

Empowering Refugee Students



A RESOURCE GUIDE FOR EDUCATORS

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Using This Resource Guide

NOTE: Many of these descriptions were excerpted directly from the source website



Recommended Resource



Visual Media



Lesson Plan



Audio



English/Language Arts



Charts and Graphs



Fast Fact/Did You Know?



Articles



Find this packet and more at
world-affairs.org/program/global-classroom

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Lesson Objectives

1. Students will be able to identify and explain the causes of the rise in refugee populations around the world.
2. Students will be able to identify the rights of refugees and analyze these protections under international law.
Students will be able to identify and analyze the experiences and challenges faced by refugees locally, nationally, and globally.
3. Students will be able to identify and describe the role of local, national, and international organizations supporting refugee populations.
4. Students will be able to identify and evaluate opportunities for "taking action" in support of refugees locally and globally.
5. Students will be able to assess the policies developed by nations to address refugee resettlement (including the challenges nations face) and propose possible alternatives.
6. Students will be able to develop the knowledge and skills to analyze refugee issues from multiple perspectives.



A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled ***Educating for Global Competence: Preparing Our Youth to Engage the World*** (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.



WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

C₃ Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING ACTION
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> • Civics • Economics • Geography • History 	<ul style="list-style-type: none"> • Gathering and Evaluating Sources • Developing Claims and Using Evidence 	<ul style="list-style-type: none"> • Communicating and Critiquing Conclusions • Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

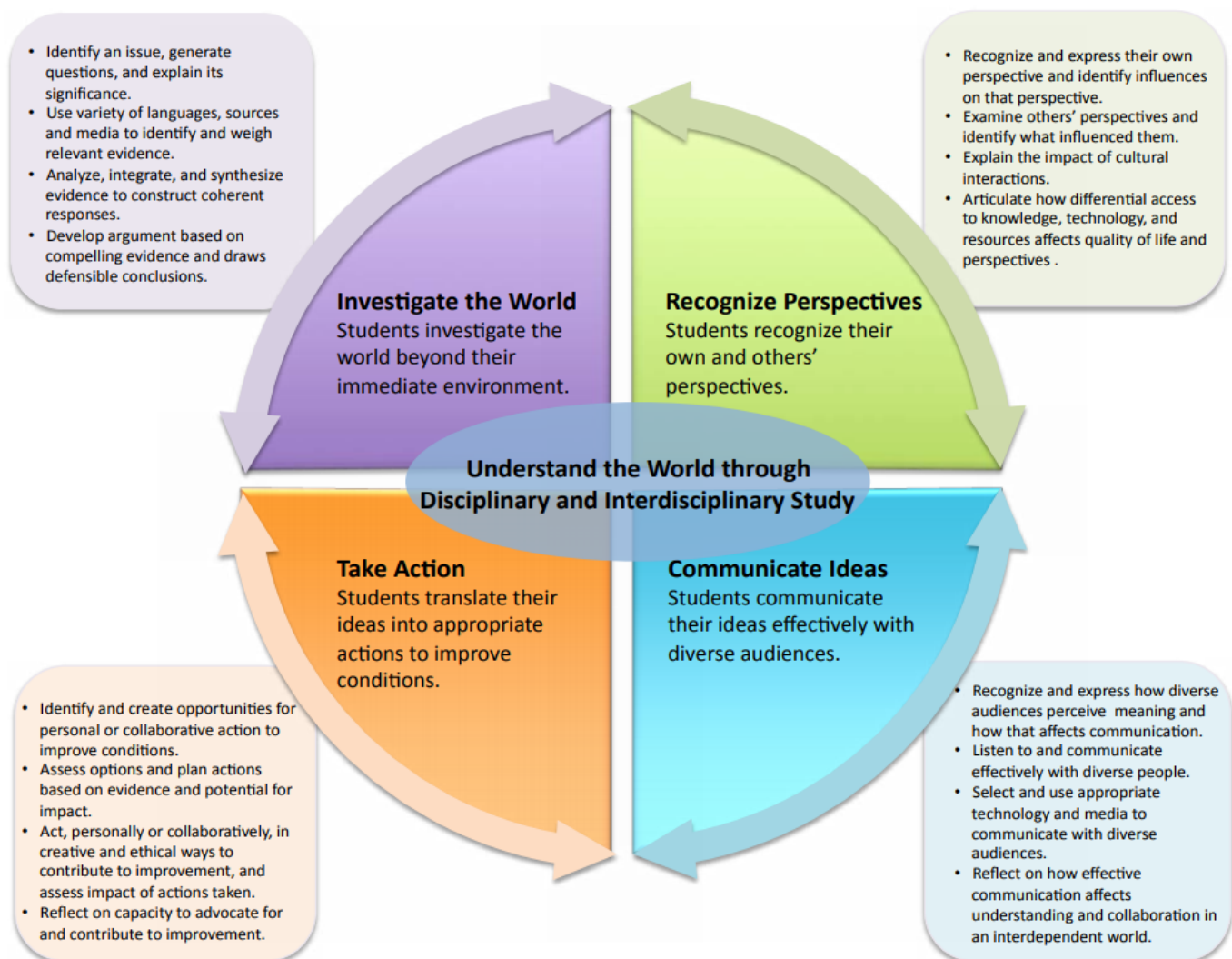
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Key Terms

Asylum: The protection granted by a nation to someone who has left their native country as a political refugee.

Asylum seeker: A person who has left their home country as a political refugee and is seeking asylum in another.

Globalization: The process by which businesses or other organizations develop international influence or start operating on an international scale.

Human Migration: The movement of people from one place to another with the intentions of settling permanently or temporarily at the new location.

IDP: Internally displaced person, someone who is forced to flee his or her home but who remains within his or her country's borders.

Migrant: A person who moves from one place to another, especially in order to find work or better living conditions.

Nationalism: Identification with one's own nation and support for its interests, especially to the exclusion or detriment of the interests of other nations.

Populism: A political approach that strives to appeal to ordinary people who feel that their concerns are disregarded by established elite groups.

Refugee: A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Resettlement: Resettlement allows refugees to reside long-term or permanently in a state out with their home-state.

UNHCR: The United Nations High Commissioner for Refugee, a UN agency with the mandate to protect refugees, forcibly displaced communities and stateless people.

A Note on Articles and Paywalls

Some of the resources found within this packet require a subscription or other payment in order to be viewed. If you do not have free access to these resources through your home institution, you may be able to access them through the University of Washington's borrowing program for educators. To find out how to utilize this program, please follow the link below:

<http://www.lib.washington.edu/services/borrow/card/eligible>

What Is A Refugee And What Are Their Rights?



What is a Refugee?

<https://www.unrefugees.org/refugee-facts/what-is-a-refugee/>

A very helpful webpage from the UNHCR which establishes the difference between refugees, internally displaced people, and asylum seekers, alongside a number of facts relating to each definition.



What is a Refugee?

<https://www.savethechildren.org/us/what-we-do/emergency-response/refugee-children-crisis/what-is-refugee>

A short video and extensive article from Save the Children which considers the meaning of the term 'refugee' and considers how refugee children are affected by their status. Article is also accompanied by a number of informative infographics which clarify how being a refugee can negatively impact a child's life and development.



What is the Difference Between a Migrant and a Refugee?

https://www.youtube.com/watch?v=3e08v5GN_s

A short animated video which considers how migrants and refugees differ and how international law differs for each.



What Does it Mean to be a Refugee? - Benedetta Berti and Evelien Borgman

<https://www.youtube.com/watch?v=25bwiSikRsl>

A very thoughtful TED-Ed video which discusses not only what constitutes a refugee but the also the history of the UNHCR and the challenges refugees face as they try to find shelter.



