students to talk about the meaning of this word and list their ideas.
2. Next, ask each group to share their ideas with the class.
3. Conduct a whole class discussion about the different characters in the book and the decisions they have had to make in their lives.
4. Make a chart with the main title of "Making Moral Judgments". Include 2 subtitles, "Characters" and "Decisions". List the students' ideas on the chart based on the oral discussion above.
5. Give out the decision making template to each group. Ask students to choose one character from the book and describe that character by explaining the character's
actions. (e.g., The German soldiers were mean because they stopped people on the streets and bullied them if they were Jewish)

6. Next, ask each group to decide if their statement/character shows good moral behavior or bad moral behavior and to list their reasoning.

7. Then, ask students to explain their thinking in 3-5 sentences or a brief paragraph.

8. Ask students to illustrate their paragraph which will be bound in a class book entitled “Making Moral Judgments”.

VI. Evaluation:

In your journals, write about a time in your life when you were faced with making an important moral decision. Be sure to include your reasons for choosing what you thought was right from wrong. For example:

Last year my mother asked me to babysit my little sister for 30 minutes while she went to the store. I told her I would not do it because I made plans to play with my friends. I know that this was the wrong judgment that I made because I should always make sure family comes first.

To get students to think about their thinking they did in their activities, ask them to respond to these questions in their journals.

Q: When you brainstorm for ideas, what strategies help you to think of many ideas? (e.g., listening to other people's ideas and piggybacking on people's ideas)

Q: What kinds of thinking helped you to make judgments about characters' moral behaviors? (e.g., putting yourself in the character's shoes and deciding whether or not you would make the same decision)
Lesson 4: "Identifying Moral Characteristics"

Timeframe: 2 days
Grade level: 4

I. Lesson Overview:
Each of the main characters in the book have certain moral characteristics. These characteristics suggest to help the reader understand identify the kind of person he/she is in the story. In small groups, students will find a moral dilemma, as pertains to characters in the story, in the first section (chapters 1-4) of the book and brainstorm several solutions to solve it. Next, students will write up a plan explaining how they will solve the moral issue.

II. Critical Thinking Objective:

to prioritize a problem to solve (analysis; evaluation)
to generate solutions (fluency, flexibility)

III. Creative Thinking Objective:

to produce many ideas (fluency)

IV. Materials:
pencil
paper

V. Procedure:

1. Ask students to solve a problem from the book.

2. In small groups, ask students to write down each character’s name and discuss each character’s problem in the plot and list their ideas.

3. Next, ask each group to share their ideas with the class. Afterwards, invite the whole class to do more brainstorming and add to everyone’s ideas.

4. Tell students that they need to choose the best idea to solve. In small groups once again, ask students to prioritize their ideas by using the system: 1 = the best idea, 2 = the next best, and so on.

5. Tell students the idea they labeled #1 will be the problem they will try to solve.

6. Next, ask students, in their groups, to think about what might have caused this problem and list their ideas.

7. Ask students in their groups to write a sentence identifying the problem exactly.

8. Then ask students to brainstorm many possible solutions for the problem and list their ideas.
9. Next, ask students to prioritize the best solutions using the system they already learned.

10. The solution they labeled #1 will be their solution to the problem.

11. The last step is to try to implement the solution. Ask students to write a short paragraph (plan) 5-6 sentences. Have each group use the following outline as a guide for their plan.

   sentence one: Discuss WHAT problem you intend to solve
   sentence two: Discuss WHO will work on the plan
   sentence three: Discuss WHERE the plan will take place
   sentence four: Discuss WHEN the plan will begin and how long it will take to be completed
   sentence five and six: Discuss HOW the plan will be solved

VI. Evaluation:

Pretend you are one of the characters in the story and write a letter to the author about how you feel about your moral problem in the story. Write about this in your journals.

To get students to think about the thinking they did in their activities, ask them to respond to these questions in their journals:

Q: When you brainstorm for ideas, what strategies help you to think of different issues in the story? (e.g., remembering what happened in a whole chapter, then narrowing it down to one scene)

Q: When you were asked to prioritize a list of ideas to generate the best solution for the problem, what kinds of thinking helped you to choose the best idea? (Finding the ideas that you felt were not important until you decided that one stood out as being the most important)
Lesson 5: “Character Behaviors”
Timeframe: 60 minutes
Grade level: 4

I. Lesson Overview:
The main characters in this story have different personalities. In small groups, then as a whole class, students will discuss whether or not each character in the story showed good behavior or poor behavior. Then, in small groups once again, students will share their personal views of their own strengths and/or weaknesses that they should work on. Based on this self analysis, students will be asked how they would change the behavior of one character in the book.

II. Critical Thinking Objective:
to assess a person’s moral behavior (evaluation) 
to propose changes in that person’s behavior based on these assessments (synthesis)

III. Creative Thinking Objective:
to generate many qualities that might comprise to someone’s personality 
(fl u ency; flexi bility)

IV. Materials:
student journals

V. Procedure:

1. As a whole class, brainstorm criteria for determining good behavior and list ideas on the board.

2. In small groups, ask students to brainstorm the characters behaviors in the story from chapters 1-4 (Ellen, Annemarie, Kirsti, Mrs. Rosen, German soldiers, Lise, Mr. Jo Hansen, Peter) and list their ideas following the criteria on the board.

3. Next, ask each group to share their ideas with the class. Afterwards, invite the whole class to do more brainstorming and add to everyone’s ideas.

4. In small groups once again, ask students to talk about their own qualities, both positive and negative.

5. Next, ask each group to share their personal views of themselves with the class by giving examples of both good and poor behavior.

