



Reader & Educator Guide

ALA Notable Children's Book
NYTBR Notable Children's Books
Chicago Public Library Best of the Best Books

A timely, poignant tale of family, sacrifice and the friendship between a young Syrian refugee and an American boy living in Brussels.

Fourteen-year-old Ahmed is stuck in a city that wants nothing to do with him. Newly arrived in Brussels, Belgium, Ahmed fled a life of uncertainty and suffering in Aleppo, Syria, only to lose his father on the perilous journey to the shores of Europe. Now Ahmed's struggling to get by on his own, but with no one left to trust and nowhere to go, he's starting to lose hope.

Then he meets Max, a thirteen-year-old American boy from Washington, D.C. Lonely and homesick, Max is struggling at his new school and just can't seem to do anything right. But with one startling discovery, Max and Ahmed's lives collide and a friendship begins to grow. Together, Max and Ahmed will defy the odds, learning from each other what it means to be brave and how hope can change your destiny.

Set against the backdrop of the Syrian refugee crisis, award-winning author Katherine Marsh delivers a gripping, heartwarming story of resilience, friendship and everyday heroes.

"Thoughtfully touching on immigration, Islamophobia, and terrorism, this novel is a first-purchase." —*School Library Journal*, starred review



By Katherine Marsh
Published by Roaring Brook Press
Hardcover: 9781250307576
Paperback: 9781250211453
Age Range: 10+ Years

"Timely and entertaining tale of suspense and intrigue while eloquently conveying the courage necessary to trust another person in a climate rife with fear, suspicion, and ethical dilemmas."
—*Publishers Weekly*, starred review

"This well-crafted and suspenseful novel touches on the topics of refugees and immigrant integration, terrorism, Islam, Islamophobia, and the Syrian war with sensitivity and grace."
—*Kirkus Reviews*, starred review

"Perilous journey, tempered by the striking realism of obstacles refugees face daily." —*BCCB*, starred review

"Perfect for classroom reads." —*VOYA*

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Introduction and Building Background

Text Introduction:

The text that we are preparing to read explores human migration through the lens of an unexpected and special friendship. Human migration, or the movement of large numbers of people from one place to another, is not a new phenomenon. In fact, we've been on the move for as long as our species has been around!

Migration occurs for many reasons. Some people choose to leave their original home in search of better life opportunities, such as increased work or economic opportunities. Others are forced to flee their homes in order to protect themselves against dangers, such as war, climate change, natural disaster, or famine. Only those who leave their country due to man-made causes such as war can be considered refugees. That is, a refugee is one who flees his or her home because of fear for their life or safety at the hands of others.

Europe, like many other places, has a long history of human influx. The year 2013 marked the beginning of what has been called Europe's migration crisis. During this time, unusually large numbers of people began arriving in Europe from across the Mediterranean Sea or across land by way of Southeast Europe. The sudden and dramatic influx created new challenges for the host countries, creating strains on local resources and altering the social landscape of communities.

The European migration crisis coincides with the onset of the war in Syria. Not all of the migrants who entered or attempted to enter the European Union during this time originated from Syria, though this was true for many. Individuals and families arrived from other regions too, including Eritrea, Kosovo, Albania, Nigeria, Iraq, and Afghanistan.

People have many different opinions about migration. Even in the United States, we have been hearing more about migration policy—and also contrasting viewpoints about our role and responsibility in allowing for immigration and refugee resettlement. Often, these thoughts depend upon the angle from which we are viewing the subject and our personal connections to the issue.

Nowhere Boy explores key issues of immigration, both legal and illegal. As we read, it is important to keep in mind that war, like all conflict, impacts many lives, both directly and indirectly. Further, we are all human—and in that way, we are also vulnerable. Both Ahmed and Max experience extraordinary life changing events that are outside of their control. What would you do if you were in their shoes?

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Guiding Question:

If a global crisis is a collection of thousands of personal stories, what do we all gain from knowing those stories and one another?

Launch Point:

- Create a class schema map on the topic: Refugees and the European Migrant Crisis. To create a class schema map:
- Establish a wall space in the room or in the hallway that can be utilized for the duration of the unit.
- Title the schema map. Divide the workspace into three columns. Label them: Schema, Discoveries, Misconceptions.
- Prior to introducing the topic, sharing any background information, or beginning the reading, invite students to share what they already know—or think they know—about the subject (schema).
- Record *all* thoughts, even if they are partially accurate or inaccurate, on Post-It notes of the same color. Students may author these. Or, for clarity and anonymity, the facilitator may listen and record student responses.
- As the unit progresses, record new discoveries using a different color Post-It. If new discoveries build upon schema already noted, move that schema note into the Discovery section and link it to the new learning.
- Monitor the schema map throughout the unit to identify misconceptions in noted schema. When misconceptions are identified, move the notes to that section of the map, and engage students in discussion about the misconception and evidence or new learning that supports a revision in thinking.

General Teaching Opportunities on the Refugee Crisis

Teaching Opportunity: Social Studies: Refugee Crisis 101:

<https://katherinemarsh.com/books/nowhere-boy/the-refugee-crisis-101/>

Teaching Opportunity: Social Studies: *Wall Street Journal* articles on the migrant crisis by Valentina Pop: <https://muckrack.com/valentina-p>

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Companion Reads:

The Arrival by Shaun Tan (Scholastic)

Boys of Steel by Marc Tyler Nobleman (Dragonfly Books)

The Day War Came by Nicola Davies, illustrated by Rebecca Cobb (Candlewick Press)

Dear World by Bana Alabed (Simon & Schuster)

Escape from Aleppo By N.H. Senzai (Simon & Schuster)

Illegal by Eoin Colfer & Andrew Donkin, illustrated by Giovanni Rigano (Sourcebooks)

Other Words for Home by Jasmine Warga (HarperCollins)

Refugee by Eoin Colfer & Andrew Donkin, illustrated by Giovanni Rigano (Sourcebooks)

Stormy Seas: Stories of Young Boat Refugees by Mary Beth Leatherdale, illustrated by Eleanor Shakespeare (Annick Press)

The Unwanted: Stories of the Syrian Refugees by Don Brown (Houghton Mifflin Harcourt)

Zenobia by Morten Durr (Seven Stories Press)

Guide Authors:

This guide was a collaboration between Kirsten Cappy of I'm Your Neighbor Books and Louise El Yaafouri of Refugee Classroom.

I'm Your Neighbor (ImYourNeighborBooks.org) is a project that highlights the lives of New Arrivals and New Americans through the sharing of children's literature. By reading and engaging with children's books, readers of all ages and backgrounds can experience immigration, assimilation, and cultural celebration. Fiction, from picture books to novels, allows readers to see themselves and others in a way that changes the culture of Belonging and Welcoming.

Refugee Classroom (www.refugeeclassroom.com) works closely with schools to develop asset-based and action-oriented EL programming. Refugee Classroom's innovative trainings center around diversity and trauma-informed practices that support the socio-academic success of Newcomer ELLs and their families.

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Chapter by Chapter Opportunities

CHAPTER 1 (Ahmed)

Teaching Opportunity: Social Studies: “Crossing the Aegean Sea” from Slate: <https://slate.com/news-and-politics/2018/08/one-refugees-firsthand-account-of-his-harrowing-journey-from-syria-to-greece.html>

Teaching Opportunity: Social Studies: “NATO and EU step up refugee rescue efforts in Aegean Sea” from PBS: <https://www.pbs.org/video/nato-and-eu-step-up-refugee-rescue-efforts-in-aegean-sea-1463187578/>

Target Vocabulary: *dinghy, deflating, fastened, treading (water), illuminated*

Discussion:

Why does the narrator say, “But now their invisibility was a problem”? Why did they want to pass unseen, but then needed to be seen?

“There wasn’t even a star to promise a better elsewhere existed.” Describe how this sentence makes you feel. Have you ever felt such isolation?

What choice does Ahmed’s father make? Would you volunteer to swim and pull that dinghy?

How is Ahmed’s father leading the boat like Ahmed’s memory of his father leading the dabke?

Can a wave consider the worth of the people in a boat? Why would it feel as if the ocean were weighing the value of the lives in the dinghy?

ELLs & Intervention: Create whole group or individual character trait maps for Ahmed. Information will be added to the map throughout the course of the reading. For individual work: Fold a large piece of paper into six parts. Label the six parts: Name and Self-Identity; Physical Appearance; Family and Home Life; Character Values; Fears and Challenges; Lessons and Successes. Today, record what you know about Ahmed’s name and self-identity (how he defines himself).

Sentence Stems: *I think..., I wonder..., Could you repeat..., Could you explain...*

Enrichment: Watch the video, “NATO and EU step up refugee rescue efforts in Aegean Sea.” One of the refugees says he wants to study in Europe but that when the war is over, he wishes

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to return to Syria to rebuild it. Talk or write about why he might plan to return to Syria, even after risking his life to escape it.

CHAPTER 2 (Max)

Teaching Opportunity: Social Studies: In this chapter, Max thinks "women wearing headscarves" do not fit into the "storybook way he imagined" Brussels. How do you teach the hijab to readers who are not familiar with it?

"Zahrah's Hijab" and related resources from *Teaching Tolerance*:
<https://www.tolerance.org/classroom-resources/texts/zahrahs-hijab>

Target Vocabulary: *suspicious, ornate, scrawny, surly, inexplicably*

Discussion:

Tell us what you discovered about Max and Claire's relationship. How has the move to Brussels changed that?

Max says "middle school had been bad enough in English." How motivated is Max at school? How will going to French-speaking school change that?

Do you feel sorry for Max, or do you think he is overreacting? Does meeting Max after meeting Ahmed make you more or less sympathetic toward Max?

Why do you think seeing "women wearing headscarves" does not fit into the "storybook way he imagined" Brussels?

What does Max wish he had done with the five euros he spent on a second waffle? What does this say about Max? Do you ever feel guilty about what you have when you see others in need?

ELLs & Intervention: Create whole group or individual character trait maps for Max. Information will be added to the map throughout the course of the reading. For individual work: Fold a large piece of paper into six parts. Label the six parts: Name and Self-Identity; Physical Appearance; Family and Home Life; Character Values; Fears and Challenges; Lessons and Successes. Today, record what you know about Max's name and self-identity.

Sentence Stems: *I think..., I wonder..., Could you repeat..., Could you explain..., I discovered that...*

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Enrichment: English is one of the most widely spoken languages in the world. Max is able to communicate with some of the students at school because they understand and speak some English. How might Max's experience have been different if his home language were something other than English, such as Russian or Swahili? What advantages come along with speaking your country's primary language? If you speak an additional language, how does that benefit you? What advantages might speakers of English take for granted? Explore the graphs and charts at this resource for ideas!

https://www.thehistoryofenglish.com/history_today.html

CHAPTER 3 (Ahmed)

Teaching Opportunity: Geography: Locate a map of Brussels and invite readers to plot the Brussels locations in the book as they read.

