

# Leaving My Homeland

## TEACHER'S GUIDE

As students begin to explore and understand their place in the global community, it is pertinent that they recognize the importance of international action and cooperation. The *Leaving My Homeland* series supports this initiative by examining refugee crises around the world. Written from a child's perspective, each title offers an explanation of the conflict that has resulted in the displacement of numerous peoples. The titles in *Leaving My Homeland: After the Journey* offer readers insight into the lives of refugees and their families, and the challenges they face, in the years after fleeing conflict in their homelands.

The Leaving My Homeland Teacher's Guide is comprised of inquiry-based lessons aimed at grades three to six. The lessons are focused on stimulating students' curiosity and critical thinking. Students will be given the opportunity to explore several concepts connected to citizenship and to evaluate their understanding of the challenges associated with being a refugee. By offering students the ability to explore and research, the lessons allow students to construct their own meaning of the material. These lessons support a big-picture view of the refugee crises as a global issue that requires action from international participants. Students will consider how their participation can make a difference.

The lessons follow a sequential order that scaffolds student understanding. Teachers may also choose to teach lessons individually. Reproducible worksheets and assessment tools accompany each lesson. The titles in *Leaving My Homeland* and *Leaving My Homeland: After the Journey* include:

***A Refugee's Journey from Afghanistan***

***A Refugee's Journey from The Democratic Republic of the Congo***

***A Refugee's Journey from Iraq***

***A Refugee's Journey from Syria***

***A Refugee's Journey from Columbia***

***A Refugee's Journey from Guatemala***

***A Refugee's Journey from Myanmar***

***A Refugee's Journey from Somalia***

***A Refugee's Journey from South Sudan***

***A Refugee's Journey from Yemen***

***A Refugee's Journey from Bhutan***

***A Refugee's Journey from Eritrea***

***A Refugee's Journey from Iran***

***A Refugee's Journey from Nigeria***

***A Refugee's Journey from Ukraine***

***A Refugee's Journey from El Salvador***

***After the Journey: Returning to Afghanistan***

***After the Journey: Returning to Guatemala***

***After the Journey: My New Home After Iraq***

***After the Journey: Hoping for a Home***

***After Myanmar***

***After the Journey: My New Home After Syria***

***After the Journey: My New Home After Yemen***

***After the Journey: Returning to Colombia***

***After the Journey: My New Home After the Democratic Republic of the Congo***

***After the Journey: Hoping for a Home After El Salvador***

***After the Journey: My New Home After Iran***

***After the Journey: Hoping for a Home After Nigeria***

***After the Journey: My New Home After Somalia***

# PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Life as a Refugee	2 class periods*	civil war crisis homeland immigrant internally displaced person (IDP) refugee
Understanding a Global Crisis	3 class periods	global infographic refugee crisis stateless people statistics United Nations (UN)
Leaving My Home	3 class periods	refugee camp refugee status
Canada's Response to Refugees	2-3 class periods	Holocaust MS St. Louis Nazi Germany policies President Prime Minister relief efforts
A Global Responsibility	3 class periods	Doctors Without Borders Free the Children IGO (Intergovernmental Organization) IRC (International Rescue Committee) mission NGO (Non-Government Organization) Red Cross Refugees International rights Save the Children UNHCR UNICEF value vision
My Refugee Story	3 class periods	exposition narrative resolution
The Cost of Being a Refugee	2 class periods	budget counselors government-assisted refugees Resettlement Assistance Programs (RAP)
Coming or Going?	3-4 class periods	conclusion conference linking words
A Call to Action	4-5 class periods	information session misconceptions sources

\* 1 class period = 40-60 minutes

# ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

## Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

## Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

## Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

# LESSON 1

## Life as a Refugee

### Curriculum Correlations

#### Ontario Social Studies

Grade 6 B. People and Environments: Canada's Interactions with the Global Community, B1; B1.2.

#### Common Core State Standards

Reading Informational Text

CCSS.ELA-LITERACY.RI.4.3

CCSS.ELA-LITERACY.RI.4.4

#### C3 Framework

D2.GEO.12.3-5

D2.GEO.9.3-5

### Materials

- *A Refugee's Journey from Syria (Leaving My Homeland)*—pages 4, 6-13, 16-17, 19-21, 24-25
- *Leaving My Homeland* series
- White board or Chalkboard
- White board Markers or Chalk
- Markers, Pens, or Pencils
- Anchor Chart
- Computers
- *Syrian Refugee Crisis: Guiding Questions Worksheet*
- *K-W-L Chart*

### Objectives

Students will:

- Define refugee and differentiate the status of a refugee from that of an immigrant.
- Explore videos on the Syrian refugee crisis in an effort to understand the current conditions to which refugees are subjected.

### Setting the Stage

Facilitate class discussion on the current refugee crisis. Ask students, “what is a refugee?” Record student responses on the board.

Hand out *K-W-L Chart* and have students complete the “K” column and the “W” column.

- What do you **know** about what a refugee is or what makes an individual a refugee?
- What do you **wonder** about what a refugee is or what makes an individual a refugee?

Read *Leaving My Homeland: A Refugee's Journey from Syria*. Use the following questions to continue a class discussion.

- Who are refugees?
- What are some reasons why people can be displaced from their homes?
- What did you learn from Roj's story?
- What does this text suggest about the experiences of individuals and families who have been forced to leave their homes?
- Examine the photograph of the Zaatari refugee camp in Jordan on page 19. What conclusions can we make about the living conditions in refugee camps?

Use “Think, Pair, Share” and have students define and discuss the differences between an **immigrant** and a **refugee**. Students will share answers and create a class definition of “immigrants” and “refugees”. Write definitions on an anchor chart for future reference. Example definitions include:

- **Immigrants are individuals who chose to leave their countries to seek out better opportunities in another country.**
- **Refugees are individuals who are forced to leave their homeland because of war or other unsafe conditions.**

Students will complete “L” column of *K-W-L Chart*.

- What have you **learned** about what a refugee is or what makes an individual a refugee?

### Activity

Students will explore videos on the Syrian Refugee Crisis. <https://bit.ly/2IU8gS8>

As they explore the videos, students will complete *Syrian Refugee Crisis: Guiding Questions Worksheet*.

\*If a computer lab is not available, videos may be explored as a class

In pairs, students will discuss the following questions. These questions will be explored in future lessons:

- What were your reactions to watching the videos?
- Why do you think that the website refers to the Syrian refugee situation as a crisis?

### Extensions

- ▶ Invite students to write a reflection on what they have learned and feel towards the current refugee crisis in Syria.
- ▶ Invite students to conduct their own research on the crisis and find personal accounts of how the civil war has effected individual lives and share with a peer.

### Wrap-Up

Students will add additional information to the “L” column of their *K-W-L Chart*. Students will hand in their *K-W-L Charts* and their *Syrian Refugee Crisis: Guiding Questions Worksheet*. Allow additional time to discuss any questions students may have in regards to the material that was explored during the activity.