VI. Evaluation:
Write the following open-ended question on the board. Ask students to respond to it in their journals.

Q: If you could change the behavior of any character, which one would you change? Why and
How?
To get students to think about the thinking they did in their activities, ask them to respond to these questions in their journals:

Q: When you reflected on the moral judgments of the characters in the story, what strategies helped you to think? (e.g., pretend to be the characters in the story and judge whether or not their actions were moral)

Q: When you were asked to change the behavior of a character, what kinds of thinking helped you to come up with the idea? (e.g., thinking how you would behave if you were one of the characters)

Q: When you were asked to list behaviors of a character, what kinds of thinking helped you to come up with many ideas? (e.g., listening to what others said then adding to it)
Lesson 6: “Moral Judgment”
Timeframe: 90 minutes
Grade level: 4

I. Lesson Overview:
Students will consider the moral differences between characters in the story based on what these characters say. Students will use exact quotes from the story to illustrate these differences. They will discuss the outcomes of their thinking in small groups and then with the whole class.

II. Critical Thinking Objective:
to consider aspects of a person’s morality based on what they say (evaluation)

III. Creative Thinking Objective:
to produce many ideas through brainstorming (fluency; flexibility)

IV. Materials:
Who Said That” sheet (see appendix)
student journals

V. Procedure:

1. Write the following sentence on the board:
   Joe said, “I’m going to steal my mother’s purse so I can buy some candy.”

2. In small groups, ask students to talk about the quote and assess the morality of Joe by what he says and list their ideas.

3. Next, ask each group to share their ideas with the class.

4. Conduct a whole class discussion on how what people say can make others judge their morality.

5. In small groups once again, ask students to find one quote from a character and list ideas how people may perceive that character.

6. Next, ask students to share their ideas with the class. Afterwards, invite the whole class to do more brainstorming and add to everyone’s ideas.

7. In small groups, give the students the sheet entitled, “Who Said That?” Ask them to find 4 different quotes from the book that shows moral judgment, write down who
said each quote, and write down whether or not they think the quote was a moral thing
to say.

8. Next, ask students to share their ideas with the class.

VI. Evaluation:

Write the following open-ended question on the board. Ask students to respond to it in their
journals:

Q: Choose one of the quotes that we discussed from the book that you feel shows the most morals
and why.

To get students to think about the thinking they did in their activities, ask them to respond to
these questions in their journals:

Q: What ways of thinking help you to determine the morality of a person by what they say?
(e.g., Do you decide if you would say such things and determine whether it is moral or not?)

Q: When you were asked to choose the most moral quote discussed today, what strategies helped
you to think of an answer? (e.g., Deciding which quote was the least negative or a quote that you
felt good about)
Lesson 7: “Peace and War I”

Timeframe: one week
Grade level: 4

I. Lesson Overview:
This lesson deals with teaching students the difference between the terms “peace” and “war”. The lesson allows students to work cooperatively with the (KTW) Chart (What I Know, What I Think I Know, What I Want To Know). This should generate many discussions throughout this section. After completing the chart, a Venn diagram may be used to compare/contrast the terms war and peace. (Note: For the first part of the lesson teachers have the option of testing students on specific vocabulary and comprehension questions related to the story; see appendix)

Lesson 8: “Peace II”

Timeframe: 2 days
Grade level: 4

I. Lesson Overview:
In this lesson students think about ways to resolve peace, in general, through small group discussions. Discuss how peace can be accomplished in the story. Students will brainstorm different ideas for resolving peace. As an ending activity, students can make “recipe” books where they combine different ideas for resolving peace. They can use the previous discussion to generate ideas. Then, students should write up the directions for resolving peace on index/recipe cards. Students can exchange recipes with one another and discuss their solutions.

Lesson 9: “Peace III”

Timeframe: 60 minutes
Grade level: 4

I. Lesson Overview:
It’s important that students understand that there must be peace within our own community and homes. In this lesson, students may brainstorm ideas cooperatively to maintain peace among family members, school companions, and/or people in the community. Chart paper is recommended to write responses.
Lesson 10: “Lying”

Timeframe: 60 minutes  
Grade level: 4

I. Lesson Overview:
In this lesson students will discuss the term “lying”. Students will have small group discussions about whether or not it is ever necessary to lie and list their responses by writing down examples. Next, have a whole group discussion. (Note: For the first part of the lesson teachers have the option of testing students on specific vocabulary and comprehension questions related to the story; see appendix)

Lesson 11: “Priorities”

Timeframe: 60 minutes  
Grade level: 4

I. Lesson Overview:
Discuss how the characters had to prioritize their belongings when they were fleeing the country. Explain to the students that people need to make priorities in order to make the right decisions in life. In this lesson, give students a list of items they would need in order to survive a long trip. Next, in small groups, ask students to prioritize the items from most important to least important. Have a whole group discussion so students can explain their responses. Have students relate this decision making process to the story.

Lesson 12: “Dilemmas”

Timeframe: One Week  
Grade level: 4

I. Lesson Overview:
In this lesson, students will use several kinds of critical and creative thinking strategies to develop solutions to a dilemma they identify in the story. Have students find a dilemma in the story and brainstorm ideas how they would solve the problem. In small groups, have students work with a dilemma in the story. They should brainstorm many solutions for this dilemma, and then as a group choose the best solution. Students may write up a brief paragraph explaining how this was the best solution. (Note: For the first part of the lesson teachers have the option of testing students on specific vocabulary and comprehension questions related to the story; see appendix)
Lesson 13: “Moods”

Timeframe: 60 minutes
Grade level: 4

I. Lesson Overview:
In this lesson, students will learn that different moods can change and/or alter feelings and emotions within a person. They may accomplish this by playing charades. As a whole group, ask students to brainstorm as many moods as they can think of and list their responses. Discuss the feelings and emotions people have with these moods. Next, play charades to have students act out different moods using facial expressions.

Lesson 14: “Moods”

Timeframe: 2 Days
Grade level: 4

I. Lesson Overview:
Students will continue with the theme from the previous lesson. Explain to the students that certain colors represent different moods. (For example: black and grey may represent depression.) They will choose a mood within section four of the book and draw a mural of that scene. When students are making their murals, have them select the appropriate colors for the mood of the mural.

