

# Refugee

## 1. Question

*Refugee* by Alan Gratz is a historical novel about three different young people who live in different eras: a boy in 1930s Nazi Germany, a girl from Cuba in 1994, and a boy from Syria in 2015.

All three young people will go on harrowing journeys as they become [refugees](#). All will face unimaginable dangers—from drownings to bombings to betrayals. However, for each character, there is always the hope of *tomorrow*. Also, although Josef, Isabel, and Mahmoud are separated by continents and decades, ultimately, surprising connections will tie their stories together.

One factor tying all three stories together is the fact that all three characters are refugees.

**Click the image to the right to watch a video from the United Nations Children's Fund, UNICEF, for an introduction to what it might mean to be a refugee.**



Image Source: UNICEF

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**How do the experiences of refugees transcend time and place?**

## 2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

When required, see your teacher/librarian for login information

### 1930s Germany

[German Jewish Refugees, 1933-1939](#) from the U.S. Holocaust Memorial Museum

[1933: Hitler Comes to Power](#) World Book

[Beginning of Nazi Persecution](#) From World Book

[The Holocaust: An Historical Summary](#) from the U.S. Holocaust Memorial Museum

### 1990s Cuba

[10 Facts About Cuban Refugees](#) from The Borgen Project

[20 Years After the 1994 Cuban Raft Exodus](#) from The Atlantic

[The Cuban Rafter Phenomenon](#) from the University of Miami Cuban Heritage Collection

[Cuban Rafter Crisis](#) from Miami Herald

### Modern Day Syria

[Syrian Refugee Crisis](#) from Worldvision.org

[Syrian Refugee Crisis: All Your Questions Answered](#) from Aljazeera

[Syria Emergency](#) from United Nations Refugee Agency

[Finding Home](#) from Time Magazine



Syrian refugees in a Turkish camp

Image Source: Wikimedia

### 3. Student Activity

Your task will be to work with a team of 3-4 classmates to research one of the refugee groups. First, you will individually take [notes](#) on your chosen refugee group and share with your team. Then, your team will use the shared information to create a presentation about your research topic. This will be used by the rest of your classmates to complete the remaining columns on the note sheet.



Syrian refugees.

Image Source: Human Rights Watch

## 4. Assessment Activity

### How do the experiences of refugees transcend time and place?

Your group will present information on the refugee group you researched to the entire class. As other groups present, you will complete the rest of your [notes sheet](#).

You will then use your notes sheet to complete a printed [Venn Diagram](#), or an [online version](#), to compare the experiences from the other refugee groups. You will synthesize the information you have learned about refugees from different times and places.

Finally, compose an answer to the Inquiry Question. Support your answer with evidence from your own research and your Venn Diagram notes.

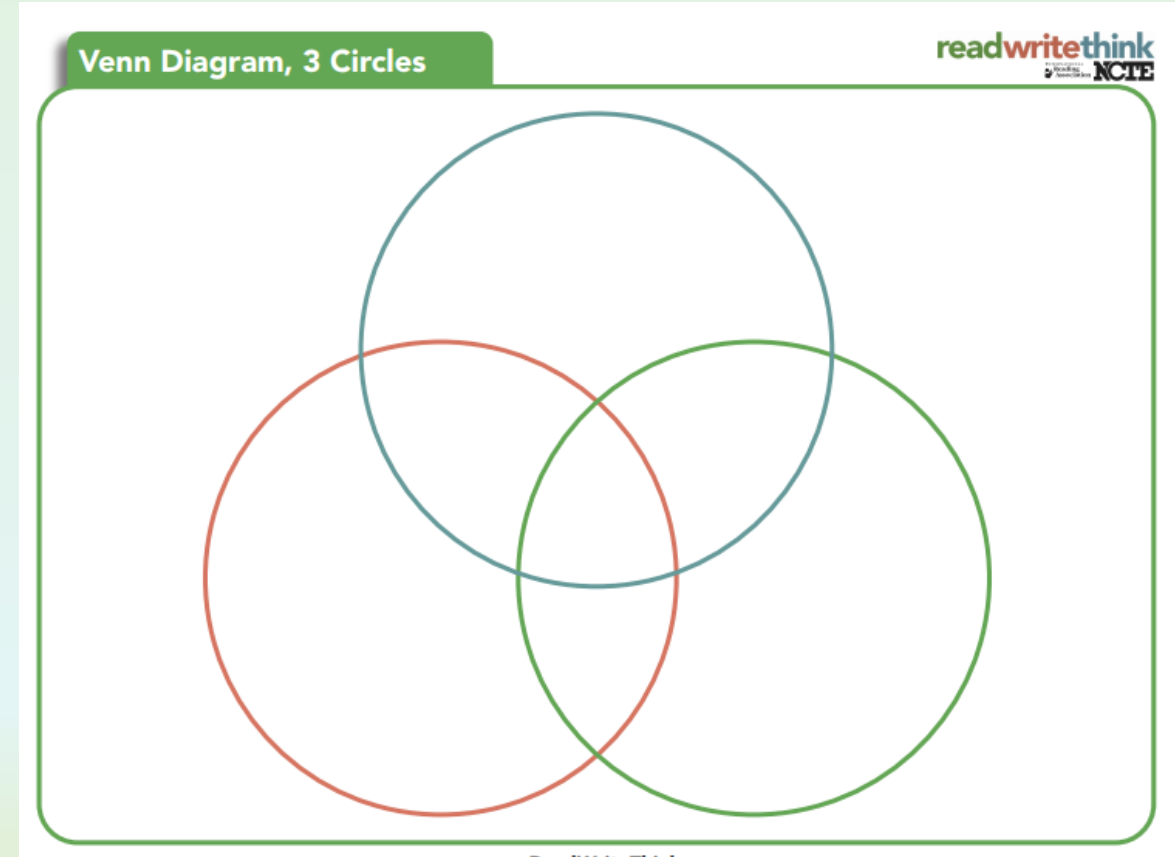


Image Source: Read Write Think

# 5. Enrichment Activities

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Image Source: Pixabay

View the infographics about the latest statistics on refugees in modern Europe or other continents, including refugees from Syria, from [UNICEF](#).

Look over the 1930's Germany or 1990's Cuba information sources on slide 2. Make a similar information graphic of your choice based on details from one of those sources that helps us answer our inquiry question.

You may make your product on paper, or with a digital tool of your choice. Follow this [rubric](#) as you make your infographic.

# 6. Teacher Resources

## Learning Standards Alignment

### Content Learning Standards

#### Common Core State Standards for English Language Arts & Literacy

**Reading: 1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

#### **P21 Framework: 21<sup>st</sup> Century Student Outcomes**

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

### SLIDE NAVIGATION

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**Objective:** Students will be conduct brief, focused research in order to determine how the experiences of refugees transcend time and place.

**Time Frame:** Two 45-minute or one 90-minute lessons.

### Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)