

Josef – Berlin, Germany 1938 Isabel -- Just Outside Havana, Cuba 1994 Mahmoud – Aleppo, Syria 2015

**Directions:** These are your chapter response pages. You will need to go back into the text, re-read, and provide details. Your responses should be neat and complete.

**1. AUTHOR'S WORD CHOICE** – List several specific words the author uses to show the Nazis' violence.

Type \_\_\_\_\_ Type \_\_\_\_\_ Type \_\_\_\_\_

Type \_\_\_\_\_ Type \_\_\_\_\_ Type \_\_\_\_\_

**2. TEXT EVIDENCE** – Provide evidence that Josef tries to fight back against the intruders.

He Type \_\_\_\_\_

He Type \_\_\_\_\_

**3. CHARACTERS** – Aaron Landau . . . Papa

Why he was taken away: Type _____	Where he was taken: Type _____	What he must do now: Type _____
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**4. MAKING COMPARISONS** – How does the author compare the kitten to

Type _____ Isabel	Type _____ The people of Cuba
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**5. FIGURATIVE LANGUAGE** – When describing the cat, the author says,

*Its tummy purred like an outboard motor, and it butted its head against Isabella's hand in between bites.*

HIGHLIGHT (or underline) the figurative language in this passage. Then type an X to indicate which type it is: \_\_\_ simile \_\_\_ metaphor \_\_\_ personification \_\_\_ hyperbole \_\_\_ idiom

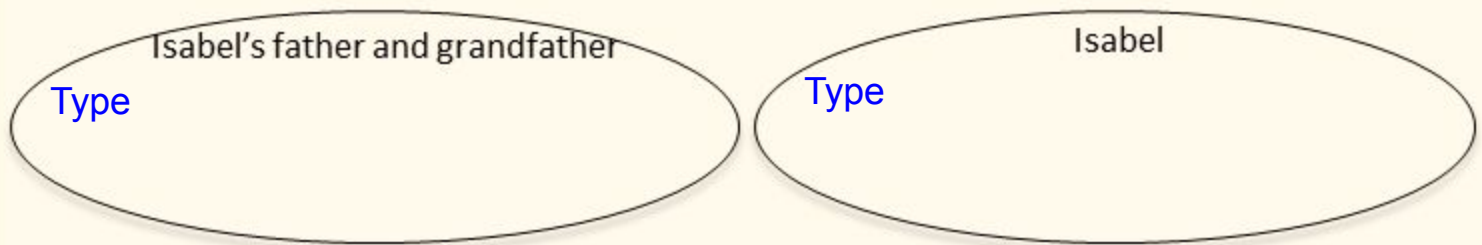
What does the figurative language help us to understand?

Type \_\_\_\_\_

**6. CHARACTERS – Ivan**      What do we know about him?

- Type \_\_\_\_\_
- Type \_\_\_\_\_
- Type \_\_\_\_\_
- Type \_\_\_\_\_
- Type \_\_\_\_\_

**7. SETTING – Havana**      How does their time in Havana impact . . .



**8. CHARACTERS – Waleed**      Locate and list text details for each category.

Physical Description (looks) Type	Attitude / Emotions Type
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**9. TEXT EVIDENCE** – Provide evidence that Bashar al-Assad is an abusive ruler.

- Type \_\_\_\_\_
- Type \_\_\_\_\_
- Type \_\_\_\_\_

**10. EVENTS IMPACT CHARACTERS** – Explain how each event affects Mahmoud.

EVENT	How It Affects Mahmoud
Khalid gets beaten up by two older boys	Type
Khalid dies in an airstrike	Type

# REFUGEE CHAPTER RESPONSE PAGES

CH. 4 - 6  
pp. 18 - 33

Josef--Berlin, Germany 1939 Isabel--Havana, Cuba 1994 Mahmoud--Aleppo, Syria 2015

## 1. CHARACTER'S POINT OF VIEW – Describe Ruthie's complaints and explain the cause of each.

Complaint #1: Type

CAUSE of complaint: Type

Complaint #2: Type

CAUSE of complaint: Type

## 2. PLOT DEVELOPMENT – The narrator tells us

*Josef was about to leave when he thought to buy Ruthie a piece of candy.*

How does the author use Josef's action as a way to develop the plot?

Type

## 3. FIGURATIVE LANGUAGE – When Josef is taken back to the Jewish compartment, we are told

*Josef could barely walk. His legs were like lead, and his eyes lost their focus.*

**HIGHLIGHT (or Underline)** the figurative language in this passage. Then type an X to indicate which type it is: \_\_\_ simile \_\_\_ metaphor \_\_\_ personification \_\_\_ hyperbole \_\_\_ idiom

What does the figurative language help us to understand?

Type

## 4. CHANGES IN SETTING – List text details that show how Isabel's surroundings in Havana quickly change.

• Type

• Type

• Type

• Type

## 5. ONE-SENTENCE SUMMARY – Write one sentence to explain how Isabel was able to find Papi.

Type

6. CHARACTERS – Luis Castillo

Type	Who he is:	Type	Important action he takes:
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7. VOCABULARY IN CONTEXT – Read this passage:

*Today she was wearing her usual around-the-house attire: jeans and a pink nurse's shirt she used to wear to work.*

What does "attire" mean? Type

What context clues helped you to understand the meaning?

Type

8. AUTHOR'S WORD CHOICE – Read this passage:

*The wall of his apartment exploded, blasting broken bits of concrete and glass through the room. The floor lurched up under Mahmoud and threw him and the table and chairs back against the wall of the kitchen.*

Which **specific words** does the author use to create a feeling of **tension**? **HIGHLIGHT** these words.

Explain how these words create tension:

Type

9. SOUND DEVICE – **ONOMATOPOEIA** is the use of a word that sounds like its meaning.

Find and **HIGHLIGHT** 3 examples of onomatopoeia in this sentence:

*His ears still rang, but through the buzz he could hear more thuds and booms.*



10. PREDICTION – Make a prediction. What has happened to Waleed and Fatima?

Type

# REFUGEE CHAPTER RESPONSE PAGES

CH. 7 - 9  
pp. 34 - 55

Josef--on train to Hamburg, Germany 1939 Isabel--just outside Havana, Cuba 1994 Mahmoud Aleppo, Syria 2015

1. **ANALYZE A QUOTATION** – Read the following dialogue:

*“Put that on. And don’t ever do that again. Do you understand?”*

Who said it? Type

What do these words reveal about the speaker?

