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**LITERARY ANALYSIS BASED ON THE BOOK NUMBER THE
STARS BY LOIS LOWRY USING A HISTORICAL APPROACH**

Thesis Submitted to Obtain the Bachelor in English

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Dedication

First of all, I would like to thank God for supporting me every moment during this process. Moreover, I dedicate this work to my parents; my mom for her support and pieces advice, as “don’t give up, you can do it.” I will never forget these words in my whole life. To my dad, who has always been one of my mentors, thanks for helping me during this time, especially when I lost my job.

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Resumen

El objetivo de la investigación titulada “Análisis literario basado en el libro Quien cuenta las estrellas escrito por Lois Lowry usando el enfoque histórico”, así como la pregunta de la investigación ¿Cómo lucharon los daneses contra la invasión de las fuerzas nazis a través de los hechos históricos de la segunda guerra mundial en contraste con la metodología de resistencia de Mahatma Gandhi?, es analizar la similitud entre dos acontecimientos importantes que han marcado la existencia de la humanidad a lo largo de los años y principalmente sobre la lucha de los daneses durante la ocupación nazi. Además, se pretende llenar vacíos históricos a través de acontecimientos que sucedieron dentro de un país durante la segunda guerra mundial. El investigador utilizó el enfoque histórico para entender mejor el holocausto, el cual fue el resultado de la segunda guerra mundial y el conflicto que surgió entre Dinamarca y la ocupación de la Alemania Nazi. Por otra parte, a través de esta investigación y del análisis del libro fue posible encontrar acontecimientos que estaban más allá del conocimiento del investigador; tales como, la salvación de muchos judíos daneses a través del contrabando en botes, la desobediencia de los daneses contra el régimen nazi y la creación de un periódico ilegal para mantenerse comunicados. Efectivamente, acontecimientos históricos que eran desconocidos por el investigador. Como conclusión, a través de la investigación y el análisis del libro también fue posible comprender el comportamiento humano, así como los distintos tipos de manifestaciones sociales que han estado presente a lo largo de los siglos.

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CHAPTER I

INTRODUCTORY FRAMEWORK

Over the years all humankind has testified different historical events and transformations. Lois Lowry got inspired in the past life of one of her friends, Annelise Platt, to illustrate the situation that Danish people lived in their country during the World War Second. The historical event had its beginnings between 1939 and 1940, and ended in 1945. Moreover, the majority of countries and great powers participated. However, there were some countries that sustained a neutral position on the war; one of them was Denmark. The conflict was divided into two military alliances: Allies and Axis. Those events had brought throughout history consequences such as death, destruction, and fights, as well as the creation of many movements of protest to defend human rights.

World War II was an important event that could tell many things about the death of many people, persecution because of political ideology, total destruction, the violence of human rights, racism, relocation, redemption, resistance, and so on. That time has dark pages that marked the history of mankind. Denmark was part of the war; however, it never agreed with it. Danes always tried to keep peace before the war and during its expansion in almost all Europe. After the occupation, Denmark stayed in peace, as Danes accepted the conditions of the Nazis and Hitler's regime. Denmark's government felt in hands of Hitler's regime; therefore, its government did not want to look its country surrounded by an ashy cloud, its people in devastation, and it did not want to look innocent people die. Nonetheless, when Danish people started to live the injustice in their country and the atrocities made by the Nazi regime, they began a fight to get back their freedom and their rights.

1.1 Problem Statement

There is the will of human beings to fight against injustice and to face the things that violated their rights to be and feel free. There are many ways to express disagreement when humanity sees its rights violated. The story told in this book reflects many events that despite what some people know, it is important to highlight that a country, as one, fought for its freedom and for its people.

On the other hand, the literary work also tells about the escape of Danish Jews when the German regime made the decision to relocate the Jews. The relocation is another important fact which the story focuses on, when Annemarie, the main character, and her parents made the decision to help a Jew family to escape from it. The story tells how the Danish helped the Danish Jews to stay safe while the rest of the country kept fighting against the Nazis through disobedience. It is possible to say that every character and their role reveals unknown facts that happened during WWII. In other words, every character is important because each one tells a part of the circumstances that the country lived during the holocaust.

As a result of that oppression, the Danish started to fight against the Nazi forces using disobedience as the main method of protest. Danes provoked many movements of protest to throw Germans out of their country and get back the freedom. Here, it is important to clarify that the investigation will contrast the disobedience that the Danes showed during the invasion with the nonviolent method applied and created by Mahatma Gandhi during the independence of India. Indeed, the independence of India was a fact that took place during World War Second. In fact, it can exemplify the comparison that the investigation intends to carry out regarding the situation described in the literary work. However, it also focuses on other important facts that happened while Danish protested against the Nazi army. According to (Dear, 2005), “Nonviolent

Power in action or Nonviolence is a tactical protest implemented by Mahatma Gandhi who called it Satyagraha to independence of Indian. It consists of civil disobedience with the objective of provoking a political, social, and cultural change without any violence.”

Danish Resistance or disobedience was not the exception to tell a history to reflect this type of movement to protest to and survive to the holocaust. During World War Second, many countries suffered material damage, lost many lives in combat, and felt destruction. *Number the Stars* describes the spirit of a country which preferred a “peaceful fight” without sacrificing lives and showing disagreement against the Nazi policy. Consequently, the question of this research is: How did the Danes fight against the invasion of the Nazi forces through the historical facts during World War II to contrast through Mahatma Gandhi Resistance’s methodology?

1.1 Objectives of the Investigation

1.1.1 General Objective

- To analyze from historical facts the fight that Danish people kept against invasion of the Nazi forces during World War Second to contrast through Mahatma Gandhi Resistance’s methodology

1.1.2 Specific Objectives

- To describe through historical approach the methods Danish people used to resist Nazi oppression
- To illustrate through historical approach how Danish people carry out the escape of Danish Jews to save them of the death
- To explore through historical approach nonviolence as method of resistance to correlate with Danish Resistance

1.2 Justification of the Study

The present investigation has as primary aim to contrast the facts that marked the history of a country within an authoritarian regime with Mahatma Gandhi Resistance's methodology that consists of protesting through disobedience and non-cooperation with a corrupt state, as well as how a country managed to survive the holocaust provoked by World War Second. It has to be stated that the resistance or disobedience of the Danish people to exclude the German forces from their country, is an event that throughout history has been reflected worldwide on the fight for freedom, for human rights and political, cultural and social disagreements. The reaction of the people against the factors that threaten the freedom or violate human rights, has been to create massive movements to fight for the freedom and for those rights they think are violated.

On the other hand, it is relevant to remember every evidence that marked history to understand what happens when the human being sees their rights violated, or a regime and an ideology that has threaten those rights. Firstly, Denmark preferred to save its country from devastation, and accepted the Nazi invasion. Nevertheless, its people made the brave decision of fighting and being in disagreement with the German ideology. Secondly, indeed, resistance within a country is not something new, the difference is how the people make the decisions to fight and support each other under a regime of oppression. By creating movements to demonstrate the disagreement against the Nazis, and saving the Jews, Danes become the heroes of their nation. Thirdly, as it is written, during the holocaust there was another important event which was the persecution of the Jew's community. On the work *Number the Stars* the author emphasizes how Danish people saved the majority of Danish Jews. Moreover, the persecution had a real meaning to the Jew people during that time, as the segregation and the violence against

their rights, were things that Danes and Danish Jews suffered because of the invasion. However, the Danish Jews had to deal also with racism.

Another important and very significant thing to consider is that the Danish population had king in those days, he was King Christian X who became a symbol to resistance. The King along with the Danes helped to save many Jews. Christian X was always against the idea of identifying the Danish Jews with the mark of the yellow star, and with the idea that the German took control over his country.

Did King Christian X of Denmark wear a yellow star in support of the Danish Jews? No, he did not. According to the popular legend, King Christian X of Denmark chose to wear a yellow star in support to Danish Jews during the German occupation of Denmark. In another version, the Danish people decided to wear yellow stars. Both of these particular stories are fictional. In fact, unlike Jews in other countries under German occupation, Jews in Denmark never wore an identification mark such as yellow star. The legend conveys an important historical truth, however; both the king and the majority of the Danish people stood by their Jews citizens and were instrumental in saving almost all of them from Nazi persecution and death. (Holocaust, n.d)

Danish people had a great inspiration to fight for their country. Perhaps they did not have a leader as Mahatma Gandhi to fight against the potent Germany army, but their king represented that courage to defend their country. Those years of darkness seemed not to end, Danes stayed on their fight using sabotage; that is, showing disagreement against the Germans. Danish people began the fight against the German and their ideology by showing resistance. They decided to

fight without any type of violence because they just wanted to take back their country, their freedom, and save the lives of all Danes.

BOPA (Borgelige Partisaner, Bourgeois Partisans) was a group of the Danish resistance movement operating at the time of the occupation of Denmark by Nazi Germany during the WWII. In 1942 the illegal Communist Party of Denmark had begun organizing small sabotage cells across the country, mainly formed by veterans who had been part of the volunteer anti-Franco brigades of the Spanish Civil War. However, as arms were scarce, the weapon of choice was often petrol and matches, and only small scale operations were carried out. On January 25, 1943, a group of students who had previously been refused membership of the communist resistance group due to mistrust held by its members toward any elitism set fire to a stock of German listening devices at Dansk Industrisyndikat in Hellerup using a bottle of spirit. The students were hereafter accepted into the group, and this caused a change of name from the original KOPA (Kommunistiske Partisaner, Communist Partisans) to BOPA. The new name was at first used jokingly by old members, but it soon became the most widely used name.

(Holmskov, 2007)

To summarize, Denmark demonstrated courage and resistance against Nazi forces. Danish people implemented their methods to face the oppression of the German regime and save many Jews. The Danish community showed part of the history of humankind when they see their rights and freedom threaten, as well as, how to survive the holocaust to avoid the devastation and the death of innocent lives. Disobedience and resistance are methods that have transcended throughout the existence of humankind, which by the way, are methods that have brought

together massive movements to fight for human rights and freedom. The methods are reflected on the literally work which will be compared to Mahatma Gandhi's methodology.

1.3 Antecedents

1.3.1 Mahatma Gandhi: Nonviolent Leader.

From the 1930s to 1945 there was a long period where the most important events marked not only the entire world, but also the history of humanity. Whilst some countries tried to reconstruct themselves because of the Great War, other events started to leave its mark in history. In 1931 a man started a fight to obtain the freedom of his country (India) by implementing a method called nonviolence or Satyagraha as he called it. Deats (2005), in his article, mentions, "Gandhi remains for me the most important figure of the last century. His teachings on faith-based nonviolence still offer the best hope of the world." Mahatma Gandhi was a man who fought for his country without any violence, as he promoted the fight using resistance against the enemy.