The World's 5 Biggest Refugee Crises

<https://www.mercycorps.org/articles/worlds-5-biggest-refugee-crises>

This introduction to the 5 biggest refugee crises helps to show that the people involved in these crises are more than just statistics, and provides a starting point to discussing refugee issues in more depth.



Protecting Refugees: Questions and Answers

<https://www.unhcr.org/en-us/publications/brochures/3b779dfe2/protecting-refugees-questions-answers.html>

Consideration of refugee status and the rights under international law that refugees have vis-à-vis displaced persons or migrants.



JustNow– The UN Refugee Convention of 1951

https://www.youtube.com/watch?v=i5fnRd2_gB4

This short video details the history and development of international law relating to refugees since World War I.



Lesson Plans

Teaching about Refugees: Discussion Questions

<https://www.unhcr.org/59d231bf4>

A lesson plan provided by the UNHCR to stimulate discussion and debate amongst students regarding refugees and asylum-seekers.

Teaching about Refugees

<https://www.unhcr.org/en-us/teaching-about-refugees.html>

This website provides teaching materials and lesson plans for students of all ages relating to refugees and displaced peoples.



Key Facts About the World's Refugees

<https://www.pewresearch.org/fact-tank/2016/10/05/key-facts-about-the-worlds-refugees/>

An article from 2016 which addresses 10 key facts about the world's refugees, including those entering Europe and the United States. Includes many useful charts and maps to help readers visualize the information.

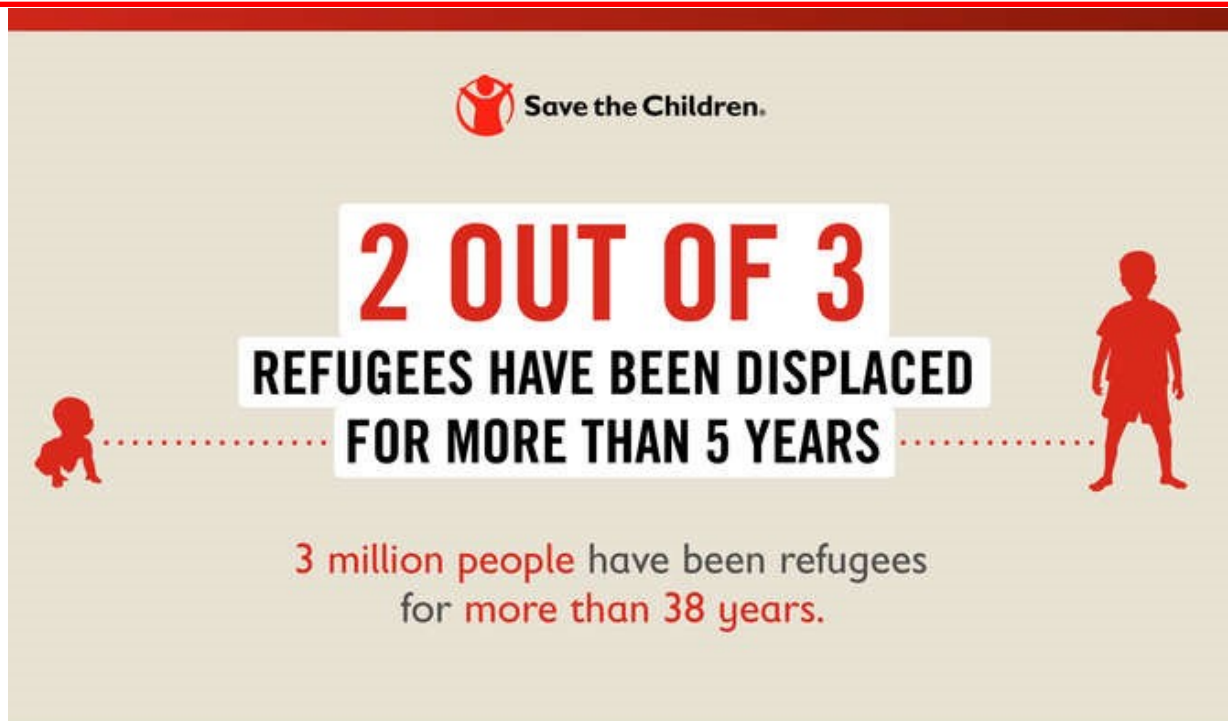


Lesson Plan

Seeking Asylum: Women and Children Migrating Across Borders

<https://pulitzercenter.org/builder/lesson/seeking-asylum-women-and-children-migrating-across-borders-20487>

Lesson plan which seeks to confront prejudices associated with refugees and educate students about women and children who leave their homes for new countries.



THERE ARE 25.4 MILLION REFUGEES WORLDWIDE

That's nearly 3x
the population of
New York City.



52% of all refugees
are children.

<https://www.savethechildren.org/us/what-we-do/emergency-response/refugee-children-crisis/what-is-refugee>

Refugees in Washington State



Where Seattle's Refugees Come From and Other Things you Should Know

<http://archive.kuow.org/post/where-seattles-refugees-come-and-other-things-you-should-know>

An article from KUOW about refugees in Washington, where they are from and where they are settled within the state.



Washington Among Top 10 States for Refugees

<https://crosscut.com/2016/04/refugees-united-nations-immigration-kelly-clements>

An interview with Kelly Clements, Deputy High Commissioner for Refugees for the United Nations Refugee Agency in 2016, about Seattle refugee and immigrant communities.



Report: Fewer Refugees Settling in U.S. and Washington State

<https://www.seattleweekly.com/news/report-fewer-refugees-settling-in-u-s-and-washington-state/>

A report into how the reduction in number of refugees being allowed into the U.S. is impacting the number of refugees settling in Washington State.



Socio-Cultural Facts about Seattle's Immigrant and Refugee History

<https://www.asanet.org/news-events/footnotes/jul-aug-2016/features/socio-cultural-facts-about-seattles-immigrant-and-refugee-history>

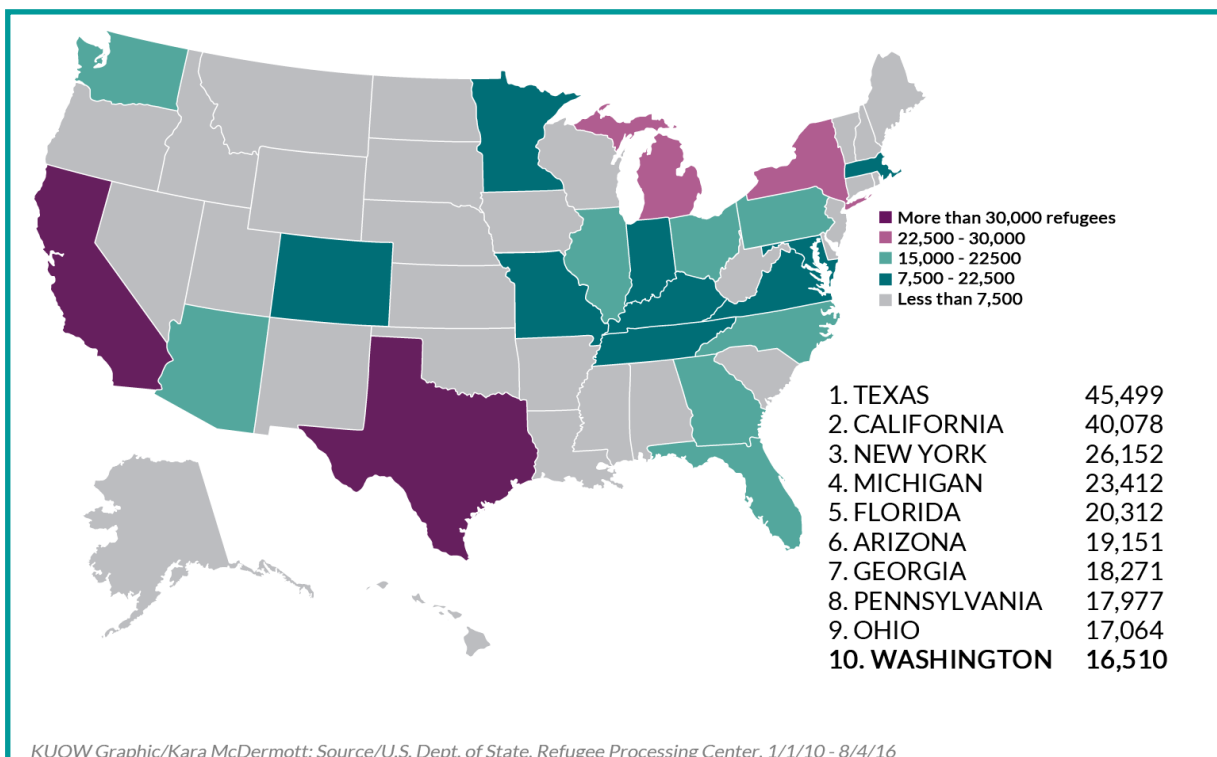
An interesting personal account from a Vietnamese refugee who arrived in 1983, along with a series of facts relating to the immigrant experience in Seattle.