### Assessment

*K-W-L Chart* will be assessed for student understanding. Answers to questions in *Syrian Refugee Crisis: Guiding Questions Worksheet* will also be assessed for understanding and comprehension and given a mark out of 12.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Syrian Refugee Crisis: Guiding Questions Worksheet

Watch the videos on the Syrian Refugee Crisis. After watching the clips, provide answers to the question below in full sentences.

/12

1. After watching Video #1, why do you think it will be difficult to end the war in Syria? / 2

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2. Does Video #5 change any perceptions you had about refugees? / 2

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3. How do you think you would react if our government took away access to certain websites? How would you feel being told what you can and cannot look at on the Internet? / 2

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4. What surprised you about Video #8?  
Did you expect that Syrian children had no idea themselves what being a "refugee" meant? / 2

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5. What are some of the risks refugees take traveling to another country or to a refugee camp? / 2

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6 Ask your own question and provide an answer: / 2

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**WHAT DO I  
KNOW?**

**WHAT DO I  
WONDER?**

**WHAT DID I  
LEARN?**

Name: \_\_\_\_\_

K-W-L Chart

Date: \_\_\_\_\_

# LESSON 2

## Understanding a Global Crisis

### Curriculum Correlations

#### Ontario Social Studies

Grade 6 B. People and Environments: Canada's Interactions with the Global Community, B2; B2.2, B2.3, B2.4

#### Common Core State Standards

Reading Informational Text  
CCSS.ELA-LITERACY.RI.4.1

CCSS.ELA-LITERACY.RI.4.7

Writing

CCSS.ELA-LITERACY.W.4.7

#### Common Core History/Social Studies

CCSS.ELA-LITERACY.RH.6-8.7

#### C3 Framework

D2.GEO.9.3-5

### Materials

- *Leaving My Homeland* series
- Markers, Pens, Pencils or Pencil Crayons
- Anchor Chart
- Computers
- Infographic exemplars
- Blank Paper
- *Infographic Rubric*

### Objectives

Students will:

- Evaluate and analyze statistics.
- Use information from texts to create an infographic.
- Locate on a map a region affected by a conflict.

### Setting the Stage

Facilitate class discussion by presenting infographic on statistical figures as they relate to the displacement of peoples worldwide <https://bit.ly/1YkKspr>.

Use the following prompting questions:

- What do the statistics provided tell us about the number of people displaced from their homes?
- What do you think it means to be a “stateless person”?
- Where are displaced people being given refuge? Do you see disparity in the numbers of refugees hosted in different areas on Earth?
- Why might figures from the UN differ from those provided by the country from which the refugees originate?

As a class define “stateless person” and write the definition on an anchor chart for future reference. An example definition includes:

- **A stateless person is an individual who does not have a nationality by any country.**

### Activity

Introduce the activity by showing students various infographics, explaining that their use is to represent information through visual imaging (i.e. pictures, charts, and diagrams).

In pairs, students will be provided with one of the texts in the *Leaving My Homeland* series.

Individually, students will create an infographic that illustrates the conflict existing within a given country, highlighting the experiences of refugees in particular.

Students may create their infographic digitally (<https://bit.ly/2INNLII>) or by hand.

Establish criteria for the infographic:

- Identifies region affected by conflict
- Provides a summary outlining reasons for conflict
- Includes important statistics taken from the book
- Informs audience of details surrounding the challenges refugees face
- Includes images that relate to the material
- Inspires audience by making a “call for action”

Students should be provided with the *Infographic Rubric* so that they understand the expectations.

Once completed, students will participate in a gallery walk of the infographics. Students should be encouraged to look for common themes or “big ideas”.

### Extensions

- ▶ Students who completed their infographic on the same country may compare and contrast the information included
- ▶ In small groups of 4-5, students may present their infographics. Students will write a brief paragraph explaining what they learned from one of the infographics their peer presented on.

### Wrap-Up

Facilitate class discussion following the gallery walk. Pose the question, “after viewing the infographics, what can we conclude about the displacement of refugees?”

- Take away concept:
  - ▶ The refugee crisis is a global issue that requires global action.

Students will hand in their infographics.

### Assessment

Use *Infographic Rubric* to assess students' projects. Observational notes should be taken during class discussions and throughout the activity to check for understanding.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Infographic Rubric*

	Level 1	Level 2	Level 3	Level 4
<b>Topic / Purpose of Infographic</b>	It is difficult to understand what the topic is. The infographic offers no intended purpose.	The topic is somewhat broad in scope. The audience is able to understand its intended purpose with few difficulties.	The infographic contains adequate information pertaining to their chosen country. An intended purpose is evident.	The infographic contains very specific information pertaining to the chosen country and is intended to inform the audience. It has a very clear purpose.
<b>Criteria</b>	Infographic is missing two or more of the success criteria.	Infographic is missing one or more of the success criteria.	Infographic contains all the success criteria.	Infographic contains all success criteria and provides additional information meant to inform the audience.
<b>Design</b>	There is no logical organization of information. Infographic does not contain any color schemes.	Layout is satisfactory as there is little flow in information. Color scheme can distract from the content and fonts are difficult to read.	Layout is organized and consistent. Color scheme is visually appealing. Font is legible.	Layout, color scheme, and font are used to enhance information. Student demonstrates exceptional organizational skills.
<b>Conventions / Grammar</b>	Infographic has three or more errors in grammar, punctuation, spelling, and word choice making it difficult to concentrate on the content.	Infographic has two or more errors in grammar, punctuation, spelling, and word choice and they are noticeable enough to distract from the content.	Infographic has more than one error in grammar, punctuation, spelling, and word choice but it does not distract from the content.	Infographic is free from errors in grammar, punctuation, spelling, and word choice.

# LESSON 3

## Leaving My Home

### Curriculum Correlations

**Ontario Social Studies**  
Grade 6 B. People and Environments: Canada's Interactions with the Global Community, B2; B2.3, B2.6

**Common Core State Standards**  
Reading Informational Text  
CCSS.ELA-LITERACY.RI.4.1  
CCSS.ELA-LITERACY.RI.4.3  
CCSS.ELA-LITERACY.RI.4.4

**C3 Framework**  
D2.Geo.9.3-5.

### Materials

- *A Refugee's Journey from Bhutan (Leaving My Homeland)* –pages 8-9, 12-13, 16-17
- *A Refugee's Journey from El Salvador (Leaving My Homeland)*–pages 8-9, 12-13, 16-17, 20-21
- *A Refugee's Journey from Syria (Leaving My Homeland)* – page 19
- *Rayhana: The harsh reality of life in a refugee camp* (link provided)
- *Uncle Ali's House story and worksheets* (link provided)
- White board or Chalkboard
- White board Markers or Chalk
- Computers
- Markers, Pens, or Pencils
- Scissors
- Timer
- Glue
- Envelope
- *Rayhana Ranking Activity Sheet*
- *Leaving My Home Exit Card*
- *Rayhana Ranking Cards*

### Setting the Stage

As a class, read Amita's story from *A Refugee's Journey from Bhutan* and Benito's story from *A Refugee's Journey from El Salvador*. Pose the question, "what do you notice from Amita's story that is different from Benito's story? What aspects are the same?"