Brussels Maps: <http://www.orangesmile.com/travelguide/brussels/high-resolution-maps.htm>

Consider creating a Google Lit Trip: <http://www.googlelittrips.org/>

Teaching Opportunity: Primary Sources: "The wooden crates repurposed as chairs and tables, the laundry drying on ropes strung between trees, the first-aid tent with its giant red cross, the piles of donated clothes—it all made for an unsettling contrast with the reflective glass office towers that surrounded the park." Have readers find photos or videos of the Parc Maximilien refugee encampment that illustrate this sentence. We recommend:

"Samir, an unaccompanied minor in The Jungle, Calais" from Médecins Sans Frontières/Doctors Without Borders: <https://youtu.be/B7IrOjbkrnw>

Target Vocabulary: *eligible, unaccompanied, asylum, lurking, smugglers*

Discussion:

How did Ibrahim and Ahmed's father become friends? Can the men call each other friends after such a short acquaintance? Why or why not?

What is the Office of Foreigners offering Ahmed and the Malaki family and how does it affect their living in a tent in Parc Maximilien? How is this a "catch-22"?

What is an "unaccompanied minor," and what circumstances give kids this status? What are Ahmed's choices as an unaccompanied minor?

Why is Ahmed reluctant to go to a reception center for minors? Why does he not want to apply for asylum in Belgium? How do these limited choices make Ahmed feel like his father's death may have been in vain?

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ELLs & Intervention: Visit your character trait map for Ahmed. Record new details about his physical appearance.

Watch the video, “Samir, an unaccompanied minor in The Jungle, Calais” at <https://youtu.be/B7IrOjbkrnw>. Can this be considered a primary resource? Talk with a partner using Sentence Stems and complete sentences to answer: *We know that **Nowhere Boy** is a fictional story. Do you think that Ahmed’s narrative could be based on real-life events? Why or why not?*

Sentence Stems: *I think..., I wonder..., Could you repeat..., Could you explain..., I discovered that...*

Ready for More: Watch the video, “Samir, an unaccompanied minor in The Jungle, Calais” at <https://youtu.be/B7IrOjbkrnw>. Can this be considered a primary resource? We know that **Nowhere Boy** is a fictional story. Do you think that Ahmed’s narrative could be based on real-life events? Why or why not? What do you think motivated author Katherine Marsh to write this book? What do you think the author’s purpose is? Tell or write your responses.

CHAPTER 4 (Max)

Teaching Opportunity: Timeline: Max starts school in Brussels on 9/1/15. Have students create a timeline for Max, Ahmed, and international events that affect their year.

Target Vocabulary: *crush (of kids), funneled, incomprehensible, emphasis, congregated*

Discussion:

Why does the name of the school seem like a "cosmic joke" to Max? Give the school a name that is more in tune with Max's first day.

What makes Max feel like he is going to school in a different century as well as a different country? Have you ever started at a new school? What felt different?

How did the one French phrase his father taught him come into play on Max's first day? Have you ever been somewhere where everyone else was speaking another language? How did it feel?

When Max tries to blend in by playing soccer, an incident happens that makes him stand out. Have you ever been embarrassed this way?

ELLs & Intervention: Work in small groups using classroom resources to create the Teaching Opportunity timeline as a team.

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Sentence Stems: *I think...*, *I wonder...*, *Can you clarify...*, *My evidence is...*

Ready for More: Work in small groups or independently using classroom resources to create the Teaching Opportunity timeline. Write a one- or two-sentence description for each item on the timeline. Go EdTech with online timelines from ReadThinkWrite or Satori.

CHAPTER 5 (Ahmed)

Target Vocabulary: *idling, deserted, catapulting, crypt, unscathed*

Discussion:

Compare Ahmed's experience in the rain on September 1st with Max's.

Why does Ahmed risk the trip to Calais? Given Ahmed's choices, what would you have done?

Why is Ahmed reluctant to give up his phone? What is on your phone that you would not want to lose forever?

Why does Ahmed refuse to give up his watch? Why does this push Ahmed to escape the smuggler's van?

Describe your feelings as Ahmed enters the house. With no money or phone, did Ahmed have any other choices?

ELLs & Intervention: Visit your character trait map for Ahmed. Record new details about challenges he may be facing.

ELLs & Intervention + Enrichment: Working in mixed-ability pairs, Use a Venn diagram to illustrate the discussion comparing Ahmed's experience in the rain on September 1st with Max's. Discuss the similarities you recorded using complete sentences and vocabulary from the text.

Sentence Stems: *I think...*, *I predict that...*, *Can you clarify...*, *My evidence is...*, *I agree/disagree because...*

CHAPTER 6 (Max)

Teaching Opportunity: Social Studies: "Migration to Europe Explained in Seven Charts" from BBC News: <https://www.bbc.com/news/world-europe-34131911>

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Target Vocabulary: *foyer, careened, meddling*

Discussion:

Max imagines telling a crowd of Belgians that, "there's this amazing invention called a computer." Why is he frustrated?

Why does the way Madame Pauline says "those Muslims" make Max uncomfortable? How does the girl Farah, who Max thinks is Muslim, not fit with Madame Pauline's tone of voice?

When talking about Muslim refugees, Inspector Fontaine says that, "If you come to our country, you must follow our way of life, our laws." How does Max possibly empathize with the refugees?

How do you think Inspector Fontaine's interest in his old house affects Max or even Ahmed?

ELLs & Intervention: Visit the character map for Max. Record new details about his family and appearance.

Explore the graphs within the Teaching Opportunity. Answer: What was Belgium's migrant quota in 2015? How many asylum claims were granted by Belgium in 2015? Name three other countries of origin of people applying for asylum in the EU in 2015.

Sentence Stems: *I think..., I predict that..., Can you clarify..., My evidence is..., I agree/disagree because...*

ELLs & Intervention + Enrichment: Explore the graphs within the Teaching Opportunity. Tell or record: 3 things you didn't know before; 2 things that surprised you about the topic; and 1 question you have.

CHAPTER 7 (Ahmed)

Teaching Opportunity: Geography: Syria Live Map: <https://syria.liveuamap.com/>

Teaching Opportunity: History: "Ancient City of Aleppo" from UNESCO World Heritage Centre: <https://whc.unesco.org/en/list/21>

Teaching Opportunity: Social Studies: "Celebrating Ramadan" from *National Geographic*: https://kids.nationalgeographic.com/explore/history/ramadan/#ramadan_lights.jpg

Target Vocabulary: *ravenous, disarray, recessed, linger*

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Discussion:

Seeing Max's family's photos leads Ahmed to think of his own family. What are the similarities? What are the similarities with your own family?

Do you think Ahmed is a bad person for taking food from Max's family? Does his record-keeping change your mind?

What does Ahmed reveal about himself when he tends the orchids?

What is the "same sound in every language"? How does it remind Ahmed of his father's promise?

Why does Ahmed feel, "safer being nowhere"?

ELLs & Intervention: Explore the Geography: Syria Live Map. Zoom out. Imagine how Ahmed might have traveled from Syria to Belgium. Plot this course on the map and explain your thinking using complete sentences.

Sentence Stems: *I believe that...*, *My connection is...*, *Could you explain...*, *I agree/disagree because...*

Enrichment: Explore the Geography: Syria (Live Map). Zoom out. Imagine how Ahmed might have traveled from Syria to Belgium. Plot a plausible course and justify your reasoning using evidence from the text.

CHAPTER 8 (Max)

Target Vocabulary: *dense, withering, mucky*

Discussion:

Max has a dozen boxes of cereal shipped from the United States. Ahmed notices how much cereal Max's family eats and thinks of his mother's flatbread and sweet tea. What food makes you think of home? Are home and food interchangeable?

Telling on Claire leaves Max with a "shameful, angry taste." Why do you think stress on families makes siblings also fight? How can stress also make siblings allies?

How does Farah transform Max's bad grade and in doing so, his day?

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Madame Pauline says, "You can't do Scoots together and not become friends." Who is Max hoping to avoid in "Scoots," and is there any possibility they could be friends?

ELLs & Intervention + Enrichment: 4-Square. Fold a paper into four parts. Label the first three parts: My elders, My friends, Ahmed (leave the fourth square blank). In the first square, record how you greet people who are older than you or highly respected. *What are your words? Your body language? Your actions?* Complete the second square using the same prompts. For the third square, use your text or other resources to explore how Ahmed would greet you if he met you today, including his words, body language, and actions. Next, find someone in class who may have a background different than yours. Interview them to find out what a common greeting would look like and sound like for them in their homes or social communities. Record this person's name and information in the fourth quadrant. Finally, find a new partner and share/compare your four squares.

Sentence Stems: *I believe that..., My connection is..., Could you explain..., I agree/disagree because...*

CHAPTER 9 (Ahmed)

Teaching Opportunity: Language: Have students research the game hajla and play it. Consider using the eight squares to teach the words for 1-8 in Arabic.

<http://vista.sahafi.jo/art.php?id=4bc52fe15c13093415d65d882524a191328fc05f>

<https://slideplayer.com/slide/10366792/>

<https://youtu.be/yiGbvZUkFSc>

Target Vocabulary: *improbably, lilt*

Discussion:

When Ahmed hears the children playing at recess, he remembers Jasmine playing a game of hajla. What do you think happened to Jasmine? What do you know about the fate of families in Aleppo in 2015?

Ahmed remembers his father saying, "Allah judges what is fair. You must judge what is kind." What does that saying mean to you? Can you give an example of this from your own life or Ahmed's?

Ahmed's grandfather said, "Those who enjoy flowers enjoy the beauty of the world created by God." Does Ahmed still see beauty after all the bad things that happen to him? Where do you see beauty in the world?

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The blue sky and parakeets in Brussels trigger a memory of Ahmed's mother. What have you learned about Ahmed's family in this chapter? Like the blue sky, does it trigger memories of your own family?

ELLs & Intervention: Visit the character map for Ahmed. Record new details about his family. Talk with a partner using prompts and complete sentences: How is your family like or unlike Ahmed's?

Sentence Stems: *My example is...*, *I predict that...*, *Could you give more details about...*, *The text mentioned...*

ELLs & Intervention + Enrichment: The lullaby, *Rima Tnam (Rima, Sleep)* is recorded by the famous Lebanese singer Fairuz. Fairuz is celebrated throughout the Arab world, but especially in the Levant region, which includes Syria. Fairuz is traditionally played in the morning. In the early hours of each day, the singer can be heard on car radios, in shopping centers, and streaming from the speakers of mobile coffee vendors. Listen to Rima Tnam: <https://www.youtube.com/watch?v=-9lrCYs5trI&t=2731s>. How does this music make you feel? Where in the world do you think mothers sing their babies to sleep? Can music unite people? Why or why not?

CHAPTER 10 (Max)

Teaching Opportunity: History: "Nazis Occupy Brussels - 1940" from AP Archive: <https://youtu.be/zups47WWULQ>

Teaching Opportunity: History: "Albert Jonnart and Ralph Mayer" from author Katherine Marsh: <https://katherinemarsh.com/books/nowhere-boy/albert-jonnart-and-ralph-mayer/>

Target Vocabulary: *obediently, unplastered, overmanicured, adversity, indignantly, compulsively*

Discussion:

Max's father talks with him about resilience. Is Max resilient? Is Ahmed? How do you "fight on, not just give in"?

Madame Pauline says that "tropical orchids aren't native to northern Europe, and it wasn't easy at first to keep them alive here." Is Max a tropical orchid? Is Ahmed?