1.3.2 The German presence in Costa Rica during the National Socialism era (1933-1941).

This was one of the events that had more transcendence in our country whilst on the other side of the world, it was rising up a powerful Germany that in subsequent years would become in total obscurity for its own nation and neighboring countries. Besides, the German immigration after the Great War left a Germany devastated. In fact, it is important to highlight that this event showed the impacts that the German ideology begun to mark around the world. According to Arias (2006), the studies on the presence of Germans during the Nazism age, and its role in the acceptance and diffusion of this phenomenon in Costa Rica's society analyze the trajectory and social prestige of this community before the Nazi era, and its relationship with the Nazi movement during the Third Reich. Such issues are related with the well-known "fifth column"

myth that prevailed in the national historical research around the German immigrants, in order to reveal the conflicts inside this community. The approach emphasizes the political and cultural context of Costa Rica, during the consolidation of the Third Reich and the beginning of the World War Second. (Arias, 2006)

1.3.3 The long shadows of the difficult past? How young people in Denmark, Finland, Germany remember WWII.

Memories and episodes more relevant to humankind are very important in the history at the same time they are transmitted through generations. Wolnik et al. (2017) raise the question of how young people today evaluate the Second World War and how this ‘difficult past’ determines their political attitudes. Furthermore, the channels through which the current young generation in Europe is informed about the events dating back to the first half of the twentieth century (e.g. parents and grandparents, schools, the media) are examined. The theoretical basis chosen for addressing these questions is the work of Mannheim (1928) on the formation of successive generations, and the theories of collective memories and identities of Eisenstaedt and his followers. Our empirical evidence comes from a transnational comparison of young people’s memories of this difficult past in Denmark, Finland and Germany. From a historical perspective a comparison of the three countries is particularly interesting as they played different roles during the Second World War. The evidence highlights the different perceptions of history among youth and points to the absence of a common European understanding of what happened between 1939 and 1945. The empirical evidence comes from a research project (2011–2015) funded by the European Commission, which covered 14 European countries. Its main focus has been on present-day young people’s perceptions regarding history and politics. (Wolnik, 2017)

1.3.4 Screening the Social Face of Denmark to the Nazis.

Ørskov (2018), by looking into the state-sponsored creation and presentation of a German-language film on the Danish social state, he discusses the complexities of Danish-German relations during the German occupation of Denmark, 1940-1945. The film, *Das soziale Gesicht Dänemarks* was screened in Berlin to a full house, including a number of Nazi notables, and followed by a presentation by the Danish Minister of Labor and Social Affairs. Based on archival research and film analysis, the article argues that the screening in Berlin informs an understanding of an asymmetrical power relationship between occupiers and occupied, in which the promotion of the Danish social model countered the hegemony of the dominant Nazi state. It did so by seeking to assert Danish sovereignty on social policy in accordance with German intentions to respect Danish sovereignty as stated at the very beginning of the occupation; in other words, for the Danish state, social policy became a means for an intentional but subdued resistance—even a form of counter-power - to the power of the German occupier. (Ørskov, 2018)

1.3.5 Number the stars: Lois Lowry's journey to the Newbery Award.

In this article the author Lois Lowry tells about the inspiration from which her work *Number the stars* was created and her relationship with her friend Annelise. Particularly, she mentions how she created the fictional story as well as Annelise's permission to write it. Every anecdote told by her friend helped to recapitulate the events lived in a country (Denmark) during WWII through the work. However, it not only deals the situation that her friend lived during the holocaust of the Second World War and the German occupation in Denmark, but also with the search for facts and details of that historic time to recreate the events. Lowry (1990), related how she conceived of the idea of the book (*Number the Stars*) and the experiences she underwent in preparation for writing it. To summarize the article presents a first-person account on Lois Lowry, 1990 winner of the Newbery Award for 'Number the Stars,' regarding how she

came up with the story for her book and how she developed the book's main character, Annelise. Similarities and differences between Lowry and Annelise; Sources of inspiration for the character; rewriting of the entire book. (Lowry, EBSCO, 1990) Finally, the author showed the transparency of her work and how this reflected the facts most important lived in a country which had the courage and fought for being free from the German occupation.

1.5 Scope

- Inform from historical approach on unknown events that happened during the WWII.
- Emphasize the historical facts of a country during the war (Denmark).
- Outline the methods to fight against a government and Nazi forces.
- Define the resistance method used by the Danish people.
- Tell how Danish people helped Denmark's Jews to escape.
- Compare equal current events happening in other countries.
- Explain what is fictional and true on the work of Lois Lowry.

CHAPTER II

THEORETICAL FRAMEWORK

In this section, it will be defined some concepts to understand the different tools that will be implemented to analyze the literary work. Moreover, it will help to have a wide knowledge on the process in which each tool will permit to develop an accurate investigation. However, to obtain and to achieve the goals that are required in this investigation it is crucial to know and to define the concepts in separate ways. First, it will be defined the concepts “literature” and “theory” to approximate to a definition for “literary theory.” Second, it will be mentioned the theories which will be applied. Third, it will be defined the approach which will be applied to the analysis. Lastly, it will be defined the themes, symbols, and motifs with its respective examples. Additionally, it will be detailed the biography of the author and the plot of the book.

2.1 Literary Theories and Approaches

2.1.1 What is literature?

Firstly to find the best definition of literary theory, it is important to investigate what both words exactly mean individually. The word literature according to Merriam-Webster Online Dictionary (2020), is defined as “writings in prose or verse, especially, writings excellence of form or expression and expressing ideas of permanent or universal interest.” On the other hand, Rexroth (2020) states first that literature has traditionally been implemented to those creative works of verse and composition recognized by the purpose of their composer and the seen tasteful brilliance of their execution. Second, extracting from the Latin *littera*, “a letter of the alphabet,” literature is, primarily, the whole body of a composing that then it is influenced by the different languages and cultures. In addition, he refers that the word can be classified according

to a variety of systems, including language, national origin, historical period, genre, and subject matter. Indeed he says that the definitions for this word tend to be circular. (Rexroth, n.d)

Finally, in the scope of his article, Rexroth emphasizes that literature is a form to express ideas and thoughts on written form, but not all can be considered as literature:

Literature is a form of human expression, however, not everything expressed in words even when organized and written down is counted as literature. Particularly, those writings that are primarily informative, technical, scholarly, journalistic, etc. These would be excluded from the rank of the literature by most, though not all, critics (Rexroth, n.d).

On the contrary, Lombardi (2020), affirms in an exploration that writing speaks to the way of life and convention of a language or people. She makes reference to that the idea is hard to correctly characterize, however many have attempted it. For some individuals the word writing implies a higher artistic expression; simply putting words on a page does not really liken to making writing. Consequently, the meaning of literature depends on what the author writes or expresses and how it is expressed. Likewise, the interpretation of an author's message might debate through the words that she or he prefers to write in the literary work and detecting what character or tone serves as they engage to the reader. Finally, the analysis of the next is often accomplished according to the literary theories such as mythological, sociological, psychological, and historical as well as other approaches to better understand the context and profundity of the work.

Furthermore, she mentions that literature works deliver a sort of design of human society:

From the writings of ancient civilizations such as Egypt and China to Greek philosophy, poetry as well as from the epics of Homer to the plays of William Shakespeare, from James Austen, Charlotte Bronte to Maya Angelou. Literature works give, insight and context to all the world's societies. Literature is more than just a historical or cultural artifact, it can serve as an introduction to a new world experience (Lombardi, 2020).

As a result, according Meriam-Webster, different point of views from Rexroth and Lombardi, literature can be defined as the art of expressing something through words in a written form. Therefore, words become a work of literature that connects different factors as well as the reader who will interpret and understand the message given by the author. With these definitions, it is practicable to be close to find a specific definition for "literary theory". Although, it is necessary to look for the meaning of "theory."

2.1.2 What is theory?

After defining the word literature, it is also important to know what theory means, in order to give a sense and a proper definition to "literary theory". According to Cambridge Online Dictionary (2020), the word theory is defined as "a formal statement of the rules on which a subject of study is based or of ideas that are suggested to explain a fact or event or, more generally, an opinion or explanation, for instance, Darwin's theory of evolution." Moreover, according to Lexico Online Dictionary (2020), theory is defined "as a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained." Thus from those definitions, theory can be defined as the set of

thoughts expressed through opinions or ideas to give suppositions about something with the intention to explain it.

2.1.3 Literary Theory Definition

From the different perspectives of literature and theory, literary theory can be defined as the opinions or different views about something written, it can be a novel or work of literature, for instance, *Frankenstein* by Mary Shelley. The opinions and views come up from the curiosity to analyze what the novel and the author want to transmit to the reader, not only the author's intention but from the perception and the understanding of the reader when he or she reads. Nonetheless, to reach what literary theory means, it is necessary to look for other theories proper of it.

Appleman (2007), affirms that:

Literary theory was developed as a means to understand the various ways people read texts. The proponents of each theory believe their theory is the theory, but most of us interpret texts according to the “rules” of several different theories at a time. All literary theories are lenses through which we can see texts. There is nothing to say that one is better than another or that you should read according to any of them, but it is sometimes fun to “decide” to read a text with one in mind because you often end up with a whole new perspective on your reading.

The theories according to Appleman (2020), are called literary or critical theories such as Archetypical criticism, Feminism criticism, Marxist criticism, New criticism, etc. Generally these theories allow to examine aspects of a literature work depending on the context in which it is based. Hence, the reader can use the theories to decode the message hidden in the work or the one

it wants to transmit. In this way it is possible to analyze literature works and give them different point of views. Secondly, knowing the meaning of literary and theory to understand the final product as one meaning, literary theories are those that help to explain the true meaning of the themes that are developed within a literary work. In this way, these will also help to understand better the book itself. The theories that refer to the topics that the book *Number the Stars* presents from beginning to end. Next, it will be mentioned the theories which will be applied in the analysis with their corresponding meaning.

The first theory is liberal nationalism. However, before defining it, it is important to know in a separate way what liberal and nationalism mean. According to Collins Online Dictionary (2020), the word nationalism means “the desire for political independence of people who feel they are historically or culturally a separate group within a country.” In addition, it is possible to find other definition to approximate to accurate meaning. Amadeo states “nationalism is a system created by people who believe their nation is superior to all others. Most often, this sense of superiority has its roots in a shared ethnicity.” (2019) Besides, on her article she makes reference to how nationalism works within its context. First, as nationalists, it demands freedom to be independent of other countries. Second, nationalists do not work with organizations or collaborate with other countries to join forces. Third, if they are part of another nation, as nationalists, they will want their independence, their freedom, and their own nation. (Amadeo, 2019) At that point, according to Meriam Webster (2020), the word liberal means ‘of or befitting a man of free birth.’ It means that every person is free from her or his birth. Consequently, both words liberal and nationalism share a sense of freedom, freedom of choosing, freedom of independence, freedom of belonging to a group of people, or not.

According to Definitions and Translations Online Dictionary (2020), liberal nationalism theory is defined as “a kind of nationalism identified by political philosophers who believe in a non-xenophobic form of nationalism compatible with liberal values of freedom, tolerance, equality, and individual rights.” Consequently, to sustain this theory and to understand its presence within literary work, it will be made mention of three principles proposed by Professor of Political Economy Jesus Huerta De Soto.

According to Soto (1994), liberal nationalism has three principles. The primary principle is self-determination which suggests that every national bunch has, in every moment, the plausibility to choose free which political state it wants to belong to. The second principle is total freedom of trade between nations which implies keeping the borders open to obtain market and productive resources. The last principle is freedom of emigration and migration which suggests from the two points of view both emigrants and immigrants are cognizant of what they do when choose to leave their country or belonging to a new cultural environment to improve their life condition. Whereas freedom of emigration should not affect, foreigners must demonstrate their labor capacity, respect the social group who receives them, and the private property. At the same time he states ‘these are three essential principles that must lead to a healthy, pacific and harmonious relationship between different nations.’ (Soto, 1994)

Likewise, to understand better the conflict between Danes and the German regime, it is important to know what Nazism is. According to Meriam Webster (2020), Nazism was a political movement that was present from 1933 to 1945 in Europe. The movement was led by Adolf Hitler who created the idea of a totalitarian government and racially supremacy over the others.

From the definitions and the principles of liberal nationalism theory, it is possible to interpret the real situation that was happening during World War Second in Denmark. On one

side, there was the Nazi party or Nazism philosophy that sustained its bases on social nationalism, which is the opposite to liberal nationalism. In this regard, it is viable to uncover that Denmark preferred to be a free country and maintained a strategic distance from having a place to any side amid the war. It is critical to keep in mind that both liberal nationalism and social nationalism, come from nationalism reasoning, in any case, both have diverse viewpoints to carry out the advancement of a country.