- Further prompting questions:
  - ▶ Although both families were given refugee status, how do the living conditions in their new countries differ?
  - ▶ What challenges did both families face as they escaped their homeland?
  - ▶ What risks are taken crossing a border illegally vs. traveling to a refugee camp?
  - ▶ What dangers does Amita now face in the refugee camps?
  - ▶ What risks did Benito face fleeing from the gang?

Hand out photograph of the Zaatari refugee camp located on page 19 of *A Refugee's Journey from Syria*. As a class, brainstorm some thoughts that come to mind in regards to the living conditions individuals are forced to face. Write down ideas on the white board.

### Objectives

- Students will:
- Evaluate and analyze text in an effort to understand the dangers faced by refugees.
  - Write a poem or song from the perspective of a person in a refugee camp.



Activity

In four groups, students will participate in four different activity stations. Time students so that they spend 30 minutes at each station.

Activity station one

- Divide students in small groups of 2-3. Students will read *Rayhana: The harsh reality of life in a refugee camp* (<https://bit.ly/2sexu1V>)
- Each group will be provided with an envelope with a set of *Rayhana Ranking Cards* and the *Rayhana Ranking Activity Sheet*
- Students will rank each card as the most critical issue to resolve to least critical issue
- Upon completion, groups will discuss which order they ranked the hardships in and provide an explanation for their reasoning

Activity station two

- Students will participate in an interactive Syrian journey where they will be provided with real dilemmas refugees face as they attempt to flee from Syria to Europe <https://www.bbc.com/news/world-middle-east-32057601>

Activity station three

- Students may choose to write a poem or song from the perspective of a person living in a refugee camp

Activity station four

Uncle Ali's House story and worksheet can be found on page 25 of this document: <https://bit.ly/210qvrB>

- Students will participate in an interactive story about a refugee family's experience
- Students will be divided into small groups of 2-3 and be provided with copies of *Uncle Ali's* worksheets
- Read *Uncle Ali's House*, pausing at the intervals as directed, so the groups may complete the two given tasks

Discuss as a group:

- How did it feel to be in a refugee's shoes?
- Do you think that the family's treatment at the border was fair?

\*Each activity = 30 minutes

Extensions

- ▶ Students may draw comparisons between the different choices in how the cards were ranked
- ▶ Students may write an opinion piece explaining whether they would travel to a refugee camp or risk traveling into another country given the choice

Wrap-Up

Students may volunteer to read their poem/song they wrote in activity three to the class.

Students will hand in their poem/song as well as their *Rayhana Ranking Sheet*. Check completion and address any questions or inaccuracies. May discuss any questions students have in regards to the activities they completed. Students will complete *Leaving My Home Exit Card*.

Assessment

Observational notes should be taken where possible. *Leaving My Home Exit Card* will be assessed for understanding of material.

**Food**  
**Children are Starving**

**Washrooms**  
**There are limited toilets**

**Privacy**  
**There is none**

**Water Crisis**  
**Limited water for drinking and bathing**

**Uncertain Future**

**Violence**

**Lack of Medical Supplies and Services**

**Shelter**  
**Makeshift tents with little protection from the elements**

***Rayhana Ranking Activity Sheet***

Rank the cards in order from **most critical issue** to **least critical** issue. Glue the cards in the spaces below.

**Group Member Names:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

1.

2.

3.

4.

5.

6.

7.

8.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

***Leaving My Homeland Exit Card***

What did you choose as your most and least critical issues? Why?

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Name one detail you learned that changes how you view the refugee crisis.

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Which was your favorite activity? Why? What did you find difficult about any of the activities today?

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# LESSON 4

## National Response to Refugees

### Curriculum Correlations

#### Ontario Social Studies

Grade 6 B. People and Environments: Canada's Interactions with the Global Community, B1; B1.2. B2; B2.1, B2.2. B3; B3.4

#### Common Core State Standards

Reading-Informational Text

CCSS.ELA-LITERACY.RI.4.3

Writing

CCSS.ELA-LITERACY.W.4.7

CCSS.ELA-LITERACY.W.4.9

CCSS.ELA-LITERACY.W.6.7

#### C3 Framework

D2.GEO.12.3-5

### Materials

- *MS St. Louis* Articles (U.S. and Canadian perspectives)
- Projector (Video)
- White board or Chalkboard
- White board Markers or Chalk
- Markers, Pens, or Pencils
- Reflection Journals
- Computers or devices for research
- *Letter to President/Prime Minister Template*
- *Letter to President/Prime Minister Rubric*

### Objectives

Students will:

- Analyze and evaluate the United States or Canada's response to the plight of refugees during two separate crises.
- Conduct research to formulate and write an opinion piece on the United States or Canada's response to the refugee crisis.

### Setting the Stage

Teacher will hand out copies of articles about the *MS St. Louis*

Canada: <https://www.thecanadianencyclopedia.ca/en/article/ms-st-louis/>

United States: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005267>

As the articles do have some high vocabulary, read together as a class. Prompt students to follow along and explain as you go. Answer any student questions as you read.

Canada: Watch Trudeau's announcement in response to the Canadian government's actions towards the *MS St. Louis* <https://bit.ly/2KReqyp>

United States: Read about the State Department's apology to *MS St. Louis* passengers: <http://www.shfwire.com/state-department-apologizes-jewish-refugees/>

Use "Learn to Listen/Listen to Learn" teaching strategy.

Write the following questions on the white board:

- Why do you think the government refused to grant refugees entrance into the country?
  - What are some reasons countries might use to allow or deny refugees entrance?
  - How do you think the voyage of the *MS St. Louis* relates to the experiences of refugees today?
  - Do you think that countries have an obligation to assist refugees? Why or why not?
  - What does the government's apology suggest about the current national stance towards the refugee crisis?
- ▶ Students will be given 5-10 minutes to write in their journals and provide responses to the questions above. After writing, students will highlight the ideas that they find most interesting to share.
  - ▶ Students will then be divided into small groups of 4-5. While in these groups, everyone will have an opportunity to share part of their journal entry or response.
  - ▶ Drawing on the responses of their peers, the small groups will have an open discussion. They will decide two to three ideas from their conversation to share with the whole class.
  - ▶ A facilitator from each group will present their key ideas.
  - ▶ Students may revisit their journals and add any additional thoughts or opinions.

Invite a few students to read their letters to the rest of the class. Students will hand in their reflection journals and their letters.

### Activity

Facilitate class discussion by posing the question, "given what we know of our national policies towards refugees during WWII, what questions can we ask about their response to current issues?"

Write down questions on the board.

Questions may include:

- What has the role of Canada or the United States been in recent refugee relief efforts?
- What are Canada's or the United States's current policies towards refugees?
- Have efforts by Canada or the United States offered any relief to the refugee crisis?
- What are some recent statistics on the number of refugees permitted to settle in Canada or the United States?

Using these questions to guide their investigations, students will research Canada's or the United States's response to the global refugee crisis.

