

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

Title of Lesson: Refugee Stories

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Schools: Civic Center Secondary & Downtown Continuation High School

Subject Area(s): Literacy, History, Social Justice, Student Service Learning

Grade Level(s): 7-12

Lesson Description

- Provide a historical & cultural framework for learning about & discussing refugees today
- Research human rights issues from books & historical/current events
- Share learning with peers

Learning Context

Students have a wide range of academic challenges. Classes enjoy going to a neighboring elementary school to read to younger students. Students grades 7-12 will work in class & in the library. Most students are unfamiliar with primary sources & academic research. Some of the students have recently arrived to the US. Lessons will build on student interest & give students many opportunities to make choices & share learning. Students may work individually, with partners or in small groups, depending on academic &/or emotional needs.

Compelling Questions *What is a refugee? How does the current refugee crisis impact our lives in San Francisco?*

Content Standards *Literacy: Reading, writing, listening & speaking; Information literacy: research using variety of materials including primary sources, interviews & media*

Learning Objectives/Learning Intentions

1. Students will read, discuss & share books about refugees (including picture books like How I Learned Geography, Four Feet, Two Sandals & historic memoirs & diaries like Children of Willesten Lane)
2. Students will select a human rights issue from the books & research historic & contemporary impact.
3. Students (individually, partners, small group) will write a mini book focusing on social justice actions for this issue
4. Students will share work with read aloud & exhibit
5. Students will respond to peer questions & reflect on their work

Lesson vocabulary-Content

Refugee (historic & current)

Human rights

Student generated vocabulary around these topics

Lesson vocabulary-Skill/Process

Primary sources

Oral/interviews

Copyright

Annotations

Read aloud

Supporting Questions: After reading, students will share a short book talk with peers. Students will develop question(s) to ask peers.

Formative Assessment n.a.

Materials/resources

Library books about refugees: picture books, fiction & non fiction, graphic books (historical & current stories)

Booktalk template

Online LOC, DPLA, Calisphere primary sources on refugees & human rights

NARA document analysis sheets

Recycled paper for notes & mini books

Summative Assessment/Performance Task

1. *Read aloud & share work with peers*
2. *Respond to peer questions*
3. *Reflection 3-2-1*

Lesson Activities

1. Students will be introduced to activities with a short booktalk. They will choose a book to read & create a short booktalk. They will booktalk with class.
2. Each student will include 1 or 2 questions for the class about the refugee/human rights issues in their book. These issues will be collected & posted on large chart for future use.
3. Students will examine a primary source & work on a document analysis sheet. (Photos, maps, posters, written document, cartoon, artifact). They will share & display this work.
4. Students will select a human rights issue from the class chart & research historic & contemporary impact.

5. Students will compile notes/information in a mini book (1 page paper folded to make 6 page book) Cover: title & author, inside pages: human rights/refugee issue: who, what, when, where, why & how; back cover "About the Author".
6. Students will share these mini books with peers & younger reading buddies. They may exhibit the books in the library. Students will be invited to make positive comments about peer work.
7. Students will complete 3-2-1 reflection (3 things I learned, 2 things I can share, 1 thing I want to learn more about)
8. Extension: depending on individual interest we will research local resources (programs, institutions, speakers) available for students to connect with. (This school is 1 block from where on April 25, 1945 UN delegates drew up the 111-article Charter, in the San Francisco Opera House. The next day, they signed it in the Herbst Theatre auditorium of the Veterans War Memorial Building! MoAD has resources about Africa, Jewish Family & Children's Services has distributed diary & memoir titles)

Ideas for Booktalk

1. Include author, title, publisher, copyright date
2. This is a commercial for the book so make it short & interesting
3. Favorite part, character, setting
4. Most surprising part, character, setting
5. Favorite quote
6. Add a prop (could be a map)