

## Yale 2017 PIER Summer Institute: Human Rights: Recognition, Research, and Response

### Title of Lesson: Refugees in Time of War

Author(s): Valerie Haskins

School: Haskins Home School

Subject Area(s): Social Studies/ Language Arts

Grade Level(s): 5-12

Time Allotment: 2-3 45 minute classes

**Lesson Description:** *Include- why is this important for students to know?*

This lesson presents the real dilemmas that refugees face as they flee a crisis such as war, persecution, national disasters, poverty and environmental disasters.

**Learning Context:** *How does this lesson/unit fit within the context of the the larger unit or other units?*

*This lesson can connect to compelling facets of lessons. Some examples are factors that led millions of immigrants to come to America, human rights, genocide studies, totalitarianism, or reading literature such as "1984" and the connection in history to the lack of the world's response to the refugees before the holocaust.*

**Compelling Question(s):** *What question(s) will guide student inquiry during the lesson/unit?*

*What is it like to flee a crisis situation? What items would you take if you had to suddenly flee for your life?*

**Content Standards:** *What standards are addressed through the teaching of this lesson/unit?*

*Read closely to determine what the case studies say explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

**Lesson Objectives/Learning Intentions:**

*Students will demonstrate an understanding of what decision making goes into a refugee*

*packing a bag to flee a crisis.*

### Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Refugee war/Harb peace/Salaam Syria	Using the Freyer model Define, examples, non-examples and characteristics. This process will be used for all vocabulary words. <a href="http://www.weimarisd.org/users/0032/docs/Vertical%20Freyer%20Model.pdf">http://www.weimarisd.org/users/0032/docs/Vertical%20Freyer%20Model.pdf</a>  war/harb/حرب peace/salaam/سلام Syria  As an extension the words in arabic script war and peace can be used in an art project.

**Supporting Questions:** *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question 1	Supporting Question 2	Supporting Question 3
<i>After reading and looking at the case studies, what connection do students have to the refugees?</i>	<i>After reading and listening to the story “My Name is Farah” what do students think they would put in a bag if they had to flee a crisis.</i>	<i>What impact does being a refugee have on Farah? On other refugees? Does the global community have a responsibility to do something for refugees?</i>
Formative	Formative Assessment	Formative Assessment
Gallery walk: Print the photos from the site mounting on a larger piece of paper with the items listed for that case study. Place markers next to photos. Have students react	Students will make a decision on “What’s in my Bag” by listing and taking a picture or drawing the items. Students will make a gallery walk of their own items.	Write on an index card 3 things that have impacted Farah as a refugee 2 things about other refugees 1 yes or no Does the global community

<p>to these questions. What do you see? How do you feel? After students have shared their reactions engage students in a discussion. Ask students to share their thoughts or feelings. What stories do the photos and items tell that words do not capture.</p> <p>What benefit is it to look and analyze what a refugee takes when they flee?</p>	<p>Students will explain why and what they put in their bag. Students may verbalize or write it as a caption.</p>	<p>have a responsibility to do something for refugees?</p>
<p><b>Materials/Resources</b></p> <p><b>Gallery Walk</b></p>	<p><b>Materials/Resources</b></p> <p><b>Story</b></p>	<p><b>Materials/Resources</b></p> <p><b>Index cards</b></p>

<https://medium.com/uprooted/what-s-in-my-bag-758d435f6e62>

Teachers will take these case studies and laminate, make a gallery walk.  
a Mother,. a child.a teenager,  
a pharmacist and a family.

<https://qz.com/496220/photos-what-syrian-refugees-carry-in-their-bags-as-they-leave-their-lives-behind/>

https://  
drive.  
google.  
com/file/d/0B  
\_qR\_4  
eWAv  
N2VGs  
3eTJjN

TVnVjA  
/view?  
usp=sh  
aring

#### Summative Assessment/Performance Task:

*Students in groups of 3-4 will write a short performance using two or more characters in the story, Father, Mother, Farah, Jamal and Lela. Students are to give a 5-10 minute presentation to depict the resilience of Syrian Refugees. They are to tell the story as if it were a conversation any part of the story they can embellish, using dialogue, dance and/or music to tell the story. The play will be performed by the group members.*

*For more research about the plays by Syrian refugees:*

<http://www.americantheatre.org/2016/04/27/from-loss-to-laughter-syrian-refugees-write-plays/>

*The link below gives help with starting a play for students.*

<https://www.theatrefolk.com/about>

#### Lesson Activities:

*Freyer model, gallery walk, story "My Name is Farah", discussion, 3:2:1, performance, writing*

*The link to "My Name is Farah" is below*

[https://drive.google.com/file/d/0B\\_qR\\_4eWAvN2VGs3eTJjNTVnVjA/view?usp=sharing](https://drive.google.com/file/d/0B_qR_4eWAvN2VGs3eTJjNTVnVjA/view?usp=sharing)

