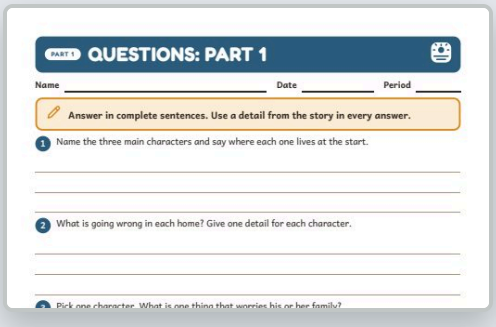
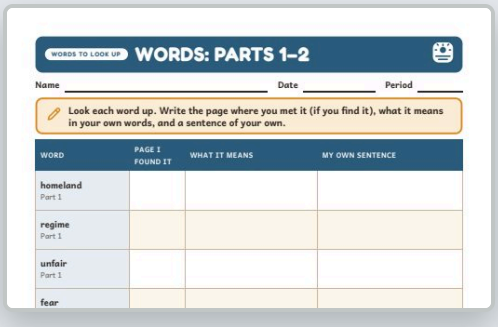
6TH–8TH · ENGLISH LANGUAGE ARTS

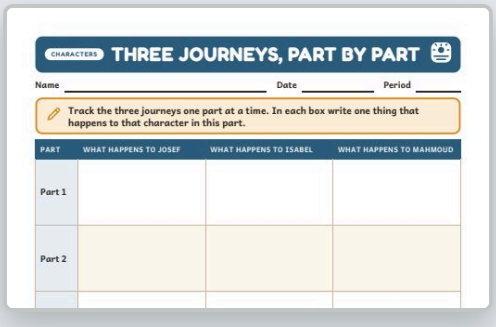
NOVEL STUDY

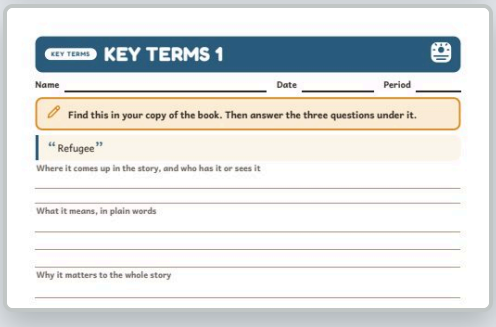
REFUGEE NOVEL STUDY

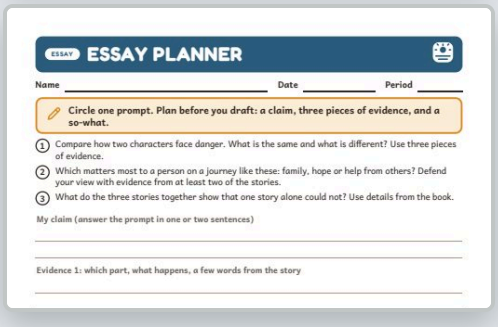
For use with the novel by Alan Gratz: five questions for each of 6 parts of the story, words to look up, a tracker for the three journeys, key terms, themes and a planned essay. Answer keys, a reading log and a class grid. Type into the fields or print. PDF. Book not included.

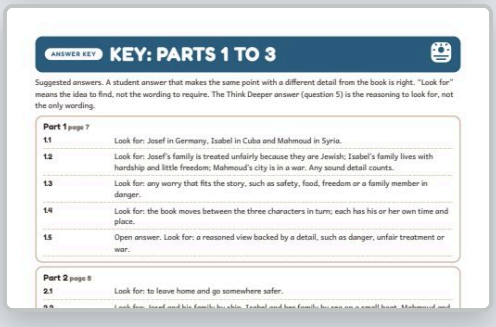












36 Pages · 30 Questions · 30 Words · 6 Keys

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PREVIEW

READING PLAN

THE SIX PARTS AT A GLANCE

The whole book on one page: what happens in each part, the study pages that go with it, and a blank for the chapters and dates your class will use.