The Refugee Haven South of Seattle

<https://www.bloomberg.com/features/2016-america-divided/tukwila-refugees/>

An article about the massive refugee population in Tukwila, with lots of photos to highlight their experience.



<http://archive.kuow.org/post/where-seattles-refugees-come-and-other-things-you-should-know>

Local Resources for Refugees



The IRC in Seattle, WA

<https://www.rescue.org/united-states/seattle-wa>

The International Rescue Committee office in Seattle offers this webpage, featuring many useful links of what the IRC provides to refugees in Washington State and how we can help refugees in Seattle.



ReWa: Overview

<https://www.rewa.org/about-rewa/>

An Overview of the Seattle-based nonprofit Refugee Women's Alliance which provides holistic services to help refugee and immigrant woman in the Puget Sound area.



Northwest Immigrant Rights Project

<https://www.nwirp.org/>

The homepage of the Northwest Immigrant Rights Project which works to provide litigation services to immigrants, asylum seekers and refugees in the Pacific Northwest.



History and Mission of Refugees Northwest

<https://refugeesnw.org/>

The webpage for Refugees Northwest, which offers links to the various services it provides, including mental health support and torture treatment.



One America: King County

<https://weareoneamerica.org/what-we-do/issues-and-organizing/king-county/>

The One America webpage which lists its activities in King County and discusses its work in Civic Engagement and Immigration Defense.



Refugee Assimilation

<http://mcrctesttle.org/refugee-assimilation/>

The Muslim Community Resource Centre offers a variety of services to help refugees get assimilated and integrated into the Seattle community.



<https://thedignityvirus.com/2015/09/29/new-human-rights-group-in-seattle-makes-push-for-100000-syrian-refugees-in-the-united-states/>

Refugees and Migration in the E.U.



EU Migration Crisis: What Are the Key Issues?

<https://www.theguardian.com/world/2018/jun/27/eu-migration-crisis-what-are-the-issues>

A quick 2018 summary on the who, what, when, where and why of the migration crisis in Europe.



The UK, the Common European Asylum System, and EU Immigration Law

<https://migrationobservatory.ox.ac.uk/resources/videos/uk-common-european-asylum-system-eu-immigration-law/>

A video of Dr. Cathryn Costello, of the Migration Observatory at the University of Oxford, speaking to Rob McNeil about migration into the EU.



Dozens Drown as Migrant Boat Capsizes Off Tunisia

https://www.bbc.com/news/world-africa-48224793?intlink_from_url=https://www.bbc.com/news/topics/cnx753je2q4t/europe-migrant-crisis&link_location=live-reporting-story

This article captures the tragic realities migrants face when fleeing by boat from their home countries. This shipwreck is one of the deadliest involving migrants since the start of 2019.



Migration Data in Europe

<https://migrationdataportal.org/regional-data-overview/europe>

The Migration Data Portal collects data on migration and disseminates the information in Europe to ensure that migration data are of high quality and comparable across countries.



Behind Them, A Homeland in Ruins: The Youth of Europe's Refugee Crisis

<https://www.mercycorps.org/sites/default/files/The%20Youth%20of%20Europe's%20Refugee%20Crisis.pdf>

A Mercy Corps report into the young refugees fleeing to Europe, and what the EU needs to do to tackle this problem.



Discussion Question: What is the World's Responsibility to Refugees in Europe?

<http://pulitzercenter.org/builder/lesson/reporting-refugee-camps-europe-18146>

Using details from the resources in this packet, have students discuss the question above with their classmates. Consider the following:

Why might some countries resist admitting refugees?

What might be some of the challenges and benefits to opening borders to refugees?

How has an increase in refugees influenced the popularity of populism?



Lesson Plans on Migration

<http://pulitzercenter.org/builder/lesson/reporting-refugee-camps-europe-18146>

Students analyze how a journalist reporting on a refugee camp outside of Greece uses language to achieve different tones in order to create social media campaigns.

<http://pulitzercenter.org/builder/lesson/refugees-and-island-lesbos-17536>

Students analyze several articles about the Greek island of Lesbos, and consider its representation in media.

<http://pulitzercenter.org/builder/lesson/libya-after-liberation-16279>

Students debate what policy Italy should implement with migrants from Libya after their role in overthrowing Gaddafi.



Migration to Europe in Charts

<https://www.bbc.com/news/world-europe-44660699>

Useful analysis of immigration in Europe which uses charts to show global migration patterns, asylum seekers, and those crossing the Mediterranean.



European Union: Events of 2018

<https://www.hrw.org/world-report/2019/country-chapters/european-union>

Detailed report on the migration events in 2018. Listed by European country, the report provides an analysis of the discrimination and intolerance surrounding the issue of migration in certain countries and how the EU reacted.



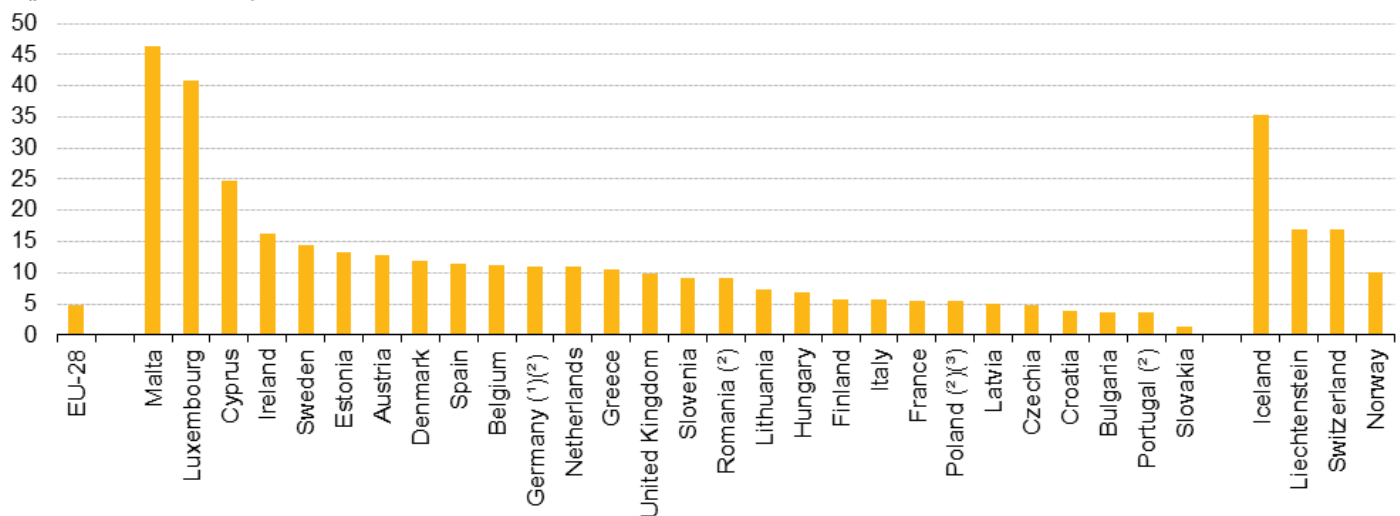
Migration to Europe - Why Now? BBC News

<https://www.youtube.com/watch?v=cScIIA3cpL0>

Youtube clip explaining how the migration crisis started in Syria, and what the push and pull factors are that have led to this surge in population movement.