The second theory is realism, which is defined as:

Realism endeavors to demonstrate life without sentimental subjectivity and idealization. It centers on the facts of life, and honestly treats the commonplace characters of everyday life. The purpose of using authenticity is the reality and profound quality that is more often than not relativistic and inborn for the individuals as well as society. This sort of realism makes the readers face reality as it happens in the world, rather than in the make-believe world of fantasy.

(DeVries L. , n.d)

Despite the fact that the book narrates the touching story of Annemarie who helped her best friend to escape from relocation, the author almost narrated in a spontaneous way throughout the all characters the situation that Danish people was living at that time. Realism is something that can reveal the different historical events into a country. In this regard, realism can help to describe those events caused by the Nazi invasion. The changes that a nation suffered in times of war, and the reaction of Danes when they felt threatened their rights and their freedom as a nation.

Realism is present in this literary work, as it describes two different realities between two different nations; in other words, Nazi Germany in its long journey to conquer other countries under a radical regime and under the ideology of superiority; and Denmark that maintained its neutral position and refused to support the German regime during the war. The above represented the nationalism ideology that divided two different societies that fought for its political ideals.

The third theory is the social Darwinism, which is defined as:

Social Darwinism is a loose set of ideologies that emerged in the late 1800s in which Charles Darwin's theory of evolution by natural selection was used to justify certain political, social, or economic views. Social Darwinists believe in "survival of the fittest"- the idea that certain people become powerful in society because they are innately better. Social Darwinism has been used to justify imperialism, racism, eugenics, and social inequality at various times over the past century and a half. (History, 2018)

Social Darwinism was something that influenced Nazism ideals. Adolf Hitler believed that his race was superior to the others. Under this ideology, Hitler considered the Jews as a threat. He thought that a nation must be pure, putting in practice the idea of an Aryan race. It created the idea of the "final solution" which made reference to the extermination of the Jew population. This theory contrasts with the main plot of *Number the Stars* when the Danish Jews escape from relocation. As it is told in the literary work the Johansen family risked their lives to put Ellen safe and to help her family to elude relocation.

The fourth theory present in the book is historiography also known as historical theory, which according to Collins Online Dictionary (2020), it refers to the knowledge or study of history. With respect to the literary work, based on World War Second in Denmark, the event in which the author was inspired, historiography can illustrate the deep investigation that she made to write and narrate every event in the book. Through this theory, it is possible to know that every part of the plot uncovers facts of Denmark's history during the Nazi invasion. Likewise, through historiography is possible to find the different ideals in which Nazism was based on. The ideology of Fascism was the inspiration of Hitler to create his Nazi ideology and start the long conquest of some countries in Europe. From the nationalism philosophy, Fascism and Nazism had its own ideals to build an independent, free, and ethnic nation led by a unique and authoritarian regime.

The fifth and the last theory is sociology, which is defined as:

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within this contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cult; from the divisions of race, gender and social class to the shared beliefs of a common culture; and from the sociology work to the sociology of sports. (Sociology, n.d)

In this book, it can be seen the conflict from two different perspectives. The invasion of the Nazi Germany which believed in a totalitarian government led by a national socialist regime and, Denmark that was against that ideology and considered the Nazis as a threat to its nation. It

is important to highlight the behavior of all Danes who began a hard fight against the Nazi German army.

Secondly, it is important to know the approach that will be used to carry out the analysis of the literary work. The Historical approach according to Holliday (2020), “to literature simply means that the critic-the person trying to understand any work of literature-looks beyond the literature itself to the broader historical and cultural events that might influence the author whose work is being considered.” In addition, he makes reference to the Anglo-Saxon poem *Beowulf* as an example to understand how historical approach can work in. When the poem is read, it is possible to find the historical events in which it was based on or helped to write it, periods where the author was inspired to write it. *Beowulf* as an example can tell the approximation of different periods, not only the time itself, but also some features about the most important events that were developed during that time.

For example, when we read the Anglo-Saxon poem *Beowulf*, which was written sometime around 700 to 800 AD, we notice that the poet often refers both to pagan gods and rituals and to Christianity. At times, the poet may refer to the pagan concept of fate, Wyrð, and two lines later refer to *Will of God*, clearly an intermingling of the Anglo-Saxon’s first religion, paganism, with a religion they adopted in beginning about 600 AD, Christianity. To understand this mix of religions in the work of literature, critics try to understand exactly how and when the Anglo-Saxon people were converted from paganism to Christianity, so look outside the text *Beowulf* to see what events led to the transition from paganism to Christianity and, more important for the literary critic, the timing of that transition.

Understanding the timing may help literary critics to understand when the poem was composed. (Holliday, 2020)

This approach can help to understand the events in which the work was written or based on, as well as how and when the events were happening through time and many characteristics proper of it. Through the historical approach the literary analysis can be seen from different points of view according to what the author wants to transmit or describe may be in a chronological manner. In *Number the Stars*, it is very clear that the author wanted to connect the readers to the dark times of World War Second specifically how Denmark and its people survived under a cruel regime.

On the other hand, from another point of view Hofer (2012) affirms that “at its heart, the historical approach to policy analysis is the telling of a story based on credible sources.” Although, Hofer refers to “policy analysis,” it is important to highlight when he makes reference to tell a story throughout real sources. Almost all literary works beyond the fantasy and fiction are based on real events according to the period of time in which the author lived, or inspired him/herself to write a work. To analyze *Number the Stars*, it is necessary to investigate real events that are narrated in the literary work. Moreover, as an important fact, Lowry, was not only inspired by her friend Annelise, as she also introduced herself into the facts that happened during that time. In other words she investigated the different events that were happening into the country.

2.2 Themes, Symbols, Motifs

There are other important terms such as theme, symbol, and motif present in literature. Therefore, they will facilitate the analysis of a literary work. In fact, the terms will give different points of view according to the context and what the author wants to transmit.

2.2.1 Themes

According to Meriam Webster Online Dictionary (2020), the word theme is defined as “a subject or topic of discourse or artistic representation” and to this definition it mentions this example: “guilt and the punishment is the theme of the story.” However, it offers other definition to the word theme, it says “a specific and distinctive quality, characteristic or concern.” Although, for this last definition it will only be taken in to account these words “a specific and distinctive quality and characteristic.”

While Meriam Webster offers those definitions, it is possible find other definitions as well as examples proper of it. On Literary Devices Website (2020), the word theme is defined as “a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly.” Moreover, it gives a brief explanations about major and minor theme,

Major and minor theme are two types of themes that appear in literary works. A major theme is an idea that a writer repeats in his literary work, making it the most significant idea in the work. A minor theme, on the other hand, refers to an idea that appears in the work briefly, giving way to another minor theme. Examples of theme in Jane Austen’s “Pride and Prejudice” are matrimony, love, friendship, and affection. The whole narrative revolves around the major theme of matrimony. Its minor themes are love, friendship, affectation etc. (Devices L. , 2020)

To conclude, themes are characteristics and qualities written by the author in his literary work. At the same time themes can be expressed through the main character or in conversations and thoughts of the different characters of a story. In addition, there are two types of themes that the reader can find in a work, they are major theme and minor theme. Moreover, the difference between theme and subject could confuse the reader and for that reason is important to know the differences. In *Number the Stars*, it is possible to find several themes; therefore, considering the major themes, it can be found three themes: friendship, heroism and resistance; and bravely, and courage as minor themes. Literally, the themes will help to understand what the author wanted to transmit and to clarify the situation lived in Denmark through the different events that are told in the literary work.

2.2.1.1 Friendship

It is important to consider friendship as a major theme since during the war the Danes helped the Danish Jews to escape, risking their lives. On the other hand, it can be seen a lot through the relationship that Annemarie and her best friend had in whole story. The Johansen family helped the Rosen family to hide their daughter Ellen from relocation. Here, it is possible to realize the strong friendship that the Johansen and the Rosen had. The Johansen started to lie to hide Ellen Rosen from the Nazis soldiers and they could not take her to Gilleleje harbor, so in this way they could keep her safe before escaping.

Moreover, an example that is crucial to reflect on this theme is when the Nazi soldiers came into the Johansen's house and begun to look for the Rosen family, Annemarie took the necklace with the David's star that Ellen wore and hid it until Ellen was safe. At the end Annemarie promised to wear the necklace until Ellen came back. On the other hand, it is important to highlight what was going on while Johansen tried to save the Rosen's lives, all

Danish population was fighting to survive and was working on transporting every Jew through boats to Sweden. Besides, the Danish kept communication to each other to combat the injustices caused by the German in their country.

2.2.1.2 Heroism

It is possible to consider heroism as something present from the beginning to the end of the story. Ms. and Mrs. Johansen were who started to show heroism in the story when they accepted to hide Ellen as well as Ellen's parents to escape from relocation. Besides, Lise who was Annemarie's old sister and who was dead represented that part of the nation which was fighting against a powerful enemy. Denmark was a small nation that demonstrated resistance to the Nazi invasion by showing the bravery of its people inspired by their king. Despite Denmark was unable to defend itself against the Germans, neither the people nor the King gave up. Saving many Danish Jews from death was an act of heroism, Annemarie and her parents risked their lives a number of times. In this way, Annemarie discovered ordinary people like herself could also be brave when they were required to be so. Heroism is present in the entire work, the Johansen family was part of it and most of the times they confronted the German soldiers by demonstrating courage and bravery to avoid the relocation of the Rosen family.

2.2.1.3 Bravery

Bravery is a theme that is marked in the work, as it was something important that all characters in the story needed to transmit to each other. At the beginning when Annemarie defied her friend Ellen to run and met with the Nazi soldiers and they faced them questioning, "Why are they running?" Both girls were scared, but at the same time needed to be brave. Moreover, Kirsti, Annemarie's little sister did not show fear due to the presence of the soldiers. However,

Annemarie sometimes seemed to be so scared, she understood that she could not show fear because that could be suspicious to the soldier and very risk for her friend and their parents.

Mrs. and Mr. Johansen were brave when decided to hide Ellen and help her family. Another part where it is described Annemarie's bravery is when she went through the woods to take the lunch to her uncle Henrik. She was scared and she started to imagine the *Little Red Riding Hood* story and to tell it herself. At the same time she began to speculate what little Kirsti would think about what would happen in the story. It meant that during the journey through the wood she would meet soldiers with their dogs, and this would put the fear away. Uncle Henry also represented part of this theme. He also helped to save the Rosen and many Danish Jews, as well as to hide Ellen.

2.2.1.4 Courage

Courage is also present in the story, Lise, Annemarie's older sister who died during a protest against Nazis to stand up for her country reflected the courage that the majority of Danes had to fight for their country. Likewise, Peter who was the Lise's husband helped the Johansen to be informed and the Rosen to escape; they represent this theme, the courage that Danish people had to face the German. They gave their lives to defend their country and they had the courage to confront the Nazi forces and tried to take back their nation.

2.2.1.5 Resistance

Finally, resistance is other major theme which has as a base the previous themes bravery and courage. Despite many real events were not told in the book, it is possible to know how the Danes showed resistance when they sabotaged to the Nazis armament factories. The Danish people showed resistance refraining to work in the factories to create the arms for the German army; this is mentioned in secret conversations that Mrs. And Mr. Johansen had and that

Annemarie could listen when Peter visited her family and informed them through the newspapers that then they burned.

Resistance was something that Denmark as a nation demonstrated during the WWII. It is an important event that is not easy to perceive in the book, but Lois Lowry wanted to describe it through Lise's death and the secrets that Annemarie's parents had with Peter. Peter and Lise who were married participated in the protest against the Nazi regime and is in one of those protests that Lise dies because of the disturbances. In addition, as it was mentioned the Danes sabotaged the creation of weapons for the German army. Another event is the illegal communication that Danish people had to stay informed, they did their own newspaper to keep the communication with each other so, in this way they could know what was happening in their country and out of the borders. Newspapers that Ms. and Mrs. Johansen burned after reading them.