PART	WHAT HAPPENS	PAGES	CHAPTERS IN MY EDITION, AND DATES
Part 1	Three young people in three places and three different years each face a home that is no longer safe.	6, 7	
Part 2	Each family decides to leave, and each young person sets out on a journey toward a safer place.	6, 8	
Part 3	The journeys grow harder as the families meet closed doors, danger and strangers who may or may not help.	9, 10	
Part 4	Loss and sacrifice test each family, and each young person shows courage in a moment that counts.	9, 11	
Part 5	The three journeys near the places of safety they have hoped for, with the hardest tests still to face.	12, 13	
Part 6	The three stories come together at the end, and the reader sees how the journeys are connected.	12, 14	

PREVIEW

Check against your edition

The story is cut into six parts by what happens, because chapter numbers differ by edition. Write the chapters for each part in the last column. Where a question is open, the key says “look for”: read the part against the edition in your room before you grade. The book is about war, persecution and danger at sea. The questions are plain and nothing graphic is shown, but preview the book and these pages for your class.

OUR CLASS’S OWN EXPECTATIONS FOR WRITTEN ANSWERS (YOUR WORDING)

WORDS TO LOOK UP

WORDS: PARTS 1–2

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
homeland Part 1			
regime Part 1			
unfair Part 1			
fear Part 1			
warning Part 1			
journey Part 2			
passage Part 2			
escape Part 2			
belongings Part 2			
hope Part 2			

PREVIEW

PART 2 QUESTIONS: PART 2

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. What decision does each family make?

2. How does each character set out? Name one way of traveling for each story.

3. What does one character have to leave behind?

4. What hope does each character carry toward the end of the journey?

5. THINK DEEPER If you had to leave quickly with only one bag, what would you pack and why? What does your choice show about what matters most?

PREVIEW

PART 3 QUESTIONS: PART 3

Name _____ **Date** _____ **Period** _____

Answer in complete sentences. Use a detail from the story in every answer.

1. Name one problem a character faces on the way to a safer place.

2. In one of the stories, who refuses to let the travelers in? Why does that matter?

3. Describe one stranger who helps a character and one who does not.

4. Which character depends most on someone else along the way? Who is that person?

5. THINK DEEPER Why do you think some people help people in need while others do not? Use a detail from the book.

PREVIEW

WORDS TO LOOK UP

WORDS: PARTS 5–6

Name _____ Date _____ Period _____

Look each word up. Write the page where you met it (if you find it), what it means in your own words, and a sentence of your own.

WORD	PAGE I FOUND IT	WHAT IT MEANS	MY OWN SENTENCE
freedom Part 5			
safety Part 5			
patience Part 5			
shelter Part 5			
determined Part 5			
connection Part 6			
generation Part 6			
memory Part 6			
refugee Part 6			
compassion Part 6			

PREVIEW

PART 6 QUESTIONS: PART 6

Name _____ Date _____ Period _____

Answer in complete sentences. Use a detail from the story in every answer.

1. How do the three stories connect by the end of the book?

2. What does each character have at the end that he or she did not have at the start?

3. The stories take place in three different years. What does that show about people who have to leave home?

4. In your own words, what does the word refugee mean in this book?

5. THINK DEEPER What do you think the author wants readers to understand? Give two details from different stories.

PREVIEW

CHARACTER

THE PEOPLE IN THE STORIES

Name _____ Date _____ Period _____

Every person in these stories shows something. Write what each one does, then what it shows.

CHARACTER	WHAT THEY SAY OR DO	WHAT THEY SHOW THE READER
Josef a boy in a Jewish family in Germany		
Isabel a girl in Cuba		
Mahmoud a boy in Syria		
Josef's family the people who set out with him		
Isabel's family the people who set out with her		
Mahmoud's family the people who set out with him		

PREVIEW

KEY TERMS

KEY TERMS 2

Name _____ Date _____ Period _____

Find this in your copy of the book. Then answer the three questions under it.