Immigrants, 2017

(per 1 000 inhabitants)



⁽¹⁾ Break in series.

⁽²⁾ Estimate.

⁽³⁾ Provisional.

https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Immigrants_2017



The Mediterranean and Migration: Postcards from a 'Crisis'

https://www.ecfr.eu/specials/mapping_migration

Website provides extensive information on the reality of demographics involved in the European migration 'crisis' and the perception of Europeans towards the problem.



EU Emergency Trust Fund for Africa

https://ec.europa.eu/trustfundforafrica/index_en

Webpage on the European Union Emergency Trust Fund for stability and addressing root causes of irregular migration and displaced persons in Africa. Explains the activities this trust is implementing across three regions of Africa, as well as their full plan to help prevent migration from Africa to EU countries.



EU External Investment Plan

https://ec.europa.eu/commission/sites/beta-political/files/factsheet_eip_uk_def_web_hdd_may19.pdf

Factsheet from the European Commission on the EIP, which was adopted to boost investment and tackle the root causes of migration mainly in Africa. Included is an explanation of the plan and how it works, along with helpful infographics.



EU Immigration Rules in 90 Seconds - BBC News

<https://www.youtube.com/watch?v=uQgmRkhuMWU>

Short and informative Youtube clip on the EU's immigration rules for migration, including Germany, who suspended the Dublin regulation for Syrians—a system where asylum seekers must make their applications in the first EU country they reach.



The West's Obsession With Border Security is Breeding Instability

<https://foreignpolicy.com/2019/11/16/border-security-european-union-instability-illegal-immigration/>

A consideration of the European, and American, obsession with border security, and the impact that the outsourcing of migration controls is having on the politics of liberal democracies.



Europe Situation

<https://www.unhcr.org/en-us/europe-emergency.html>

The UN Refugee Agency consideration of the European situation, including information on what the UN is doing and images of integration.

Where Refugees Seek Asylum in Europe

Number of asylum applications lodged in 2015 (January through August unless noted otherwise)



@StatistaCharts

* January through July
Source: UNHCR

THE HUFFINGTON POST

statista
HuffPost UK



Lesson Plan: Migration—European Union Case Study

<https://www.ucis.pitt.edu/esc/system/files/images/KDaitoku%20-%20Migration%20Lesson%20Plan.pdf>

This teacher unit planning template uses the current European Union migration crisis as a case study to understand human migration. Students will be able to discuss specific examples of how the decision to migrate is made, as well as varying barriers to migration. This is a complete lesson plan with learning activities that span five days and have a lesson introduction, body, and closing. A resource and material list is provided, as well as objectives, essential questions, and learning assessments.

Case Study: Italy



Italy Migrant Crisis: Government Passes Tough Bill

<https://www.bbc.com/news/world-europe-45625833>

Article on how the Italian government has passed a decree which will make it easier to deport migrants and strip them of Italian citizenship.



Italy Adopts Decree that Could Fine Migrant Rescuers Up to €50,000

<https://www.theguardian.com/world/2019/jun/15/italy-adopts-decree-that-could-fine-migrant-rescue-ngo-aid-up-to-50000>

Article on a new bill passed in Italy that would fine the NGOs that have been bringing migrants to shore without permission. These rescue boats could face fines up to €50,000.



Italy Migrants: Migrants Allowed off Charity Ship Despite Ban

https://www.bbc.com/news/world-europe-48896038?intlink_from_url=https://www.bbc.com/news/topics/cnx753je2q4t/europe-migrant-crisis&link_location=live-reporting-story

Article which considers the charity ships that are attempting to bring rescued migrants to safety in Italy, as well as background information on the migration crisis.



Italy Migrants: Rescue Ship Reaches Lampedusa Despite Warnings

https://www.bbc.com/news/world-europe-48769840?intlink_from_url=https://www.bbc.com/news/topics/cnx753je2q4t/europe-migrant-crisis&link_location=live-reporting-story

Article on the conflict between the Sea-Watch 3, a rescue boat attempting to bring migrants to safety, and the former Deputy Prime Minister Matteo Salvini, who said they would not be permitted to disembark.



60,000 Young Refugees and Migrants Who Arrived in Italy Alone Lack Support

<https://news.un.org/en/story/2019/11/1050951>

This extensive article, and attached report, from the UN highlights the difficulties faced by young migrants and refugees during their journey to, and following their arrival in, Italy.



Italy: Salvini Is Out, But Migrants Still Endure His Policies

<https://www.dw.com/en/italy-salvini-is-out-but-migrants-still-endure-his-policies/a-50229057>

Comprehensive article considering how the attitude of many Italians towards asylum seekers and refugees remains negative despite the ousting of Matteo Salvini.



UNHCR Italy Factsheet, September 2019

<https://reliefweb.int/sites/reliefweb.int/files/resources/71858.pdf>

The UNHCR factsheet into Italy, compiled in September. It is extensive and very detailed, considering sea arrivals, reception, child protection and violence towards refugees.

Where Refugees Arrive in Italy

Number of refugee arrivals in Italian regions in H1 2017

Italy total (Jan-July)

2016	86,100
2017	93,400



Apulia	5,000
Campania	6,600
Sardinia	4,200
Calabria	21,400
Sicily	56,200

As of July 23, 2017
Source: UNHCR

statista

<https://www.statista.com/chart/10414/refugee-arrivals-by-region-in-italy/>

Case Study: Greece



Trapped: Asylum Seekers in Greece

<https://www.hrw.org/video-photos/interactive/2017/12/21/trapped>

An extensive, and very informative, article which address the psychological impact of being an asylum seeker on the island of Lesbos, Greece, and the conditions so many people have to endure.



Migrant Crisis: Inside a Greek Camp About to Be Shut Down

https://www.youtube.com/watch?v=SwUB2HI_n5g

Youtube video on how human rights groups have urged the Greek government to end overcrowding and unsafe conditions for thousands of migrants living on island between Greece and Turkey.



How This Greek Island Proves European Migrant Crisis Isn't Over

<https://www.pbs.org/newshour/show/how-this-greek-island-proves-european-migrant-crisis-isnt-over>

Audio clip of a special correspondence report on the Greek island of Samos, where the migration crisis that the European Union says is over may be worse than ever. Included are interviews with migrants.



Greece Races to Move Refugees from Island Likened to a 'New Lesbos'

<https://www.theguardian.com/global-development/2019/feb/22/greece-races-to-move-refugees-from-island-branded-new-lesbos-samos>

Article on the Greek island Samos, which has an overflowing migrant camp with almost 4,000 people. The country's migration minister warned that Samos was Greece's biggest problem and they needed to find appropriate housing.



'Education is a Basic Human Right' but How Many Refugees and Asylum Seekers Have Access to that Right in Greece?