2.2.2 Symbols

A symbol is an important term to understand what authors want to express in their literary works. What the word is exactly about? Let see some definitions and examples. According to Literary Devices Website (2020),

A symbol is a literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects, concepts or traits than those that are visible in the literally translation alone. Symbol is using an object that means something more than its literal meaning. (Devices L. , 2010)

As an example it says: "The phrase "a new dawn" does not talk only about the actual beginning of a new day but also signifies a new start, a fresh chance to begin and the end of a previous tiring time." (Devices L. , 2010)

On the other hand, Literary Terms website defines symbol as “any image or thing that stands for something else.” Indeed, symbols are represented through characters, settings, images, or other motifs that stand in for bigger ideas. Authors use symbols to give their work more meaning and the story goes beyond the events described on it. However, authors as a rule do not grant us with a guide to their symbolism, so it can take a lot of thought to figure out precisely what the symbols in a work of literature stand for or to interpret them.

In addition it gives an example:

In Greek mythology, the gods are all symbols for forces of nature, for example, Poseidon is a symbol for the sea. He is extremely powerful, but also wrathful and unpredictable. By telling stories of Poseidon’s vengeful fury, the Greeks (who were not great shipbuilders) symbolically delivered message about how dangerous the sea can be. (Terms, n.d)

According to LitCharts Website (2020), symbol is defined “as something physically or more abstract it can be an object or a phenomenon.” Similar to the previous definitions it mentions that the characters and events can also be symbolic. Further, it mentions that a symbol can give a set of key characteristics about whatever it can mean and also the relation that it can have with the characters or the events present in a story. Knowing the concepts and the examples about symbols, a symbol can be represented through something abstract, something physical (character, setting, image etc.) at the same time it can give different meanings.

In the book, it is possible to identify many symbols given by the author. These symbols describe in a code what was happening in war times, in Denmark, specifically. They offer different points of view to interpret what Lois wanted to transmit and to describe to understand

her work. Understanding the real events happened during the war and narrated through fictional characters, but mainly from the symbols, things that represent those events can help to comprehend the life back in those times much better.

2.2.2.1 David's star (Ellen's necklace)

Throughout WWII the star every Jew wore meant segregation and discrimination, it is possible to consider the David's star could mean strength or protection during Denmark's invasion. The strength and protection are reflected when Annemarie took Ellen's necklace to avoid German soldiers knowing that her parents were hidden Ellen and she was a Jew. Annemarie and her parents became a support for Ellen. In other words they became her strength and her protection because of she was a Jew and she was marked by David's star, mark to identify all Danish Jews. Another connotation to David's star is the promise that Annemarie did when the war ended, she decided to wear the necklace until Ellen came back.

2.2.2.2 The psalm read by Peter

Another symbol that can be observed in chapter 10, pages 86, and 87, is the psalm Peter read to show bravery and to support the people who were frightened by the German presence. Peter said, "I will read a psalm", and he began to read in a strong voice:

O praise the Lord

How good it is to sing psalms to our God!

How pleasant to praise him!

The Lord is rebuilding Jerusalem;

he gathers in the scattered sons of Israel.

It is he who heals the broken in the spirit

and binds up their wounds,

he who numbers the stars one by one...

In the psalm, it is described what Peter wanted to transmit to the people who were preparing to escape, as they knew that they would find German soldiers all over the place, and this meant a real risk to save their lives. The four lines that describe what Peter wanted to transmit give a sense of what it was happening in that moment. First, “*The Lord is rebuilding Jerusalem*” meant that God is responsible of war to reconstruct the world, however, He knew why. Moreover, the answer is found in the next or second line; “*he gathers in the scattered sons of Israel*” which meant that through the war God will join his sons. Second, in the line “*It is he who heals the broken in the spirit*” it is possible to deduce that God is the only support to survive during the war and He would help them to stay safe. Third, at the end of the psalm, it says “*he who numbers the stars one by one...*” that could mean that God is the only real person on earth who can judge them one by one, no matter their social status.

2.2.2.3 The Woods

The woods symbolize a reality to Annemarie about the difficult times that Denmark was living. Although, she was a child, she could understand that she must grow up to face her fears and to behave as an adult. During her voyage into the woods she began to imagine and to live many things. Indeed, one of the most important is when she reminded herself the tales that she told to her little sister, as for example, *Little Red Riding Hood*. She imagined the story in her mind while she started to suppose what Kirsti would change to the story. However she did it to face her fears. Comparing the story with what she was

enduring could be possible to say that she was transporting that story to the reality where the soldiers with their dogs represent the wolf and she was little red riding hood stalked by the wolf into the dark woods.

2.2.2.4 King Christian X

The King of Denmark is another important symbol. He represents the hope for the Denmark citizens. Everyone would die for King Christian. The king knew Denmark had many soldiers to fight, but he decided to keep the peace. He knew the power of the enemy. On the other hand he made the decision to help the Danish Jews.

2.2.3 Motifs

Themes and symbols were defined with their respective example; consequently, now it is necessary to define what a motif is and its use in literature. According to Literary Terms Website a motif is “a symbolic image or idea that appears frequently in a story. Motifs can be symbols, sounds, actions, ideas, or words. Motifs strengthen a story by adding images and ideas to the theme present throughout the narrative.” (Terms, n.d) An example can be: “Bad weather: Throughout a story, there is surprisingly bad weather-snow, freezing rain, and even a tornado. These weather conditions further emphasize the larger theme of nature’s power over humans.” (Terms, n.d) In contrast to the definition from Literary Terms, Writing Explained Website (2020), defines motif as “an idea, object, or concept that repeats itself throughout a text.” In addition a motif must be repeated in the text to be considered as motif. As an example it mentions: “Death,” could be a motif in a literary work. An author would not necessarily have to use the word “death” to express the motif. He might write “funeral,” “grave,” “dead,” and so on. Furthermore, he could depict death-like images to add to the motif. (Explained, 2020)

In conclusion, as every term or literary device was explained and illustrated; symbols, themes and motifs are related among themselves. Each of them is connected to give a sense a literary work. However, as is mentioned on Explained Website (2020), “not all literary works contain motifs.” In other words it is possible to say that one does not depend from other one. Although, the author can include a motif to create a particular mood that gives clues to the audience to reach the theme. Finally, the definitions of every word will help to get an accurate investigation and literary analysis. Every term will be represented through the analysis of the work and where each will be taken. On the other hand, Lois Lowry in *Number the Stars* reflects the strain people were feeling in Denmark because of the war. Motifs are represented through words and tales, so she constantly used the repetition of some words and some tales she already knew.

2.2.3.1 “Frightened”

The word “frightened” is present in most of the work. It shows the author wants to transmit all that tension that the Danes were living during the holocaust in World War Second. From the adults to children the strain was present, as the Danish people lived scared about what was going on in their country and around the world. Even though, Annemarie and the rest of the characters of the story showed those fears because of the Nazi occupation, they faced the reality through bravery, courage, and supported each other and showed resistance against the German regime. Likewise, the author expresses most of the time the word “frightened” to demonstrate the characters needed to overcome their fears during the war. Annemarie was forced to grow up and to act as an adult, at the same time, that she overcame her fears.

2.2.3.2 Tales

As word “Frightened,” tales are present in most of the story. There are two protagonists that told tales, Annemarie who told stories to her little sister Kirsti and Kirsti who loved fairy tales with kings, queens and big castles. Annemarie used to tell stories to little Kirsti, but the latter tended to change the stories, as she had of seeing the stories. By telling stories Kirsti was a challenge to Annemarie, but it sometimes helped Annemarie to understand reality. Annemarie realized war was not a fairy tale, it was something more, it meant their lives were threatened, Denmark had been changed. On the other hand, it helped Annemarie to overcome her fears when she went through the woods during the night. She remembered the *Little Red Riding Hood* story at the same time that she thought about what little Kirsti would change to the story. Another example is when Annemarie realized her uncle Henrik and her mother lied through stories with the purpose of being brave.

2.3 Biography of the author

Lois Lowry was born on March 20, 1937, in Honolulu, Hawaii. She published her first, novel, *A Summer to Die*, in 1977. She won her first Newbery Award for the 1989 novel *Number the Stars*. In 1993, Lowry received the honor a second time for *The Giver*, which would eventually become 2014 film. Lois Lowry is one of American’s most popular and versatile children’s book authors. She has written a variety of fictional forms, from the WWII tale *Number the Stars* to the lighthearted adventures of Anastasia Krupnik to the fantastical *The Giver*. A shy and introverted child, Lowry loved to read. She was around 8 or 9 years old when she decided she wanted to be a writer. Her father was a dentist and army officer, which led her to live in several different places while growing up. Lowry’s career reached new heights with the 1989 historical novel *Number the Stars*. The book explores the Nazi takeover of Denmark during

World War II. The narrator, Annemarie Johansen, is friends with a Jewish girl named Ellen. She and her family help hiding Ellen from the Nazis when they began to round up Jewish citizens. Annemarie also ended up helping Ellen and her family to escape from Denmark. Lowry received the prestigious Newbery Award for this work. (Editors, 2014)

As other interesting fact about her biography, in an interview she said that the stories told by her best friend Annelise who lived in Denmark during the WWII and the invasion of the Nazis were the inspiration to start writing the book.

But Annelise grew up in Denmark-in Copenhagen, during the years that her country was occupied by the Nazis. She talked about being cold-there was never any fuel for heat, and she wore mittens, she said, to bed. She talked about being scared-the armed Nazi soldiers stood on every street corner in Copenhagen, and controlled every aspect of the lives of Danish citizens. And she talked about being proud of her people, and what they had done to save their Jews.

I supposed I had heard the story before, of the way the Danes smuggled their Jewish-population to Sweden in 1943. But I had never heard it before in such a riveting, personal way.

Finally, by the end of that talk-filled week in the spring of 1988, I was convinced that it could be told, and told for children, in a fictional way that would put the reader right there with a frightened, brave, proud Danish little girl. I asked Annelise's permission to do so, and she gave me the gift of her childhood and her willingness to have me shape it into a story for young readers. (Lowry, EBSCO, 1990)

2.4 Book's plot

Number the Stars is told from the point of view ten-year-old Annemarie Johansen. The story is set in the city of Copenhagen, Denmark on September 1943, the third year of the Nazi occupation of Denmark. Annemarie and her best friend Ellen, who was Jewish, were stopped by soldiers on their way home from school. The two girls, who went to the same school and lived in the same building, were unsettled by their first direct encounter with the Germans. Mrs. Johansen and Mrs. Rosen are concerned and asked the girls to take a new route to school. The encounter made Annemarie to reflect on what her father had taught her about Denmark and about her older sister Lise's death a few years before. Later in the fall, Annemarie and her younger sister Kirsti discovered that Mrs. Hirsch's neighborhood shop had been closed. This event further alarmed Mrs. Johansen, though Annemarie did not understand why.

During a late night visit from Peter Neilsen, a member of the Resistance and the man Lise was to marry, Annemarie was told more about the war. Her parents and Peter explained that Jewish stores were being closed. The next day, the Rosen must flee. They left Ellen with the Johansen. During the night, German soldiers came to the apartment demanding Mr. Johansen to disclose the location of his friends. He refused and so they searched the apartment. Ellen pretended to be one of the Johansen's daughters, but her dark hair caused the soldier to be suspicious. Luckily, Mr. Johansen was able to show them a baby picture of Lise with dark hair, which convinced the soldiers.

The next day, Mrs. Johansen took the three girls to her brother Henrik's home in Gilleleje, Denmark, where Henrik was a fisherman. They spent a peaceful day in the house by the ocean before Henrik announced that their Great-aunt Birte had died. The service was to be held that

evening. Annemarie did not know that such aunt existed, and demanded the truth. Uncle Henrik explained the importance of not knowing too much when bravery was needed. That night the coffin arrived and they gathered around it. Many more people arrived, but all were in silence. Soon Peter appeared with the Rosen, who were reunited with Ellen. Soldiers, drawn by the post-curfew lights, came to the house. They demanded the coffin to be opened, which was a problem since it was empty. Mrs. Johansen thought quickly and said that her aunt died from a highly contagious typhus. The soldiers left.