Type

2. **FIGURATIVE LANGUAGE** – Read this description:

*Two giant smokestacks stuck up from the middle of the ship, one of them belching gray-black diesel engine smoke.*

**HIGHLIGHT (or Underline)** the figurative language in this passage. Then type an X to indicate which type it is: \_\_\_ simile \_\_\_ metaphor \_\_\_ personification \_\_\_ hyperbole \_\_\_ idiom

How does this figurative language help us picture something in a new way?

Type

3. **CHARACTER CHANGES** – Explain changes the family notices in their father, Aaron Landau.

Changes in his LOOKS

Type

Changes in his BEHAVIOR

Type

4. **VOCABULARY IN CONTEXT** – Read this passage:

*But if they managed to survive the trip across the Straits of Florida and evade the US Coast Guard and actually set foot on US soil—be caught with “dry feet”—they were granted special refugee status and allowed to remain and become US citizens.*

What does “evade” mean? Type

What context clues helped you to understand the meaning?

Type

5. **OPPOSING POINTS OF VIEW** – Explain how Lito’s point of view about leaving Cuba differs from Papi’s.

Lito thinks Type

Papi thinks Type

6. **TEXT DETAIL** – What is unique about Castro’s message they hear over the television?

Type

7. **CHARACTER TRAITS** – **Isabel** Complete the chart with evidence that shows each trait.

<i>Determined</i>	Type
<i>Caring</i>	Type

8. **CHARACTERS REACT** – Use text details to explain how each character reacts when the front of their apartment building falls off.

<u>Mahmoud</u>	<u>Waleed</u>	<u>Mom</u>
Type	Type	Type

9. **FIGURATIVE LANGUAGE** – Read this description:

*Mahmoud's heart was racing, his ears still buzzed, and his shoulders burned, but they were alive!*

Which words show **personification**? Type \_\_\_\_\_

Which word shows **onomatopoeia**? Type \_\_\_\_\_

Which words also show **hyperbole** (a big exaggeration)? Type \_\_\_\_\_

10. **PERSONAL JUDGMENT** – Mahmoud’s father tells the family they will leave Aleppo immediately and head for Germany. Do you feel he is right in making this decision? Explain your reasons in the space below.

Type

Josef—somewhere on the Atlantic 1939 Isabel--just outside Havana, Cuba 1994 Mahmoud—just outside Aleppo, Syria – 2015

1. **SETTING** – How does this new setting positively impact the Jewish passengers?

- Type
- Type
- Type

2. **FIGURATIVE LANGUAGE – METAPHOR** – Locate the metaphor in the first paragraph.

What 2 things are being compared? Type and Type

What does the metaphor help you to understand?

Type

3. **NEW CHARACTERS – Renata and Evelyne**

How Josef meets them <u>Type</u>	Facts about their family <u>Type</u>	How Josef interacts with them <u>Type</u>
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4. **VOCABULARY IN CONTEXT** – Read this passage:

*All Isabel could see was the metal side of the boat in front of her face, but she heard a commotion behind her. There were people on the beach! Lots of them!*

What does “commotion” mean? Type

What context clues helped you to understand the meaning?

Type

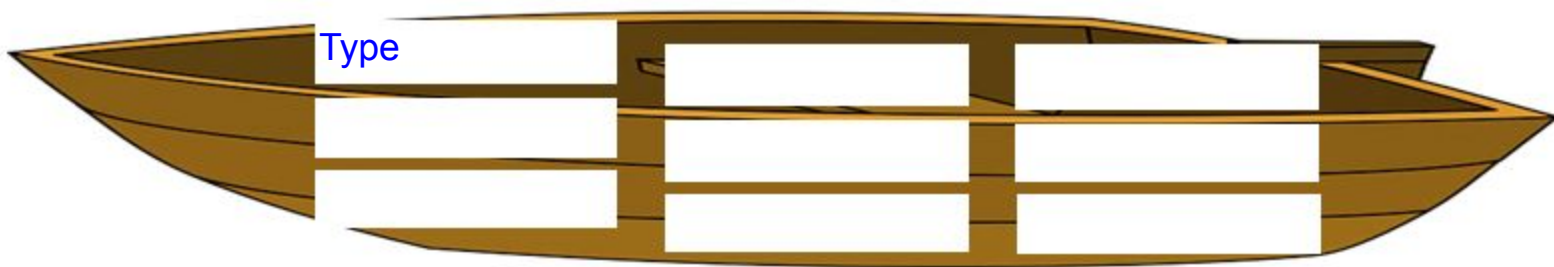
5. **CHARACTER MOTIVATION** – Near the chapter’s end, the narrator tells us:

*Isabel’s father pitched across the roiling boat and grabbed Senor Castillo by the shirt. “What are you playing at, letting them on board?” he demanded.*

What **motivates** Isabel’s father to act this way?

Type

6. TEXT DETAILS - List the 9 occupants of the boat at the chapter's end.



7. **IRONY** – **Irony** occurs when a situation turns out to be the **opposite** of what is expected. Read this passage about President Assad’s portrait on the building:

*He wore a suit and tie in front of a Syrian flag, doves of peace and yellow shining light surrounding him. A jagged line of real bullet holes bisected Assad's face.*

What seems to be **ironic** about this situation?

Type

8. **CHARACTER DEVELOPMENT** – **Waleed**

How does Waleed show a different side of himself?	Type
Why is this a different side?	Type

9. **IMPORTANT QUOTATIONS** – Locate two quotations that show Mahmoud’s father being a good leader in times of trouble.

QUOTE # 1

Type

QUOTE # 2

Type

10. **MOOD** – In literature, **mood** is the way a text makes the reader feel. Examples of mood are *happy, sad, confused, frustrated, worried, or hopeful*.

How did reading Mahmoud’s chapter make you feel? What’s the mood for you? Explain why.