<https://www.infomigrants.net/en/post/15278/education-is-a-basic-human-right-but-how-many-refugees-and-asylum-seekers-have-access-to-that-right-in-greece>

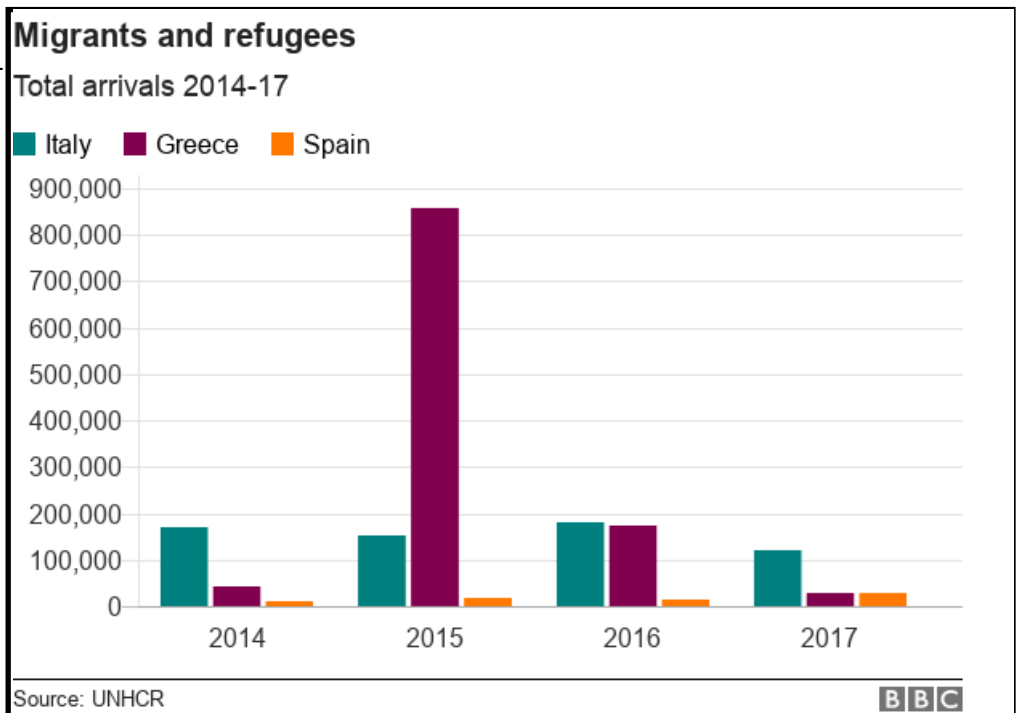
Article on the difficulties migrant children face gaining and maintaining access to formal education. In Greece, refugees have a right to the country's state education but less than half are not signed up for formal education.




Greece: Camp Conditions Endanger Women, Girls

<https://www.hrw.org/news/2019/12/04/greece-camp-conditions-endanger-women-girls#>

An article from the Human Rights Watch on the conditions faced by women and girls on Lesbos island, where many asylum seekers and migrants are held in Greece.




https://ichef.bbci.co.uk/news/624/cpsprodpb/10B09/production/_102416386_chart-migrants_italy_greece_spain-4sp79-nc.png

 **'Welcome to Europe. Now Go Home.'**
<https://www.theatlantic.com/international/archive/2019/11/greeces-moria-refugee-camp-a-european-failure/601132/>

A thoughtful article written by the Atlantic into the refugee crisis on the Greek island of Lesbos, its history and recent events in Europe that have exacerbated the crisis.

 **Greece's Refugee Crisis Creates a Strain On An Already Fragile Ecosystem**
<https://www.pri.org/stories/2018-11-27/greeces-refugee-crisis-creates-strain-already-fragile-ecosystem>

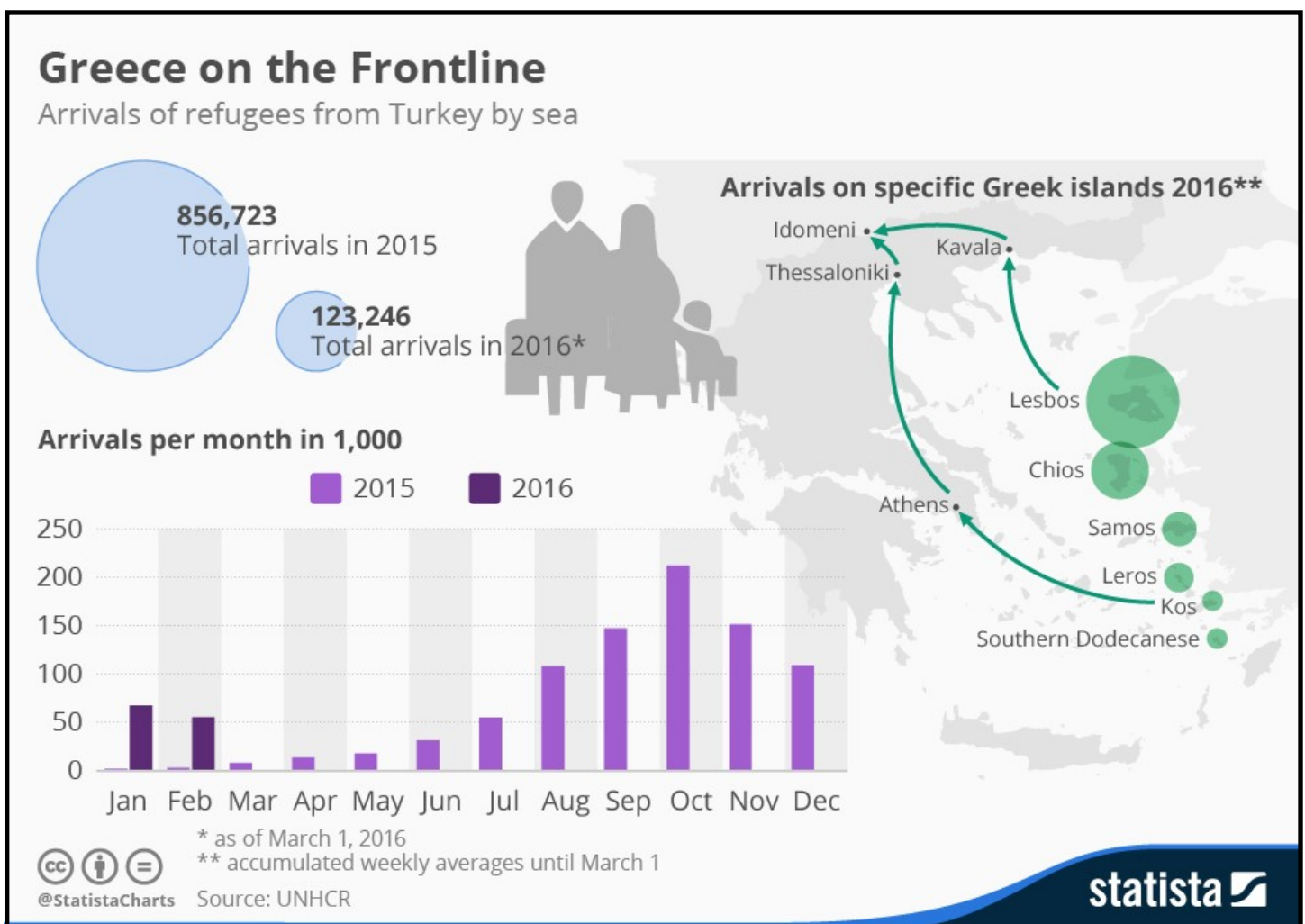
An extensive article into how the recent refugee influx has impacted the environment and economy of Greece.

 **'Europe Does Not See Us As Human': Stranded Refugees Struggle In Greece**
<https://www.npr.org/sections/parallels/2018/03/09/589973165/europe-does-not-see-us-as-human-stranded-refugees-struggle-in-greece>

A short video and article focused on the refugees living in Greece, and how Europe has reacted to their arrival.