Using the information found in their research, students will write a brief letter to the President or Prime Minister stating their opinion on whether they feel the relief efforts have been sufficient. They can use the template attached to write their letter. Students will use facts and statistics to support their reasoning.

### Extensions

- ▶ Students will analyze a peer's letter and provide recommendations of how they can improve their writing (i.e. spelling, grammar, support, etc.).
- ▶ Students can do further research into Canada's or the United States's support of the refugees and offer potential solutions.
- ▶ Students can analyze the costs associated with government-funded refugee settlement programs.

### Wrap-Up

Invite a few students to read their letters to the rest of the class. Students will hand in their reflection journals and their letters.

### Assessment

Observational notes should be taken when students are participating in the "Learn to Listen/Listen to Learn" activity. Teacher will assess journal reflections to check for understanding. Use *Letter to President/Prime Minister Rubric* to grade letter.

*Letter to the President/Prime Minister*

Dear Mr. Trudeau

Date: \_\_\_\_\_

My name is \_\_\_\_\_ and I am a student at \_\_\_\_\_.

Recently we have been learning about \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Friend,

\_\_\_\_\_

*Letter to President/Prime Minister Rubric*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
<b>Organization/ Structure</b>	Letter rambles, is repetitive, or is confusing to the reader. It is difficult to follow.	Letter sometimes follows a structure. Reader can find it difficult to follow at some points.	Letter mostly follows a steady structure. Ideas tend to flow with small inconsistencies.	Letter follows a consistent structure and ideas flow in a logical manner.
<b>Content</b>	There is no opinion present and the intent of the letter is unknown. Student does not demonstrate an understanding of the material.	Opinion is somewhat unclear and the intent of the letter is difficult to understand. Student demonstrates a limited understanding of material.	Opinion is evident and supports the intent of the letter. Letter demonstrates that the student has a reasonable understanding of the nation's role in refugee relief efforts.	Opinion is clearly stated and the intent of the letter is known. Letter demonstrates a thorough understanding of the nation's role in refugee relief efforts.
<b>Reasoning/ Support</b>	Letter does not include any facts or statistics to support their reasoning. The logistics of the letter is unclear.	Letter includes limited facts and/or statistics to support their reasoning. There is little information to support their viewpoint.	Letter includes and adequate amount of facts and/or statistics. The information used supports their argument.	Letter includes various facts and/or statistics that clearly support the author's viewpoint.
<b>Conventions / Grammar</b>	Letter has three or more errors in grammar, punctuation, spelling, and word choice making it difficult to concentrate on the letter.	Letter has two or more errors in grammar, punctuation, spelling, and word choice which distract from the letter.	Letter has more than one error in grammar, punctuation, spelling, and word choice but it does not distract from the letter.	Letter is free from errors in grammar, punctuation, spelling, and word choice.

# LESSON 5

## A Global Responsibility

### Curriculum Correlations

#### Ontario Social Studies

Grade 6 B. People and Environments: Canada's Interactions with the Global Community, B1; B1.1, B1.2, B2; B2.2, B2.5, B3; B3.1, B3.2, B3.3, B3.4, B3.7

#### Common Core State Standards

Writing

CCSS.ELA-LITERACY.W.5.7

#### C3 Framework

D2.GEO.12.3-5

### Materials

- *A Refugee's Journey from Afghanistan (Leaving My Homeland)* –pages 14-15
- White board or Chalkboard
- White board Markers or Chalk
- Anchor Chart
- Markers, Pens, or Pencils
- Devices with Internet access
- *Group Self Evaluation Checklist*
- *Exit Ticket*

### Objectives

Students will:

- Define and understand the differences between non-governmental organizations and intergovernmental organizations.
- Gather and organize information about a specific humanitarian organization.
- Present information about a humanitarian organization to the class.

### Setting the Stage

Facilitate class discussion by posing the question, “how can we assist refugees?”

Brainstorm various ways countries and/or individuals can aid refugees. Write down student responses on the white board.

Read pages 14-15 from *A Refugee's Journey from Afghanistan*. Continue discussion using the following prompting questions:

- In what ways does the UN (United Nations) and HTAC (Help the Afghan Children) provide assistance to the people of Afghanistan?
- What do you think would happen to the people of Afghanistan if these organizations were not there to support them?
- What are the names of some other organizations that provide relief around the world?

In pairs, students will research the difference between intergovernmental and nongovernmental organizations, such as the UN and World Vision. Based on their research, the class will discuss the following:

- What is a non-governmental organization (NGO)?
- How is it different from an intergovernmental organization (IGO)?
- Why are NGOs and IGOs important?

Take away concepts:

- ▶ **An NGO is any non-profit, citizen-based group that operates separately from the government. It can be organized on a local, national, or international level. An example is World Vision.**
- ▶ **An IGO is an organization created by an agreement involving two or more nations. IGOs carry out projects and plans that are of common interest. An example is the United Nations.**

### Activity

In small groups of 3-4, students will research one of the following organizations:

- Refugees International, Doctors Without Borders, UNHCR, Save the Children, UNICEF, Red Cross, International Rescue Committee (IRC), Free the Children (WE)

Students will create a Power Point presentation and present their organization to the class. Presentations should be no longer than 10 minutes in length.

Discuss requirements to be included in the presentation with the class and write the criteria on the board. Students should be encouraged to make note of the requirements. The following aspects should be included in the presentation:

- Mission, vision, and values of the organization
- Whether the organization is an NGO or IGO
- The relief efforts they are currently involved in/How they provide relief
- Explanation of how Canada or Canadians/United States or Americans are involved in the organization
- Include other countries that are involved in the organization
- Statistical information pertaining to the types of aid provided to refugees
- How individuals can become involved in the organization

Review research techniques and skills with students, such as:

- Set time limits
- Divide tasks among members; each member should have an equal contribution

### Wrap-Up

- ▶ Have students write a paragraph explaining which organization they believe they would like to get involved in with most
- ▶ Invite students to create their own mission, vision, and values for an organization they create

### Extensions

Students will present their projects. Use one class for presentations. Students will complete *Group Self Evaluation Checklist* and *Exit Ticket*.

### Assessment

Assess *Group Self Evaluation Checklist* and check for member contribution. Assess *Exit Ticket* for student understanding and attention to presentations.

## Group Self Evaluation Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the names of your group members in the designated boxes below.  
Assign a rating to each member as well as yourself.

5 = Excellent    4 = Good    3 = Average    2 = Could be Better    1 = Not Great

	Myself			
Helped keep the group on task				
Contributed to group discussions and ideas				
How much work was done on the presentation				
Quality of the work they completed				
Attitude				

What were your group's strengths?

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What could your group do better next time?

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Overall, how would you rate your presentation?

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## 1, 2, 3 ... Out the Door! Exit Ticket

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Do you believe the actions of our country and its citizens can make a difference in the world?

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Name two things you learned from the presentations.

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Why are IGOs and NGOs important?