Who was Albert Jonnart, and why do you think he might become significant to Max and Ahmed's story?

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ELLs & Intervention: Visit your character map for Max. Record new details about his character values.

Sentence Stems: *I believe...*, *To summarize...*, *Could you give more details about...*, *I agree/disagree because...*

ELLs & Intervention + Enrichment: Compare human resilience to a rubber band. Write or talk about how the two can be connected. Working in mixed-ability groups of four, create a group Frayer map. The word “resilience” should be in the center circle. Together, complete the four quadrants (Definition, Characteristics, Examples, non-Examples). *Note: For emergent ELLs, the “Characteristics” section may contain an illustration with corresponding labels.*

CHAPTER 11 (Ahmed)

Teaching Opportunity: Social Studies: Prepare yourself to talk about the rituals of the Muslim faith that Ahmed is returning to with these resources:

- Articles on Islam from *Teaching Tolerance*: <https://www.tolerance.org/search?query=islam>
- "Explore Educator Curriculum" from Islamic Networks Group: <https://ing.org/>

Target Vocabulary: *kiosk, prowling, halal, expeditions*

Discussion:

How does the discovery of a spare key and coins change Ahmed's routine and sense of ownership of his space? As his life is getting richer, is he increasing his risk of getting caught?

What is the significance of Ahmed starting to pray again? Do you know why Muslims face southeast toward Mecca when they pray? What ritual connects you to family and belief?

Why did Ahmed's attempt to make kibbeh leave a "lump in his throat"? What dish in your family holds the most memories?

ELLs & Intervention: Visit your character map for Ahmed. Record new details about his character values. Talk with a partner: Based on what you know about Ahmed's character values so far, would you choose to be his friend? Why or why not?

Sentence Stems: *I believe...*, *To summarize...*, *Could you repeat...*, *I agree/disagree because...*

ELLs & Intervention + Enrichment: Read the story *Zahrah's Hijab* at <https://www.tolerance.org/classroom-resources/texts/zahrahs-hijab>.

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Think about some other physical symbols of religious, cultural, or social belonging. What do you notice about the ways that people respond to these different items or appearances? Interview someone in your class about something they wear or do that is tied to their belongingness to a social group. Why is this item or action important to them? How do they feel when they have/do not have this item? How do other people perceive this item or action? Has anyone ever asked them to remove it or stop doing it? What was their response?

CHAPTER 12 (Max)

Teaching Opportunity: “We asked refugees: What did you bring with you?” from Mercy Corps: <https://www.mercycorps.org/photoessays/jordan-syria/we-asked-refugees-what-did-you-bring-you>

Target Vocabulary: *morphing, silhouette, eerie*

Discussion:

Max seems to be surrounded by World War II history. What do you know about the war? Did it affect your family's history?

Max's parents are fighting over both trivial matters and larger family issues. What role does Ahmed play in those arguments? What role does Max play? Does overhearing these arguments help Max feel more resilient or less?

ELLs & Intervention: Revisit your character map for Max. Record new details about fears and challenges he may be facing.

Sentence Stems: *I think that..., My reasoning is..., I feel as though..., Could you give more details about...*

ELLs & Intervention + Enrichment: During WWII, many civilians evacuated their homes or towns for safety. Others were ordered to evacuate and forced against their will into concentration camps. The conflict in Syria has also forced civilians to abandon their homes, communities, or even their country. Others have been forced against their will to become soldiers or follow strict rules they might not agree with. Think about what would happen if your family were evacuated. Imagine that you can only bring one bag, no larger than your backpack. Write or talk about what would you put in it and why, and how you would feel about leaving your other belongings behind. Utilize language supports as needed. Watch the Mercy Corps video to see what actual refugees brought with them.

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CHAPTER 13 (Ahmed)

Target Vocabulary: *jerked, alcove*

Discussion:

Are Max and Ahmed about to meet? Can you predict their reactions?

ELLs & Intervention + Enrichment: Use an organizer. Fold a piece of paper lengthwise into three columns. Title the columns: *What I Think Will Happen; Clues That I Used To Predict; What Actually Happened*. Complete the first two columns.

Sentence Stems: *I predict that..., What might happen is..., I feel as though...*

CHAPTER 14 (Max)

Target Vocabulary: *prickled, interpret, suspicion, awkward*

Discussion:

Max sees the picture of the cage man in the cellar and thinks, "The door of his cage looked open. Why didn't the dove inside it fly away? Why did the dove outside stay?" How might this question relate to Ahmed?

The pictures on the cellar wall give Ahmed and Max something to talk about. Why is it easier to talk about soccer/football than why Ahmed is there?

"For a split second, Max felt Ahmed's loneliness like it was his own." Have you ever spoken to someone and felt their loneliness?

Max compares his mother's care of the orchids to her care of him. Is he justified in that comparison? Have you ever felt your family wants you "out of sight"?

Why did Max make the association between Ahmed being a Muslim and Ahmed being a possible terrorist or a boy who might hurt his family? What does that say about Max's exposure to Muslims and what messages the media gives him?

How does knowing a few details about Ahmed (soccer, comics, and orchids) reassure Max? If you know someone personally, can it change how you feel about the group they belong to?

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ELLs & Intervention + Enrichment: Revisit your prediction organizer. Complete the third column, *What Actually Happened*. Share and discuss your organizer with at least two other people using complete sentences and vocabulary from the text.

Sentence Stems: *What I thought would happen was..., What actually happened was..., I wonder...*

CHAPTER 15 (Ahmed)

Target Vocabulary: *scurried, numbing, rooted*

Discussion:

Ahmed's impression of Americans is that they are "even more frightened than Europeans of people from the Middle East, lumping them all together as fanatics and terrorists." How does Ahmed arrive at his opinion of Americans? What messages do American policy in the Middle East and the media give him?

Why does Ahmed assume Max's father will have a gun? What have American films told him? Do you think there are a lot of guns and violence in American TV, movies, and video games? What do those representations of guns in our media culture say about America?

What role does the orchid play in Ahmed's decision to stay or go? What does the orchid stand for?

Do you believe that Max will keep his promise?

ELLs & Intervention: Visit Ahmed's character trait map. Record new details about his fears and challenges.

Sentence Stems: *I think..., My opinion is..., Can you tell me more about... I agree/disagree because...*

Enrichment: Revisit the second discussion point. Do you think that American media focuses too much on guns and violence? What do you think motivates producers of TV shows, movies, or video games to include guns and violence in their productions? What do those representations of guns in our media culture say about America? Write your opinion and justify your answer.

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CHAPTER 16 (Max)

Teaching Opportunity: Social Studies: “Syria: What Students Need to Know” from TedEd:
<https://blog.ed.ted.com/2017/04/13/syria-what-students-need-to-know/>

Teaching Opportunity: Social Studies: Invite students to explore what Red Cross, the International Rescue Committee, and Doctors Without Borders were doing in 2015 and since to help Syrian refugees.

International Red Cross/Red Crescent Federation:

<https://media.ifrc.org/ifrc/what-we-do/disaster-and-crisis-management/syria/>

Teaching Opportunity: Social Studies: Make a timeline of the Syrian War.

Teaching Opportunity: Social Studies: Have students make a graph of the number of refugees leaving Syria and report on how it coincides with the events in the Civil War.

Target Vocabulary: *makeshift, traumatized, sympathetic, relentlessly*

Discussion:

What holds Max back from telling his family about Ahmed? What role might Albert Jonnart play in his reluctance?

Max's father says that “Look, maybe a few of them are. But not most,” when Max brings up Madame Pauline's assertion that all the Syrians are terrorists. What does this reveal about Max's father?

Can you answer the question, “But what’s political about helping someone?”

Why does Farah speak out for Max and call him "courageux"? How does that help him decide to help Ahmed?

ELLs & Intervention: Revisit the character trait map for Max. Record what you’ve learned about his character values. Talk with a friend: Do you think Max is acting bravely, naively, or both?

ELLs & Intervention + Engagement: Visit the International Red Cross/Red Crescent Teaching Opportunity. Examine the Red Cross and Red Crescent Response section. Imagine that you are a Red Cross/Red Crescent volunteer giving aid to Syrian civilians in Aleppo. Which area of response would you most like to be a part of? Why do you think this type of response is so

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important? Why does it appeal to you? Talk or write about your response and reasoning using complete sentences and vocabulary from the unit.

Sentence Stems: *I predict that..., I imagine that..., I agree/disagree because..., Do you think that...*

CHAPTER 17 (Ahmed)

Teaching Opportunity: Social Studies: Explore the practice of halal with readers and the dietary restrictions and food celebrations of Muslim cultures with "Cultural Relevancy in the Cafeteria" from *Teaching Tolerance*.

Teaching Opportunity: Art: Show readers the painting *The Therapist* by Magritte. Ask them what they see and what Ahmed and Max might see.

Target Vocabulary: *provisions, vigorously, persistent, pillar*

Discussion:

Talk about the knocks Ahmed knows. What does it say about the life his family has been living?

Ahmed says, "He [Max] probably thought moving to a new country was as easy as showing up. Life was easy for Americans." Is Ahmed right? Is Max naive about the complexity of moving between countries without papers?

Ahmed explains that, "Muhammad, our prophet, say the best Muslims is those who be useful to others." Did you know that charity is one of the pillars of Islam? How many of the world's faiths do you think believe in charity? Will Max act with charity? Will Ahmed?

ELLs & Intervention + Enrichment: Earlier in the unit we explored how speaking and understanding English can be an advantage in the global context and how we might take this for granted. In the same way, being a citizen of a country—and especially certain countries—has specific advantages. Think about areas where this might be true. How does this make you feel about being part of your nation? How would you feel if these rights and privileges belonged to others, but not to you? Tell or write your thoughts using complete sentences and vocabulary from the unit.

Sentence Stems: *In my experience..., I feel as though..., I wonder..., I agree/disagree because...*

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CHAPTER 8 (Max)

Teaching Opportunity: Discuss why people were stuck in Calais' Jungle refugee camp and whether Ahmed would be safer there. "Migrant life in Calais' Jungle refugee camp - a photo essay" from *The Guardian*: <https://www.theguardian.com/media/ng-interactive/2015/aug/10/migrant-life-in-calais-jungle-refugee-camp-a-photo-essay>

Date: 11/13/15

Discussion:

When Max hears that the attacks in Paris are being carried out by Muslims, what is his first thought about Ahmed? Why is that his first thought?

Max's immediate second thought is that, "Most Muslims aren't terrorists." Max is thinking of Ahmed, and Max's mother thinks of Farah. If non-Muslims know Muslims and vice versa, can they avoid dangerous stereotypes about one another?

Max's parents reassure Max and Claire that they are safe, but Max realizes that no one is there to tell Ahmed he is safe. When do you think Ahmed last felt safe?

ELLs & Intervention + Enrichment: Explore images and stories of life in "The Jungle" at <https://www.theguardian.com/media/ng-interactive/2015/aug/10/migrant-life-in-calais-jungle-refugee-camp-a-photo-essay>. Choose one of the "Faces of Calais." Tell or write about why this person's story appeals to you. What stands out to you or causes you to relate in some way?