Type

# REFUGEE CHAPTER RESPONSE PAGES

CH. 13 - 15

pp. 74 - 92

Josef--somewhere on the Atlantic 1939 Isabel--The Straits of Florida 1994 Mahmoud--Kilis, Turkey 2015

## 1. ANALYZE A QUOTATION – Read the following dialogue:

*"No one who lived in Germany for the past six years would be so foolish as to go to a Jewish service aboard a Nazi ship."*

Who said it? [Type](#)

What was going on? [Type](#)

What do these words reveal about the speaker?

[Type](#)

## 2. CHARACTERS – Gustav Schroeder

Who is he? [Type](#)

How he shows compassion:

[Type](#)

## 3. FIGURATIVE LANGUAGE – When he sees the portrait of Hitler,

*"Josef's veins ran with ice."*

Which type of figurative language is this? \_\_\_ simile \_\_\_ metaphor \_\_\_ personification \_\_\_ hyperbole

How do you know?

[Type](#)

## 4. FORESHADOWING – Foreshadowing occurs when an author gives hints or clues about what may happen later. Check the last several paragraphs of Chapter 13 and locate a passage that contains foreshadowing.

### Example of Foreshadowing

[Type](#)

## 5. SETTING – Provide text details that show the boat was uncomfortable for its occupants.

• [Type](#)

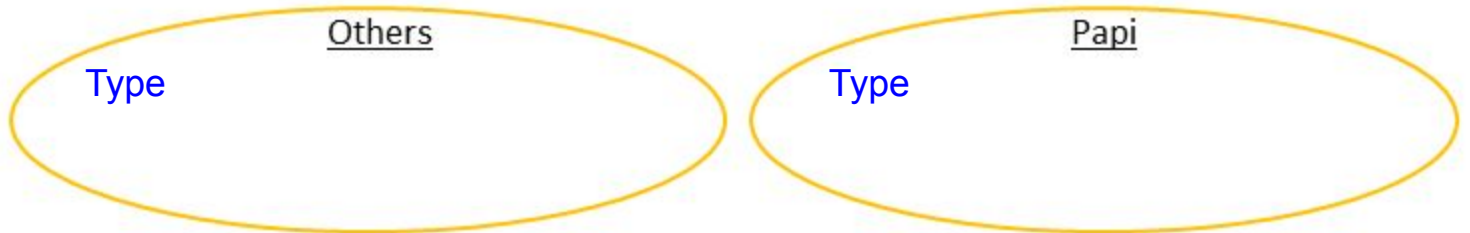
• [Type](#)

• [Type](#)

6. TEXT DETAILS – Explain Castro’s “presence”

IN THE BOAT	ALL OVER CUBA
Type	Type

7. DIFFERING POINTS OF VIEW – How are Papi’s dreams about the U.S. different than the others’?



8. FIGURATIVE LANGUAGE – Locate the two metaphors:

*“There were no trees, no shade, no parks or football fields or rivers. Just a sea of tents and a forest of electric poles and wires.”*

Metaphor #1: Type \_\_\_\_\_

What two things are being compared? Type \_\_\_\_\_ and Type \_\_\_\_\_

Metaphor #2: Type \_\_\_\_\_

What two things are being compared? Type \_\_\_\_\_ and Type \_\_\_\_\_

9. COMPARE/CONTRAST – How does Mahmoud view the refugee camp in Turkey differently from his home in Aleppo? Fill in the blanks with relevant details from the text.

In Aleppo, Type \_\_\_\_\_. But here at the camp, Type \_\_\_\_\_.

10. MAKE AN INFERENCE – As Mahmoud explores the refugee shopping area, his dad approaches and announces, *“I found us a ride, but we have to leave now.”*

What thoughts and feelings do you think are going through Mahmoud’s head as he hears these words?

Type \_\_\_\_\_

What text evidence helped you make this inference?

Type \_\_\_\_\_

# REFUGEE CHAPTER RESPONSE PAGES

CH. 16 - 18  
pp. 93 - 109

Josef—somewhere on the Atlantic 1939 Isabel--The Straits of Florida 1994 Mahmoud—Izmir, Turkey 2015

1. **ALLITERATION** – **Alliteration** is a literary device where a consonant sound is repeated at the beginning of words. Authors use alliteration to emphasize an idea or to create a certain mood.

*One of the regular sailors stood at a spoked steering wheel at the size of a truck tire with handles sticking out all around it.*

List the 6 words that provide alliteration (they all start with the same consonant sound)

Type

2. **FORESHADOWING** – Read the following passage where the author uses **foreshadowing**:

*The captain pursed his lips and glanced meaningfully at his first officer, who looked concerned.*

Explain why this passage is an example of foreshadowing:

Type

3. **CHARACTER** – **Schiendick** List text evidence that reveals his character:

What He Does	What He Says	How He Feels
Type	Type	Type

4. **BACKGROUND DETAILS** – What do we learn about . . .

**Guillermo?**

- Type \_\_\_\_\_
- Type \_\_\_\_\_
- Type \_\_\_\_\_

**Lito's Past?**

- Type \_\_\_\_\_
- Type \_\_\_\_\_
- Type \_\_\_\_\_

5. **VOCABULARY IN CONTEXT** – Read this passage:

*The Freedom Flights, when the US airlifted political dissidents off the island," Lito explained. But Guillermo was no dissident. He just wanted to live in the US.*

What does "dissident" mean? Type

What context clues helped you to understand the meaning?

Type

6. **POINT OF VIEW** – Explain Isabel’s point of view as Lito speaks out about wanting to turn back for Cuba.

Type

7. **CREATE A SIMILE** – The author describes the movement of the sea with this simile:

*The Mediterranean Sea churned like a washing machine.*

Create a simile of your own to describe the sea’s movement:

The Mediterranean Sea Type like Type

8. **SETTING – Turkey** List details that cause Mahmoud to marvel at what he sees:

- Type
- Type
- Type

9. **ANALYZE A QUOTATION** – Read the following dialogue:

*“No--We move forward. Always forward. And we don't stop until we get to Germany.”*

Who said it? Type

What was going on? Type

What do these words reveal about the speaker?