Lesson 15: “Character Qualities”

Timeframe: 2 days
Grade level: 4

I. Lesson Overview:
In this lesson, explain to the class that people have different qualities that make up their character. Students will discuss different qualities that people have with those from the novel. In small groups, brainstorm different qualities that people can have and also the qualities of the characters in the book. Students may then use a Venn diagram to compare and/or contrast themselves with one of the characters in the book.
Lesson 16: "Friendships"

Timeframe: One week
Grade level: 4

1. **Lesson Overview:**
Being a friend to someone entails a lot of moral judgment. In this lesson, students will be given the opportunity to make new friends within the classroom and realize how it feels to make new friends. This lesson should help those realize how a new student or an isolated student feels when nobody takes the time to become friends with them. They will do this by doing a week-long activity entitled, "Make New Friends". (see the appendix). They will choose someone that they would like to get to know, or the teacher may assign partners. For the next week, the two will work together as partners on any class projects. They will complete a chart and use it as a guide to help them become better acquainted.

Lesson 17: "Emotions"

Timeframe: 60 minutes
Grade level: 4

1. **Lesson Overview:**
Emotions tell a lot about a person's moral judgment. In this lesson, students will discuss, in small groups then as a whole class, how emotions can shape a person's moral judgment and personality. They will then reflect back upon the story and decide which parts of the story were sad, happy, angry, etc. Have students brainstorm details from the story with each emotion.

Lesson 18: "Self Evaluation"

Timeframe: 2 days
Grade level: 4

1. **Lesson Overview:**
After students have experienced most or all of the lessons in this unit, it is extremely beneficial to have a culminating activity. This lesson allows students to express all that they have learned about morality by writing a letter to a younger sibling explaining what they have learned from this unit, how to act towards others, and how to treat people that are different.
As an educator of eight years experience, I have seen the decline of values evidenced in children’s behavior. No longer do we have church groups, girl scouts, boy scouts, and library programs for children. These programs used to instill our values. Other things have replaced them but do not focus on developing values. For example, many children are involved in sports, after school programs, day care and music lessons. These programs do not emphasize the conscious development of values as much as the cited programs did years ago.

I agree with Arthur L. Costa’s ideas about teaching thinking. He talks a lot about why and how we should teach thinking in our schools. I thoroughly enjoyed his article, “Teach For, Of, and About Thinking”. Teachers and administrators need to create suitable conditions for teaching thinking in schools and classrooms. Teachers need to pose problems, raise questions, and intervene with dilemmas. There needs to be structure for thinking. We need to value it, make time for it, secure support materials for it, and evaluate growth in it. Teachers need to create trust, allow risk taking, promote creativity, and be positive. Educators also need to model the behaviors of thinking that are desired in students. (Costa 1985)

Doing all of this would certainly push students to use their intelligence while they learn to think. Costa states, “Most authors and developers of major cognitive curriculum projects agree that direct instruction in thinking skills is imperative.”(Costa 1985, 20) Installing a program of teaching for thinking does not happen over night. It takes time, patience, and practice.

This unit on Number The Stars by Lois Lowry, gives teachers a structure and a framework to discuss moral issues and decisions. It places importance on the attitudes, skills and strategies needed to develop positive values. This structure, framework, and/or idea can be applied to other works in literature and curriculum.
Meet the Author
Lois Lowry

Lois Lowry is a writer who often tries to bring realism to her readers. She hopes that they will identify with her characters' problems and, thereby, be able to solve their own. "I want to be able to help adolescents answer questions about life and the human existence," she notes. Lowry also advises her young readers and would-be writers to search their own memories for special experiences that could turn into stories. "When I write, I draw a great deal from my own past," states the author.

Born in Honolulu, Hawaii, on March 20, 1937, Lowry moved to Pennsylvania to stay with her mother's family at the start of World War II. Her father was a dentist who was stationed at Pearl Harbor. Lois says of her childhood, "I was a bookworm who was always reading." She also enjoyed writing. As a child she wrote many stories and poems, but because of her shyness did not share them with anyone. Lois attended Brown University in 1954, but she left to get married and raise four children. In 1972 she got her B.A. degree from the University of Southern Maine.

A Summer to Die and Autumn Street are based on the author's real-life experiences. A Summer to Die is about a girl who dies from cancer; Lowry's own sister met the same fate. Autumn Street is set in Pennsylvania at the start of World War II in a grandfather's home. This was similar to Lowry's own life. Number the Stars, Lowry's first Newbery Medal winner, tells the story of a brave Danish family who are members of the Resistance Movement during World War II. The idea for this book came from the childhood experiences of a good friend. Lowry received the 1994 Newbery Medal for The Giver, a science-fiction tale about a utopian (or dystopian!) community.

Lois Lowry now lives in Boston. She enjoys listening to classical music while she does her writing. Lowry appreciates hearing from children. "Often kids send me ideas; however, though I may use a general idea sent by a child, I always veer off into my imagination to enhance the plot."

4 Number the Stars © 1996 Educational Impressions, Inc.
Denmark, land of the ancient Vikings, is a small country in northern Europe. It is located just north of Germany. Along with Norway, Sweden, Finland, and Iceland, Denmark is part of the region of the world known as Scandinavia. The Kingdom of Denmark is made up of a peninsula, called Jutland, and about 500 islands. There are about 5,000,000 Danes; about half live on these nearby islands.

Since the days of the Vikings, Denmark has been a nation of the seas. Fishing and shipbuilding are important industries; however, there are other important industries as well. The nation exports a large amount of butter, cheese, ham, and bacon to other countries. The Danes are also known for their fine furniture and silverware.