Sentence Stems: *I think that...*, *I imagine that...*, *Do you think...*, *May I add...*

CHAPTER 19 (Ahmed)

Target Vocabulary: *ransom, weariness, resignation, inevitable, brink, precipice, defiantly*

Discussion:

What does Ahmed recognize in the pages of the American Civil War book? Why does he recognize that?

Ahmed is certain that "the Europeans would blame the refugees. It didn't matter that many of them were fleeing Islamic State themselves." Ahmed is saying he has more in common with the *victims* in Paris than with the *terrorists* in Paris. What do you think?

The word "father" is still too hard for Ahmed to speak. Why?

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Both Ahmed and Max are familiar with Superman and Tintin. Why does talking about them lead them to relax and laugh? Do shared experiences help build friendships?

ELLs & Intervention + Enrichment: Establish 4 corners of the room: Agree, Disagree, Strongly Agree, Strongly Disagree, and name the center Not Sure. As a class, examine a picture of a basking shark. Then, move to the part of the room that answers how you feel about this prompt: This is a dangerous animal. If you are not sure, stand in the middle of the room. Talk to those in the same quadrant about why you chose that area. What are your thoughts based on? Do you have evidence or personal experience to share? Listen to several thoughts from other quadrants.

Next, read about the basking shark here: <https://www.scubadiving.com/fun-facts-about-basking-sharks>.

If your opinion has changed, move to a new section; if not, stay where you are. Talk to those in the same quadrant about why you chose that area. Listen to several thoughts from other quadrants. Discuss the outcomes of the exercise as a class.

Sentence Stems: *In my opinion...*, *In my experience...*, *I feel as though...*, *I agree/disagree because...*

CHAPTER 20 (Max)

Target Vocabulary: *edginess, camouflage, incriminate, radicalized, elaborate*

Discussion:

How does Max's impression of the heroism in **Boy Heroes of the War Between the States** change seeing the book through Ahmed's eyes?

The Paris terrorists turn out to be from the Molenbeek neighborhood in Brussels where Farah lives. Why is Max angry with Oscar for asking Farah if she knew any of the terrorists?

Are Madame Pauline's comments about Muslims racist or bigoted? What is your definition of racism? Of bigotry?

Max says to Madame Pauline, "Most Muslims don't seem violent." Is what he said enough? Do you think he might say more to her in the future? Have you ever spoken up to someone who said something you found to be racist or bigoted?

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ELLs & Intervention + Enrichment: Participate in a class graffiti. Establish 3 posters around the room. Title them: Racism is...; Bigotry is...; I notice racism or bigotry when...; Racism and bigotry affect me or others I care about by...; I can be part of the solution by...

Move around to any poster that speaks to you. Record your thoughts and, if you choose, discuss with others at that poster. When you are ready, move to a different poster. Read other comments and add your thoughts. Rotate for 15-20 minutes. Then, discuss the graffiti posters as a class, with the strongest focus on seeking solutions to intolerance.

Sentence Stems: *I agree/disagree because..., Could you tell me more about..., I understand what you're saying, but maybe..., Do you think that...*

CHAPTER 21 (Ahmed)

Target Vocabulary: *rustle, reassured, manhunt*

Discussion:

Why is Max keeping the news that the Paris terrorists may have a connection to Brussels from Ahmed?

The change of a single letter from "has" to "had" tells so much about Ahmed. Explain.

Ahmed continues to care for the orchids. When Max asks if they will grow again, what do you feel about the uncertainty of Ahmed's future?

ELLs & Intervention: Co-operative talk structures: Respond to all discussion prompts as part of a small group. Each member of the group receives an equal number of popsicle sticks, playing chips, or cards (5-10). Working as part of a group discussion, all members must use all of their sticks, but must stop talking when all sticks are used. Remember to use complete sentences and refer to anchor charts, word walls, personal dictionaries, and Sentence Stems for support.

Sentence Stems: *My thought is..., It seems that..., Can I also add..., My reasoning is...*

Ready for More: Co-operative talk structures: Respond to all discussion prompts as part of a small group. Each member of the group receives an equal number of popsicle sticks (5-10). Working as part of a group discussion, all members must use all of their sticks, but must stop talking when all sticks are used. Aim for complete, compound sentences, and support your reasoning with passages from the text.

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CHAPTER 22 (Max)

Date: 11/21/15

Target Vocabulary: *congregate, competence, reluctant, solemnly*

Discussion:

The "old Max" would have found the manhunt exciting. How has Max changed since meeting Ahmed?

The whole city is on lockdown, and the neighbors are attending dinner. Do you think Max finds it hard to keep his secret, or is he more determined to do so? How would you feel if you were Max?

What does Max see returning from the grocery store? Who is he more empathetic toward, the officers or the young man? Why?

What do you think Ahmed is remembering when he says, "Cannonball is like bomb. The people hit straight at feel no pain"?

ELLs & Intervention: Complete the enrichment activity using word walls, anchor charts, or Sentence Stems as needed.

Sentence Stems: *I predict that..., What might happen is..., I feel as though..., Will you explain...*

Enrichment: Tammam Azzam is a contemporary Syrian artist. Many of his pieces reflect his own experiences during the war in Syria. He left Syria for Dubai after his studio was destroyed and now lives in Germany. View two of Azzam's paintings—*Portrait* and *Freedom Graffiti*. What do you think the artist is trying to express? Which piece speaks to you more and why? <http://www.artnet.com/artists/tammam-azzam/>

CHAPTER 23 (Ahmed)

Date: 3/23/15 (Bombing of Ahmed's Apartment)

Teaching Opportunity: Social Studies: "Assad Regime Takes Aleppo" from *Teaching Kids News*: <https://teachingkidsnews.com/2016/12/20/assad-regime-takes-aleppo/>

Teaching Opportunity: Language Arts: *Home* by Warsan Shire:
Video: <https://www.youtube.com/watch?v=n19D92Xiygo>

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Print: http://www.care.org/sites/default/files/lesson_1_-_home-poem-by-warsan-shire.pdf

Teaching Opportunity: Social Studies: “The before and after photos that show the devastation of war in Aleppo” from Mamamia:

<https://www.mamamia.com.au/aleppo-before-and-after-war/>

Teaching Opportunity: Primary Source: “We Live in Aleppo. Here’s How We Survive” from *The Washington Post*:

<https://www.washingtonpost.com/posteverything/wp/2016/10/21/how-to-survive-in-aleppo/>

Teaching Opportunity: Language Arts: Have readers look at Ahmed's list of "ordinary rhythms of life that make a place and a time feel like home" and have them make a list of the "ordinary rhythms of life" of their safe place or home.

Target Vocabulary: *minaret, exodus, artillery, giddy, flimsy, crouched, acrid*

Discussion:

Why does Ahmed choose now to not “lock the story back up inside of him”?

Ahmed lists the rhythms and memories that “make a time and a place feel like home.” Consider the simple beauty of his list. What list would you make of your safe space or home? Can you imagine all of the things on that list disappearing forever?

This is a very painful chapter to read, and it is okay to be upset by it. Why might it be important for you to have read it, to have seen those dark days through Ahmed’s eyes?

Now that you have read this chapter, imagine reading an account of four nameless family members killed in a bombing in Aleppo, Syria, in 2015. Which makes you feel more—the novel description or the newspaper reporting? Why is it important to know that those people lost in the bombing were not nameless, but were Mama, Jasmine, Nouri, and Grandfather?

ELLs & Intervention + Enrichment: Create a class mural. Class murals are interactive anchor charts that encourage text analysis and cooperative talk.

- **Facilitator:** Prepare mural “wall”: A long piece of butcher paper turned lengthwise (or several strips of butcher paper taped together) works well. Depending on the class size, the mural may be 5-20 feet long. Lay the paper across a hallway floor or post at writing height. Make different colored writing tools available.

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- Students: take a position along the wall (but may move to different sections throughout). For this session, students will create a mural, working from the bottom of the paper and moving up to the halfway point only (the top half of the “wall” will remain empty).
- Facilitator: Read Chapter 23 aloud to students, slowly and deliberately.
- Students: Illustrate what you hear, or record words, quotes, or themes that stand out to you.
- When the chapter has ended, all students step away and silently view the wall.
- Keep the wall visible throughout the unit, as it will be revisited later.

Sentence Stems: *I predict that..., What might happen is..., I feel as though...*

Enrichment: Read or listen to British-Somali poet Warsan Shire’s poem “Home.” Express your thoughts or connections to *Nowhere Boy* with a partner or in writing.

<https://www.youtube.com/watch?v=nI9D92Xiygo/>

CHAPTER 24 (Max)

Target Vocabulary: *wavered, lunged, asphalt*

Discussion:

How does the post-lockdown feeling at school allow Max to feel a little of what Ahmed's family felt in Syria?

Think about the phrase, "life is not fair." Is it a fact or "an excuse, a way to let others be losers and victims and to not try to change anything"? Can you *make* fairness?

Oscar does not bother Max anymore. Why do you think that is?

ELLs & Intervention: Revisit your character map for Max. Record new details about his character values and challenges.

Sentence Stems: *I think that..., Can I add..., I agree/disagree because..., Could you rephrase...*

ELLs & Intervention + Enrichment: Many people who experience war—both as soldiers and civilians—have lasting impacts from the trauma they experience. Sound can be a powerful “trigger,” or something that makes the person feel like they are back in the place where the trauma occurred. Think about an ordinary school day, from the time you wake up until the time you go to bed. Work independently or in small groups to list all the sounds that might act as triggers. How might having so many moments of fear in a day affect someone like Ahmed?

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CHAPTER 25 (Ahmed)

Teaching Opportunity: Social Studies: Chart the bicycle trip of Ahmed and Max through Brussels.

Target Vocabulary: *preposterous, obscured, wrenched, instincts, sidesaddled*

Discussion:

Look at the details of the painting by Magritte. How is the painting like Ahmed's life inside Max's house?

Why does Ahmed feel it is wrong to experience the joy of being alive on the back of Max's bike?

What do Ahmed and the young Magritte have in common? Could that be one reason Ahmed feels so attracted to Magritte's paintings?

René Magritte said, "To be surrealist is to banish the notion of déjà vu and seek out the not yet seen." Describe the trip across Brussels and the museum visit with that quote in mind.

ELLs & Intervention: Complete the Teaching Opportunity chart of the bicycle trip of Ahmed and Max through Brussels. Illustrate and label key landmarks on your map.

Sentence Stems: *It seems to me..., I think..., I'd like to point out..., Can you repeat...*

Enrichment: Complete the Teaching Opportunity chart of the bicycle trip of Ahmed and Max through Brussels. Name and write a one- to two-sentence description of key landmarks on your map.

CHAPTER 26 (Max)

Target vocabulary: *facade, knitted*

Discussion:

Max discovers it has been three years since Ahmed has been to school. How does that knowledge change Max's perception of school?

Max has a wild plan to get Ahmed into the School of Misery. What will it take to make it happen?

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If the war and refugee resettlement system is unfair, is it fair to break the law with fake documents?

ELLs & Intervention: Complete Enrichment activity. Use a graphic organizer to plan your writing and use personal dictionaries or other language supports, if needed.