Type

10. **AUTHOR’S TONE – Fearful**

How does the author show a **fearful tone** when the topic of life vests is introduced?  
(end of chapter)

Words or Phrases That Are Used:

Type

# REFUGEE CHAPTER RESPONSE PAGES

CH. 19 - 21  
pp. 110 - 128

Josef—somewhere on the Atlantic 1939 Isabel--The Straits of Florida 1994 Mahmoud—Izmir, Turkey 2015

1. **AUTHOR'S WORD CHOICE** – Re-read the first 3 paragraphs of Ch. 19. List words and phrases the author uses to show tension:

Type

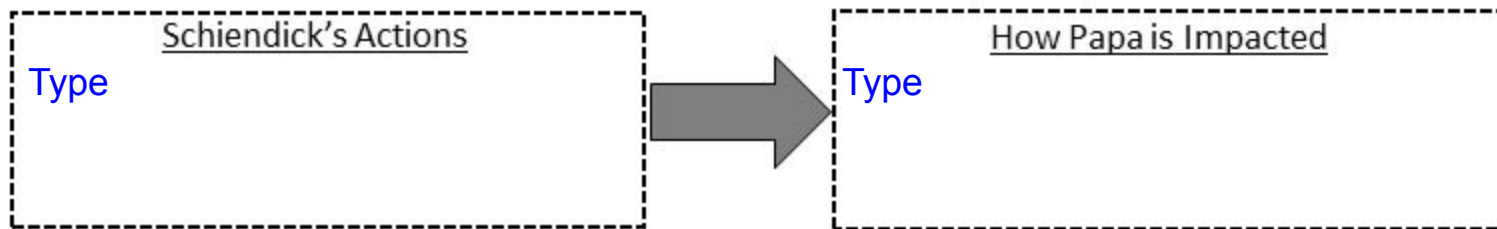
2. **IMPORTANT PASSAGE** – The narrator states:

*It was the first time his father had even spoken the name of the place he'd been, and it was like a winter frost covered everything in the room. It ended the conversation as quickly as it had begun.*

Explain why this passage is important:

Type

3. **CHARACTERS INTERACT** – How do Otto Schiendick's actions impact Papa?



4. **VOCABULARY IN CONTEXT** – Read this passage:

*Josef expected his father to return to their cabin right away, but instead he lingered at the rail, staring down into the dark waters of the Atlantic.*

What does "lingered" mean? Type

What context clues helped you to understand the meaning?

Type

5. **FIGURATIVE LANGUAGE** – HIGHLIGHT (or Underline) the figurative language in this passage:

*Then suddenly they were both thrown to the bottom of the boat, and something buzzed like a mosquito underneath the bowl of the tanker.*

Which type is it? \_\_\_ simile \_\_\_ metaphor \_\_\_ personification \_\_\_ hyperbole \_\_\_ idiom

How does this figurative language help us picture something in a new way?

Type

6. **CHARACTER IMPACTS PLOT** – How do **Luis's** actions cause the plot to move forward?

Type

7. **CHARACTER'S MOTIVATION** – Describe **Isabel's** actions at the chapter's end. Then explain what motivates Isabel to take these actions.

<i>Actions:</i>	Type
<i>Motivation:</i>	Type

8. **AUTHOR'S TONE** – Re-read the first three paragraphs of Mahmoud's story (Ch. 21). Which **tone** is the author trying to get across? (Highlight the best choice)

**SADNESS ANGER FRUSTRATION HOPE FEAR**

Explain the reason for your choice:

Type

9. **READER RESPONSE** – Were you surprised that Mahmoud's father said "no" to the two bullies outside the mall entrance? Why or why not?

Type

10. **VISUALIZE TEXT DETAILS** – Upload an image or make a sketch of something from this chapter you can visualize based on details the author provides. List the details you used.



**AUTHOR'S DETAILS I USED:**

Type

Josef—somewhere on the Atlantic 1939 Isabel--The Straits of Florida 1994 Mahmoud—Izmir, Turkey 2015

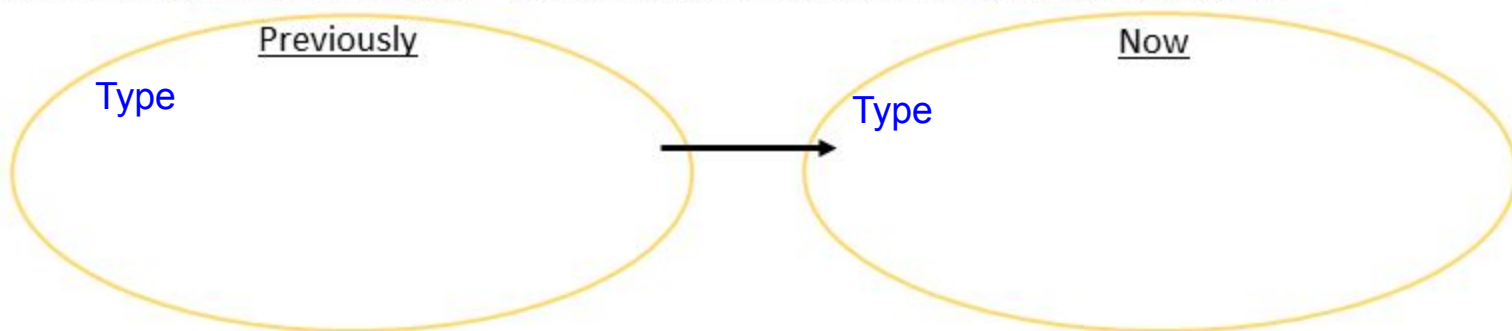
1. **TEXT FEATURES** – Read the first paragraph of Ch. 22. Why does the author use italics for the words “their,” “them,” and “they”?

Type

2. **CHARACTER TRAITS AND EVIDENCE** – Choose a trait that you think describes the character. Then locate a short passage as evidence. **LOVING** **SMART** **DETERMINED** **HELPFUL**

Character	Trait	Passage
Mama	Type	Type
Josef	Type	Type

3. **CHARACTER DEVELOPMENT** – How is Josef’s relationship with his father changing?



4. **FIGURATIVE LANGUAGE** – Read this description of the ocean:

*It churned and roiled and roared with bubbles and foam.*

Which type of figurative language is this? \_\_\_ simile \_\_\_ metaphor \_\_\_ personification \_\_\_ hyperbole

How do you know? Type

5. **SUMMARY** – Write a two-sentence summary describing Senor Castillo’s rescue.