Henrik took the first group of people down to his boat. Mrs. Johansen followed with the Rosen. Annemarie, who now understood that the people were taken to safety in Sweden, awaited her mother's safe return. When her mother did not appear, she discovered that Mrs. Johansen had broken her ankle. Because of this, Annemarie must take an important package to her uncle before they could leave. On the way to the boat, soldiers with dogs stopped her. They searched her basket and discovered the package; however, when they ripped it open it only contained a handkerchief, and they let her go. Annemarie made it to the boat in time, to Henrik's evident relief.

That evening, Henrik was safe at home to have dinner with Annemarie, Kirsti, and Mrs. Johansen, whose ankle was taken care of by the local doctor. After dinner, Uncle Henrik took Annemarie to learn how to milk the cow. They talked about the events of the day. He explained that he hid his passengers in the bottom of the boat, and the handkerchief was essential because it kept the Germans' dogs from smelling the human cargo. Uncle Henrik praised Annemarie for her bravery and reassured her that Ellen was safe and they would meet again someday.

The war ended in May, and Annemarie and her family watched from their balcony as people paraded in the streets with the Danish flag. Annemarie thought of the Rosen and realized that they, along with all the others who were forced to flee, would soon be returning home. Peter Nielsen died, as he was shot in a public square for his involvement in the Resistance.

Annemarie's parents told her that Lise was a member of the Resistance, too, and that she did not die in an accident, but killed by the Germans. Thinking of Lise and Ellen, Annemarie went to Lise's things in her room and took out the Star of David pendant that she had been keeping for Ellen. She said she would wear the necklace herself until Ellen would return. (Noble, 2020)

CHAPTER III

METHODOLOGICAL FRAMEWORK

In this chapter, it will be detailed explanation on the research approaches to conduct the investigation as well as the methods which will help to collect data. Besides, through the different processes of the investigation, it will be described the methods used by the researcher in the study. Similarly, it will show the information collected to be analyzed according to each method used; consequently, the information will help to get a clear analysis of the book.

3.1 Research Approach

The research approach is the process that consists of acquiring in a number of steps accurate information, through certain method that will help to carry out the investigation about a determined issue. The research on the *Number the Stars* is based on the historical approach which Holliday (2020), states that “literature simply means that the critic-the person trying to understand any work of literature-looks beyond the literature itself to the broader historical and cultural events that might influence the author whose work is being considered.” Simultaneously, he ends to define as, “The historical approach, then, usually helps the critic and readers to understand all of the events and forces that might affect the author as he or she is composing the work, and this gives us a more comprehensive understanding to the work itself.” (Holliday, 2020)

In this investigation, the approach can help to understand the events in which the book was written or based on, as well as how and when the events were happening over time and many characteristics proper of it. Through the historical approach the literary analysis can be seen from different perspectives according to what the author wants to transmit in a chronological manner.

In *Number the Stars*, it is very clear that the author wants to connect the readers to the dark times of World War Second, specifically, how Denmark and its people survived under a cruel regime through resistance. Moreover, the historical approach helps the investigator to look beyond the sceneries and characters given by the author; for example, how the Danes survived to the holocaust in times of the WWII; in addition, the main character, Annemarie, takes the reader to comprehend the facts that marked the history of a country. Using resistance as a method of disagreement the Danish population proved against the German ideology. On the other hand, the persecution of the Danish Jews, it is as an example of the important events described within the book. Ellen Annemarie's best friend who was a Jewish represents all those Jewish communities who survived during that time as well as how Danes helped them to escape from the holocaust. Consequently, there are two approaches that can help to carry out the data collection according to the researcher and the investigation. Here, it will be defined the approaches as well as one that will be choose, which and it will be detailed according to the investigation.

3.1.1 Quantitative Approach

The quantitative approach, also known as quantitative research has many characteristics that help the researcher to find the data through numeric results. Bhat (2020) states that the quantitative research is “a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques.” The results can be obtained from different methods such as making questionnaires and surveys, then they can be converted into useable statistics. In most of cases the quantitative approach tends to be present especially in the social sciences using statistical methods to collect quantitative data from an investigation. To this type of research the researchers apply mathematical frameworks and theories that pertain to the quantity under question. According to (Bath, 2020), “the results

achieved from this research method are logical, statistical, and unbiased. Data collection happened using a structured method and conducted on a larger samples that represent the entire population.”

For the quantitative research there are two kinds of methods with their respective sub methods. They are the primary quantitative research, which is divided in techniques and types of study, data collection methodologies, and data analysis techniques. On the other hand, there is the secondary quantitative research, which is divided in data available on the internet, government and non-government sources, public libraries, educational institutions, and commercial information sources. Moreover, it is important to know, that the quantitative approach uses the deductive method. According to (Crossman, 2019), by “using deductive reasoning, a researcher tests a theory by collecting data and examining empirical evidence to see if the theory is true.”

3.1.2 Qualitative Approach

Unlike quantitative approach, the qualitative approach works outside the numerical statistics totally changing the process of the investigation. Crossman (2020) defines the qualitative approach as “a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help to understand social life through the study of targeted population or places.” Moreover, the same author states, the “qualitative approach consists of investigating “the meanings people attribute to their behavior, actions, and interactions with others.” In simple words, qualitative researchers focus on searching data through meanings, interpretations, symbols, processes, and relations of social life.

What of this type of research produces is descriptive data that the researcher must then interpret using rigorous and systematic methods of transcribing, coding, and analysis of trends and themes. Because its focus is everyday life and people’s

experiences, qualitative research lends itself well to creating new theories using the inductive method, which can be tested with further research. (Crossman, 2020)

As it was mentioned, the qualitative approach uses the inductive method; it means that by using inductive reasoning, a researcher first gathers and analyzes data, then constructs a theory to explain their findings. Some methods applied by the qualitative approach are; direct observation, open-ended surveys, focus group, in-depth interviews, oral history, ethnographic observation, and content analysis. (Crossman, 2020) Knowing these approaches, their meanings and how each one works, is relevant for this study, since the approach which will be applied is the qualitative approach. The information obtained will be compared with the different events that happened in the story of *Number the Stars*; consequently, it is viable to create the theories that will help to give the correct answers to the investigation. By using this approach it will be possible to clarify all doubts and questions that come up during the process.

3.2 Research Design

At this point, there is a part of the investigation already done. However, to conduct that part of the study, it was necessary to apply some techniques and methods that have helped to develop the process. Even though, the research has not still finished, all this process is considered as a design that the researcher will carry out during the analysis of the book. Bath (2020) defines the research design as “the framework of research method and techniques chosen by the researcher.” The different methods and techniques will allow to get every answer arise during the study. The chosen techniques and methods will help through the historical approach to expose and to understand the different events that happened in Denmark during the World War Second.

In *Number the Stars* the author provided several clues to achieve the necessary material to carry out the investigation, indeed, through the situation that was described in the story it is

possible to find those different clues that get certain information on how the Danish people showed resistance against the Nazi forces, their survival, and the strategies in the Holocaust and strategies to save many Danish Jews. Particularly, these events are not clearly mentioned in the history of the Holocaust of that war. However, the present investigation looks for offering information that helps to fill some voids hidden regarding this issue.

3.3 Information Sources

The types of sources that the investigation required will be exposed according to the information obtained, it means, it will depend of the category. The information might be found in different sources such as books, newspapers, websites, articles, and so on. Varshney (2011) states that “an information source is a source of information for somebody, i.e. anything that might inform a person about something or provide knowledge to somebody. Information sources may be observations, people speeches, documents, pictures, organizations etc.” As a result, it is raised different information sources that are divided into two categories; documentary sources and non-documentary sources.

3.3.1 Documentary Sources

For this study, it will be implemented the documentary source category which is divided in primary sources, secondary sources, and tertiary sources.

3.3.1.1 Primary Sources

Primary sources of information are firsthand documents that provide direct evidence on your topic. The Library of Congress refers to them “raw materials of history, original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.”

A primary source is most often created during the time the events occurred, such as newspaper articles from the period, correspondence, diplomatic records, original research reports, notes and diaries etc. They may also include items created after the events occurred, but that recount them such as autobiographies and oral histories. (Sotheby's Institute of Art, 2018) Types of primary sources are original Documents such as archival materials, autobiographies, manuscripts, interviews etc.; creative Works such as novels, poetry, music, art work etc.; and relics and Artifacts such as pottery, decorative arts, clothing, buildings etc.

3.3.1.2 Secondary Sources

Sotheby's website (2018) affirms secondary sources are "accounts written after the fact with the benefit of hindsight. They are interpretation and evaluation of primary sources, secondary sources are not evidence, but rather commentary on and discussion of evidence." Types of secondary sources are, bibliographies, biographical works, essays or reviews, histories, literary criticism such as journal articles, and websites (internet).

3.3.1.3 Tertiary Sources

Sotheby's website (2018) states "a tertiary source presents summaries or condensed versions of materials, usually with references back to the primary and/or secondary sources." Type of tertiary sources are, almanacs, abstract, dictionaries, encyclopedias, and handbooks.

After defining all these concepts, it is viable to say that the primary source of this literary analysis is the book *Number the Stars* which gives the roots to interpret the situation lived in Denmark during WWII. Consequently, there is the second sources which are related with the primary sources; in other words, these are interpretation and

evaluation of the book. Hence, the tertiary sources are correlated with the primary sources and/or with secondary sources.

3.4 Analysis Categories

In the book *Number the Stars*, it is possible to find different topics have helped create the objectives within the present research. Therefore, according to the book each of them will be defined and analyzed.

3.4.1 Resistance

Considering resistance as main topic to the analysis of the book and by comparing it with Mahatma Gandhi's method of protesting through nonviolence, it is important to define what resistance means. According to Collins Online Dictionary (2020), resistance refers "something such as change or a new idea is a refusal to accept it." Danes showed resistance against Nazis through disobedience, sabotage of the Nazi army factories, and by helping the Jews to escape. They disagreed with the Ideology of the Nazis.

3.4.2 Redemption

In the story of *Number the Stars*, redemption is something that the reader can perceive from the beginning to the end of the story. Redemption has many different meanings depending on the context, however, to understand what it means in the story it is important to define it. According to Oxford Learner's Online Dictionary (2020), redemption means, "the act of saving or state of being saved from the power of evil; the act of redeeming." In comparison to what is happening with the Danish Jews in *Number the Stars*, the act of saving is something that can be related with the salvation of many Jews, but not only their lives but the salvation of a nation from chaos; that is, saving a nation from the power of Nazis using the disobedience, helping the Jews to escape, and getting back their freedom. In the story Annemarie and her parents helped the

Rosen family who were Danish Jews to escape from relocation. Despite of Annemarie did not know what it was going on, she decided to help her best friend.

3.4.3 Judaism

As other important issues, religion has always been present in different stories and through history. Judaism is reflected on the literary work, as it can be identified when the Nazis made the decision of relocating every Jew because of an ideology. According to Meriam Webster Online Dictionary (2020), Judaism is: “a religion developed among the ancient Hebrews and characterized by belief in one transcendent God who has revealed himself to Abraham, Moses, and the Hebrew prophets and by religious life accordance with Scriptures and rabbinic traditions.” It is important to mention that the Jews practiced their traditions and one of them was the Sabbath which is mentioned many times in the book. In fact, one of the events described in the literary work is when the Rosen family and other Jewish people are celebrating the Sabbath, that it was interrupted by a man who alerted them that Nazis were relocating all Jews.