Sentence Stems: *It seems to me..., I think..., I'd like to point out..., Can you repeat...*

Enrichment: Imagine that you wake up tomorrow and find that you are actually in a grade three years higher than the one you are in today. Write a short story about what that experience is like for you. Are you confused? Embarrassed? Happy? Do you understand some, all, or none of what is being taught? Do you give up or try something else? How do other students respond to you? Use personal dictionaries and language supports, if needed.

CHAPTER 27 (Ahmed)

Teaching Opportunity: Social Studies: “Accessing Education in the Midst of the Syria Crisis” from the Norwegian Refugee Council:

<https://www.nrc.no/news/2018/april/accessing-education-in-the-midst-of-the-syria-crisis/>

Target Vocabulary: *primitive, forge, squatting, urgency*

Discussion:

Think about Ahmed's flights of fantasy and his time with his feet on the ground. What role does imagining a solution play? Has there been a time when something in your life began as fantasy but got closer to reality?

How do you think pretending to be in a spaceship helped Ahmed's sister Nouri live daily life in Aleppo?

Claire comes close to discovering Ahmed. Can Max trust her? Who will he partner with to help Ahmed?

ELLs & Intervention: Read the Teaching Opportunity article from the Norwegian Refugee Council, which states that an estimated 2.08 million children and youth in Syria have been unable to attend school because of the war. The Council also writes that “education is a fundamental human right for all children and youth.” Do you agree or disagree with this statement? Use a concept map to organize your thoughts. Begin with the central question, *Is Education a Human Right?*

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Sentence Stems: *It seems to me...*, *For example...*, *In my case, I would...*, *Could you give more details about...*

Enrichment: Read the Teaching Opportunity article from the Norwegian Refugee Council. It states that an estimated 2.08 million children and youth in Syria have been unable to attend school because of the war. The Council also writes that “education is a fundamental human right for all children and youth.” Is this a fact or opinion? Do you agree or disagree with this statement? What kinds of solutions might there be for children who are still living in Syria, or those who are now in refugee camps, to continue learning? Would you try to keep learning even if you couldn’t go to school? Why or why not? Tell or write about your thoughts using complete sentences and vocabulary from the text.

CHAPTER 28 (Max)

Teaching Opportunity: Geography: Map 12: “40 Maps That Explain the Middle East” from *Vox*: <https://www.vox.com/a/maps-explain-the-middle-east> map 12

Teaching Opportunity: Language Arts: “Which everyday English words came from Arabic?” from *Oxford Dictionaries Blog*: <https://blog.oxforddictionaries.com/2014/08/27/which-everyday-english-words-came-from-arabic/>

Target vocabulary: *sidled*, *amused*

Discussion:

How did Max prepare for his talk with Farah? Is a new language easier when you really need to communicate, or harder?

Max says it is not wrong to break a rule that is wrong. Do you agree or disagree?

Why is Farah offended that Max says, “Ahmed is like you”? Given the current climate in Europe, why does Farah emphasize where she and her parents were born?

Why does Farah have to be “twice as good” to get the same opportunities as non-Muslim Belgians?

What knowledge of Islam does Max use to sway Farah?

ELLs & Intervention + Enrichment: Explore Map 12 of the Teaching Opportunity. What do you notice? Does anything surprise you? Discuss the map as a class and update the class schema map, if needed.

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Sentence Stems: *It seems to me..., I think..., I'd like to point out..., Can you repeat...*

CHAPTER 29 (Ahmed)

Teaching Opportunity: Social Studies: "The One Map That Shows Why Syria is so Complicated" from *The Washington Post* https://www.washingtonpost.com/news/worldviews/wp/2013/08/27/the-one-map-that-shows-why-syria-is-so-complicated/?utm_term=.bb9ac26fe848

Teaching Opportunity: Language Arts: Look at the rich language author Katherine Marsh uses to describe Ahmed's trip into the city. Have readers describe a walk they take, noticing the city with all of their senses.

Target Vocabulary: *milling (around), busker, swiveled*

Discussion:

What does Ahmed see in the mirror as his hair is cut and as his photos emerge from the photo booth? What do you see and remember when you look in the mirror or at photos?

Ahmed gives his last euro to a Muslim woman and her child. The woman responds, "Barakallahu fik" (may God bless you). What phrase comforts you, has made you feel "like the universe was chiming in" on your plans?

ELLs & Intervention: Revisit your character trait map for Ahmed and record new details about his appearance. Complete Enrichment activity. Use class word walls, anchor charts, and Sentence Stems, as needed.

Sentence Stems: *What I notice is..., My discovery is..., I agree/disagree because..., Can you repeat...*

ELLs & Intervention + Enrichment: Are all people who live in the Middle East Muslim? Can you find a passage from the text that supports your thinking? Explore the map in the Teaching Opportunities. What do you notice? What new thoughts do you have? Can you make adjustments to the class schema map based on this new information?

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CHAPTER 30 (Max)

Target Vocabulary: *gamble, menacing*

Discussion:

What makes Max take a chance on Oscar? Did he have a choice?

ELLs & Intervention: Revisit your character trait map for Max and record new details about his lessons and successes.

Sentence Stems: *What I realized was..., My prediction was..., I was surprised when..., Did you notice that...*

Enrichment: What did you predict would happen as a result of the exchange with Oscar? Did his or Max's response surprise you in any way? Share your thoughts with a partner using complete sentences and supporting statements from the text.

CHAPTER 31 (Ahmed)

Target Vocabulary: *steeled, hostile, brawny, ghastly, torrent*

Discussion:

Do you, like Ahmed, have a "song of fear"? How do you silence it or drown it out?

How would you answer Oscar's statement that Ahmed does not have the right to be in Belgium?

Why was it important for Ahmed to tell Oscar the whole story about his father?

There is so much pain and death in Ahmed's arrival in Greece. He thinks, "It was impossible to cry for them all, so Ahmed cried for none of them." Can you remember or imagine feeling that desolate?

At what point does Oscar feel empathy for Ahmed? Why?

ELLs & Intervention + Enrichment: Participate in character interviews. Form a circle. Three to six students are chosen to sit inside the circle, and each assumes the role of one character from the book (don't forget the smaller character roles!). Students from the outside "interview" the students on the inside. (*Where were you born? Did you have a happy childhood? Do you have any sisters? Why did you agree to help Max? Are you afraid of people who are*

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different than you?) Interviewees respond as the actual character might, based on what is known about them. After a series of questions, a new student group enters the circle and chooses alternate characters.

CHAPTER 32 (Max)

Target Vocabulary: *clutching, legitimate, ferocious*

Discussion:

Does Oscar have a "criminal mind"? Explain.

Contrast the Inspector Fontaine who was on the street with the young Arab-looking man and the Inspector Fontaine who is indulging Max and Oscar. What privileges do the boys have because they are or look "Belgian"? Are the boys using their privilege to do good?

ELLs & Intervention: Complete Enrichment activity. Use anchor charts, word walls, and Sentence Stems as needed.

Sentence Stems: *My prediction is..., What might happen is..., Do you think that..., Can I add...*

Enrichment: Fold a paper into three columns. Label them: *Oscar, Max, Ahmed*. Reply to the prompt: Max and Oscar are forging an official document, which is a crime. What do you think might happen to Oscar, as a Belgian, if he gets caught? Record one response. What about Max, as an American? Imagine that Ahmed is in Max's role. What do you think might happen if Ahmed were caught for the same crime? Record one response. Stand and meet with another student. Exchange ideas and add their thoughts to your paper. Rotate two more times. As a class, discuss the outcome. How does this make you feel? How does it connect to Max's opinion about fairness?

CHAPTER 33 (Ahmed)

Target Vocabulary: *foolproof, presumably*

Discussion:

Why was the document with Ahmed's family listed "counterfeit in the worst way"?

Ahmed is briefly worried about Farah's honor. How does Farah change the meaning of honor? How is this a double kindness?

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Ahmed recalls a passage from the Qur'an, "Allah knows well the mischief-maker from the reformer." Are the four of them mischief-makers or reformers?

Why do you think Ahmed is only able to hide his face in his hands when he finds out he can go to school?

ELLs & Intervention: Complete Enrichment activity. Use the partner-pair-share method to compare your results and share your thoughts using complete sentences and language supports as needed.

Sentence Stems: *What I realized was...*, *I read that...*, *Do you think that...*, *Can I add...*

Enrichment: Many cultures around the world are considered *collectivist*. In collectivist cultures, the interests of the group—such as Farah maintaining the family's honor—outweigh the interests of the individual. America is an individualist culture, which places a higher value on the rights, thoughts, and interests of each unique person. Learn more about collectivist cultures. One resource can be found here: <https://www.verywellmind.com/what-are-collectivistic-cultures-2794962>. Make a T-chart comparing collectivist and individualist cultures. Write any similarities on the centerline. How might participating in a school day differ for people from these two types of cultural backgrounds?

CHAPTER 34 (Max)

Teaching Opportunity: Social Studies: "I Know What It's Like': Letters From WWII Refugees to Syrian Children" from *Mashable News*: <https://youtu.be/D1KwuolIV7A>

Target Vocabulary: *absently, potential*

Discussion:

Look back on Max's conversations with Madame Pauline. How have Max's arguments grown more convincing?

What do you think of Max's argument that the Syrians were like the Jews fleeing the Nazis? Why does his argument not work with Madame Pauline?

Max thinks, "there were so many lies to keep straight, so many people to fool." Have you ever experienced a lie that gets bigger and more complex? How many people has Max lied to to honor his promises to Ahmed?

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ELLs & Intervention: Complete Enrichment activity. Use a bubble map to jot down your ideas. Share and discuss your map with a partner.

Sentence Stems: *What I realized was..., I read that..., Do you think that..., Can I add...*

Enrichment: Watch the Teaching Opportunity video. Does this seem like an unlikely pairing or a fitting pairing? If you were to write a letter to a child in Syria, what would it say? If you could send a small box to them, what would you include?

CHAPTER 35 (Ahmed)

Date: 1/4/16

Target Vocabulary: *surged, instinctively, nonnative, diligently*

Discussion:

Do you think Ahmed has spoken to Jasmine and Nouri since their deaths? Why now on his first day of school?

Why is Max so skilled at introducing Ahmed to school?

How does football help Ahmed relax and the other kids relax around him?

ELLs & Intervention: Complete the Enrichment activity. Use a fishbone map to plan your writing. Utilize word walls, personal dictionaries, anchor charts, and Sentence Stems, as needed.

Sentence Stems: *What I realized was..., I read that..., Do you think that..., Can I add...*

Enrichment: Sometimes, something that we're good at or proud about can be an excellent icebreaker and make us feel more confident in a new setting. Think of some of the things you excel in. Do you excel in arts, sports, math, another language, singing, taking care of younger children? When have your strengths helped you to "get in" with a new group? Tell or write about your experience using at least three key details.

CHAPTER 36 (Max)

Teaching Opportunity: Social Studies: "7-Year-Old Aleppo Girl Tweets Daily Struggle To Live Amid Bombings" from NBC Nightly News: <https://youtu.be/5R3pNJCvvcA>

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Target Vocabulary: *undeniable, deported, craftier*

Discussion:

How is Ahmed's study of French also helping Max's study of French? Is it easier for you to study alone or with someone else?

Claire remembers a little boy who drowned making the same crossing that Ahmed made. She says, "It was like the world didn't care." Do you agree that the world sometimes finds it hard to care about refugees?