Type

6. **CONFLICT** – Conflicts are problems that arise in the story. What particular conflicts are the refugees in the boat facing, even though Senor Castillo has been rescued?

- Type \_\_\_\_\_
- Type \_\_\_\_\_
- Type \_\_\_\_\_

7. **VOCABULARY IN CONTEXT** – Read this passage:

*There were two more Turks in track suits like the ones who had turned them away from the mall, and they stood apart, staring at the refugees like they were something disgusting that had just washed up on the beach. Their scowls made Mahmoud want to disappear again.*

What are “scowls”? Type \_\_\_\_\_

What context clues helped you to understand the meaning?

Type \_\_\_\_\_

8. **ANALYZE A QUOTATION** – “What are we doing, Youssef? Is this the right decision?”

Who said it? Type \_\_\_\_\_

What was going on? Type \_\_\_\_\_

What do these words reveal about the speaker?

Type \_\_\_\_\_

9. **SETTING** – List details that describe Mahmoud’s new environment aboard the raft.

- |              |              |
|--------------|--------------|
| ✓ Type _____ | ✓ Type _____ |
| ✓ Type _____ | ✓ Type _____ |
| ✓ Type _____ |              |

10. **PREDICTION** – Re-read the last paragraph of Ch. 24. Then make a prediction about what will happen next.

My Prediction:

Type \_\_\_\_\_

# REFUGEE CHAPTER RESPONSE PAGES

CH. 25 - 27  
pp. 147 - 163

Josef—just outside Havana Harbor 1939 Isabel--Somewhere on Straits of Florida 1994  
Mahmoud—Somewhere on Mediterranean Sea 2015

1. **SETTING** – Describe the situations of the three ships that arrive in Havana Harbor.

<i>St. Louis</i> Type	<i>SS Orduna</i> Type	<i>SS Flandre</i> Type
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2. **CHARACTER'S MOTIVATION** – Describe Schiendick's actions against Papa and explain his motivation.

<u>Actions</u> Type	<u>Motivation</u> Type
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3. **IMPORTANT PASSAGE** – The narrator states:

*They were three lonely islands, separated by an ocean of misery.*

Notice that the author uses **two metaphors**. What is the author talking about here? Explain the importance of this passage:

Type

4. **VOCABULARY IN CONTEXT** – Read this passage:

*The only ones not bailing were Senora Castillo, who looked like a ghost, and Amara, who clung to the rudder with white-knuckled hands and tried to keep the boat turning into the churning waves so it wouldn't capsize.*

What does "capsize" mean? Type

What context clues helped you to understand the meaning?

Type

5. **SETTING IMPACTS A CHARACTER** – As Isabel watches the storm-tossed waves, she remembers her grandmother. Describe her memories and how they affect her.

Memories:

Type

How the memories affect her:

Type

6. **FIGURATIVE LANGUAGE** – Isabel compares certain parts of her life to musical terms. Locate one example of this figurative language and complete the chart.

<u>Example</u>	<u>Type</u>	<u>Meaning</u>
Type	Type	Type

7. **AUTHOR'S TONE** – Re-read the opening paragraph of Mahmoud's story (Ch. 27). List words or phrases the author uses to reveal a tone of **panic** or **shock**.

Type

8. **MAKE AN INFERENCE** – Mahmoud's father says the life preservers he bought in Turkey are "useless" because they are "fake." What can you **infer** about the people who sold them the vests?

Type

What information from the story helped you to make your inference?

Type

9. **REPETITION** – **Repetition** occurs when authors repeat words or phrases to emphasize an idea. List two examples of repetition in this passage:

*He rose again, pushing air out his nose, but he was tired. So very, very tired.*

Ex. #1 Type	How does using repetition add to the meaning? Type
Ex. #2 Type	How does using repetition add to the meaning? Type

10. **MOOD** – **Mood** refers to the way the text makes the reader feel. Describe the mood for you at this part of the book.

Type

# REFUGEE CHAPTER RESPONSE PAGES

CH. 28 - 30  
pp. 164 - 182

Josef—just outside Havana Harbor 1939 Isabel--Somewhere on the Caribbean Sea 1994  
Mahmoud—Somewhere on Mediterranean Sea 2015

1. **CAUSE/EFFECT** – Explain the **cause** that brings about the **effect** stated below.

Cause: Type

Effect: *"She stumbled as she entered the cabin like she couldn't remember how to walk."*

2. **ANALYZE A QUOTATION** – Papa whispers: *"We had to stand and watch, and we couldn't say a word, couldn't move a muscle, or we would be next."*

Explain what he's talking about:

Type

What do these words help you understand about Papa?

Type

3. **PLOT DEVELOPMENT** – How does the author use the event of **Josef going to the pool to fetch Ruthie** as a way to advance the action of the story?

Type

4. **LITERARY DEVICES** – Re-read the first sentence of Isabel's story. (Ch.29) Locate an example for each:

Imagery (words that create pictures in our minds) Type

Alliteration Type

Simile Type

5. **TEXT DETAILS** – Isabel and Ivan are excited about coming to the U.S., but they also have questions and worries. List four of the **issues** and **concerns** they discuss.

➤ Type

➤ Type

➤ Type

➤ Type

**6. VOCABULARY IN CONTEXT** – Read this passage:

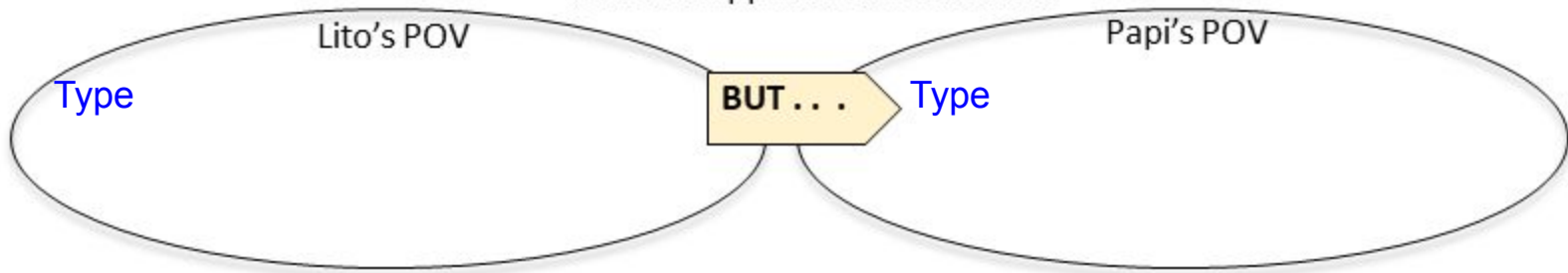
*Between the tanker and the storm, the little boat had suffered a pounding—and it had never been very seaworthy to begin with. Senor Castillo had only expected the boat to be on the water for a day, two at the most.*

What does “seaworthy” mean? **Type**

What context clues helped you to understand the meaning?