3.4.4 Racism

Racism is another topic that can be considered in the analysis. According to Meriam Webster Online Dictionary (2020), racism is “a belief that race is the primary determinant of human traits and capacities, and the racial differences produce an inherent superiority of a particular race.” *Number the Stars* reflects this when the soldiers were following the Rosen. They visited the Johansen’s house and asked them if they knew where the Rosen were, but Annemarie’s father was very smart and pursuits to soldiers. Nonetheless, the soldiers insisted, they searched the rooms and found Ellen and Annemarie. They questioned why Ellen had black hair unlike them, and Mr. Johansen

lied, and that Ellen was one of his children and that her name was Lise. He told them that when she was born she had blond hair, but when she began to grow up, her hair started changing color. As the meaning says, racism is human traits, something reflected with the color of Ellen's hair. Besides, the superiority that Nazis believed to have over the Jews and the Danes.

3.4.5 Segregation

Many Jews were relocated during the World War Second and it meant death. In the work of Lois Lowry segregation is another relevant topic. According to Cambridge Online Dictionary (2020), segregation is “the policy of keeping one group of people apart from another and treating them differently, especially because of race, sex, or religion.” It is very clear that the Danish Jews suffered from segregation because of their race and religion. The Rosen represented one of those families that were relocated during the WWII.

3.4.6 Discrimination

Last, the discrimination is a topic described in the book. Discrimination according to Meriam Webster Online Dictionary (2020), is “the act, practice, or an instance of discriminating categorically rather than individually.” Discrimination as well as racism are topics that are related with segregation. In the literary work *Number the Stars* these three topics are shown through the episodes where every character had an important role describing those events during the holocaust of WWII.

3.5 Data Collection Instruments

To find the answers that this investigation requires, it is necessary to use different tools. Hence, the researcher will make use of these tools to elaborate an accurate data and find those answers. According to (Directorate, 2002), data collection is the “methodologies used to identify information sources and collect information during an evaluation.” On the other hand, the data analysis was implemented in an analysis chart. The analysis chart will examine quotes from the book through the proposed theories and interpretation of the researcher.

Quote	Theory	Interpretation
Book	Theory	Exposition
Book	Theory	Exposition
Book	Theory	Exposition
Book	Theory	Exposition

Analysis chart 1. Quote of the book, theory implemented, and researcher’s exposition.

Source: Researcher’s own creation.

3.6 Collection Data Process and Data Analysis

The collection data will be done by searching of information to conduct every quote and information searched to clarify the objectives proposed in the analysis. The process consists of comparing the situation that is presented in the book throughout history and Mahatma Gandhi’s method. In this case the resistance of the Danes against the Nazi regime, nonviolence as a resistance method, the escape of many Danish Jews. The main historical facts present in the literary work give the correct answer to questions that can come up during the research. On the other hand, it is important to clarify that

every quote will be taken from the book to be compared with the theories and their interpretations. Furthermore, the information will reinforce the quote to carry out a specific interpretation. As a result, every exposed objective will be analyzed with precision.

CHAPTER IV

DATA ANALYSIS

In this part of the investigation, it will be more detailed the data through the information collected. Moreover, this information has been taken from the book and was supported via the extra information through those sources acquired during the research. Likewise, the objectives will be developed correctly to achieve a success analysis. Besides, the chapter will present the themes, motifs, and symbols, and once again the approaches of the investigation, all this for reaching an accurate performance to the analysis of the book.

4.1 Approaches to the Investigation

The investigation, which consists of the analysis of the book *Number the Stars* will be performed through the historical approach, as the researcher considers is most appropriate for it. Consequently, it is important to know what literary criticism is:

Literary criticism is the comparison, analysis, interpretation, and/or evaluation of works of literature. Literary criticism is essentially an opinion, supported by evidence, relate to theme, style, setting or historical or political context. It usually includes discussion of the work's content and integrates your ideas with other insights gained from research. Literary criticism may have a positive or a negative bias and may be a study of an individual piece literature or an author's body of work. (Dickinson, 2020)

Literary criticism is broken in other literary criticisms, which depend of the approach that researcher considers appropriate for the analysis. To the investigation, the approach which will be implemented is the historical one.

Historical criticism, literary criticism in the light of historical evidence or based on the context in which a work was written, including facts about the author's life and the historical and social circumstances of the time. This is in contrast to other types of criticism, such as textual or formal, in which emphasis is placed on examining the text itself while outside influences on the text are disregarded.

(Britannica, n.d)

The story of *Number the Stars* is not based on the author's life or a situation lived by herself rather it is based on a situation lived by her friend Annelise, during the World War Second. Nonetheless, the author devoted time to research what happened during that time; that is, facts that allowed to write the story. In this way, it is possible to comprehend the approach through those facts and to contrast the analysis throughout the nonviolence method into social, political, and cultural context. The events narrated in this story can reveal and describe unknown facts, as well as facts that have been in force from the past to the presence of human history.

The historical approach allows to make a deep investigation to carry out the analysis of the book. Furthermore, through this approach, it is possible to find facts that are close to reality. The facts which are revived for fictional characters reveal moments of a tragic part of the history of the human being. Similarly, it reveals the behavior of mankind when its rights and its freedom are threatened; in other words, the reaction that a group of people can get if their rights are violated or their freedom is taken. It is easy to perceive the purpose of the author who wants to bring to the readers the memories of the holocaust and that there was a nation which fought together through the resistance against the German army and the Nazi ideology.

It is important to remind that the book reflects that every event has an antecedent that can help understanding the situations that are happening nowadays. Literally, the social, political, and

cultural events are connected among themselves leaving important lessons. In contrast to nonviolence methodology by Mahatma Gandhi in *Number the Stars* is reflected a similar situation where the Danish resisted, fought for their country, showed disagreement against Nazis and helped the Danish Jews to escape. These are events that represent part of the human being history through its behavior when it believes that its rights, its freedom have been affected.

4.2 Theories vs Literary Work

To understand in a good manner and to carry out a complete analysis, in this part, the researcher will make use of the theories exposed previously. The theories will be proved throughout quotes, which will be taken from the book. In like manner, it will allow to interpret and make a sense the reality of the facts presented in *Number the Stars*. In this way, it will be achievable to have an essential analysis of the literary work conjointly supporting data. In this analysis, it is viable to find five theories according to the objectives proposed in the research. First of all, the liberal nationalism theory refers to the freedom to govern within a country to improve its conditions. It implies freedom to choose or self-determination, freedom of emigration and immigration, and total freedom of trade.

Second, the realism theory refers to the authenticity of the reality, reality of the life day to day. In the case of *Number the Stars*, it reveals the reality of the human being years after years. The conflicts that come up because of its own existence, and the competence of surviving and superiority. The third theory is social Darwinism that consists of the racial superiority within a society. The fourth theory is historiology or historical theory, which implies the knowledge and the study of history. It is important to clarify that this theory focuses on the investigation of the events made by the author to add in the story. The last theory is sociology, which refers to the study of the social life, social changes, its causes and consequences because of human being.

Quote	Theory	Interpretation
<p>“There are German soldiers on every corner. They will remember your faces, Mrs. Rosen said, turning in the doorway to the hall. It is important to be one of the crowd, always. Be one of many.” (Mrs. Rosen, p.8,9)</p>	<p>Liberal nationalism</p>	<p>It is important to highlight this little part of the quote “be one of the crowd, be one of many,” in this part it is possible to find one of the principles giving by Soto. It is self-determination, the free choice to choose which political state to belong to. The choice that many Danes and Danish Jews took was to belong to Nazi Germany. At this point, it is viable to consider that Denmark was governed throughout the liberal nationalism until the Nazi Germany occupied its territory. It was not something that the Danish population accepted in a good way, however, the main decision was taken by their</p>

		government, which was leaded under German conditions.
<p>“He’ll remember my face, Mama,” Kirsti announced happily, “because he said I look like his little girl. He said I was pretty.” If he has such pretty little girl, why doesn’t he go back to her like a good father?” Mrs. Johansen murmured, stroking Kirsti’s cheek. “Why doesn’t he go back to his own country?” (Kirsti and Mrs. Johansen, p. 9)</p>	<p>Liberal nationalism</p>	<p>Despite Mrs. Johansen seemed to express xenophobia, it is important to analyze that the theory refers to its definition “non-xenophobic form of nationalism.” However, in the same definition, it refers to tolerance. In this regard, this can illustrate the tolerance that the Danish population had with the Nazis. Therefore, this demonstrates that the Danish population had the tolerance to accept the invasion. Nonetheless, there was no empathy with the German regime. On the other hand, empathy is very important within society.</p>

<p>“They’d been having coffee together, as they did many afternoons. Of course it wasn’t really coffee, though the mothers still called it that: “having coffee.” There had been no real coffee in Copenhagen since the beginning of the Nazi occupation. Not even any real tea. The mothers sipped at hot water flavored with herbs.”</p> <p>(Narrator, p. 6)</p>	<p>Realism</p>	<p>It is comfortable to live under good conditions and enjoy them as well. Nevertheless, during such occupation, Denmark began to suffer many changes. This quote exhibits one of the situations or changes that the Danes started to have under the German conditions. In other words, life was not the same before the war, there was freedom, and there was equality to each other, but it was not the same since the Nazi invasion. There was no real life.</p>
<p>“Papa took a sip and wiped the foam from his upper lip. Then his face became more serious. “Annemarie,” he said, “peter tells us the Germans have issued orders closing many</p>	<p>Social Darwinism</p>	<p>This passage describes a part of the ideology of the Nazis. They considered Jews like something inferior as well as threatening to the progress of society. It is important to</p>

<p>stores run by Jews.” “Jews?”</p> <p>Annemarie repeated. “Is Mrs. Hirsch Jewish? Is that why the button shop is closed? Why have they done that?” Peter leaned forward. “It is their way of tormenting. For some reason, they want to torment Jewish people. It has happened in the other countries.” (Mr. Johansen, Annemarie, Peter, p. 23,24)</p>		<p>remember that Hitler believed in a superior race which he declared as the high hierarchy. Jewish people not only were killed but also they were tormented by the Nazis. On the other hand, Nazi Germany had absolute power over the countries which were invaded. With the control, the Nazis could make whatever they thought was better to their regime.</p>
<p>“They must be edgy because of the latest Resistance incidents. Did you read in <i>De Frie Danske</i> about the bombings in Hillerød and Nørrebro?” Although she pretended to be absorbed in unpacking her school books, Annemarie listened, and she knew what her mother was</p>	<p>Historiology</p>	<p>Denmark lived many events because of the Resistance. In this quote, it is possible to find real events that occurred amid World War Second in Denmark. This refers that the author not only inspired herself the story of her best friend Annelise but also she studied the events that were</p>

<p>referring to. <i>De Frie Danske- The Free Danes-</i> was an illegal newspaper. Peter Nielsen brought it to them occasionally, carefully folded and hidden among ordinary books papers, and Mama always burned it after she and Papa had read it. But Annemarie heard Mama and Papa talk, sometimes at night, about the news they received that way: news of sabotage against the Nazis, bombs hidden and exploded in the factories that produces war materials, and industrial railroad lines damaged so that the goods couldn't be transported." (Mrs. Johansen and Narrator, p. 7,8)</p>		<p>occurring within a country. The quote makes reference to the newspaper that the Danish Resistance used to communicate with each other. In addition, the way of protesting of the Danes through sabotage, bomb attacks, railroad damaged, and damages to factories that produced war materials.</p>
<p>"Suddenly he grabbed a handful of Ellen's hair. Ellen</p>		<p>Racism is something easy perceived in this quote,</p>