Max answers Claire with "maybe adults don't care. But we do." Do you care? Could you find a way to help kids like Ahmed?

Claire calls Max's support of Ahmed a "brilliant mess." Is she right?

ELLs & Intervention: Revisit character map for Max. Include new details about his family and his challenges. Engage in Enrichment activity, using language supports as needed.

Sentence Stems: *In my opinion..., I read that..., Do you give me more information about..., Can I add...*

Enrichment: Bana is a young girl who has drawn international attention for using Twitter (@AlabedBana) to report on her life in Syria—and many people around the world, including major world leaders, are listening. Can Bana's story be considered a primary resource? Do you think that one voice has the power to move people to take action? Do you think some voices are more powerful than others? In your opinion, is this an appropriate use of social media? Why or why not?

CHAPTER 37 (Ahmed)

Date: Mid-February, 2016

Teaching Opportunity: "A Timeline of the US Involvement in Syria's Conflict" from the *Associated Press*: <https://www.apnews.com/96701a254c5a448cb253f14ab697419b>

Target Vocabulary: *surveying*

Discussion:

On the holiday Carnival, "everyone pretends to be someone they aren't." How does Ahmed feel like he is playing a role in Max's house?

NOWHERE BOY: READER & EDUCATOR GUIDE

Inspector Fontaine says, "They [the Americans] should take more of you [Syrians] into their country. But they love to start wars, not solve the problems they cause for the rest of the world." Do you agree with anything Fontaine says?

Inspector Fontaine says, "Better you work, Ahmed, and not become a radical like the boys in Molenbeek." He is right, of course, but how is what he says offensive?

ELLs & Intervention: Explore the Teaching Opportunity timeline. President Obama states that Assad's forces crossed a "red line." What does this mean? Is it an actual red line? Why do you think the U.S. President chose those words?

Sentence Stems: *In my opinion..., I read that..., Do you give me more information about..., Can I add...*

Enrichment: How has the United States become involved with the conflict in Syria? Explore the Teaching Opportunity timeline. What "red line" did Assad's government forces cross that ultimately led to the U.S. becoming engaged? Why is the "red line" significant?

CHAPTER 38 (Max)

Teaching Opportunity: Social Studies: "Syrian Journey: Choose Your Own Escape Route" from the BBC: <https://www.bbc.com/news/world-middle-east-32057601>

Target Vocabulary: *reassured*

Discussion:

Max reacts with tears when his father says, "you can't just let someone we've never met into our home without telling us. It's a betrayal of our trust." Why?

Max thinks, "It felt very grown-up to protect someone by not telling them the entire truth. But he wasn't sure he liked it." Has Max grown in the last six months? Have you ever held back a truth to protect someone? Were you also uncomfortable?

ELLs & Intervention: Participate in the Enrichment activity. Use Sentence Stems, anchor charts, and word walls, as needed.

Sentence Stems: *I discovered that..., I read that..., Do you give me more information about..., In my opinion...*

NOWHERE BOY: READER & EDUCATOR GUIDE

Enrichment: Participate in the BBC's "Syrian Journey: Choose Your Own Escape Route" in small groups or independently. After, share your "experiences" with others. Consider the different outcomes. Was it difficult for you to make your decisions? What was the outcome like in your scenario? Did you find any connections between this exercise and Ahmed's story?

CHAPTER 39 (Ahmed)

Target Vocabulary: *sheepishly, disembodied, emerging*

Discussion:

Describe Ahmed's nightmare. What does it say about his fears?

What threat emerges for Ahmed? What solution will Ahmed and his friends come up with?

ELLs & Intervention: Illustrate and label Ahmed's dream.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

Enrichment: Dream interpretation and superstition are important to Arab culture. Great effort is put into remembering dreams. It is believed that what you see in a dream can give clues about what will happen in real life. One may consult with elders or refer to tradition in order to make meaning of symbols within a dream. For example, seeing a wooden key may mean that someone will fool you, but giving a key to a woman may be a clue that someone will get married. Imagine that you are interpreting Ahmed's dream. Invent a meaning for these symbols: garden clippers (or large scissors), inability to move, orchid.

CHAPTER 40 (Max)

Target Vocabulary: *patter, dumfounded, listless*

Discussion:

Abdeslam has been captured. Does Madame Pauline continue to blame the entire immigrant community when she says things like, "There's no way he could have done that by himself. I bet half of Molenbeek knew"?

Explain Max's "courage to listen." What might that mean in your life? Is there an important issue such as immigration, gun control, or race where you might need the courage to listen?

Compare Ahmed's assertion that "no one is that powerful" to Max's, "but you could try." Who do you feel is right, or are they both right?

NOWHERE BOY: READER & EDUCATOR GUIDE

ELLs & Intervention: Revisit the character trait map for Ahmed. Add new details about his successes and his fears.

Imagine that the author had written Madame Pauline's character as one who is very sympathetic toward refugees and receptive to new cultures. Write a short story about Max telling his secret about Ahmed to the new version of Madame Pauline.

Sentence Stems: *Perhaps...*, *It's possible that...*, *Can you elaborate on...*, *Can I add...*

Enrichment: Imagine that the author had written Madame Pauline's character as one who is very sympathetic toward refugees and receptive to new cultures. Do you think that might have changed the storyline for Max? In what ways? Write a dialogue between Max and this new version of Madame Pauline, in which he confides his secret about Ahmed.

CHAPTER 41 (Ahmed)

Date: 3/22/16

Teaching Opportunity: "Syria War: Child's Eye Drawings" from the BBC News:
<https://www.bbc.com/news/world-middle-east-43897114>

Target Vocabulary: *toppled, omen, imperceptible, pretense*

Discussion:

Ahmed "had forgotten the most important lesson of war: when you least expect it, chaos always returns." How is Ahmed still in the war?

How are the kids in Ahmed's locked-down school feeling something quite familiar to Ahmed?

Ahmed wants to tell his classmates, "the illusion of normal life could help you put one foot in front of the other and walk the tightrope of disaster." Look back on Ahmed's stories of Aleppo. How did he and his family create an illusion of normal life?

When Farah says, "this is bad," she means more than the bombing itself. How will it be bad for her and her family?

Why do you think Ahmed's "dessins heureux" was of the garden behind Max's house?

ELLs & Intervention: Create a Venn diagram to illustrate similarities and differences between Ahmed's experiences in Syria and his classmates enduring the lockdown at school.

NOWHERE BOY: READER & EDUCATOR GUIDE

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

Enrichment: Visit the images in the Teaching Opportunity. Can art be a primary source? What about the art of children? Can a child's voice sometimes be more powerful than an adult's? Do you think Ahmed's story would be more or less captivating if his character was an adult? Why?

CHAPTER 42 (Max)

Teaching Opportunity: Social Studies: "German Army Has A Unique Response To The Refugee Crisis" from Al Jazeera: https://www.youtube.com/watch?v=SB1C6hFk_Do

Target vocabulary: *seared, vestibule, accomplices*

Discussion:

Ahmed's situation is becoming more precarious. Who might report on him in this time of heightened fear? Which passages from the text support your thinking?

ELLs & Intervention: Discuss the discussion question in a Listen-Retell format. Working in pairs, one partner speaks, and the other partner listens carefully and then rephrases the partner's words. Roles reverse. For a more advanced version, the listener will rephrase the partner's words and also add on a relevant phrase or thought before reversing roles.

Sentence Stems: *It seems that..., I read that..., What I heard you say is.. , Can you repeat...*

Enrichment: Watch the Teaching Opportunity video. Why do you think some people are opposed to refugee resettlement in their country, while others believe that their countries have a duty to help those in trouble? Who do you think this responsibility should belong to? Why?

CHAPTER 43 (Ahmed)

Target vocabulary: *disintegrate, hubbub, flanked, furrow*

Discussion:

How has Ahmed's fabricated mother become the very issue that could betray him?

Ahmed is welcomed into the crowd of parents. They act as his protectors. Why? Is he now a true part of the school community? What does this say about inclusion and assimilation in schools?

NOWHERE BOY: READER & EDUCATOR GUIDE

ELLs & Intervention: What are some ways that your school fosters inclusion? Where and when in the school day have you noticed that certain people are being excluded? Work as a whole class to create a word analysis chart by creating an organizer with three rows. Label the chart “Inclusion” and the rows as “Looks Like/Sounds Like/Feels Like.” Write your ideas about inclusion on sticky notes (as many as needed), and place them into the appropriate row. Talk about the outcome as a cohesive group.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

Enrichment: What are some ways that your school fosters inclusion? Where and when in the school day have you noticed that certain people are being excluded? Work as a whole class to create a word analysis chart by creating an organizer with three rows. Label the chart “Inclusion” and the rows as “Looks Like/Sounds Like/Feels Like.” Write your ideas about inclusion on sticky notes (as many as needed), and place them into the appropriate row. Talk about the outcome as a cohesive group.

CHAPTER 44 (Max)

Target Vocabulary: *scrambling, winced*

Discussion:

Max turns to his games to comfort himself. What ordered world or activity calms you?

How has Claire become more reluctant? Why?

Does being kind count as much as being smart?

Why did Ahmed leave? What would you have done?

Why was it appropriate that Ahmed leave his note with the orchids?

ELLs & Intervention: Cooperative structures: Engage using an inside-outside circle strategy to respond to the question discussion prompts for this chapter. One group forms inner circle; second group forms circle around first, facing a partner; facilitator calls on inside or outside to respond to prompt; outside circle shifts one spot to the right. Process repeats.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., In my opinion...*

Enrichment: Write your own Chapter 45. Adopting the same style as the author, write your version detailing Max’s response to Ahmed’s disappearance.

NOWHERE BOY: READER & EDUCATOR GUIDE

CHAPTER 45 (Ahmed)

Date: 3/23/16

Teaching Opportunity: History: Explore the history of Parc Georges Henri

Teaching Opportunity: Social Studies: "How Syria's Death Toll Is Lost in the Fog of War" from the *New York Times*: <https://www.nytimes.com/2018/04/13/world/middleeast/syria-death-toll.html>

Target Vocabulary: *Cobbled, hollow*

Discussion:

What is the significance of March 23rd for Ahmed? How is history repeating itself?

Walking over the gravestones of forgotten Belgians, Ahmed thinks that his family, "were losers of history, names that would vanish and become anonymous numbers—one of ten thousand dead, a hundred thousand dead, a million." Does his family feel anonymous to you? Do the half-million men, women, and children lost in the Syrian War feel anonymous to you?

Why does Ahmed shout to Allah, "You should have made the bomb fall at night, hitting us all!"?

He thinks that he is a coward to want to survive. Do you think Ahmed is a coward?

ELLs & Intervention: Visit the character trait map for Ahmed. Record new details about his fears and challenges. Complete Enrichment Activity using language supports as needed.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

Enrichment: Work in teams to research and create an infographic that focuses on the humanitarian aspect of the Syrian conflict. Determine the numerical figures that stand out to you or are important to share, then use graphs, icons, or other ways to share this information in an appealing poster. Infographics may be created by hand or with online tools, such as Canva or Picmonkey.