**Type**

**7. OPPOSING POINTS OF VIEW** – Explain how Lito’s point of view differs from Papi’s when their boat is stopped in the Bahamas.



**8. FIGURATIVE LANGUAGE** –

*The Mediterranean was still attacking them, wave after wave trying to drown them . . .*

Which type of figurative language is this? \_\_\_ simile \_\_\_ metaphor \_\_\_ personification \_\_\_ hyperbole

<b>Type</b> How do you know?	<b>Type</b> What effect does it create?
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**9. ONE-SENTENCE SUMMARY** – Write one sentence to sum up Mahmoud’s actions involving life vests.

**Type**

**10. EVALUATE** – Do you think Mahmoud and his mom made the right decision when they gave Hana to the strangers on the boat? \_\_\_ Yes \_\_\_ No State the reasons for your answer.

**Type**

# REFUGEE CHAPTER RESPONSE PAGES

CH. 31 - 33  
pp. 183 - 196

Josef—just outside Havana Harbor 1939 Isabel--between the Bahamas and Florida 1994  
Mahmoud—on Mediterranean Sea 2015

1. **CHARACTER ANALYSIS** – Josef doesn't know how to swim. Do you think he would have jumped in to rescue his father if he had known how to swim? Why or why not?

Type

2. **FIGURATIVE LANGUAGE** – Locate two examples of figurative language and complete the chart.

*The words struck Josef like slaps to the face, and tears sprang to his eyes.*

EXAMPLE	TYPE	EFFECT
Type	Type	Type
Type	Type	Type

3. **VOCABULARY IN CONTEXT** – Read this passage:

*But Josef's heart lurched when he saw his father kick away the man trying to help him. Papa lunged for the side of the small boat, trying to get back to the sea. "Let me die!" he cried out again.*

What does "lunged" mean? Type

What context clues helped you to understand the meaning?

Type

4. **CHARACTER'S POINT OF VIEW** – After Josef's father is rescued, the narrator expresses

Josef's feelings:

*But now Josef felt more stunned than sad. His father was gone. In many ways, his father had never really come back from the concentration camp.*

Explain Josef's point of view. Why is he "stunned"?

Type

5. **EVIDENCE** – Re-read the first full paragraph of Isabel's story (Ch. 32). Provide evidence to support the chapter's **first sentence**.

▪ Type

▪ Type

▪ Type

**6. CHARACTER DEVELOPMENT – Amara**

Locate two quotations that demonstrate Amara acting as a peacemaker among the arguing boatmates.

Type

Type

**7. ANALYZING LANGUAGE** – Isabel’s chapter ends with this sentence:

*And right now, Isabel thought, cooler heads just might be the most important thing of all.*

Explain the meaning of “cooler heads.”

Type

**8. ONE-SENTENCE SUMMARY** – Write one complete sentence that summarizes the way Mahmoud gets found in the water.

Type

**9. SETTING** – Locate text details that describe the beach at Lesbos.

- ❖ Type \_\_\_\_\_
- ❖ Type \_\_\_\_\_
- ❖ Type \_\_\_\_\_

**10. PREDICTION** – Make a prediction about Hana. Use a detail from the chapter to make your prediction.

MY PREDICTION:  Type	Detail that helped me make my prediction:  Type
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# REFUGEE CHAPTER RESPONSE PAGES

CH. 34- 36  
pp. 197 - 215

Josef—just outside Havana Harbor 1939 Isabel--between the Bahamas and Florida 1994 Mahmoud—Lesbos to Athens, Greece 2015

1. **PLOT IMPACTS THE SETTING** – What changes occur in the setting after Aaron Landau’s jump overboard?

- Type
- Type
- Type

2. **CHARACTERS** – **Officer Mariano Padron** – Physical description refers to a character’s **looks**. List text details that reveal this character’s physical description.

- 1) Type
- 2) Type

- 3) Type
- 4) Type

3. **VOCABULARY IN CONTEXT** – Read this passage:

*Josef had seen the captain less and less as the hot days of waiting at anchor dragged on, and he wasn't the only passenger who had noticed. But they were there to celebrate Officer Padron, not badger the captain about why they were still on the ship.*

What does “badger” mean? Type

What context clues helped you to understand the meaning?

Type

4. **ALLITERATION** – Which words show alliteration in the first sentence of Isabel’s story (Ch. 35)?

Type

Type

Type

Type

What effect does the alliteration provide?

Type

5. **MAKING CONNECTIONS** – Do you notice a connection between something Lito says and one of the other stories? Describe this connection:

Type

**6. AUTHOR'S TONE AND WORD CHOICE** – When Ivan is attacked, narrator states:

*Senora Castillo wailed. Ivan was so shocked he didn't even cry out, didn't speak. His eyes had a glazed look to them, and his mouth hung open. One of the gashes up near his thigh was pumping blood out like a garden hose, and Isabel watched as Ivan's eyes grew pale.*

List 4 – 5 specific words or phrases the author uses to convey a tone of **horror**.

Type

**7. CONTRAST IN SETTINGS** – Mahmoud states that the new "tent city" in Lesbos should have been like the Kilis refugee camp, but it wasn't. Explain why.

In the Kilis camp . . . Type	BUT in the tent city . . . Type	Why weren't people excited to be in Greece? Type
---------------------------------	------------------------------------	---

**8. VISUALIZATION** – Make a sketch or upload an image of how you picture the Athens ferry, using the description the author provides.