 **Refugee Crisis Puts Athens on The Brink**
<https://www.dw.com/en/refugee-crisis-puts-athens-on-the-brink/a-18757016>

Short article considering the flow of refugees to Greece, and the conditions to which they are subject.



<https://www.statista.com/chart/4446/refugee-crisis-in-greece/>

Refugees in the Middle East



Quick Facts: What You Need To Know About the Syria Crisis

<https://www.mercycorps.org/articles/iraq-jordan-lebanon-syria-turkey/quick-facts-what-you-need-know-about-syria-crisis>

This extensive article from Mercy Corps addresses the Syrian conflict, and the resultant refugee crisis, in depth, and assesses where the majority of Syrian refugees have fled to.



Refugees and Displacement in the Middle East

<https://carnegieendowment.org/2017/03/29/refugees-and-displacement-in-middle-east-pub-68479>

Thorough and informative article relating to the current state of refugees in the Middle East, and the history of displacement in the region.



Conflict and Migration in the Middle East: Syrian Refugees in Jordan and Lebanon

<https://www.e-ir.info/2018/09/04/conflict-and-migration-in-the-middle-east-syrian-refugees-in-jordan-and-lebanon/>

A detailed academic article into the numbers of Syrian refugees in Jordan and Lebanon and the impact of this mass movement on the Middle East more generally.



Refugee Crisis Poses Long-term Threats to the Middle East

<https://thearabweekly.com/refugee-crisis-poses-long-term-threats-middle-east>

Article which considers the long-term impact of the wars and resultant refugee crises in the Middle East on the youth and development of those countries.

SYRIAN REFUGEE CRISIS

FAMILIES FLEEING VIOLENCE

More than **11 million Syrians are on the run**, including some 5.6 million who have been forced to seek safety in neighboring countries. Inside Syria, more than 6.2 million people are displaced and **13.1 million are still in need of humanitarian assistance.**

TURKEY **3,600,000**

SYRIA
6,200,000 million people
internally displaced

IRAQ
250,000

1 in 6 people is a Syrian refugee **950,000**
LEBANON

1 in 14 people is a Syrian refugee **670,000**
JORDAN

As of December 2018
Sources: data.unhcr.org/syrianrefugees/regional.php
hno-syria.org





Palestine Refugees

<https://www.unrwa.org/palestine-refugees>

A consideration of the history of Palestinian refugees, and their place as a significant proportion of refugees in the Middle East.



Most Displaced Syrians are in the Middle East, and About a Million are in Europe

<https://www.pewresearch.org/fact-tank/2018/01/29/where-displaced-syrians-have-resettled/>

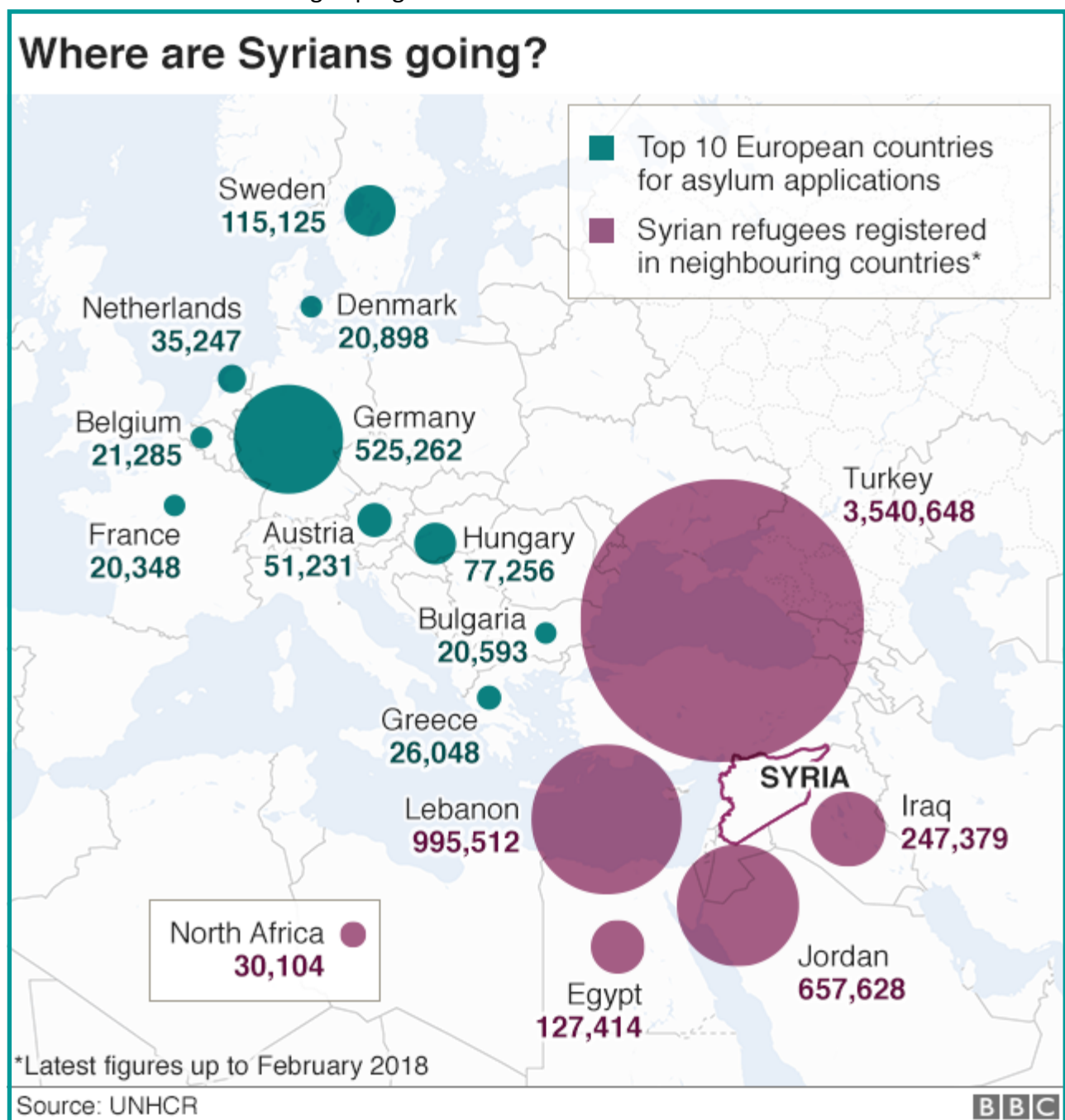
This article from the Pew Research Centre discusses the distribution of displaced Syrians, who are primarily found in the Middle East.



Middle East

<http://reporting.unhcr.org/node/36>

A very informative map provided by the UNHCR which includes information on the refugee camps in the Middle East and how the refugee programme is funded.



Case Study: Lebanon



Refugee population by country or territory of asylum - Lebanon

<https://data.worldbank.org/indicator/SM.POP.REFG?locations=LB>

A chart which maps the change in refugee population in Lebanon from 1990 to 2018. Can be compared to other countries on the same chart or viewed alone.



Syrian Refugees: A Permanently Temporary Life

<https://www.aljazeera.com/indepth/inpictures/2016/09/syrian-refugees-permanently-temporary-life-160928094746938.html>

A short article, accompanied by a number of photos, on Syrian refugees in Lebanon, particularly inside Jarrahia, an informal refugee settlement in Lebanon's Bekaa Valley.



Lebanon Forced These Syrian Refugees to Dismantle Their Own Homes

<https://www.hrw.org/video-photos/video/2019/07/11/lebanon-forced-these-syrian-refugees-dismantle-their-own-homes>

Short video from the Human Rights Watch which captures the change in Lebanese public opinion towards Syrian Refugees.