NOWHERE BOY: READER & EDUCATOR GUIDE

CHAPTER 46 (Max)

Target vocabulary: *battered, customary, marquee*

Teaching Opportunity: Social Studies: Order pastries from an Iraqi bakery and serve tea.

Discussion:

Oscar and Farah could have withdrawn from their friendship with Ahmed for their own safety. What do they do instead? What would you have done?

What had Max thought Molenbeek would look like? Why did he think that? Did you ever have assumptions about a place and were surprised when you visited?

Farah says, "It's hard when young men can't get good jobs and feel there's no place for them here in Belgium. Some turn to crime and drugs, and there are radical mosques and imams who prey on them." A terror attack can never be forgiven, but if you survive war only to be treated with distrust and racism in your sanctuary city, can things go wrong with a young man's path?

How do you feel walking into this Iraqi home after all of the tension of the last few days? Would you like a cup of tea?

Was Ibrahim's news a shock to you?

ELLs & Intervention: Cooperative Structures: Respond to the third discussion prompt as in a Three-Part Interview format. Working with a partner, one student responds to a prompt while the other listens. Next, partners reverse roles. Finally, partners share out, write about responses, or join another partner group to report on discussions. Remember to speak in complete sentences, and utilize language supports as needed.

Sentence Stems: *In my opinion..., I agree/disagree because..., Can you elaborate on..., Can I add...*

Enrichment: Cooperative Structures: Respond to the third discussion prompt as in a Three-Part Interview format. Working with a partner, one student responds to a prompt while the other listens. Next, partners reverse roles. Finally, partners share out, write about responses, or join another partner group to report on discussions. Aim for complete, compound sentences, and draw from unit text and supplementary resources.

NOWHERE BOY: READER & EDUCATOR GUIDE

CHAPTER 47-48 (Ahmed & Max)

Target vocabulary: *clambering, squirreled, swiveled*

Discussion:

Ahmed thought, "he had fled thousands of kilometers to escape the war only to find that it wasn't far enough." What does he mean?

Why do the words hope and future on the Ravensbrück Monument strike Ahmed as forgotten or abandoned? But what does the woman in the statue possibly represent that "Ahmed had failed to imagine or understand"?

ELLs & Intervention: Visit the character trait maps for both Ahmed and Max. Add new details about struggles, challenges, and fears.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

Enrichment: What is the Ravensbrück Monument? Research to learn more. Do you think the author was intentional about inserting this particular monument into the story? Why or why not?

CHAPTER 49 (Ahmed)

Teaching Opportunity: Social Studies: "A Syrian Refugee's Story" from TedEd:
<https://ed.ted.com/featured/zXXUME8w#review>

Teaching Opportunity: Language Arts/History: "Text-to-text/Text-to-self/Text-to-World Connections" from Facing History:
https://www.facinghistory.org/sites/default/files/TexttoText_handout_v.final_.pdf

Target Vocabulary: *unconscious, naive*

Discussion:

What has Ahmed's father's journey been? Why is he not yet safe?

How will Max's white privilege in Europe possibly help Ahmed? What kinds of risks are they both taking?

How has Ahmed rescued Max from feeling useless? Has helping someone ever made you feel that way?

NOWHERE BOY: READER & EDUCATOR GUIDE

Who is the boy hero, and who is the sidekick?

ELLs & Intervention + Enrichment: Watch the Teaching Opportunity TedEd talk. Analyze the texts and complete a Text-to-text/Text-to-self/Text-to-world graphic organizer, such as the one provided in the Teaching Opportunity. After all students have completed the organizers, debrief as a class or in small groups. Use text evidence at site sources, where possible.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

CHAPTER 50 (Max)

Target Vocabulary: *railing, hurtled*

Discussion:

How does Madame Pauline's prejudice work in Ahmed and Max's favor? Do you have other examples of how one person's bad behavior can make others around that person act better?

Describe the quick exchange between Max and Claire. So few words were spoken, but much was said.

Max says that "Albert Jonnart had taught him something else: the importance of always having a back-up plan." How so?

ELLs & Intervention + Enrichment: Respond to the discussion prompts using the Numbered Heads strategy. Facilitator: Arrange students in groups of four and assign each student in a group a number, 1-4. Orally present the first discussion thought/question. Students: Engage in focused group conversation about the prompt. Facilitator: Call out one number 1-4; that representative from each group reports out team's response. Utilize Sentence Stems and other supports as needed.

Sentence Stems: *I think that..., One example is..., Can you clarify...*

CHAPTER 51 (Ahmed)

Target vocabulary: *intercepted, interrogated, shimmied*

Discussion:

What does the intercepted message "'Ahmed the Gardener,' the Syrian who 'fixed the flowerpots'" mean to Fontaine?

NOWHERE BOY: READER & EDUCATOR GUIDE

Max looks "into the Ahmed he knew from a hundred late nights." Who does he see?

ELLs & Intervention + Enrichment: Listen-record: A pair of students sit back to back. One person is assigned the "author" and the other the "illustrator." (Partners will switch after the first round). The author reads aloud pages 283-285 of the text. The illustrator quickly sketches the path Max and Ahmed take, along with as many details from the text as possible. When the reading is complete, the illustrator places his or her paper face down. Partners reverse roles. After, they compare and discuss illustrations.

Sentence Stems: *Did you notice that..., I imagine that..., Can you repeat..., Can I add...*

CHAPTER 52 (Max)

Teaching Opportunity: Geography: Have readers chart Ahmed and Max's train journey across Europe. Consider creating a Google Lit Trip: <http://www.googlelittrips.org/>

Teaching Opportunity: Language Arts: Have readers list the things that Ahmed and Max packed and prepared, and keep track of how each one helps them get out of Brussels.

Target vocabulary: *notoriously, animated, burly*

Discussion:

How does the universal Belgian respect for the Scouts help the boys escape?

How are Max and Ahmed holding up the Scout promise of, "All united in a common project of justice, respect, home and fraternity"?

Why does leaving Brussels help Max reflect on how Brussels has changed him? Have you ever had that experience?

ELLs & Intervention: Work in groups of three to four. Each person shares out their mapped journey, aiming for complete sentences structures and using language support where helpful. Learners listen carefully. After each presentation, all other members of the group contribute one connection, one piece of positive feedback, or one clarifying question.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

NOWHERE BOY: READER & EDUCATOR GUIDE

Enrichment: In many countries, travelers are stopped at the point of entry and are not allowed to physically cross the country's borders without official approval, which may include security screenings and passport or visa verification. Why are Max and Ahmed allowed entry without disembarking the train? What are the requirements to enter your country?

CHAPTER 53 (Ahmed)

Target Vocabulary: *fluttered*

Discussion:

Ahmed thinks, "Survival didn't always come down to bravery or smarts; sometimes it was just luck in deciding between bad choices." How does this apply to Ahmed's journey so far?

ELLs & Intervention + Enrichment: Ahmed "spotted the black, red and gold stripes of the flag waving over the station and burst into a smile." Revisit the map created in the previous chapter. Add the country flags to all countries in Max and Ahmed's journey. On the margins of your paper, add the flags of other countries discussed in the story, including those of Ahmed and Max's home countries.

Sentence Stems: *I notice a connection because..., I think that..., Can you elaborate on..., Can I add...*

CHAPTER 54 (Max)

Teaching Opportunity: Social Studies: "Migrant crisis: Migration to Europe Explained in Seven Charts" from the BBC News: <https://www.bbc.com/news/world-europe-34131911>

Teaching Opportunity: Social Studies: "Why Germany is Taking In So Many Refugees - the Benefits and Risks" from the BBC News: <https://www.cbc.ca/news/world/why-germany-is-taking-in-so-many-refugees-the-benefits-and-risks-1.3226962>

Target Vocabulary: *atrium, silhouette*

Discussion:

In Frankfurt, Ahmed recounts how kind the Germans were when he passed through. What conversation did Ahmed and Max have about Germany? What do you wish your own country would "learn"?

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Max realizes that he'd never told Ahmed about Albert Jonnart. Why did a story from "three-quarters of a century" ago feel like "no more than the blink of an eye"?

ELLs & Intervention: Revisit the Teaching Opportunity explored in Chapter 6. Turn your attention to Germany. What do you notice in the charts? What challenges and opportunities do you imagine this presents for Germany? Make a list of pros and cons for accepting large numbers of newcomers. If you were a world leader, what would you do? Explain your thinking, using your pro/con chart for support.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

Enrichment: Revisit the Teaching Opportunity explored in Chapter 6. Turn your attention to Germany. What do you notice in the charts? What challenges and opportunities do you imagine this presents for Germany? Make a list of pros and cons for accepting large numbers of newcomers. If you were a world leader, what would you do? Explain your reasoning, citing multiple sources from the unit.

CHAPTER 55 (Ahmed)

Teaching Opportunity: Social Studies: Explore Hungarian immigration policies 2015-2016 from Migration Policy Centre: <http://www.migrationpolicycentre.eu/profile-hungary/>

Target Vocabulary: *idled, detained, marooned, beret*

Discussion:

Why does Ahmed hope that the Jewish boy Ralph was able to find peace?

Describe what Ahmed is feeling when he says, "death was just another border, a line his body couldn't cross but that his heart kept slipping over."

The Hungarian border officials had previously treated Ahmed and the other refugees like they were "were pests, animals, not people." What does a country gain by keeping out refugees? What opportunities do they lose out on?

ELLs & Intervention: Participate in Enrichment Activity, using Sentence Stems, word walls, anchor charts, or other language supports as needed.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

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Enrichment: Participate in a fishbowl debate. All students are assigned one of the two positions from the discussion: a country gains by keeping out refugees/ a country loses out by keeping out refugees. Divide accordingly into two teams. With your group, seek out “evidence,” and make a strong case for your assigned opinion (even if you don’t actually believe it). Then, a small number of students from each group debate their team’s stance, with the other students gathered around in a circle to listen and critically analyze the debate. Alternatively, pairs of students (one from each group) may debate their cases in pairs and reflect.

CHAPTER 56 (Max)

Target Vocabulary: *heaving, labored, hostile*

Discussion:

In the park Max realizes that Ralph had survived, "not because he'd paid anyone to help him, but because, even in the darkest times and places, there were always good people, people who would help others out of the kindness of their hearts." How has kindness played out in both Ahmed and Max's stories?

ELLs & Intervention: Engage in the Enrichment activity, using Sentence Stems and language supports as needed.

Sentence Stems: *I predict that..., It seems that..., Can you give more details about..., Can I add...*

Enrichment: Make a prediction: What is Max’s problem-solving idea? What is he planning to do with an internet connection? Exchange predictions and feedback with at least three other people using the Inside-Outside Circle strategy. One group forms inner circle; second group forms circle around first, facing a partner; facilitator calls on inside or outside to respond to prompt; outside circle shifts one spot to the right.

CHAPTER 57 (Ahmed)

Teaching Opportunity: Social Studies: “Who We Are” from the UNHCR:
<https://www.unhcr.org/about-us.html>

Teaching Opportunity: Social Studies: Have readers research and review the groups helping refugees throughout the Middle East and in Europe.