AUTHOR'S DETAILS I USED:

Type

**9. EVENT IMPACTS A CHARACTER** – On the ferry, Mahmoud thinks:

*They only see us when we do something they don't want us to do.*

What event causes him to make this realization?

Type

**10. MAKE AN INFERENCE** – The author tells us "it was decided" that the family would have to move on without Hana. Do you think that Mahmoud's mother is okay with this decision? Explain.

Type

Josef--just outside Havana Harbor 1939 Isabel--between the Bahamas and Florida 1994  
Mahmoud--Macedonia to Serbia 2015

## 1. CHARACTERS – Dr. Aber

Who he is: Type

Where he is: Type

Why he's there: Type

Why he makes others angry: Type

## 2. FIGURATIVE LANGUAGE – Locate the figurative language in this passage:

*Josef's heart was in his throat. Any second now the mob was going to attack the policemen, Josef knew it. They would rather die than be sent back to Germany.*

Copy figurative language here: Type \_\_\_\_\_

Which type is this? \_\_\_ simile \_\_\_ metaphor \_\_\_ personification \_\_\_ hyperbole

How do you know?

Type

## 3. CHARACTER ANALYSIS – Captain Schroeder Choose one trait. Provide evidence from the chapter.

HONEST

DETERMINED

HOPEFUL

Type

Trait



Type

Evidence

## 4. ANALYZE A QUOTATION –

*"I'm sorry. I'm just doing my job."*

Who is the speaker? Type

Explain what he's talking about Type

What do these words reveal about the speaker?

Type

## 5. EVIDENCE – Locate and describe evidence to support Isabel's belief that she knew Ivan better than his family did.

Type

6. **CAUSE AND EFFECT** – Determine the cause and the effect of the plot event listed.

The Cause:  
Type

EVENT  
*Luis fires his pistol and kills a shark.*

The Effect:  
Type

7. **EVENT IMPACTS MOOD** – What ending event in Isabel’s story brings an element of hope into an otherwise mournful chapter?

Type

8. **RELEVANT PASSAGE** – Locate a short passage where the author emphasizes Mahmoud’s exhaustion.

Type

9. **EVALUATE** – Do you think Mahmoud’s father was right to trust taxi drivers in a foreign country?

\_\_\_ Yes \_\_\_ No State the reasons for your answer.



Type

10. **DEVELOPMENT OF THEME** – A **theme** is a message or lesson about life we can take from the story and apply to our own lives. One theme developing in the novel has to do with handling **loss**.

Explain how each character has had to deal with **loss** in these chapters.

<u>Josef</u>	<u>Isabel</u>	<u>Mahmoud</u>
Type	Type	Type

# REFUGEE CHAPTER RESPONSE PAGES

CH. 40 - 42  
pp. 236 - 252

Josef—off the American coast 1939 Isabel—off the coast of Florida 1994 Mahmoud—Serbia to Hungary 2015

1. **SETTING** – List some sights of Miami that Josef admires from the ship.

- Type
- Type
- Type
- Type

2. **CHARACTER CHANGES** – Josef’s mother seems to be changing. Describe her attitude or behavior:

When Papa is taken away <u>Type</u>	When she hears the ship must leave Cuba <u>Type</u>	When she hears the U.S. has refused them <u>Type</u>
--	--	---

3. **ANALYZE A QUOTATION** – When Josef asks Mama why she’s dancing, she tells him:

*“You can live life as a ghost, waiting for death to come, or you can dance.”*

What do you think she means by these words?

Type

4. **EVENT IMPACTS PLOT** – In a previous chapter, Josef and the other children are given a tour below the deck. How does that event impact Chapter 40?



5. **CHARACTER’S REACTION** – Fill in the blanks to describe Isabel’s actions when the boat begins to sink.

Isabel thinks of Type. She quickly tries Type. When that isn’t working, Type. They manage to Type.

**6. FIGURATIVE LANGUAGE** – Read the passage and locate the figurative language.

*It slipped into the water with a slurp and dropped like a stone, and the back end of the boat shot back up out of the water, the weight of the engine no longer dragging it down.*

Which type is this? \_\_\_\_\_ simile \_\_\_\_\_ metaphor \_\_\_\_\_ personification \_\_\_\_\_ hyperbole

Copy it here: Type

Why does the author use the figurative language?

Type

**7. READER RESPONSE** – At the chapter’s end, Isabel and her boatmates are caught in the middle of two worst-case scenarios. What are your hopes for these characters, considering the current situation?

Type

**8. ANALYZE A QUOTATION** – *“Well, I’m definitely giving that driver a bad review on TripAdvisor.”*

Who is the speaker? Type

Explain what he’s talking about: Type

What do these words show us about the speaker?

Type

**9. OBSTACLE** – Describe the obstacle Mahmoud’s family discovers when they reach Horgos:

Type

**10. COMPARE** – What **plot similarity** do you notice between Mahmoud’s story and Josef’s story?

<p>In Josef’s Story . . .</p> <p>Type</p>	<p><u>SIMILARITY</u></p> <p>Type</p>	<p>In Mahmoud’s Story . . .</p> <p>Type</p>
---	--------------------------------------	---



6. **EVENT IMPACTS PLOT** – Explain how the author uses **the other raft of refugees** to impact the situation on Isabel’s boat.

Type

7. **OBSTACLES** – Describe two obstacles Isabel’s mother is dealing with.

#1

Type



#2

Type

8. **EVIDENCE** – Provide text evidence to support this statement: **Mahmoud’s family and other refugees are treated like criminals at the immigrant detention center.**

➤ Type

➤ Type

➤ Type

9. **VOCABULARY IN CONTEXT** – Read this passage:

Mahmoud’s mother reached for them through the bars. “Youssef!” she cried.  
“No, Mom—don’t!” Mahmoud cried. A soldier clanged his nightstick against the metal bars and she retreated inside her cell.

What does “retreated” mean? Type

What context clues helped you to understand the meaning?

Type

10. **AUTHOR’S TONE AND WORD CHOICE** – Read this passage:

A soldier whacked him in the back with his nightstick, and Mahmoud’s father collapsed to the ground. “We don’t want your filth here, either!” the guard yelled in Arabic. “You’re all parasites!” He kicked Mahmoud’s father in the back, and another soldier hit Mahmoud’s father again and again with his stick.