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# LESSON 6

## My Refugee Story

### Curriculum Correlations

#### Ontario Social Studies

Grade 6 B. People and Environments: Canada's Interactions with the Global Community, B2; B2.6

#### Common Core State Standards

##### Writing

CCSS.ELA-LITERACY.W.4.3

CCSS.ELA-LITERACY.W.4.3.A

CCSS.ELA-LITERACY.W.4.3.E

CCSS.ELA-LITERACY.W.5.3

CCSS.ELA-LITERACY.W.5.3.A

CCSS.ELA-LITERACY.W.5.3.E

CCSS.ELA-LITERACY.W.6.3

CCSS.ELA-LITERACY.W.6.3.A

CCSS.ELA-LITERACY.W.6.3.E

##### Reading Informational Text

CCSS.ELA-LITERACY.RI.4.5

### Materials

- *A Refugee's Journey from Ukraine (Leaving My Homeland)*—pages 8-9, 12-13, 16-17, 20-21, 24-25
- Whiteboard or Chalkboard
- Whiteboard Markers or Chalk
- Anchor Chart
- Markers, Pens, or Pencils
- Journals
- *Refugee Narrative Checklist*

### Objectives

Students will:

- Analyze a text and determine the three elements of a narrative.
- Write a narrative from the point of view of a refugee.

### Setting the Stage

Read Miron's story from *A Refugee's Journey from Ukraine*.

\* This lesson may be applied to any of the texts in the series

Facilitate class discussion by posing the question, "what kind of story is Miron's?"

- Take away concept:
  - ▶ It is a narrative because it contains a beginning, middle, and end. The story includes plot, characters, setting, climax, and a finale

Explain that Miron's story, just like all narratives, contains three main elements: **exposition** (background information), followed by a **complication**, and a **resolution** (the story's end). Write the three elements of a narrative on an anchor chart so students may use it for future reference.

Students will be divided into small groups of 4-5. Each group will be given one of three categories (exposition, complication, resolution). On an anchor chart, students will write down aspects of Miron's story that fall within their designated category.

Upon completion, students will briefly present their anchor chart to the class. The teacher should clarify any questions students have in relation to the three elements of a narrative.

### Activity

Using journals provided by the teacher, students will write a narrative from the viewpoint of a refugee. Students will combine all their narratives to create their own class series of refugee stories.

Discuss success criteria with the class. Students may contribute ideas on what they feel will make an effective narrative. Criteria may include:

- Story incorporates the three elements associated with a narrative.
- Story includes main and supporting characters .
- The "complication" of the narrative reflects challenges refugees face.
- Story incorporates language and vocabulary relevant to the material.
- The plot of the story is relevant and reflects an understanding of life as a refugee.

### Extensions

- ▶ Students may invite various classes to participate in a "book tour" where students display their work and discuss their stories with students.
- ▶ Invite students to add illustrations to the stories.
- ▶ Students may read a peer's story and offer suggestions for improvement.

### Wrap-Up

Students will hand in their stories and the teacher will laminate them and bind them into one large text.


Students may read their story to the class.

### Assessment

Assess student narratives using *Refugee Narrative Checklist*.

## Refugee Narrative Checklist

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Narrative contains background information that supports the plot.	Narrative contains complications that are reflective of challenges discussed throughout previous lessons.	Narrative includes a resolution that is consistent with the flow of the story.	Vocabulary and language reflect a thorough understanding of the subject matter.	Narrative is written from the viewpoint of a refugee.	Narrative flows and draws on content from previous lessons.
						

Additional Comments: \_\_\_\_\_

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# LESSON 7

## The Cost of Being a Refugee

### Curriculum Correlations

#### Ontario Social Studies

Grade 6 B. People and Environments: Canada's Interactions with the Global Community, B1; B1.2. B3; B3.8.

#### Common Core English Language Arts

##### Writing

CCSS.ELA-LITERACY.W.4.1

CCSS.ELA-LITERACY.W.4.7

CCSS.ELA-LITERACY.W.4.9

CCSS.ELA-LITERACY.W.5.1

##### Reading Informational Text

CCSS.ELA-LITERACY.RI.4.1

CCSS.ELA-LITERACY.RI.4.9

### Materials

- *My New Home After Yemen (Leaving My Homeland: After the Journey)*
- *My New Home After Iraq (Leaving My Homeland: After the Journey)*
- Whiteboard or Chalkboard
- Whiteboard Markers or Chalk
- Paper or Notebook
- Markers, Pens, or Pencils
- *Understanding the Life of a Refugee Worksheet*
- *Living on a Budget Worksheet—U.S. and Canada*
- *Reflection Checklist*

### Objectives

Students will:

- Create a budget that reflects the costs associated with claiming refugee status in the United States/ Canada.
- Conduct research on types of supports offered to government-assisted refugees.

### Setting the Stage

For Canadian students: Read Sahar's story from *My New Home After Yemen*

For American students: Read Zainab's story from *My New Home After Iraq*

Facilitate class discussion by posing the following questions:

- What were some of the ways that Sahar's/Zainab's family was assisted when arriving in Toronto/Dearborn?
- Based on the text, what other programs are offered to refugees during their first year in Canada/the United States?
- What do you think Resettlement Assistance Programs (RAPs) are?
- Why do you think Resettlement Programs are important?

Write down student responses on white board and clarify any questions as needed.

Ask students to complete Column A in the *Understanding Life of a Refugee Worksheet*.

Students will work in pairs and research the various kinds of support government-assisted refugees receive. Students will write down their findings and be prepared to share their responses with the class (Each student pairing should share a type of support that has not been mentioned until every pairing has contributed to the conversation.) For research, students may use teacher-vetted websites such as:

Canada

- <https://bit.ly/2LRAJoZ>
- <https://bit.ly/2yyC5jl>
- <https://bit.ly/2036Thc>

United States

- <https://www.acf.hhs.gov/orr>
- <https://bit.ly/2rEjDzt>
- <https://bit.ly/2H0tA1K>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Activity

Prompt students to complete Column B on the *Understanding a Life of a Refugee Worksheet*.

Divide students in small groups of 3-4. Hand out *Living on a Budget Worksheet* for students to complete in their groups.

The budget sheet will reflect an estimate of the amount of monthly financial assistance given to refugees upon entering Canada or the United States.

Students will determine which items indicated on the worksheet are pertinent to their survival and choose which items they will spend money on until their budget has been met.

Sources for financial assistance numbers found on the worksheets below:

United States

<http://www.usccb.org/about/resettlement-services/upload/Refugee-Assistance-2.pdf>

<https://www.dshs.wa.gov/esa/community-services-offices/refugee-cash-assistance>

Canada

<https://bit.ly/2CBo33L>

<https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/help-within-canada/financial.html>

Upon completion, the teacher will conduct a group discussion about the activity by asking the following questions:

- Which items did your group believe to be the most important?
- What did you find to be the most difficult about this activity?
- What did you learn during this activity? How have any beliefs you had prior to this activity changed?