Copenhagen, which is located on the east coast of Sjaelland, an island off the east coast of Denmark, is the capital of the kingdom. It is also the commercial and manufacturing center of the country. One of the most famous amusement parks in the world, Tivoli Gardens, is located there.

Denmark has a constitutional government similar to that of England. Christian X became king in 1912 and he ruled until his death in 1947. He encouraged and brought about many democratic reforms while he was king. King Christian is best known for his passive resistance to the Nazi occupation of Denmark.

Queen Margrete II is the present ruler of Denmark. She took the throne in 1972. At that time the Danish constitution was amended to permit accession to the throne by a woman.

Denmark and World War II

On April 9, 1940, Germany made a swift, surprise attack upon Denmark. The Danes surrendered after only a few hours of fighting. As long as they met the Germans' demands, the government was permitted to exist.

The Resistance Movement in Denmark was very strong, however. Factories, bridges, and roads were damaged or destroyed by these resistance groups. In August 1943, therefore, the Germans took over the Danish government. One month later the secret Freedom Council was organized to lead the Resistance!

The Danish Flag
World War II began in 1939. The Nazis managed to conquer most of Europe. Hitler gave orders to systematically round-up and exterminate Jews and others. They were sent to concentration camps. Many were murdered in gas chambers. Others were shot by firing squads. The Nazis killed about six million European Jews. Millions of others, including Gypsies, Catholic priests, and artists, were also murdered. This genocide of the Jews and others is known as the Holocaust.

Many Danes risked their own lives to save the lives of others during the Holocaust. The Freedom Council helped about 7,000 Danish Jews to escape to Sweden!
Pre-Reading Activity
Hans Christian Andersen
(1805-1875)

Perhaps Denmark's best known—and best loved!—author is Hans Christian Andersen. Hans Christian Andersen came from a very poor family. He did not go to school until he was a young man. Hans wanted an education so badly that he entered first grade at age seventeen! This was after he'd worked at many jobs.

Andersen wrote many stories, including *The Little Match Girl*, *The Ugly Duckling*, and *The Little Mermaid*. A statue representing the Little Mermaid is in the harbor of Copenhagen and is a world-famous landmark. Andersen's fairy tales continue to be popular all over the world!

An Annotated Bibliography
Research the works of Hans Christian Andersen. Create an annotated bibliography of his works.
A Venn diagram can show students' thought processes as they compare objects, demonstrating the differences and similarities which the objects possess. Areas where the circles overlap represent similar qualities between or among the objects. Areas of the circles which do not overlap should describe dissimilar characteristics.

Name ___________________________ Date ______________________

Subject or Title
This story takes place in Denmark during World War II, when it is occupied by Germany.

1. What do you think it would be like to live under these circumstances?

2. What could you do, or not do?

3. What things would you not have?

4. How would you feel?
DECISION MAKING TEMPLATE

1. Choose a character ______________________________________

2. Describe the character in one word _________________________

3. Explain why the character is this way (give an example from the book) _____________________________________________

Fill in the blanks using what you wrote above.

Example: The German soldiers were mean when they stopped people on the streets and bullied them if they were Jewish.

____________________ was/were ______________ because/when (name of character) (description)

(give several reasons)

_________________________ ____________________________

_________________________ ____________________________
BRAINSTORMING TEMPLATE

1. LIST AS MANY DETAILS YOU CAN THINK OF THAT DESCRIBE YOUR LIFE? (E.G., PLAYING, GAMES, STUDYING, HOMEWORK, READING, SPORTS, ART, MUSIC)

2. DESCRIBE YOUR FRIENDS AND FAMILY.

3. DESCRIBE DIFFERENT VACATIONS YOU HAVE BEEN ON.

4. DESCRIBE HOW YOU CELEBRATE HOLIDAYS.
Make New Friends

Annemarie's best friend Ellen has just left the country, and she probably won't return for a very long time, if ever. Have you ever had a good friend move away? Of course you can still write to your friend, but Annemarie won't be able to do that. When she gets back to Copenhagen, Annemarie will need to make new friends. That's not always easy, but it's worth the effort.

Try making a new friend this week! First, choose someone that you would like to get to know, or have the teacher assign you a partner. For the next week, the two of you will work together as partners on any class projects. Complete the following chart and use it as a guide to help the two of you get better acquainted.

### Monday

You can't be someone's friend without getting to know them. Interview your partner to find out:

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Family members</td>
<td></td>
</tr>
<tr>
<td>Hobbies</td>
<td></td>
</tr>
</tbody>
</table>

Now your partner can interview you!

### Tuesday

Get better acquainted by asking your partner to complete these interview statements:

- One thing I like about school is ____________________________
- One thing I dislike about school is ____________________________
- My dream is to someday ____________________________
- My favorite food is ____________________________
- My religion is ____________________________
- In my free time I like to ____________________________
- My favorite TV show is ____________________________
Wednesday

Work with one or two other sets of partners. Introduce your new friend to the group, and have him or her introduce you.

Thursday

Secretly do something nice for your new friend, such as give him or her a new pencil, or draw a picture of something he or she likes and leave it on his or her desk.

Friday

Pack a lunch for your friend! Now that you know him/her, pack a favorite sandwich and snack in a bag with his/her name on it. If your friend packs a lunch for you, too, you can have a Friendship Picnic at lunchtime.

After lunch, draw a Venn diagram on a large sheet of paper. Have one circle for yourself and one for your friend. Let the circles overlap in the middle, as shown below. Put the characteristics that both of you share in the middle where the circles overlap. Put the ways in which you are different in your own portion of the circle.

John

Brother, Mark
Loves pizza
Protestant
Wants to be biologist

different

Joe

Sister, Ann
Loves chicken
Catholic
Wants to play baseball

different

Soccer
Love chocolate
Like band music
Hate getting dressed up
(alike)
FIGURE 2.1
An MI Inventory for Adults

Check those statements that apply in each intelligence category. Space has been provided at the end of each intelligence for you to write additional information not specifically referred to in the inventory items.