List 5-6 specific words or phrases the author uses to convey a tone of **harshness** and **hostility**.

Type

# REFUGEE CHAPTER RESPONSE PAGES

CH. 46 - 48  
pp. 270 - 284

Josef—Antwerp, Belgium 1939 Isabel—off the coast of Florida 1994 Mahmoud—Hungary 2015

1. **SETTING** – Describe the party aboard the *M.S. St. Louis* as the chapter opens.

REASON for the party	ACTIVITIES at the party
Type	Type

2. **VOCABULARY IN CONTEXT** – Read this passage:

*But when everything was settled, he and his family were assigned to France. They would be among the third group to disembark—after the Jewish refugees going to Belgium and the Netherlands were delivered, but before the last group sailed for Great Britain.*

What does "disembark" mean? Type

What context clues helped you to understand the meaning?

Type

3. **FORESHADOWING** – Explain how the author uses foreshadowing in this passage:

*Josef was all too aware of the long shadow cast by Nazi Germany, and so was everyone else. Still, as long as the Nazis stayed in Germany, they would all be safe. Wouldn't they?*

Type

4. **PLOT DEVELOPMENT** – Show how events shift from positive to negative once Josef's family settles in Le Mans.

POSITIVE	NEGATIVE	NEGATIVE	NEGATIVE
Josef's mother gets a job.	Type	Type	Type

5. **CONNECTIONS** – Explain how the word "*manana*" connects Lito to Josef's story.

Type

6. **IMPORTANT QUOTATION** – Read this quotation:

*"No, he's in danger of drowning. They have to rescue him!" Amara cried.*

What was happening? Type

Explain why the quotation is important:

Type

7. **IMAGERY** – In the first paragraph of Mahmoud's story (Ch. 48), locate **imagery** the author uses to help us picture the refugee camp.

- Type
- Type
- Type
- Type
- Type
- Type

8. **FIGURATIVE LANGUAGE – Simile** Read this passage:

*The Hungarian soldiers stood at one end of the room, tossing sandwiches into the crowd like zookeepers throwing food to the animals in a cage, and Mahmoud and his family didn't know enough to rush the tables to catch their lunch.*

HIGHLIGHT (or Underline) the simile

What 2 things are being compared? Type and Type

What does this simile help us to understand?

Type

9. **CHARACTER CHANGES** – Provide details about the change we notice in Mahmoud's father.

HOW he changes	WHY he changes
<u>Type</u>	<u>Type</u>

10. **TURNING POINT** – Locate a passage that demonstrates a **turning point** in the chapter.

The passage I chose →	<u>Type</u>
How it demonstrates a turning point →	<u>Type</u>

Josef–Vornay, France 1940 Isabel–Miami Beach, Florida 1994 Mahmoud–Hungary to Germany 2015

1. **LITERARY DEVICE – Onomatopoeia** Read the first paragraph of Josef’s story (Ch. 49).

Which word shows the use of onomatopoeia? [Type](#)

What EFFECT does the onomatopoeia give?

[Type](#)

2. **CHARACTER TRAIT – Josef** Describe an action where Josef demonstrates being **courageous**.

[Type](#)

3. **CONFLICT** – Read this passage:

*He was playing with them. This was another game, like a cat playing with a mouse before he ate it.*

Write 3 sentences that explain the CONFLICT this passage represents.

[Type](#)

4. **REPETITION** – Read the **second paragraph** of Isabel’s story (Ch. 50). Locate 2 examples where the author uses repetition.

EXAMPLES:	How the repetition adds to our understanding:
#1 <a href="#">Type</a>	<a href="#">Type</a>
#2 <a href="#">Type</a>	<a href="#">Type</a>

5. **EVENTS IMPACT A CHARACTER** – Locate a passage that supports this claim: The birth of Mariano deeply affects Isabel.

<p>Passage:</p> <p><a href="#">Type</a></p>	<p>How it supports the claim:</p> <p><a href="#">Type</a></p>
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6. **MOOD** – Mood refers to how the text makes the reader **feel**. Describe the mood you experienced at the end of Isabel’s chapter.

Type

7. **MAKE AN INFERENCE** – The narrator states:

*Men, women, children, they had all come pouring out of the detention center after Mahmoud, joined by the UN observers, and the police had done nothing to stop them.*

Why don’t the police do something to stop them? Make an inference based on what you know from the text:

Type

8. **CONTRASTING SETTINGS** – Think about the borders Mahmoud and his family have tried to cross. How is the Austrian border different from the other borders?

Other Borders

Type

Austria’s Border

Type

9. **ANALYZE A QUOTATION** – Read this quotation:

*“Yes. A thousand times, yes.”*

Who said it?

Type

What was going on?

Type

What do these words reveal about the speaker?

Type

10. **DEVELOPMENT OF THEME** – A **theme** is a message or lesson about life. One theme developing in the novel has to do with **trying to remain hopeful** during tough times. Explain how one character in each of these chapters remains hopeful in a challenging situation.

In Josef’s story

Type

In Isabel’s story

Type

In Mahmoud’s story

Type

# REFUGEE CHAPTER RESPONSE PAGES

CH. 52 - 53  
pp. 306 - 310

Isabel – Miami, Florida – 1994

Mahmoud – Berlin, Germany – 2015

1. **NEW SETTING** - List 6 details that demonstrate the new life Isabel and her boatmates find in Miami.

1) Type

4) Type

2) Type

5) Type

3) Type

6) Type

2. **DEVELOPMENT OF AN IDEA** – Isabel didn't play "The Star Spangled Banner" the usual way, but instead she "played it salsa." How does the author develop the idea that she "played it salsa"?

Type

3. **COMPARE** – Show how Mahmoud compares Berlin and its **history** with Aleppo and its **future**.

Berlin's History

Type

Berlin Today

Type

Aleppo Today

Type

Aleppo's Future

Type

4. **CONNECTION** – In the final chapter of *Refugee*, the author demonstrates a connection between Mahmoud's story and Josef's story. Write about that **connection** in the spaces below.

*Josef's Story*

Type

*Mahmoud's Story*

Type