## Extensions

- ▶ Students may conduct research on another country's RAP and complete a Venn Diagram comparing the two programs.
- ▶ Write a proposal for a new RAP by including additional supports that may better assist refugees in their transition to a new country.
- ▶ As a class, become a "Welcome Group" and document the experience of assisting a newcomer or family.

## Wrap-Up

Students will hand in *Living on a Budget Worksheet*. Students will complete the third column in the *Understanding a Life of a Refugee Worksheet* and hand in upon completion.

Students will write and hand in a short reflection based on the following questions:

- What did you learn during the lesson?
- What are some of the specific feelings you have after completing the activities and why do you feel that way?

## Assessment

Use *Reflection Checklist* to assess *Understanding the Life of a Refugee Worksheet*, and student reflections for understanding. Observational notes should be taken where possible.

## Column A

How does the government assist refugees when they arrive here?

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## Column B

What did you learn from the refugee story? How do refugees access government supports? Do you think the money they are supported with is enough?

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## Column C

How do you feel about the budgeting activity? Which items did you choose as most important? Why? Did this activity help you understand anything about the process of becoming a refugee?

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## Living on a Budget—United States

Date: \_\_\_\_\_

Group Members: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

You are a family of refugees traveling to the United States.

The American government will assist you with \$2,150.00 per month\* for your first few months in the country.

Choose the items in **Column A** that you feel are most important to spend your money on. Write the items in **Column B**. Then, add up the items in **Column B**. Your total expenses must fit within your monthly budget!

Column A	Column B
1 Bedroom Apartment - \$650	
Groceries for the month - \$750	
English Classes for 4 - \$300	
Public Transportation Costs - \$200	
Bills (Electricity/Gas/Water) - \$200	
Clothes Allowance - \$100	
Cable/Telephone/Internet Bill - \$150	
2 Bedroom Apartment - \$850	
Car - \$600	
Miscellaneous Costs (Shampoo, Soap, Toiletries, etc.) - \$100	
Furniture - \$200	
Entertainment (Restaurants, movies, etc.) - \$100	
<b>TOTAL</b>	

\* UH OH! Hiccup! You forgot you must pay the government back for your flights! This will cost you \$100 a month. How will this affect your budget?

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Explain your reasoning for the items you placed in Column B:

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What do you think is biggest difficulty a refugee family would have settling into a new country?

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\*Please remember that this amount is an estimation. Amounts vary by the size of each family and the social assistance rates in each state.

## Living on a Budget—Canada

Date: \_\_\_\_\_

Group Members: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

You are a family of refugees traveling to Canada.

The Canadian government will assist you with \$2,083.00 per month\* during your first year in the country.

Choose the items in **Column A** that you feel are most important to spend your money on. Write the items in **Column B**. Then, add up the items in **Column B**. Your total expenses must fit within your monthly budget!

Column A	Column B
1 Bedroom Apartment - \$650	
Groceries for the month - \$750	
English Classes for 4 - \$300	
Public Transportation Costs - \$200	
Bills (Electricity/Gas/Water) - \$200	
Clothes Allowance - \$100	
Cable/Telephone/Internet Bill - \$150	
2 Bedroom Apartment - \$850	
Car - \$600	
Miscellaneous Costs (Shampoo, Soap, Toiletries, etc.) - \$100	
Furniture - \$200	
Entertainment (Restaurants, movies, etc.) - \$100	
<b>TOTAL</b>	

\*UH OH! Hiccup! You forgot you must pay the government back for your flights! This will cost you \$100 a month. How will this affect your budget?

Explain your reasoning for the items you placed in Column B:

What do you think is biggest difficulty a refugee family would have settling into a new country?

\*Please remember that this amount is an estimation. Amounts vary by the size of each family and the social assistance rates in each province.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Reflection Checklist

Criteria	Yes	No
Student uses specific examples from text and research to identify ways refugees receive government assistance.		
Student shows insight in reflecting on the challenges faced by refugees in their new homes, referring to specific examples related to budgeting activity.		
Student uses appropriate, topic-specific vocabulary to write about topic.		
Student's reflective writing uses correct grammar, spelling, and punctuation.		

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LESSON 8 Coming or Going?

### Curriculum Correlations

#### Ontario Social Studies

Grade 6 B. People and Environments: Canada's Interactions with the Global Community, B2; B2.2, B2.5

#### Common Core English Language Arts

##### Writing

CCSS.ELA-LITERACY.W.3.1; 3.1.A, 3.1.B, 3.1.C, 3.1.D

CCSS.ELA-LITERACY.W.4.1; 4.1.A, 4.1.B, 4.1.C, 4.1.D

CCSS.ELA-LITERACY.W.5.1; 5.1.A, 5.1.B, 5.1.C, 5.1.D

##### Reading Informational Text

CCSS.ELA-LITERACY.RI.3.6

### Setting the Stage

Read *Returning to Guatemala* and *My New Home After Syria*.

Divide the class in half. One half of the class will complete the activity on *Returning to Guatemala* and the other half will complete it on *My New Home After Syria*.

Students will divide into pairs or small groups of three. Each pair or group receives the *Pros and Cons Worksheet*. On the worksheet, each group lists the pros and cons of either returning to or moving to a new country—depending on the title they were assigned. Allow 15 minutes in duration for this activity.

Upon completion, students will pair up with a group that had the opposite story, and share their completed worksheets with each other. Students should discuss the pros and cons they identified and whether there was any overlap.

As a class, discuss the various pros and cons for each scenario and write them on two separate anchor charts—one for each scenario.

Post the anchor charts in the front of the class as they will be used as a reference tools for the main activity.

### Materials

- *Leaving My Homeland (After the Journey)* series
- *Returning to Guatemala (After the Journey)*
- *My New Home After Syria (After the Journey)*
- Markers, Pens, or Pencils
- Anchor Chart Paper
- *Pros and Cons Worksheet*
- *Triple Stuffed Oreo Persuasive Writing Worksheet*
- *Coming or Going Rubric*