**Linguistic Intelligence**
- Books are very important to me.
- I can hear words in my head before I read, speak, or write them down.
- I get more out of listening to the radio or a spoken-word cassette than I do from television or films.
- I enjoy word games like Scrabble, Anagrams, or Password.
- I enjoy entertaining myself or others with tongue twisters, nonsensical rhymes, or puns.
- Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
- English, social studies, and history were easier for me in school than math and science.
- When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.
- My conversation includes frequent references to things that I’ve read or heard.
- I’ve written something recently that I was particularly proud of or that earned me recognition from others.

*Other Linguistic Strengths:*

**Logical-Mathematical Intelligence**
- I can easily compute numbers in my head.
- Math and/or science were among my favorite subjects in school.
- I enjoy playing games or solving brain teasers that require logical thinking.
- I like to set up little “what if” experiments (for example, “What if I double the amount of water I give to my rosebush each week?”)
- My mind searches for patterns, regularities, or logical sequences in things.
- I’m interested in new developments in science.
- I believe that almost everything has a rational explanation.
- I sometimes think in clear, abstract, wordless, imageless concepts.
- I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.

*Other Logical-Mathematical Strengths:*

**Spatial Intelligence**
- I often see clear visual images when I close my eyes.
- I’m sensitive to color.
I frequently use a camera or camcorder to record what I see around me.

I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.

I have vivid dreams at night.

I can generally find my way around unfamiliar territory.

I like to draw or doodle.

Geometry was easier for me than algebra in school.

I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.

I prefer looking at reading material that is heavily illustrated.

Other Spatial Strengths:

**Bodily-Kinesthetic Intelligence**

- I engage in at least one sport or physical activity on a regular basis.
- I find it difficult to sit still for long periods of time.
- I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building.
- My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaging in some other kind of physical activity.
- I often like to spend my free time outdoors.
- I frequently use hand gestures or other forms of body language when conversing with someone.
- I need to touch things in order to learn more about them.
- I enjoy daredevil amusement rides or similar thrilling physical experiences.
- I would describe myself as well coordinated.
- I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

Other Bodily-Kinesthetic Strengths:

**Musical Intelligence**

- I have a pleasant singing voice.
- I can tell when a musical note is off-key.
- I frequently listen to music on radio, records, cassettes, or compact discs.
- I play a musical instrument.
- My life would be poorer if there were no music in it.
- I sometimes catch myself walking down the street with a television theme or other tune running through my mind.
- I can easily keep time to a piece of music with a simple percussion instrument.
- I know the tunes to many different songs or musical pieces.
- If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
- I often make tapping sounds or sing little melodies while working, studying, or learning something new.

Other Musical Strengths:

continued
Interpersonal Intelligence

- I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.
- I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.
- When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- I have at least three close friends.
- I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
- I enjoy the challenge of teaching another person, or groups of people, what I know how to do.
- I consider myself a leader (or others have called me that).
- I feel comfortable in the midst of a crowd.
- I like to get involved in social activities connected with my work, church, or community.
- I would rather spend my evenings at a lively party than stay at home alone.

Other Interpersonal Strengths:

Intrapersonal Intelligence

- I regularly spend time alone meditating, reflecting, or thinking about important life questions.
- I have attended counseling sessions or personal growth seminars to learn more about myself.
- I am able to respond to setbacks with resilience.
- I have a special hobby or interest that I keep pretty much to myself.
- I have some important goals for my life that I think about on a regular basis.
- I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).
- I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.
- I consider myself to be strong willed or independent minded.
- I keep a personal diary or journal to record the events of my inner life.
- I am self-employed or have at least thought seriously about starting my own business.

Other Intrapersonal Strengths:

WORKING DEFINITION: Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do.

Critical thinking so defined involves both dispositions and abilities.

A. Dispositions
1. Seek a clear statement of the thesis or question
2. Seek reasons
3. Try to be well informed
4. Use credible sources and mention them
5. Take into account the total situation
6. Try to remain relevant to the main point
7. Keep in mind the original or basic concern
8. Look for alternatives
9. Be open-minded
   a. Consider seriously other points of view than one's own ("dialogical thinking")

B. Abilities

Elementary clarification:

1. Focusing on a question
   a. Identifying or formulating a question
   b. Identifying or formulating criteria for judging possible answers
   c. Keeping the situation in mind

2. Analyzing arguments
   a. Identifying conclusions
   b. Identifying stated reasons
   c. Identifying unstated reasons
   d. Seeing similarities and differences
   e. Identifying and handling irrelevance
   f. Seeing the structure of an argument
   g. Summarizing

3. Asking and answering questions of clarification and challenge; for example:
   a. Why?
   b. What is your main point?
   c. What do you mean by . . . ?
   d. What would be an example?

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The Charge of Murder
To sustain the charge of Murder, the State must prove the following propositions:
First: That the Defendant performed an act that caused the death of the victim.
Second: That when the Defendant did so, she intended to kill or do great bodily harm to the Victim, or she knew that her acts would cause death or great bodily harm to the Victim, or she knew that her acts created a strong probability of death or great bodily harm to the Victim.
Third: That the Defendant was not justified in using the force that she used.
If you find from your consideration of all the evidence that each of these propositions has been proved beyond a reasonable doubt, then you should find the Defendant guilty.
If, on the other hand, you find from your consideration of all the evidence that any of these propositions has not been proved beyond a reasonable doubt, then you should find the Defendant not guilty.