Lebanon: Mass Evictions of Syrian Refugees

<https://www.hrw.org/news/2018/04/20/lebanon-mass-evictions-syrian-refugees>

A consideration into Lebanon's refugee-hosting fatigue, which has led to mass evictions of Syrian refugees as a result of their status.



A Fragile Situation: Will the Syrian Refugee Swell Push Lebanon Over the Edge?

<https://www.migrationpolicy.org/article/syrian-refugee-swell-push-lebanon-over-edge>

A detailed article from the Migration Policy Institute which considers the variety of refugees in Lebanon and why the Lebanese government struggles to maintain a fragile balance between these populations and their own people.



Palestinian Refugees from Syria in Lebanon

<https://www.anera.org/wp-content/uploads/2017/03/PalestinianRefugeesFromSyriainLebanon.pdf>

A report into the journey and experience of Palestinian refugees who fled from Mandate Palestine to Syria to Lebanon.



Fifty thousand Syrians Returned to Syria from Lebanon this Year: Official

<https://www.reuters.com/article/us-mideast-crisis-syria-lebanon-refugees-idUSKCN1M51OM>

Reuters article into the numbers of Syrian refugees who have returned to Syria from their refuge in Lebanon.



The Future of the Syrian Refugee Crisis in Lebanon

<https://www.washingtoninstitute.org/fikraforum/view/the-syrian-refugee-crisis-in-lebanon>

An article focused on the plight of Syrians in Lebanon and the difficulties they face assimilating with the culture.



Lebanon and Jordan: The Case of The Refugee Crisis

<https://ieg.worldbankgroup.org/sites/default/files/Data/reports/LebanonJordanRefugeeShock.pdf>

A consideration, and useful comparison, of how Lebanon and Jordan have handled the influx of refugees, along with recommendations from the World Bank Group focused on dealing with these situations.



Where We Work

<https://www.islamic-relief.org/category/where-we-work/lebanon/>

The Islamic Relief Worldwide webpage about its work with the large numbers of refugees in Lebanon.

Case Study: Turkey




Turkey's Refugee Crisis: the Politics of Permanence

<https://www.crisisgroup.org/europe-central-asia/western-europemediterranean/turkey/turkey-s-refugee-crisis-politics-permanence>

An extensive report by the International Crisis Group regarding Turkey's response to the Syrian refugee influx. It considers the integration and education of refugees, along with their role politically.

Syrian Refugees in Turkey: Beyond the Numbers

 <https://www.brookings.edu/blog/order-from-chaos/2018/06/19/syrian-refugees-in-turkey-beyond-the-numbers/>

Article from Brookings regarding the integration of Syrians into Turkish political and civil society, and whether integration strategies have been successful.



Turkey's Erdogan Threatens to Send 'millions' of Refugees to Europe if EU Calls Syria Offensive 'invasion'

<https://www.telegraph.co.uk/news/2019/10/10/turkeys-erdogan-threatens-send-millions-refugees-europe-eu-calls/>

Article which considers the politicization of the refugee community in Turkey, on the occasion of the Turkish offensive in northern-Syria.



Turkey Forcibly Returning Syrians to Danger

<https://www.hrw.org/news/2019/07/26/turkey-forcibly-returning-syrians-danger>

Human Rights Watch article into the treatment of undocumented Syrian refugees by Turkish authorities.



Turkey's Syrian Refugees—The Welcome Fades

<https://www.brookings.edu/blog/future-development/2019/11/25/turkeys-syrian-refugees-the-welcome-fades/>

A consideration of the change in the Turkish approach to Syrian refugees and the impact of this change on wider Turkish policy.



Why is Turkey Pushing Refugees to Return to Syria?

<https://now.tufts.edu/articles/why-turkey-pushing-refugees-return-syria>

An article, accompanied by videos, discussing Erdogan's controversial proposal to create a buffer zone in northern Syria, which refugees could then be pushed in to.



Syrian Refugees in Turkey are There to Stay, at Least For now

<http://theconversation.com/syrian-refugees-in-turkey-are-there-to-stay-at-least-for-now-125176>

A useful overview on the Syrian refugee population in Turkey and the success of their integration.



Europe's Complicity in Turkey's Syrian-Refugee Crackdown

<https://www.theatlantic.com/international/archive/2019/08/europe-turkey-syria-refugee-crackdown/597013/>

This article from the Atlantic considers the treatment of Syrian refugees in Turkey, and who is responsible for this treatment.



Lesson Plans

Teaching About the Syrian Refugee Crisis

<http://www.iamsyria.org/teaching-about-the-refugee-crisis-and-making-a-difference.html>

This series of lesson plans and ideas is dedicated to teaching students about the Syrian war and the refugee crisis that emerged as a result of the fighting.

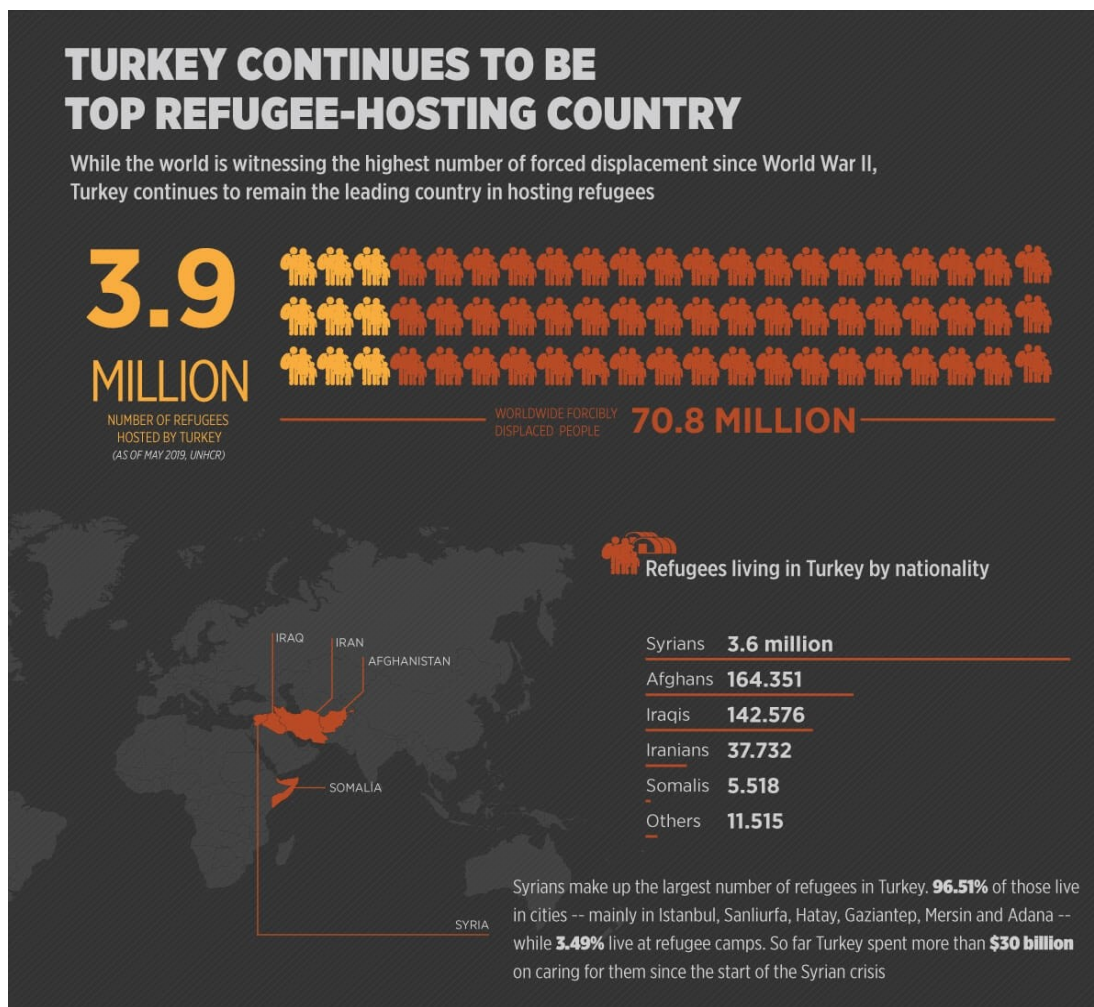
Understanding the Global Refugee Crisis

<https://www.facinghistory.org/resource-library/understanding-global-refugee-crisis>

Lesson plan seeking to help students gain a better understanding of current refugee crises, their history, and what it means to be a refugee worldwide.