"The raft"

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

"The long road"

Where it comes up in the story, and who has it or sees it

What it means, in plain words

Why it matters to the whole story

PREVIEW

WRITING SENTENCE STARTERS

Name _____ Date _____ Period _____

Use these when you write about the story. Fill the blank with your own idea and a detail from the text.

Making a claim

In *Refugee*, the author shows that _____.

The three stories show that _____.

The most important thing that helps _____ is _____ because _____.

Bringing in evidence

In the part where _____, Josef / Isabel / Mahmoud _____.

For example, when _____,

The author describes _____ as _____, which _____.

Explaining the evidence

This shows that _____.

This matters because _____.

Here the author wants the reader to _____.

Comparing the stories

In both stories _____, but in the third _____.

Josef and Isabel both _____, while Mahmoud _____.

Ending

In the end, _____.

The book's message still matters because _____.

Try two starters here

PREVIEW

ESSAY DRAFT

ESSAY

Name _____ Date _____ Period _____

Write your draft here. Start with your claim. Use the sentence starters if you get stuck.

Title _____

PREVIEW

ANSWER KEY KEY: PARTS 4 TO 6

Suggested answers. A student answer that makes the same point with a different detail from the book is right. "Look for" means the idea to find, not the wording to require. The Think Deeper answer (question 5) is the reasoning to look for, not the only wording.

Part 4 page 11

4.1	Look for: any sound event from the story; the key is the idea, not a retelling of every detail.
4.2	Look for: a parent, grandparent, sister or brother who puts the child's safety first.
4.3	Look for: a clear act tied to the story, such as helping someone else or going on when afraid.
4.4	Look for: a clear before and after, such as more brave, more grown up or more thankful.
4.5	Open answer. Look for: a clear example with a reason about love, duty or hope.

Part 5 page 13

5.1	Look for: safety, freedom and a place to start again; any answer that fits each story.
5.2	Look for: any sound danger or obstacle from the story.
5.3	Look for: a fair comparison with a detail for each, such as the way they travel or the people they travel with.
5.4	Look for: a lesson tied to a person in the story, such as trust, kindness or patience.
5.5	Open answer. Look for: a clear choice and two reasons from the story or from the student's own thinking.

Part 6 page 14

6.1	Look for: details that link the characters or their families across time and place; check the connection against the edition in your room.
6.2	Look for: safety, a new home, hope or a changed view; any answer that fits each story.
6.3	Look for: the same kind of fear and the same kind of choices appear in different times and places.
6.4	Look for: a person who has to leave home to find safety from danger.
6.5	Open answer. Look for: a clear message with two details from different parts of the book.

NOTES FOR THESE PARTS, GRADING REMINDERS (YOUR WORDING)

PREVIEW

ANSWER KEY KEY: PEOPLE AND THEMES

What to look for on the people and theme pages. Open pages: any detail from the book that fits is right.

The People in the Stories page 16

Josef	Starts in a home that is no longer safe; look for how he sees the world at the start and how that changes on the journey.
Isabel	Lives with hardship and little freedom; look for what she decides, what she risks and what she learns.
Mahmoud	Lives in a city at war; look for how he and his family keep going and what he learns about people on the way.
Josef's family	Look for how they protect each other, and what each person gives up or risks.
Isabel's family	Look for who goes with Isabel, how they help each other and what they face.
Mahmoud's family	Look for how the family stays together and what the road asks of them.

Themes: evidence to expect page 19

Home and belonging	What each character calls home, what is lost on leaving, and what a new home would need.
Courage and hope	Moments when a character keeps going, and what gives each one hope.
Fairness and kindness	Strangers who help and those who turn the travelers away; look for what each choice says.
Family	Parents, grandparents and siblings who protect and guide, and the choices made for them.