The Charge of Voluntary Manslaughter
To sustain the charge of Voluntary Manslaughter, the State must prove the following propositions:
First: That the Defendant intentionally or knowingly performed the act that caused the death of the Victim.
Second: That when the Defendant did so, she believed that circumstances existed that would have justified killing the Victim, and
Third: That the Defendant's belief that such circumstances existed was unreasonable, and
Fourth: That the Defendant was not justified in using the force that she used.
If you find from your consideration of all the evidence that each of these propositions has been proved beyond a reasonable doubt, then you should find the Defendant guilty.
If, on the other hand, you find from your consideration of all the evidence that any of these propositions has not been proved beyond a reasonable doubt, then you should find the Defendant not guilty.

Basic support:
e. What would not be an example (though close to being one)?
f. How does that apply to this case (describe case, which might well appear to be a counterexample)?
g. What difference does it make?
h. What are the facts?
i. Is this what you are saying: __________?
j. Would you say some more about that?

5. Observing and judging observation reports; criteria (that are often not necessary conditions):
a. Minimal inferring involved
b. Short time interval between observation and report
c. Report by observer, rather than someone else (that is, the report is not hearsay)
d. Records are generally desirable. If report is based on a record, it is generally best that:
   (1) The record was close in time to the observation
   (2) The record was made by the observer
   (3) The record was made by the reporter
   (4) The statement was believed by the reporter, either because of a prior belief in its correctness or because of a belief that the observer was habitually correct

e. Corroboration
f. Possibility of corroboration
g. Conditions of good access
h. Competent employment of technology, if technology is useful
i. Satisfaction by observer (and reporter, if a different person) of credibility criteria

6. Deducing and judging deductions
a. Class logic—Euler circles
b. Conditional logic
c. Interpretations of statements
   (1) Negation and double negation
   (2) Necessary and sufficient conditions
   (3) Other logical words: "only", "if and only if," "or," "some," "unless," "not both," and so on

7. Inducing and judging inductions
a. Generalizing
   (1) Typicality of data; limitation of coverage
   (2) Sampling
   (3) Tables and graphs
b. Inferring explanatory conclusions and hypotheses
   (1) Types of explanatory conclusions and hypotheses
      (a) Causal claims
      (b) Claims about the beliefs and attitudes of people
      (c) Interpretations of authors' intended meanings
Use the words in the box to complete the sentences. You may need to use your dictionary.

<table>
<thead>
<tr>
<th>anxiously</th>
<th>edgy</th>
<th>glaring</th>
<th>lanky</th>
<th>obstinate</th>
</tr>
</thead>
<tbody>
<tr>
<td>occupation</td>
<td>prodded</td>
<td>residential</td>
<td>rucksack</td>
<td>scolded</td>
</tr>
<tr>
<td>scurried</td>
<td>skirted</td>
<td>stocky</td>
<td>sulk</td>
<td>trembled</td>
</tr>
</tbody>
</table>

1. We ________ awaited the news of Dad’s surgery.
2. Businesses are not usually located in ________ areas.
3. The ________ mule refused to budge.
4. We couldn’t see well in the ________ sunlight.
5. The mice ________ across the field when they saw the cat.
6. Jack and Sam ________ through the snow for two miles.
7. Life changed for the Danes after the Nazi ________ of Denmark.
8. Leaves and blossoms ________ in the breeze.
9. Joe ________ the barn on his way back to the house.
10. When Mom ________ Peter for his bad behavior, he began to ________.
11. Andrew’s ________ build helped him excel at track and basketball.

Four of the words from the first part of this activity were not used. Write an original sentence using each of those words.

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
Comprehension and Discussion Questions
Chapter One
Why Are You Running?

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. Why wasn't Kirsti afraid of the soldiers?

2. Why were there German soldiers in Copenhagen?

3. Why did Mrs. Rosen insist that the girls take a different route to school?

4. Why had it been so long since Kirsti had a cupcake?
Vocabulary
Chapter Two
Who Is the Man Who Rides Past?

For each sentence circle the most appropriate definition for the word printed in bold as it is used in the sentence. Use your dictionary to help you. An example has been done for you.

EXAMPLE: Papa placed the halter around the mule's neck.
chain rope saddle

1. Dan's T-shirt and jeans were not suitable for his job interview.
   tailored proper impressive

2. The design on Marie's blouse was embroidered.
   formed with thread sewn with patches of high quality

3. The graduation ceremony was very solemn.
   serious long emotional

4. Because it was the first of April, we expected many pranks at school.
   problems requests tricks

5. Geraldine wove a very intricate pattern into her rug.
   complicated original plain

6. Grandmom was busy crocheting the baby's outfit and blanket.
   mending with thread cutting with scissors making with a hooked needle

7. Andrew recited the poem perfectly.
   wrote repeated illustrated

8. Ann added the lace tablecloth to her trousseau.
   linen closet bridal collection wooden cabinet

Choose four vocabulary words from the first part of this activity. Use each in an original sentence.
Comprehension and Discussion Questions
Chapter Two
Who Is the Man Who Rides Past?

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. What had caused Lise to say that Annemarie would be special forever?

2. What did the boy mean when he said to the soldier, "All of Denmark is his bodyguard"?

3. Why didn’t Denmark fight against Germany?

4. How did Annemarie’s sister Lise die?
Match the vocabulary words on the left to the definitions on the right. Place the correct letter on each line.

1. awe A. wasted time
2. belligerent B. a mixed emotion of reverence and awe
3. curfew C. distributed according to plan
4. dawdled D. to stare angrily or sullenly
5. designated E. done in a taunting or mocking manner
6. drawn F. to consider with thoroughness
7. exasperate G. emblem of Nazi Germany
8. glower H. regulation requiring people to be off streets
9. haughtily I. ordained leader of Jewish congregation
10. ponder J. covered with water
11. practical K. hostile; eager to fight
12. rabbi L. having acquired worldly knowledge
13. rationed M. selected for a purpose
14. sarcastically N. house of worship in Jewish faith
15. scoffed O. mocked
16. sophisticated P. ...
17. sprawled Q. to cause physical pain or mental anguish
18. submerged R. to make angry or impatient
19. swastika S. lying with body and limbs spread out
20. synagogue T. useful
21. torment U. with excessive pride

You Are There!
Pretend that you are a reporter covering the events in Copenhagen. Use five or more vocabulary words in your article.
Comprehension and Discussion Questions
Chapters Three and Four

Answer the following questions in complete sentence form. Give examples from the story to support your response.