### Objectives

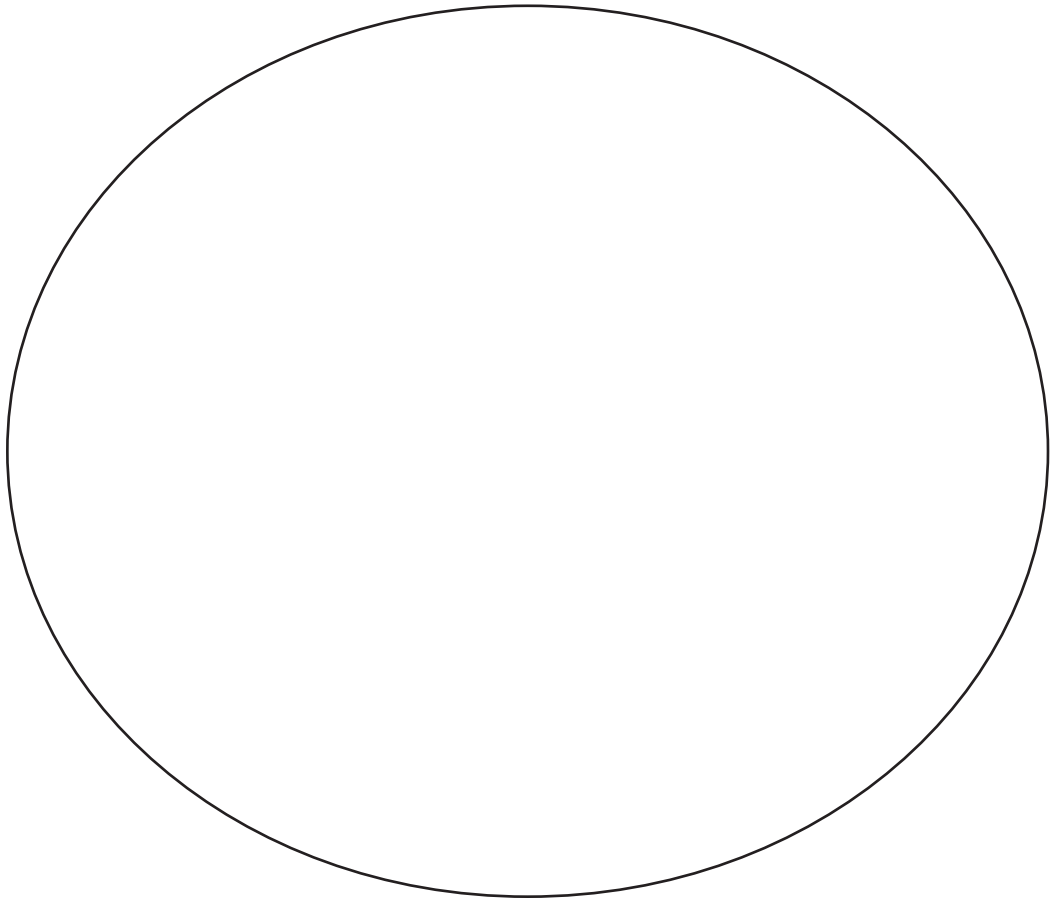
Students will:

- Determine the pros and cons of a refugee's decision to return to their homeland or resettle in a new country.
- Write an opinion piece using two to three examples to support their argument.

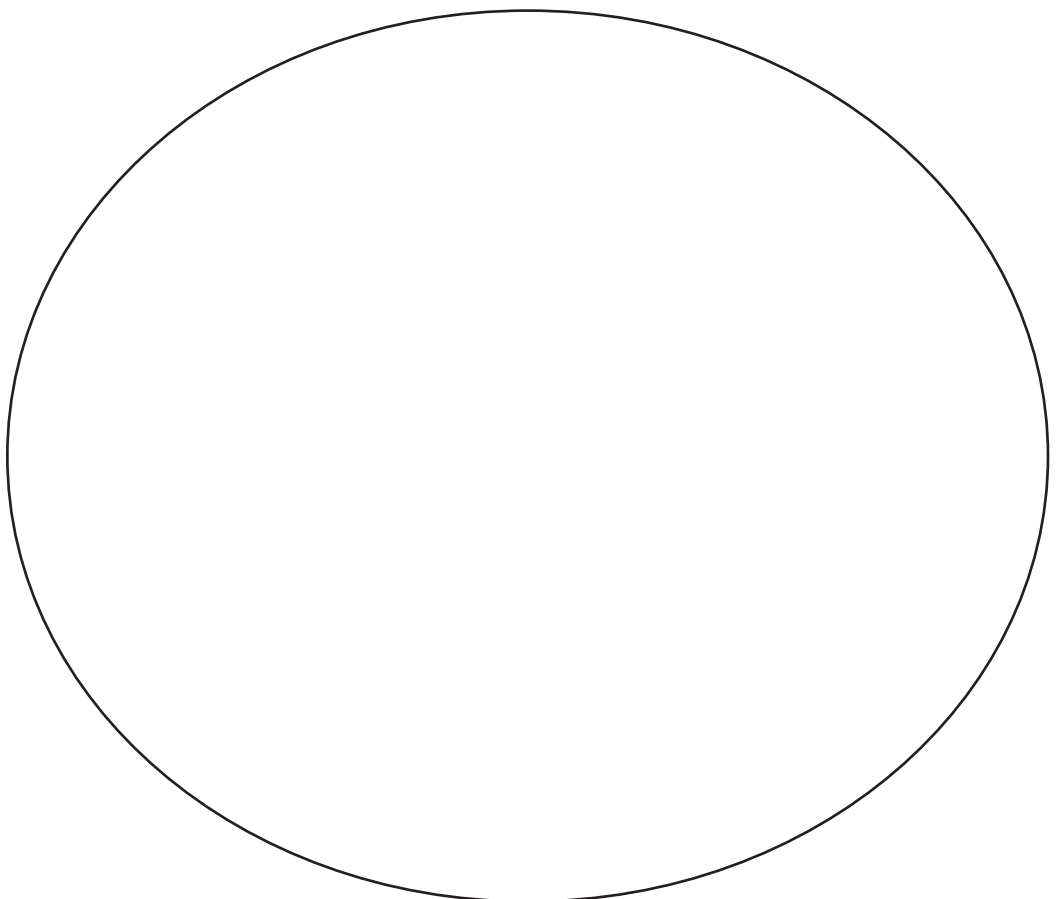
Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Pros



Cons



**Activity**

Writing from the perspective of a refugee, students will write a two-page persuasive writing piece on whether they feel settling in a new country or returning to their homeland would be in their best interest.

Students will use the pros and cons activity as well as knowledge obtained from previous lessons in the unit to help guide their response. Students will also use one of the books from the *Leaving My Homeland: After the Journey* series to support their answers.

Establish success criteria as a class:

- There is a clear and concise argument
- There is an introduction
- There are two or three reasons that strengthens their argument
- There is a conclusion (statement or section)
- There are linking words (i.e. because, for example, etc.)
- Uses one of the books in the *Leaving My Homeland: After the Journey* series to support opinion

Students should be provided with the rubric so they understand the expectations.

Prior to writing, students will complete *Triple Stuffed Oreo Persuasive Writing Worksheet*.

Upon completion, each student will have a 5-minute conference with the teacher to discuss their point-of-view as well as their examples and reasons. After teacher approval, students may write their paper.

**Extensions**

- ▶ Students will develop and strengthen writing by planning, revising, and editing their work with the guidance and support from a peer. Students will make the needed revisions prior to handing in the final draft.
- ▶ Students will partner up with a peer who chose an opposite stance to theirs. Students will read their partner's paper and write a reflective paragraph explaining whether their partner's argument altered their stance or not.

**Wrap-Up**

Students will hand in their persuasive writing piece as well as their *Triple Stuffed Oreo Persuasive Writing Worksheet*.

**Assessment**

During the 5-minute conference, the teacher should take notes on each student's progress and understanding of the material. Assess *Triple Stuffed Oreo Persuasive Writing Worksheet* for completion and use *Coming or Going Rubric* to assess final persuasive writing piece.

