

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 Leaving My Homeland Teacher's Guide is comprised of inquiry-based lessons that develop the critical-thinking skill students need to understand source material and encourage thinking about the global responsibility to help refugees.

The lessons in this guide are aimed at grades 3 to 6, and are focused on stimulating students' curiosity and critical thinking. Aligning with the curriculum expectations, the guide offers opportunities for students to explore several concepts connected to citizenship and to reevaluate 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.

Although each lesson includes a research component, the lessons follow a sequential order that works to scaffold student understanding. Given the time that is required for each lesson, teachers may use each as a stand-alone. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in *Leaving My Homeland* 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

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Life as a Refugee	2 class period*	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
National 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	rights NGO (Non-Government Organization) IGO (Intergovernmental Organization) mission vision value Refugees International Doctors Without Borders UNHCR Save the Children UNICEF Red Cross IRC (International Rescue Committee) Free the Children
My Refugee Story	3 class periods	exposition narrative resolution

* 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

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
- Whiteboard or Chalkboard
- Whiteboard 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?

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.

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.

Assessment

K-W-L Chart will be assessed for understanding of student learning. 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

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

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

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

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

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

Name: _____

K-W-L Chart

Date: _____

**WHAT DO I
KNOW?**

**WHAT DO I
WONDER?**

**WHAT DID I
LEARN?**

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

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”.

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.

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.

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
Topic / Purpose of Infographic	It is difficult to understand what the topic at hand 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
Criteria	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
Design	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
Conventions / Grammar	Letter has three or more errors in grammar, punctuation, spelling, and word choice making it difficult to concentrate on the letter at hand	Letter has two or more errors in grammar, punctuation, spelling, and word choice and they are noticeable enough to 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 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

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)*
- Whiteboard or Chalkboard
- Whiteboard 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. travelling 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 whiteboard.

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/21OqvrB>

- 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 travelling 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.

Rayhana Ranking Cards

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**

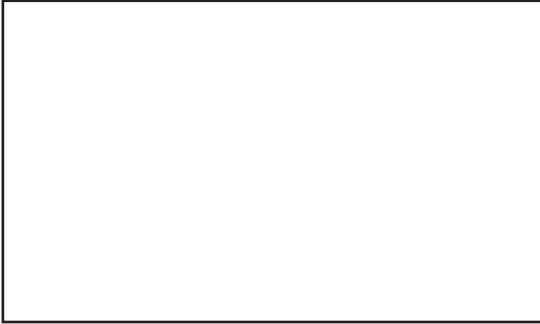
Shelter
Makeshift tents with little
protection from the
elements

Rayhana Ranking Activity Sheet

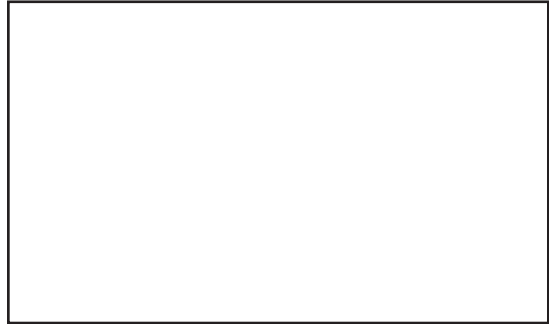
Rank the cards in order from **most critical issue** to **least critical** issue. Glue the cards in the spaces below.

Group Member Names: _____, _____, _____

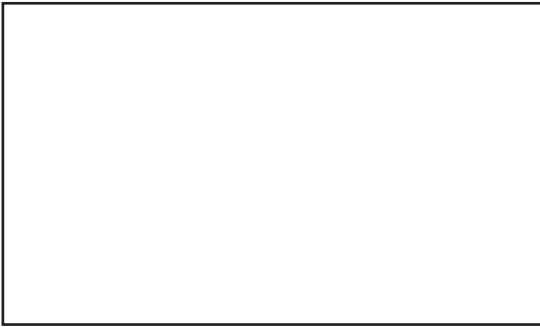
1.



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?

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

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

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

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)
- Whiteboard or Chalkboard
- Whiteboard 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*

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 whiteboard:

- 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.

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.

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.

Dear _____,

My name is _____ and I am a student at _____.

Recently we have been learning about _____

Your Friend,

Letter to President/Prime Minister Rubric

Name: _____

	Level 1	Level 2	Level 3	Level 4
Organization/ Structure	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
Content	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 Canada's role in refugee relief efforts	Opinion is clearly stated and the intent of the letter is known. Letter demonstrates a thorough understanding of Canada's role in refugee relief efforts
Reasoning/ Support	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 an 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
Conventions / Grammar	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

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
- Whiteboard or Chalkboard
- Whiteboard Markers or Chalk
- Anchor Chart
- Markers, Pens, or Pencils
- Devices with Internet access
- *Group Self Evaluation Checklist*
- *Exit Ticket*

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.

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.

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 PowerPoint 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

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

Extensions

- ▶ 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

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				
Contributed an equal amount of work on the presentation				
Presentaion				
Completed high-quality work				
Had a positive attitude				

What were your group's strengths?

What could your group improve on?

Overall, how would you rate your presentation from 5 to 1? Why?

Name: _____ Date: _____

1, 2, 3 Out the Door! Exit Ticket

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

Name two things you learned from the presentations:

Why are IGOs and NGOs important?

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 English Language Arts

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*

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.

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.

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
- ▶ 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: _____

Criteria	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: _____