DISCUSSION QUESTIONS I WILL ADD FOR THE PEOPLE AND THEMES (YOUR WORDING)

PREVIEW

ANSWER KEY

KEY: WORDS

Plain meanings for all 30 words, in the order they appear.

WORD	PART	MEANING
homeland	1	the country where a person was born or has always lived
regime	1	a government that rules a country, often by strict control
unfair	1	not treating people in a just or equal way
fear	1	the feeling you have when you think something bad may happen
warning	1	a sign or message that danger may be coming
journey	2	a long trip from one place to another
passage	2	a trip by ship or boat from one place to another
escape	2	to get away from a place or danger
belongings	2	the things that a person owns
hope	2	a wish that something good will happen
refuse	3	to say no to a request or to turn something away
border	3	the line that divides one country from another
desperate	3	so worried and afraid that you will try almost anything
stranger	3	a person you do not know
endure	3	to go through something hard without giving up

WORD	PART	MEANING
sacrifice	4	to give up something important for someone else
protect	4	to keep a person or thing safe from harm
loss	4	the state of no longer having someone or something
brave	4	ready to face danger or pain
separate	4	to be apart, or to move apart
freedom	5	the power to live and choose without being controlled by others
safety	5	being protected from danger or harm
patience	5	being able to wait calmly when something takes a long time
shelter	5	a place that protects people from weather or danger
determined	5	having made up your mind not to give up
connection	6	a link between two people, things or ideas
generation	6	all the people born around the same time; also, one step in a family line
memory	6	something you remember from the past
refugee	6	a person who has to leave home to be safe from danger
compassion	6	a caring feeling for someone who is suffering

PREVIEW

Using the word pages

- The words suit each part's events and ideas and may not all appear in your edition; students write the page only if they find the word.
- The "What it means" column is in the student's own words; this key is the plain meaning to check against, not the wording to require.
- A sentence that uses the word correctly in a new setting counts; one that copies the meaning does not.

CLASS GRID

CLASS PROGRESS GRID

CLASS OR PERIOD

MONTH

STUDENT	BEFORE	PT. 1	PT. 2	PT. 3	PT. 4	PT. 5	PT. 6	ESSAY

PREVIEW

How to fill this in

One row per student. In a part column write the question score (of 5) once that part's page is in. Before and Essay are check marks: one glance down a column shows who is behind.

Grouping for small-group time

Students with low question scores on two parts in a row usually need the word page first and the part read aloud. Students who finish early start the journey tracker (page 15) or a key term page (page 17).

FAMILY PAGE

READING A NOVEL AT HOME

STUDENT _____ FROM _____ DATE _____

We are reading a novel in class, two parts at a time. Here is one question to talk about at home after each pair of parts, and room to write what was said.

TALK ABOUT IT AFTER…	WHAT WE SAID AT HOME
Parts 1–2: Three young people have to leave their homes. What do you think it would be like to leave home and not know where you would live next?	
Parts 3–4: Some people help the travelers and some do not. When has someone helped you when you needed it?	
Parts 5–6: The three stories come together at the end. What do you think the author wants readers to remember?	

Three ways to help at home

- Ask your student to retell what happened in the part in two or three sentences before you talk.
- When they give an opinion, ask: "What in the book makes you think that?"
- The book follows families in danger; ask how the part made your student feel, and it is fine to pause and talk.

OUR READING SCHEDULE AND WHAT IS DUE (TEACHER'S WORDING)

NOTE FROM THE TEACHER

NOTE FROM HOME

PREVIEW

ORGANIZER

BINDER COVER

Slide this into the front of a binder or folder. The divider tabs and a spine label to cut out are on the next page.

FOR USE WITH THE NOVEL BY ALAN GRATZ

REFUGEE

Novel Study · Six Parts

STUDENT _____ TEACHER _____ CLASS OR PERIOD _____

PREVIEW