CHAPTER THREE: Where Is Mrs. Hirsch?
According to Peter, why was the button shop closed?

Explain Anne's feelings about being a "bodyguard" for Ellen.

CHAPTER FOUR: It Will Be a Long Night
1. Why had the Danes destroyed their own ships?

2. Why did Mr. Johansen predict that it would be a long night?
Vocabulary
Chapters Five and Six
Who Is the Dark-Haired One?
and Is the Weather Good for Fishing?

Choose the word or phrase in each set that is most like the first word in meaning.

1. ancient: wise historic very old
2. amazement: surprise excitement contentment
3. chuckle: quiet laugh raspy laugh hearty laugh
4. aware: very weary having knowledge axiom
5. exasperation: irritation infestation decoration
6. exclaimed: defined testified cried out
7. distorted: refined stressed twisted
8. fascination: attraction heat circulation
9. scorn: contempt heat fear
10. clench: fix grasp cover

Choose the word or phrase in each set that is most unlike the first word in meaning.

1. peered: examined studied ignored
2. mourning: grieving celebrating crying
3. reluctantly: eagerly grudgingly slowly
4. massive: huge petite constant
5. seldom: often usually hardly
6. soared: jumped hovered sank
7. tentatively: hesitatingly sadly confidently
8. sprawling: spreading contained creeping
9. imperious: submissive dictatorial overbearing
10. abruptly: quickly gradually softly
Comprehension and Discussion Questions
Chapters Five and Six

Answer the following questions in complete sentence form. Give examples from the story to support your response.

CHAPTER FIVE: Who Is the Dark-Haired One?

1. Why did Annemarie break the chain and remove it from Ellen’s neck?

2. By showing the photos of the babies, what did Papa hope to prove?

CHAPTER SIX: Is the Weather Good for Fishing?

1. What code did Mr. Johansen use to tell Henrik that he was sending someone to hide?

2. Why did the soldier on the train ask if they were going to Henrik’s for the New Year?
Vocabulary
Chapters Seven and Eight
The House by the Sea and There Has Been a Death

For each sentence circle the most appropriate definition for the word printed in bold as it is used in the sentence. Use your dictionary to help you.

1. Linda watched with dismay as the fire spread.
   - surprise  dread  disbelief

2. Without sleep, one may become easily irritated.
   - annoyed  prosperous  proportioned

3. The shouting distracted me from my studying.
   - diverted  decorated  subverted

4. Pat ruefully attended the ceremony.
   - artfully  happily  regretfully

5. The chipmunk scampered to safety.
   - ran  hurriedly  jumped  crawled

6. George was frightened by the specter.
   - dangerous task  ghostly apparition  impressive event

7. Jack asked timidly for more cake.
   - quickly  boldly  shyly

8. It was the custom for the students to wear special shirts each Friday.
   - tradition  choice  law

9. The tree was gnarled from the constant wind.
   - twisted  diseased  worn away

10. The white cloth was speckled with blue.
    - ruined  dotted  covered

11. The cat darted from place to place.
    - moved swiftly  jumped gracefully  meandered

12. It was too hazy to see the boats.
    - distant  late  unclear
Comprehension and Discussion Questions
 Chapters Seven and Eight

CHAPTER SEVEN: *The House by the Sea*

1. What prompted Annemarie to pat Ellen’s hand?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How did this visit differ from others that Annemarie had made to Uncle Henrik’s farm?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

CHAPTER EIGHT: *There Has Been a Death*

1. Explain Annemarie’s joke about the butter.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. According to Uncle Henrik, why had they moved the furniture? Why couldn’t Annemarie remember Great-aunt Birtel?

________________________________________________________________________
________________________________________________________________________
Match the vocabulary words on the left to the definitions on the right. Place the correct letter on each line.

1. affectionately
2. alert
3. casket
4. deftly
5. determined
6. fragile
7. frothy
8. hearse
9. immediately
10. poised
11. rhythmically
12. urge
13. urgency
14. wedge

A. foamy
B. lovingly; fondly
C. right away
D. easily broken
E. held in balance
F. done with measured regularity
G. persuade
H. firm; resolved
I. a triangularly-shaped piece
J. skillfully
K. car used to transport a dead person
L. coffin
M. keen and watchful
N. pressing importance

Choose three vocabulary words from the first part of this activity. Write an original sentence for each.

________________________
________________________
________________________
Comprehension and Discussion Questions
Chapter Nine

Why Are You Lying?

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. Why was Annemarie so angry at Mama and Uncle Henrik? Did she have a valid reason? Explain.

2. Judge Uncle Henrik’s statement: “It is much easier to be brave if you do not know everything.” Show how Annemarie followed this advice.

3. Contrast the mourning of Lise and that of Great-aunt Birte. What conclusion did Annemarie reach?

4. Why did Ellen cry out at the end of this chapter?
Vocabulary
Chapter Ten
Let Us Open the Casket

Use your dictionary to define the following words as they were used in the chapter.

1. accented
2. condescending
3. extinguished
4. gasped
5. gleamed
6. mantel
7. psalm
8. recurring
9. spattered
10. surge
11. staccato
12. typhus

A Letter Home
Imagine that you are Annemarie. Write a letter home to Papa describing the events at Great-aunt Birte's "funeral." Use at least four vocabulary words from the first part of this activity.

Dear Papa,
Comprehension and Discussion Questions
Chapter Ten
Let Us Open the Casket

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. What caused Annemarie’s relationship with Ellen to change? Why did it make her feel sad?