Target Vocabulary: *sauntered, dormitory*

NOWHERE BOY: READER & EDUCATOR GUIDE

Discussion:

Reka says, “There are plenty of us who disagree with the government, who are ashamed of the way they treat refugees, who want to help them.” What is your government's policy on immigrants from Muslim countries or unaccompanied minors crossing the Southern border? Do you agree or disagree? Do you want to help refugees?

ELLs & Intervention: Watch the video in the Teaching Opportunity. Write a summary statement defining the United Nations High Commissioner for Refugees. Next, create a timeline for the organization, and create an illustration for each item.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

Enrichment: Watch the video in the Teaching Opportunity. Write a summary statement defining the United Nations High Commissioner for Refugees. Next, create a timeline for the organization with a brief written description of each item.

CHAPTER 58 (Max)

Target Vocabulary: *oblong*

Discussion:

Reka calls the Kiskunhalas detention center a “prison for people who haven’t committed a crime.” What do immigrant detention centers look like in your own country? Are they welcoming? Are they like prisons? Do you think being a refugee is a crime?

Max thinks he failed Ahmed. Why does Max think that? What do you think?

ELLs & Intervention: Revisit the image of Magritte’s *The Therapist*. Does this piece still have any connection to Ahmed’s life? How has the context changed, if at all? Illustrate your own version of *The Therapist*. Share and explain your work to your partner.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

Enrichment: Revisit the image of Magritte’s *The Therapist*. Does this piece still have any connection to Ahmed’s life? How has the context changed, if at all? Write a brief analysis and draw your own version of *The Therapist*.

NOWHERE BOY: READER & EDUCATOR GUIDE

CHAPTER 59 (Ahmed)

Teaching Opportunity: “Syrian Refugees' Pain Over Separation From Family” from the BBC News: <https://www.bbc.com/news/uk-wales-43420829>

Target Vocabulary: *muffled*

Discussion:

Why is the feeling of distrust between the guards and Ahmed "mutual"? How could the situation have been different?

ELLs & Intervention: Revisit the character trait maps for Ahmed and Max. Add new details in any categories where new information has been revealed.

Sentence Stems: *It could be that..., I read that..., Can you give more details about...*

Enrichment: Many refugees endure family separation. Read the Teaching Opportunity. What are your thoughts and reactions? What are your connections? Discuss with a partner as a Think-Share-Write (one student shares out thoughts while the partner listens; roles reverse; students summarize and write what was shared).

CHAPTER 60 (Max)

Target Vocabulary: *treachery, fete*

Discussion:

How and why is Max resisting Inspector Fontaine's "better treatment freely given to him as a white American boy"?

Max feels Ahmed is more deserving of "apologies and second chances." Explain.

What connection does Max make between Inspector Fontaine's family and Ahmed's? Does it influence Fontaine?

Fontaine asks, “What if the heart is wrong? What if you let all these people into your country, your home, and they turn out to be bad people who want to harm you and change your way of life? What if they are not worth your sacrifice?” Do you think Max's heart is wrong? Why?

Max asserts that young refugees belong with their families as well as in school. How well does your country fulfill both of those goals?

NOWHERE BOY: READER & EDUCATOR GUIDE

ELLs & Intervention + Enrichment: The theme of borders has a strong presence in this book. In Chapter 55, the author writes about the invisibility of borders and boundaries, which thoughts and feelings could freely cross. Ahmed considers death to be “just another border, a line his body couldn’t cross, but his heart kept slipping over.” How does the theme of borders reappear in Chapter 60? What borders have you faced in your own life? How did you cross them (or hope to cross them)? Write a brief statement and illustrate your thinking.
Sentence Stems: *It seems that..., In my experience..., Can you tell me more about..., Can I add...*

CHAPTER 61 (Ahmed)

Teaching Opportunity: Language Arts: Read “One Song” by Rumi:
<https://pollycastor.com/poem-by-rumi-one-song/> and “Story of the Grapes” also by Rumi:
<https://thelevant.wordpress.com/2011/01/28/angur-enab-or-grape-a-story-from-rumi/>

Target Vocabulary: *interrogator, ancient*

Discussion:

Explain how Ahmed feels, “he was a small boy and an ancient traveler. He was four and fourteen.”

What does the Sufi poet say and how does Ahmed answer? Have you ever experienced this kind of loss and release?

ELLs & Intervention: Read about the life and influence of the Persian poet Jalal ad-Din Muhammad Rumi (commonly known as Rumi). In addition to the Sufi poem featured in *Nowhere Boy*, Rumi authored a multitude of poems and stories in his lifetime. Read the poem “One Song” and Rumi’s “Story of the Grapes.” Use a graphic organizer to make text-to-self/text-to-text and text-to-world connections.

Sentence Stems: *It seems that..., I read that..., Can you elaborate on..., Can I add...*

Enrichment: Read about the life and influence of the Persian poet Jalal ad-Din Muhammad Rumi (commonly known as Rumi). In addition to the Sufi poem featured in *Nowhere Boy*, Rumi authored a multitude of poems and stories in his lifetime. Read the poem “One Song” and Rumi’s “Story of the Grapes.” Share key text-to-self/text-to-text and text-to-world connections in speech or writing using complete, compound sentences.

NOWHERE BOY: READER & EDUCATOR GUIDE

CHAPTER 62 (Max)

Target Vocabulary: *diverted*

Discussion:

Max's father says, "you did something most people can't. You put yourself at risk for another person." Not everyone gets the chance to help the way Max did. What can we do to help?

ELLs & Intervention + Enrichment: Research ways to get involved in your community. Do you know if refugees are resettled in your area? What organizations in your town, city, or state are involved in the refugee resettlement or integration processes? Visit the website of one of these agencies or invite a guest speaker to learn more. Then, create a marketing poster or commercial for this organization.

Sentence Stems: *It seems that..., One idea is..., Can you give more information about..., Can I add...*

CHAPTER 63 (Ahmed)

Teaching Opportunity: Social Studies: "Human Rights Organizations Criticize Hungary Over Detention Camps" from DW: <https://www.dw.com/en/human-rights-organizations-criticize-hungary-over-detention-camps/a-38169131>

Target Vocabulary: *impression, verified, barracks, canopy, peevish*

Discussion:

Ahmed realizes that the "real danger of Kiskunhalas was boredom." What ideas do you have to improve the Kiskunhalas detention center or ones closer to you?

ELLs & Intervention + Enrichment: Read the Teaching Opportunity article and explore images of the Kiskunhalas Detention Center. Then, work together in small groups for a Rally Table. Consider the discussion prompt. With your team, work quickly to brainstorm as many possible responses to the prompt. Record ideas as a single sun-chart or other graphic organizer. Post all charts and conduct a gallery walk to view and discuss all charts.

Sentence Stems: *One idea is..., Can I suggest..., What do you think about...*

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CHAPTER 64 (Max)

Date: 4/11/16

Target vocabulary: *unfurled*, *juxtaposition*

Discussion:

Farah says "some people are worth getting into trouble for." Do you agree? Would all of the characters agree?

Max says, "Good ideas, like orchids, took time, patience." Is this the time for patience and for trusting the adults, or is there still a role for Max, Ahmed, and their friends?

How is this story like Ahmed's drawing or "the juxtaposition between the entire, vast earth—with all its fear and violence—and the peaceful, miniature world of the garden"?

ELLs & Intervention + Enrichment: Farah and Oscar eventually welcomed Max and also joined Max in welcoming Ahmed. How are new students and families welcomed in your community? Make a brochure for your school, town, or state that highlights how welcoming your community can be. How will you demonstrate and "market" a spirit of hospitality and inclusion? Who will your brochure appeal to? Who might it not appeal to? What is your response to the latter? Use a graphic organizer to plan your work and use language supports as needed.

Sentence Stems: *Can I suggest that...*, *I wonder...*, *Can you elaborate on...*

CHAPTER 65 (Ahmed)

Target vocabulary: *summoned*, *captivity*

Discussion:

Ahmed asks, "how powerful, in the end, was a single story?" How powerful did you find this story?

ELLs & Intervention: How has the side story of the orchid evolved alongside Ahmed's story? What predictions do you have about Ahmed's outcome based on the developments of the orchid? Tell or write about your response using complete sentences and utilizing Sentence Stems, word walls, anchor charts, and personal dictionaries for support.

Sentence Stems: *I read that...*, *I predict that...*, *What do you think about...*

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Enrichment: How has the side story of the orchid evolved alongside Ahmed's story? What predictions do you have about Ahmed's outcome based on the developments of the orchid? Tell or write your response using complete sentences and citing direct passages from the text.

CHAPTER 66 (Max)

Teaching Opportunity: Nowhere Boy book trailer:
<https://www.youtube.com/watch?v=xmb1SpkD7uA>

Discussion:

Max thinks, "people justified doing some pretty awful things in the name of protecting their own families." What examples do you have of this from current events or from history?

Max thinks, "no one could be a hero alone." Who has been a hero in this story? How is their heroism intertwined?

Can you translate and explain the phrase, "Je ferai mon devoir jusqu'au bout"?

Target Vocabulary: *hawkish, loom, criticism*

ELLs & Intervention + Enrichment: Has Max and Ahmed's story already changed those in the world around them? How so? Work in groups for a Jigsaw. Each team analyzes one character from the story. Write the name of the individual at the top of the chart. Consider all the ways that the character has transformed from the beginning of the story to this point because of Max and Ahmed's relationship. Afterward, each group presents their poster.

Sentence Stems: *What I notice is..., Did you notice that..., What do you think about...*

Whole Group: Watch Katherine Marsh's video about the real places and inspirational factors behind the writing of *Nowhere Boy*.

CHAPTER 67 (Ahmed)

Target Vocabulary: *unfurled, petition*

Discussion:

Ahmed feels that "People were always weighing their suffering against others', not using it to form bonds." Can you give an example of this from your life, current affairs, or history?

What does Ahmed feel at last? Do you?

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ELLs & Intervention + Enrichment:

- Whole class: Revisit class schema map to make final adjustments and to summarize learning.
- ELLs and Intervention: Complete and analyze character trait maps for Ahmed and Max. Compose a brief summary about each character and his developments throughout the story using complete sentences and using the trait map for support.
- Whole class: Revisit the class mural.
 - Turn the mural upside down, so that the blank side is now the “ground.”
 - Students: Fill the new mural space with the rest of Ahmed’s story. Include Max and the other characters in the story, as well as key themes and outcomes.
 - Students: Choose at least one direct quote from *Nowhere Boy* that resonates with you, and add it to any section or phase of the mural that you see fit.
 - When complete, take time to view the entire mural to analyze all contributions and consider important takeaways from the book.

CONVERSATION WITH KATHERINE MARSH

Discussion:

How did author Katherine Marsh's daily life as a foreigner in Brussels give her a "deep sense of compassion not only for my three immigrant grandparents, but for the million refugees arriving in Europe that year with so much less"?

Katherine Marsh says she, "thought a lot about my fear that something could happen to me or the people I loved, and how easy it was to let that fear distort perceptions and facts." How has Marsh treated her struggle with honesty?

Katherine Marsh could easily inhabit the experience of Max through her own experiences and those of her children. How did she work to inhabit Ahmed's story? Was she successful?

Has the book fulfilled Marsh's mission to show the "incredible importance of decency and kindness, especially to those who aren't family or tribe, but 'others'"?

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Aligned Standards

Grades 6-8

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.