<p>wincing. He laughed scornfully.” You have a blond child sleeping in the other room. And you have this blond daughter (...)” He gestured toward Annemarie with his head. “Where did you get the dark-haired one?” He twisted the lock of Ellen’s hair. From a different father? From the milkman...”</p> <p>“I’m sorry I have dark hair,” Ellen murmured. “It made them suspicious.” (Annemarie and Ellen, p. 47,50)</p>	<p>Social Darwinism</p>	<p>situation which took place when the German soldiers confronted the Johansen because they suspected that they were hiding the Rosen. Hair color is a feature that Nazi Germans used to identify a Jew. Nazi Germany considered that they were racially superior, likewise, they thought their physical features were important to create a master race. In this regard, Hitler used this theory to justify racism and his ideology.</p>
<p>“Take some bread. And give a piece to your sister.” “With butter?” Kirsti asked hopefully. “No butter,” her mother replied. You know that.” Kirsti sighed as Annemarie went to the</p>		<p>One of the changes that Denmark suffered during the Nazi occupation was food rationing. The interaction between the two characters demonstrates that change. Most of the food was to the</p>

<p>breadbox in the kitchen. “I wish I could have a cupcake,” she said. “A big yellow cupcake, with pink frosting.” Her mother laughed. “For a little girl, you have a long memory,” she told Kirsti. “There hasn’t been any butter, or sugar for cupcakes, for a long time.” A year, at least. “When will there be cupcakes again?” “When the wars end, Mrs. Johansen said.” (Mrs. Johansen and Kirsti, p. 9)</p>	<p>Realism</p>	<p>German soldiers; fact that illustrates the reality in times of war. As the theory mentions in its definition authenticity makes the readers confront reality as it occurs in the world, in this case, the fragment let the reader to see a true fact amid times of war.</p>
<p>“<i>Halte!</i>” the soldier ordered in a stern voice (...) “Why are you running?” the harsh voice asked. His Danish was very poor. Three years, Annemarie thought with contempt. Three years they’ve been in our country, and still they can’t speak our language.</p>		<p>This excerpt found at the beginning of the first chapter, shows the confrontation between two different countries. The three young girls were running freely down the sidewalk when a German soldier told them “<i>Halte.</i>” Then one of the girls</p>

<p>“I was racing with my friend,” she answered politely. “We have races at school every day” (...)</p> <p>(Annemarie, German soldier, p. 2,3)</p>	<p>Liberal nationalism</p>	<p>said “three years, they have been in our country, and still they can’t speak our language.” This confrontation can be seen from two viewpoints of nationalism, the first one is the identity as a country, as there are two different languages. Nationalism refers to the sense of superiority of one nation over all others, which has its roots in shared an ethnicity. Here is reflected this confrontation, on one side there is Germany with its own ethnicity, and there then there was also Denmark with its own. The second viewpoint is freedom. Regarding the definition of liberal nationalism, it refers to individual rights. The Danes</p>
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		<p>were always free people before the invasion. However, this freedom was interrupted, showing disagreement between Danes and Germans which clearly had a different thought on nationalism.</p>
<p>“And she knew what Resistance meant. Papa had explained. When she overheard the word and asked. The Resistance fighters were Danish people... no one knew who, because they were very secret... who were determined to bring harm to the Nazis however they could. They damaged the German trucks and cars, and bombed their factories. They were very brave. Sometimes they were caught and killed.” (Annemarie, p. 8)</p>	<p>Sociology</p>	<p>Throughout history is common to hope for a reaction when it is considered that human rights are violated. It is important to remember that the Danish government continued to control the country, however, this control was under the German conditions, and these conditions violated their rights.</p> <p>In fact, the Danish people disagreed with the government. As a result, they started to lead the marches of</p>

		<p>protest against the German regime. As it was mentioned it is a “common reaction”, a type of behavior within society. Nowadays, it is possible to see this type of behavior through different groups that fight for their rights or ideals.</p>
<p>“He looked inside, then glared at Annemarie. “Stop crying, you idiot girl,” he said harshly. “Your stupid mother has sent your uncle a handkerchief. In Germany the women have better things to do. They don’t stay at home hemming handkerchiefs for their men.” (German soldier, p. 118)</p>	<p>Historiology</p>	<p>As the author affirms in her Afterword, the handkerchief is part of the history in Denmark; as the Danes decided to save many Jews through contraband in fishing boats.</p> <p>It was a method implemented after the Nazi soldiers started to use police dogs to sniff out hidden passengers. This method according to the author and her investigation consisted of “a powerful powder composed of dried</p>

		<p>rabbit's blood and cocaine; the blood attracted the dogs, and when they sniffed at it, the cocaine numbed their noses and destroyed, temporarily, their sense of smell.” On the other hand, the method was created by Swedish Scientifics who helped the Danes to save almost the whole Jewish population in Denmark.</p> <p>The theory in this quote helps to understand the veracity of the facts narrated throughout a fictional story.</p>
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4.3 Themes, Motifs, and Symbols

In this section, the themes, motifs and symbols that stand out in the literary work will be analyzed. In like manner, these provide the reader with other topics that are behind the story.

4.3.1 Themes

The first resorts that are going to be analyzed are the themes. A theme, as it was defined in the second chapter, is the main idea of literary work. In other words, these are ideas that

predominate and are persistent in the book. In *Number the Stars*, it is possible to find these themes or main ideas, as for example friendship, heroism, bravery, courage, and resistance.

Theme	Interpretation
Friendship	<p>It is important to consider friendship as a major theme since during the war the Danes helped the Danish Jews to escape, risking their lives. On the other hand, it can be seen a lot through the relationship that Annemarie and her best friend had during whole story.</p> <p>The Johansen family helped the Rosen family to hide their daughter Ellen from relocation. Consequently, it is possible to realize the strong friendship that the Johansen and the Rosen had. The Johansen started to lie in order to hide Ellen Rosen from the Nazis soldiers and they could not take her to Gilleleje harbor. Therefore, in this way, they could keep her safe before escaping. An example that is crucial to provide in relation to this theme is when the Nazi soldiers came in to the Johansen's house and begun to look for the Rosen family, and Annemarie took the necklace with the David's star that Ellen wore</p>

	<p>and hid it until Ellen was safe. At the end Annemarie promised to wear the necklace until Ellen came back. On the other hand, it is important to highlight what was going on while Johansen tried to save the Rosen's lives, all Danish population was fighting to survive and was working on transporting every Jew through boats to Sweden. Besides, the Danish kept communication to each other to combat the injustices caused by the German in their country.</p>
<p>Heroism</p>	<p>It is possible to consider heroism as something present from the beginning to the end of the story. Ms. and Mrs. Johansen started to show heroism in the story when they accepted to hide Ellen, as well as to help Ellen's parents to escape from relocation. Besides, Lise who was Annemarie's old sister and who was dead represented that part of the nation which was fighting against a powerful enemy. Denmark was a small nation that demonstrated resistance to the Nazi invasion</p>

	<p>by showing the bravery of its people inspired by their king. Despite Denmark was unable to defend itself against the Germans, neither the people nor the King gave up. Saving many Danish Jews from death was an act of heroism, Annemarie and her parents risked their lives a number of times. In this way, Annemarie discovered ordinary people like herself could also be brave when they were required to be so. Heroism is present in the entire book as the Johansen family was part of it and most of the times they confronted the German soldiers by demonstrating courage and bravery to avoid the relocation of the Rosen family.</p>
<p>Bravery</p>	<p>Bravery is a theme that is marked in the book, as it was something important that all characters in the story needed to transmit to each other. At the beginning, Annemarie defied her friend Ellen to run and met with the Nazis soldiers and they faced them questioning, “Why are they running.” Both</p>

	<p>girls were scared, but at the same time needed to be brave. Moreover, Kirsti, Annemarie's little sister did not show fear due to the presence of the soldiers. However, Annemarie sometimes seemed to be scared, she understood that she could not show fear because that could be suspicious to the soldier and very risky for her friend and their parents. Mrs. and Mr. Johansen were brave when they decided to hide Ellen and to help her family.</p> <p>Another part where it is described Annemarie's bravery is when she went through the woods to take lunch to her uncle Henrik. She was scared and she started to imagine the <i>Little Red Riding Hood</i> story and to tell it herself. At the same time she began to speculate what little Kirsti would think about what would happen in the story. It meant that during the journey through the wood she would meet soldiers with their dogs, and this would keep the fear away. Uncle Henry also represented part of this</p>
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	<p>theme as he also helped to save the Rosen and many Danish Jews as well as to hide Ellen.</p>
<p>Courage</p>	<p>Courage is also present in the story, Lise, Annemarie's older sister died during a protest against Nazis, as she stood up for her country. This reflected the courage that the majority of Danes had to fight for their country. Likewise, Peter Lise's husband helped the Johansen to be informed and the Rosen to escape; they both represent this theme, the courage that Danish people had to face the German. They gave their lives to defend their country and they had the courage to confront the Nazi forces and tried to take back their nation.</p>
<p>Resistance</p>	<p>Finally, resistance is other major theme which has as a base the previous themes bravery and courage. Despite many real events were not told in the book, it is possible to know how the Danes showed resistance when they sabotaged the Nazis' armament factories. The Danish people showed resistance refraining to</p>

	<p>work in the factories to create the weapons for the German army; this is mentioned in secret conversations that Mrs. And Mr. Johansen had and that Annemarie could listen when Peter visited her family and informed them through the newspapers that then they burned. Resistance was something that Denmark as a nation demonstrated during WWII, which was an important event that is not easy to perceive in the book. However, Lois Lowry wanted to describe it through Lise's death and the secrets that Annemarie's parents had with Peter. Peter and Lise who were married participated in some protests against the Nazi regime and is in one of those protests that Lise died because of the disturbances. In addition, as it was mentioned the Danes sabotaged the creation of weapons for the German army.</p> <p>Another event is the illegal communication that Danish people had to stay informed. They created their own newspaper to keep communication with each other so, in this</p>
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	<p>way they could know what it was happening in their country and out of the borders.</p> <p>Newspapers that Ms. and Mrs. Johansen burned after reading them.</p>
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4.3.2 Symbols

The second resort that is going to be analyzed is symbols, which within literature are devices that contain many meanings (Devices.L, 2020). Symbols give extra-sense to understand the questions that have not an exactly been answered. In the research, *Number the Stars* presents these symbols, as for example David's star, the psalm, the woods, and King Christian X.

Symbol	Interpretation
David's star (Ellen's necklace)	<p>Throughout WWII the star every Jew wore meant segregation and discrimination, therefore, it is possible to consider David's star as a symbol of could strength or protection during Denmark's invasion.</p> <p>Moreover, strength and protection are reflected on the excerpt when Annemarie took Ellen's necklace to avoid German soldiers to find out that her parents were hidden Ellen and she was a Jew. Annemarie and her</p>

	<p>parents became a support for Ellen. In other words they became her strength and her protection because she was a Jew and she was marked by David's star; mark used to identify all Danish Jews. Another connotation to David's star is the promise that Annemarie did when the war ended, as she decided to wear the necklace until Ellen came back.</p>
<p>The psalm read by Peter</p>	<p>Another symbol that can be observed in chapter 10, pages 86, and 87, is the psalm Peter read to show bravery and to support the people who were frightened by the German presence. Peter said, "I will read a psalm", and he began to read in a strong voice:</p> <p><i>O praise the Lord</i></p> <p><i>How good it is to sing psalms to our God!</i></p> <p><i>How pleasant to praise him!</i></p> <p><i>The Lord is rebuilding Jerusalem;</i></p> <p><i>he gathers in the scattered sons of Israel.</i></p>

*It is he who heals the broken in the
spirit
and binds up their wounds,
he who numbers the stars one by
one...*

In the psalm, it is described what Peter wanted to transmit to the people who were preparing to escape as they knew that they would find German soldiers all over the place, and this meant a real risk to save their lives. The four lines that describe what Peter wanted to transmit give a sense of what it was happening in that moment. First, *The “Lord is rebuilding Jerusalem”* meant that God is responsible of war to reconstruct the world, however, he knew why. Moreover, the answer is found in the next or second line; *“he gathers in the scattered sons of Israel,”* which meant that through the war God will join his sons. Second, in the line *“It is he who heals the broken in the spirit”* it is possible to deduce that God is the only support to survive during the war and He would help them to

	<p>stay safe. Third, at the end of the psalm, it says “<i>he who numbers the stars one by one...</i>” that could mean that God is the only real person on earth who can judge them one by one, no matter their social status.</p>
<p>The woods</p>	<p>The woods symbolize a reality to Annemarie about the difficult times that Denmark was living. Although, she was a child, she could understand that she must grow up to face her fears and to behave as an adult. During her voyage into the woods she began to imagine and to live many things. One of those and the most important is when she reminded herself the tales that she told to her little sister, as for example, <i>Little Red Riding Hood</i>. She imagined the story in her mind while she started to suppose what Kirsti would change to the story. However she did it to face her fears. By comparing the story with what she was enduring, it could be possible to say</p>

	<p>that she was transporting that story into the reality where the soldiers with their dogs represented the wolf and she was little red riding hood stalked by the wolf into the dark woods.</p>
<p>King Christian X</p>	<p>The King of Denmark is another important symbol. He represented hope for the Denmark citizens. Everyone would die for King Christian. The king knew Denmark had many soldiers to fight, but he decided to keep peace, as well as the power of the enemy.</p> <p>Furthermore, he made the decision of helping the Danish Jews.</p>

4.3.3 Motifs

Last resort that is going to be analyzed is motifs. Motifs could be an idea or a symbolic image that appears constantly in a story. (Literary Terms 2020) There are two elements that appear frequently in *Number the Stars*, which describe how people felt in times of war. These are; the word “frightened” and the tales.

