

Essential Questions/ Debatable Issues	Cluster 1: Ch. 1 - 4	Cluster 2: Ch. 5 - 9	Cluster 3: Ch. 10 - 14	Cluster 4: Ch. 15 - 17 and post-reading
<p><b>Do we have a moral duty to risk our safety to protect the powerless?</b></p>	<ul style="list-style-type: none"> <li>* Why should people stand up for those who can't protect themselves?</li> <li>* What do Annemarie's reflections, and even her fear, suggest about this issue?</li> </ul>	<ul style="list-style-type: none"> <li>* How does knowledge impact bravery?</li> <li>* Uncle Henrik in chapter 9 tells Annemarie that not knowing certain things can help people be brave. How does this statement connect to this issue?</li> </ul>	<ul style="list-style-type: none"> <li>* In chapter 10 Peter reads Psalm 147, and Annemarie reflects on its meaning to her. Why does the novel borrow its title from this Psalm?</li> <li>* Does Annemarie take the package to the Rosens primarily to help them or primarily because her mother directed her to?</li> </ul>	<ul style="list-style-type: none"> <li>* Annemarie is unharmed in her encounter with the Nazi soldiers in chapter 15. What if she had been discovered and imprisoned. Would that affect the novel's theme?</li> <li>* Peter and Lise are both killed fighting for the Resistance, and against the Nazis. Does their fate suggest that we should not be morally obligated to protect the powerless?</li> </ul>
<p><b>How are we transformed by our experiences?</b></p>	<ul style="list-style-type: none"> <li>* In what ways can war affect the daily lives of civilians?</li> <li>* How can difficult experiences bring people together?</li> </ul>	<ul style="list-style-type: none"> <li>* How do ordinary people exhibit courage?</li> <li>* How are the adults in the novel -- Annemarie's parents, Ellen's parents, Uncle Henrik -- changing by their wartime experiences?</li> </ul>	<ul style="list-style-type: none"> <li>* How can prior experiences influence behavior?</li> <li>* Are there any signs in these chapters that Annemarie is undergoing a fundamental transformation as a person?</li> </ul>	<ul style="list-style-type: none"> <li>* Is Annemarie's encounter with the Nazi soldiers in the woods in chapter 15 an example of her transformation?</li> <li>* In chapter 16 Annemarie tells her uncle that she was very scared throughout the ordeal. Does it still demonstrate</li> </ul>
<p><b>Is <i>Number the Stars</i> an optimistic, uplifting novel?</b></p>	<ul style="list-style-type: none"> <li>* How does Annemarie's chapter 2 discussion with her parents about the political situation in Europe, and the narrator's description of the setting later in the chapter, relate to this debatable issue, if at all?</li> <li>* Why is it important to understand the historical context of a text?</li> </ul>	<ul style="list-style-type: none"> <li>* Is the Nazi officers' terrifying visit to the Johansens' home in chapter 5 evidence for one or the other positions?</li> <li>* Why do you think the author included Annemarie's trip to her Uncle Henrik's home in the narrative?</li> </ul>	<ul style="list-style-type: none"> <li>* How can difficult circumstances affect people's pride?</li> <li>* What does Annemarie's recollection of Little Red Riding Hood and the setting of chapter 14 tell us about the mood or tone of the novel?</li> </ul>	<ul style="list-style-type: none"> <li>* The Nazis are shown to be resourceful villains. Does the novel suggest that they can be stopped in conducting their atrocities?</li> <li>* How do we choose the best evidence to support our ideas?</li> </ul>