2. Why was the Nazi officer suspicious when Mama explained that the people had gathered there because there had been a death?

3. What explanation did Mama give to satisfy the Nazi officer? Discuss his reaction.

4. Describe the cliffhanger at the end of Chapter Ten.
Comprehension and Discussion Questions
Chapter Eleven
Will We See You Again Soon, Peter?

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. What was in the casket? Why were these things so necessary? Why were they hidden?

2. Explain the reason that the baby’s mother argued with Peter. In your opinion, who was right? Discuss your reasoning.

3. Why didn’t Mr. Rosen question Peter about the packet for Henrik?

4. The people fleeing from the Nazis had to leave all their worldly possessions in Copenhagen. Yet, they still retained something important. Explain this.
Comprehension and Discussion Questions
Chapter Twelve
Where Was Mama?

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. The author provides a sensory description of the night of departure. Locate some examples.

2. Do you agree or disagree with Annemarie's thought: "It was harder for the ones who were waiting"? Explain.

3. What caused Annemarie to feel anxious when she awoke?

4. Describe the unexpected sight that Annemarie witnessed.
Vocabulary
Chapter Thirteen
*Run! As Fast as You Can!*

Use your dictionary to define the following words as they were used in the chapter.

1. approaching
2. clumsy
3. dashed
4. discolored
5. faltered
6. glanced
7. hobbled
8. invisible
9. instantly
10. kneel
11. stricken
12. wry

*Create a Word Search!*

Use the vocabulary words from the first part of this activity to create a word-search puzzle and exchange puzzles with your classmates.
Comprehension and Discussion Questions
Chapter Thirteen
*Run! As Fast as You Can!*

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. Explain what happened to Mama.

2. How did Annemarie aid her injured mother?

3. Describe the shocking discovery that Annemarie made. Why did Mama say, "My God, it may all have been for nothing"?

4. What was Annemarie's solution to the problem? Why didn't Mama answer Annemarie when she asked what was in the bottom of the basket?
Choose the word or phrase in each set that is most like the first word in meaning.

1. brusque: neat abrupt friendly quick
2. taut: loose heavy tight soft
3. prolong: include lengthen reject shorten
4. dread: anger hope pressure fear
5. tantalize: entice seize tarnish spread
6. vivid: alert bright serious whole
7. segment: sphere circle section whole
8. donned: took off put on set aside returned
9. glittering: sparkling glowing cheerful stark
10. battered: contained angered beaten fastened
11. wriggle: wreck twist snap dangle
12. interrupt: question interpret hinder connect

**Picture This**

Draw a picture that illustrates an event from the story. Write a caption explaining what is happening. Use at least three vocabulary words from the first part of this activity.
Comprehension and Discussion Questions
Chapter Fourteen
*On the Dark Path*

Answer the following questions in complete sentence form. Give examples from the story to support your response.

1. What made Annemarie think of the story of Little Red Riding Hood?

2. Why did Annemarie take the path that led deeper into the woods?

3. At what points in her journey was Annemarie able to run quickly?

4. Annemarie heard footsteps. Who stood in front of her? What would you have done if you had been Annemarie?
Vocabulary
Chapters Fifteen and Sixteen
My Dogs Smell Meat! and I Will Tell You Just a Little

Read each clue and find the answers in the box. Then use the letters above the numbered spaces to decipher the secret message. Some of the words will not be used.

<table>
<thead>
<tr>
<th>caustic</th>
<th>consumed</th>
<th>conceal</th>
<th>contempt</th>
<th>enrage</th>
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</thead>
<tbody>
<tr>
<td>exasperated</td>
<td>hastily</td>
<td>insolent</td>
<td>invade</td>
<td>quavering</td>
</tr>
<tr>
<td>strident</td>
<td>visible</td>
<td>wary</td>
<td>windblown</td>
<td>wither</td>
</tr>
</tbody>
</table>

1. marked by bitter wit; sarcastic

2. used up

3. make very angry

4. irritated; angered

5. harsh sounding; loud

6. trembling

7. dry up; shrivel

8. rude; arrogant

9. easily seen

10. hide

11. cautious

12. quickly; rapidly

13. to overrun

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Number the Stars 31
Comprehension and Discussion Questions
Chapters Fifteen and Sixteen

CHAPTER FIFTEEN: My Dogs Smell Meat!

1. Evaluate Mama’s advice: “If anyone stops you, you must pretend to be nothing more than a silly young girl.” Did this advice work? Cite examples from the story to prove your point.

2. How did the German soldiers react after they examined the contents of the secret packet?

CHAPTER SIXTEEN: I Will Tell You Just a Little

1. Why did Uncle Henrik decide to tell Annemarie some of the details of the Resistance?

2. Why was the handkerchief so important?

3. Why did Peter believe the Rosens to be safe?
Vocabulary
Chapters Seventeen and Afterword
All This Long Time and Afterword

Use your dictionary to define the following words as they were used in the chapter.

1. anthem
2. bleak
3. blur
4. chatterbox
5. compassion
6. deprivation
7. determination
8. devastating
9. execute
10. integrity
11. narrow-minded
12. occupy
13. orchestrated
14. permeated
15. prejudiced
16. sabotage
17. sacrifice

Making Conversation
Create a dialogue between two story characters. For example, what might Annemarie say to her friend Ellen when she sees her again? How would Ellen respond? Use at least six vocabulary words from the first part of this activity in your dialogue.
## Comprehension and Discussion Questions

**Chapters Seventeen and Afterword**

### CHAPTER SEVENTEEN: All This Long Time

1. Why were church bells ringing and flags and banners flying throughout Copenhagen?

2. What was Peter's fate?

3. What truth did Annemarie learn about Lise's death?

### AFTERWORD

1. Who inspired the author to write this story?


Tardiff, T. and R. Sternberg. "What Do We Know About Creativity?," *The Nature of Creativity*.