*Triple-Stuffed Oreo Persuasive Writing Worksheet*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write your arguement

**Reason 1:** Write a statement that supports your argument

**Reason 2:** Write a statement that supports your argument

**Reason 3:** Write a statement that supports your argument

Restate your arguement

*Teacher's Notes*

**Coming or Going Rubric**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Opinion	Essay does not have a definitive opinion and there is a lack of focus in writing.	Essay has an opinion but it is difficult to follow at times. Focus is not consistent.	Opinion is stated and consistent throughout.	Essay has a clear and concise opinion and focus is demonstrated throughout.
Reasons/ Examples	Essay does not have any reasons or examples that support argument.	Essay has one reason to support argument. Example does not offer enough information.	Essay has two reasons to support argument. Examples offer sufficient detail.	Essay has more than two reasons to support argument. Examples have been explained thoroughly.
Linking Words	There are no linking words used throughout the essay.	There are some linking words but they are used incorrectly.	There are many linking words. Most linking words are used appropriately and add to the flow of the paper.	There are a lot of linking words. Linking words make sense and help to strengthen their argument.
Conclusion	There is no conclusion that is visible to the reader.	Conclusion exists but it does not restate claims or summarize argument.	Conclusion restates claims. Summarization of arguments could be more specific.	Conclusion clearly summarizes supporting examples and restates the author's opinion.
Conventions/ Grammar	Essay has 6 or more grammatical and/or spelling mistakes.	Essay has 4-5 grammatical and/or spelling mistakes.	Essay has 1-3 grammatical and/or spelling mistakes.	Essay does not have any grammatical or spelling mistakes.

# LESSON 8

## A Call to Action

### Curriculum Correlations

#### Ontario Social Studies

Grade 6 B. People and Environments: Canada's Interactions with the Global Community, B2; B2.2, B2.4

#### Common Core English Language Arts

##### Writing

CCSS.ELA-LITERACY.W.3.7  
CCSS.ELA-LITERACY.W.3.8  
CCSS.ELA-LITERACY.W.4.7  
CCSS.ELA-LITERACY.W.4.8  
CCSS.ELA-LITERACY.W.5.7  
CCSS.ELA-LITERACY.W.5.8  
CCSS.ELA-LITERACY.W.6.8

##### Speaking and Listening

CCSS.ELA-LITERACY.SL.3.4  
CCSS.ELA-LITERACY.SL.3.6  
CCSS.ELA-LITERACY.SL.4.4  
CCSS.ELA-LITERACY.SL.5.4  
CCSS.ELA-LITERACY.SL.6.4

### Materials

- *Leaving My Homeland (After the Journey)* series
- “Spot the Refugee poster” (web source)
- Stickers
- White board or Chalkboard
- White board Makers or Chalk
- Markers, Pens, or Pencils
- Journals/Notebooks
- Construction Paper
- Glue
- Scissors
- Bristol Board
- Computers (Research)
- *A Call to Action Exit Card*
- *Information Session Group Checklist*

### Setting the Stage

Display “Spot the Refugee” poster (<https://bit.ly/2LESSEV>) with the text below the poster covered.

Students will identify who they believe to be the refugee by placing a small circular dot sticker on the LEGO figure.

After all students have placed their stickers, lead a brief discussion inquiring why students selected the LEGO figure they did. Teachers may use the following prompting questions:

- What was it about the LEGO character that made you believe they were the refugee?
- Are there certain characteristics about the LEGO pieces that make them more likely to be recognizable as refugees?
- Do you think that the LEGO pieces are accurate representations of the ethnicities they are trying to portray?
- Was there anything you found particularly difficult about this activity? Why?

Following the discussion, the teacher may display or read aloud the text located below the poster. Have a discussion with the class focusing on the idea that refugees are just like us, except for the fact that they may not have access to the tools they need to succeed in a new setting.

In their journals, students will write a response to the following question

- What did you take away from the text on the poster?

### Objectives

Students will:

- Understand that refugees are not unlike themselves, but may lack the tools required to succeed in a new setting.
- Gather and display information on refugees as a means of enlightening members of their community about refugee experiences.

### Activity

\* This activity may be used as a cumulative project\*

Begin the activity by posing the question:

- What do you think our responsibility is as a community to make sure refugees' voices are heard?"

Write down student responses on the white board.

Students will participate in an **Information Session**. In groups of 4-5, students will create a booth that informs fellow students about refugees. Students will set their booths up in a designated area of the school (such as the classroom, gym, hallway, etc.) and discuss their projects with school members.

Using information learned throughout the unit, the *Leaving My Homeland* and *Leaving my Homeland: After the Journey* series, and their own research, students will highlight challenges refugees face as they attempt to rebuild their lives in a new setting and what their community can do to assist in the re-settlement process.

Success criteria should be discussed as a class and provided to them as a handout:

- Include a “myths and facts” section to address common misconceptions about refugees.
- Create a pamphlet or handout that they may provide individuals who visit their booth.
- Highlight different ways their community can assist refugees as they transition to a new setting.
- List ways that refugees contribute and enrich their communities.
- Explain some of the hardships that refugees face if they are not accepted legally into a new country such as Canada or the United States.
- Include some statistics on refugees in the form of a chart, table, or pie graph.
- Must have at least 3 sources (one of them being a text from the LMH *After the Journey* series)

\* The Information Session may take one period or be set up across an entire day – teacher discretion is required \*

Students will attend one other group's Information Session and complete the *Information Session Group Checklist*.

### Extensions

- ▶ Students can individually create their own brochures or pamphlets that highlight the information they learned.
- ▶ Students may create a PowerPoint presentation and include it during their Information Session.

### Wrap-Up

Following the information session, the class will participate in a group discussion about how receptive they felt the students and members of the school were about the information they were receiving.

Teachers may use the following questions:

- Do you think that individuals who visited your booths were surprised about the information they were receiving? How so?
- What were some of the reactions people had when being presented with the information?
- Do you think your projects helped inform members of this school about refugees?
- Do you think your booths changed some opinions that individuals originally had about who refugees were?

Students will complete *A Call to Action Exit Card*.




### Assessment

Teacher will take observational notes of students during their Information Session. *A Call to Action Exit Card* will be assessed for overall understanding of the material. Teacher can also use *Information Session Group Checklists* to evaluate groups' Information Sessions.

**Information Session Group Checklist**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Group Members being Evaluated:** \_\_\_\_\_

			
1. Each of the group members appear to be knowledgeable on the topic.			
2. Group has included a "Myths and Facts" section.			
3. Pamphlet or handout is informative and eye-catching. It summarizes the key details presented in their information session.			
4. Statistics have been included in the form of a chart, table, or pie graph.			
5. Group explains how refugees can be valuable members of the community.			
6. Booth is eye-catching and information is displayed in an organized and presentable fashion.			
Overall impression of group's Information Session			

**A Call to Action Exit Card**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. What were you most proud about your Information Session?
2. What will you do to help refugees now that you have a better understanding about the challenges they face?
3. Do you think there is a different way, outside of an Information Session, to inform people about refugees?
4. Is there anything you would have liked to have done differently during this activity?