Motifs	Interpretation
“Frightened”	<p>The word “frightened” is present in most of the book. It shows the author wanted to transmit all that tension that the Danes were living during the holocaust in World War Second. From the adults to children the strain was present, as the Danish people lived scared about what was going on in their country and around the world. Even though, Annemarie and the rest of the characters in the story showed those fears because of the Nazi occupation, they faced reality through bravery, courage, and supported each other. In addition, they showed resistance against the German regime. Likewise, the author expressed most of the time the word “frightened” to demonstrate that the characters needed to overcome their fears during the war. Annemarie was forced to grow up and to act as an adult, at the same time, that she overcame her fears.</p>
Tales	<p>As the word “Frightened,” the tales are present in most of the story. There are two</p>

	<p>protagonists that told tales, Annemarie who told stories to her little sister Kirsti and Kirsti who loved fairy tales with kings, queens and big castles. Annemarie used to tell stories to little Kirsti, but the latter tended to change the stories, as she had seen the stories. By telling stories Kirsti was a challenge to Annemarie, but it sometimes helped Annemarie to understand reality. Annemarie realized war was not a fairy tale, it was something more, it meant their lives were threatened, Denmark had been changed. On the other hand, it helped Annemarie to overcome her fears when she went through the woods during the night. She remembered the <i>Little Red Riding Hood</i> story at the same time that she thought about what little Kirsti would change to the story. Another example is when Annemarie realized her uncle Henrik and her mother lied through stories with the purpose of being brave.</p>
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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Lastly, this chapter will present the conclusions and the recommendations obtained from investigation as well as the analysis of the book. Moreover, the researcher will explain the objectives proposed for the investigation, in order to give an accurate answer to the research. In addition, the researcher will expose in a comprehensive manner the research question of the investigation. Indeed, it is very important because it makes a sense to the whole work through the explanation of each objective as well as the research question. Likewise, the researcher will give the reasons to carry out the investigation, at the same time that he shares recommendations to people who want to do a similar research through a historical approach, or a book with similar content or topics.

5.1 Purpose of the Conclusion

The aim of the conclusions is to present in general form the reasons that came up to create the main objectives as well as the investigation question. Furthermore, the researcher managed to conclude different issues that he discovered throughout the investigation on the main objectives and other aspects that caught his attention that the researcher did not have any prior knowledge about. Besides, the researcher will share his experience during all process of the investigation through his recommendations. Therefore, the purpose will be focused on the explanation on what were the decisions made to choose each objective, the asked question, and sharing the recommendations about the investigation.

5.2 Conclusions

5.2.1 To describe through historical approach the methods Danish people used to resist Nazi oppression

Within the story of the literary work *Number the Stars*, there are reflected many situations that occurred amid WWII. Nonetheless, the story also reflects a conflict that have existed over the years; the confrontation between two nations that fought for its different ideals or different forms of thinking. The book described through the historical approach those events that were carried out by the Danes because of the invasion of the Nazi Germany.

That invasion made a country to fight for its freedom, and its rights through protests, using resistance and disobedience as main methods to confront it. From the beginning the Danes disagreed with the Germans. As a consequence the Danes begun to protest through different ways, such as sabotage, attacks to the factories of war material, and bombing the railroad lines. On the other hand, the Nazi regime continued to oppress the country and it tried to take a total control over it.

Contrasting this situation to Mahatma Gandhi's methodology, the fight of two different countries with the same goal which was to take back the freedom as a nation, to protect, and to defend their rights through disobedience and resistance. The objective can help to understand the similar reasons that existed in both countries to accomplish their fight against the oppression with similar methods. Likewise, this objective pretends to inform throughout the investigation and the analysis of the book that resistance is not something new within society rather the existence of different social movements through different events that have taken place over the years within society. Movements that carry out the fight against racism, slavery, political oppression, violation of human rights, etc. The invasion of the Nazi

Germany to Denmark is an event that exemplifies what is currently happening around the world.

5.2.2 To illustrate through historical approach how Danish people carry out the escape of Danish Jews to save them of the death

One of the main events that are much highlighted in the book is the heroism that the Danes showed when they made the brave decision of saving many Danish Jews. When the Danish people knew that the Jews had been relocated, they did not hesitate to support every Danish Jew; therefore, the fact of trying to save the Jewish community was a way to show disagreement against the ideals of the Nazi regime. It meant a form of protesting and resisting oppression. Moreover, through the story, it can be noticed how the Danes helped the Jews to escape. As it was mentioned in the analysis the Danes risked their lives to help the Danish Jews. Consequently, the researcher emphasizes this part of the book because throughout the investigation it was an unknown event for him. Moreover, it was considered as a something important since as a country the Danes demonstrated an act of heroism that for many people in times of war could be something difficult to do.

The objective pretends illustrating details that were important to save nearly seven thousand Danish Jews. Beyond the Danish Resistance, and disobedience there was equality between Danes and Danish Jews. Tanking in to account the liberal nationalism which refers to a nation without xenophobia, equality of rights, and freedom, Denmark showed that as country with Jewish presence, everyone had the same rights and the same freedom within a nation. The opposite of liberal nationalism is social nationalism. From these two different points of view the researcher could see the root of the conflict between the two countries. The conflict made that one country disagreed with the ideology of the other. Relocation was one of the reasons why the Danes reinforced their resistance against the Nazis. Therefore, the

objective has the intention of showing the bravery, and the courage of the Danes to face a powerful Nazi Germany. Similarly, it wants to reveal part of the facts that the Danes carried out to save the majority of Danish Jews.

5.2.3 To explore through historical approach nonviolence as method of resistance to correlate with Danish Resistance

Over the years there were different moments that marked the history of mankind. The moments have had their causes and consequences. The Danish Resistance was not the only event that has transcended within history. On the other hand, nonviolence was a method implemented by Mahatma Gandhi to fight for the freedom of India. The Danish Resistance and the nonviolence of Mahatma Gandhi were similar methods utilized to protest against invading countries. Furthermore, both movements worked through disobedience, creating disturbs on the streets, refuting the ideals of the invading countries, and fighting for its rights and its freedom. For the researcher, it is important to relate these two events because it can help to understand the different issues that frequently happened within society when there is no empathy.

In addition, through the historical approach and the theories that support it, the researcher tries to reflect the behavior of humankind when their rights and its freedom are threatened. Likewise, he tries to deliver to the reader the facts in a spontaneous way. In this way, it is viable that the reader can create their own interpretations or conclusions on the different topics exposed within the book and within the investigation. The goal for the researcher through this objective is to comprehend from a subjective form that current events have precedents that are related among them. The Danish Resistance and nonviolence were events that had relevance for its fight against occupying countries.

5.3 Restatement of the Research Question

At the beginning of the investigation, it was very important to establish a question to obtain blunt objectives. Further, the question of the investigation opened many ways to explore the analysis of the book. Therefore, the question set was, how did the Danes fight against the invasion of the Nazi forces through the historical facts during the World War II to contrast through Mahatma Gandhi Resistance's methodology? Throughout the investigation, it is possible to observe the process that the researcher carried out to break down the answer to the research question. The historical facts are key to clarify and to understand the story. In other words, since the essence of the book is viable to get historical facts about a really event that transcended in the World War Second in Denmark.

On the other hand, the question allowed to discover new things that for the researcher were unknown. For instance, the conflict between the two countries with different ideologies or different forms of thinking come from a common concept which was the nationalism. Nevertheless, this concept is divided into two parts, liberal nationalism and social nationalism. Nazi Germany pertained to the social nationalism, as due to this concept Nazi Germany created its ideology on the social nationalist party. The ideology pretended to initiate the creation of a totalitarian government. On the contrary, Denmark from the concept of nationalism, was free, and independent before the invasion. Therefore, it is possible to consider that Denmark belonged to the liberal nationalism. The invasion of the Nazi Germany provoked the Danes to fight through the disobedience for their freedom and their rights. The Danish Resistance contributed to the escape of many Danish Jews from relocation.

Another important thing is that through the research question emerged topics that helped to build the base for the investigation. In the literary work which is based on World War Second,

it was eventual to find political issues that helped to comprehend the conflict between Denmark and Nazi Germany. Moreover, theories such as social Darwinism, sociology, historiology, liberal nationalism, as well as the concepts of nationalism and social nationalism reinforced the analysis of the literary work. For the researcher, the research question was a crucial tool to elaborate an accurate analysis. In this way, he was able to carry out the investigation and to correlate it through the information obtained amid the process. As a result, it was possible to answer successfully the question through the objectives presented in the first chapter as well as with extra information and other tools exposed in the investigation. Therefore, the research question is very important to lead the way to accomplish the investigation with solid bases. Furthermore, it is necessary to carry out the research beyond the scenery that a book can show during an analysis. In other words, the use of different tools can help to find extra information to achieve a successful data analysis of the different issues that emerged from a literary work.

5.5 Recommendations

At the end of the investigation, it is important to add some recommendations to researchers who are going to carry out a similar investigation with similar approach or topics. The idea of these recommendations is to offer a guide on how they can accomplish an accurate analysis of the book they choose as well as the investigation. First of all, it is necessary to be familiarized with the book which will be analyzed. It is important because since the interpretation of the literary work, they will be able to comprehend the work itself. In this regard, it helps them to understand what topics, and what approach might be related to. However, the most important is that this must be something of their interest to start the investigation as well as the literary analysis.

Second, sometimes a literary work is highly associated directly or indirectly with the author's life. Therefore, as a second recommendation, it is important to investigate the biography of the author of the book selected, as it can help to find different answers that come up when the book is read. In addition, it can give an idea why they made the decisions to write the literary work, as well as periods of time, characteristics in which the book is based on.

Third, it is also suggested to look for information that helps to understand the message that the author wants to transmit in their literary work. The information is going to give the keys to carry out the investigation and to support the objectives that they as researcher, will propose. Moreover, it is important when the researcher is looking for information, they search reliable sources. Information is significantly important to comprehend the interpretation of the message in literary work.

Another recommendation for those who are going to make an investigation and literary analysis, is the use of a dictionary to find fundamental concepts of those words that appear during the process. It can help to make sense to the message, as well as different topics that can emerge during the investigation of the literary work. Finally, it is necessary to devote time to the literary analysis since it really entails a long process. For instance, analyzing different parts of the book as their quotes, the topics that are in the book aside from the main one, the motifs and the symbols which give more sense to the book, should be taken in to consideration.

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