<https://www.islamic-relief.org/mediterranean-refugee-crisis-agenda-for-action/>



<https://thenewturkey.org/turkey-as-the-top-refugee-hosting-country>

Refugees in Africa



"Silent" Refugee Crises Get Limited International Attention

<https://www.migrationpolicy.org/article/top-10-2018-issue-10-silent-refugee-crises>

This article from the Migration Policy Institute considers several refugee crises which are largely neglected by international media, including the Democratic Republic of Congo and South Sudan.



The World's Most Neglected Displacement Crises

<https://www.nrc.no/globalassets/images/fr-2018/neglisjert/eng/the-worlds-most-neglected-displacement-crises>

In this report, the Norwegian Refugee Council presents a list of the ten most neglected displacement crises. Of the ten in 2017, more than half are in Africa.



Violence in the Democratic Republic of Congo

<https://www.cfr.org/interactive/global-conflict-tracker/conflict/violence-democratic-republic-congo>

This website considers the background to and current events in the Democratic Republic of Congo, that has led to so many refugees within sub-Saharan Africa.



Africa

<https://www.unhcr.org/en-us/africa.html>

The UNHCR Africa webpage, which includes information of the number of refugees and links for country-specific articles.



Record Number of Forcible Displaced People Lived in Sub-Saharan Africa in 2017

<https://www.pewresearch.org/fact-tank/2018/08/09/record-number-of-forcibly-displaced-people-lived-in-sub-saharan-africa-in-2017/>

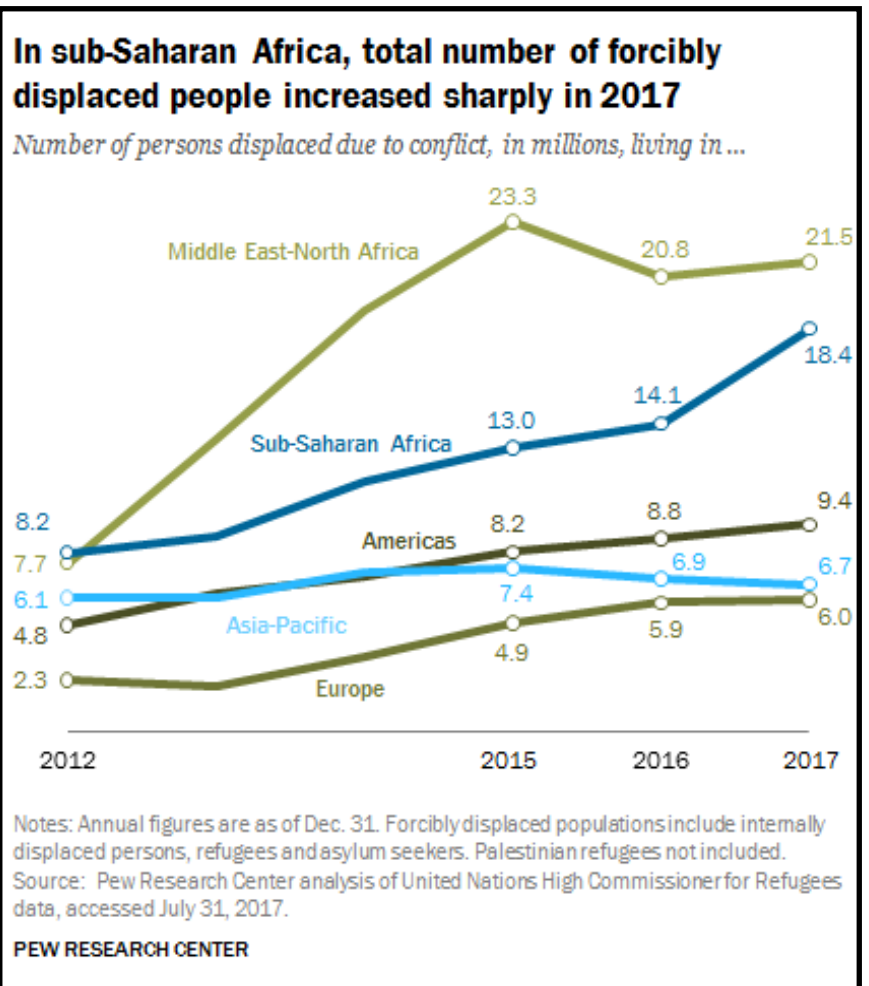
This article from the Pew Research Centre addresses the distribution of refugees worldwide and within Africa.




Update of UNHCR Operations in Africa, 14 September 2018

<https://reliefweb.int/report/world/update-unhcr-s-operations-africa-14-september-2018>

The UNHCR regional update available on this webpage is very informative in its assessment of the situation regarding displacement in the various regions of Africa.



<https://www.pewresearch.org/fact-tank/2018/08/09/record-number-of-forcibly-displaced-people-lived-in-sub-saharan-africa-in-2017/>

 **Uganda Stands Out in Refugees Hospitality**
<https://www.un.org/africarenewal/magazine/december-2018-march-2019/uganda-stands-out-refugees-hospitality>

This article addresses the refugee population and reception in Uganda, the largest refugee-hosting country in Africa.

 **What You Need to Know About Africa's Refugees**
<https://www.aljazeera.com/indepth/interactive/2019/02/africa-refugees-190209130248319.html>

Al-Jazeera article which includes many useful infographics relating to the number of displaced people and refugees in Africa.

 **Forced Displacement in Africa has a Female Face**
<https://www.globalpartnership.org/blog/forced-displacement-africa-has-female-face>


This article considers the disproportionate numbers of women and children that are displaced globally.

 **Breaking Africa's Cycle of Forced Displacement**
<https://issafrica.org/iss-today/breaking-africas-cycle-of-forced-displacement>


Article from the Institute for Security Studies which discusses forced displacement in Africa and how the African Union might be able to improve conditions.

 **South Sudan Refugee Crisis Explained**
<https://www.unrefugees.org/news/south-sudan-refugee-crisis-explained/>


This page offers an insight into the situation regarding South Sudan and the reason for so many refugees originating in the country.

 **African Union seeks 'durable solutions' to the Continent's Refugee Crisis**
<https://www.dw.com/en/african-union-seeks-durable-solutions-to-the-continents-refugee-crisis/a-47394196>

DW Article which considers IDPs and refugees in Africa, and the work of the African Union to stem the movement of people within the continent.

 **Somali Refugees**
<https://www.cdc.gov/immigrantrefugeehealth/profiles/somali/populationMovements.html>

Article discussing the movement of Somali refugees, many of whom have settled in the US.

 **State of Somalia Refugee Crisis Continues To Debilitate**
<https://borgenproject.org/state-of-somalia-refugee-crisis-continues-to-debilitate/>

An article into the background and current context of Somalia's Civil War and Refugee Crisis.



Host communities that take in refugees sometimes do not have enough clean water, leading to dehydration, diarrhea and serious illnesses such as cholera and dysentery.

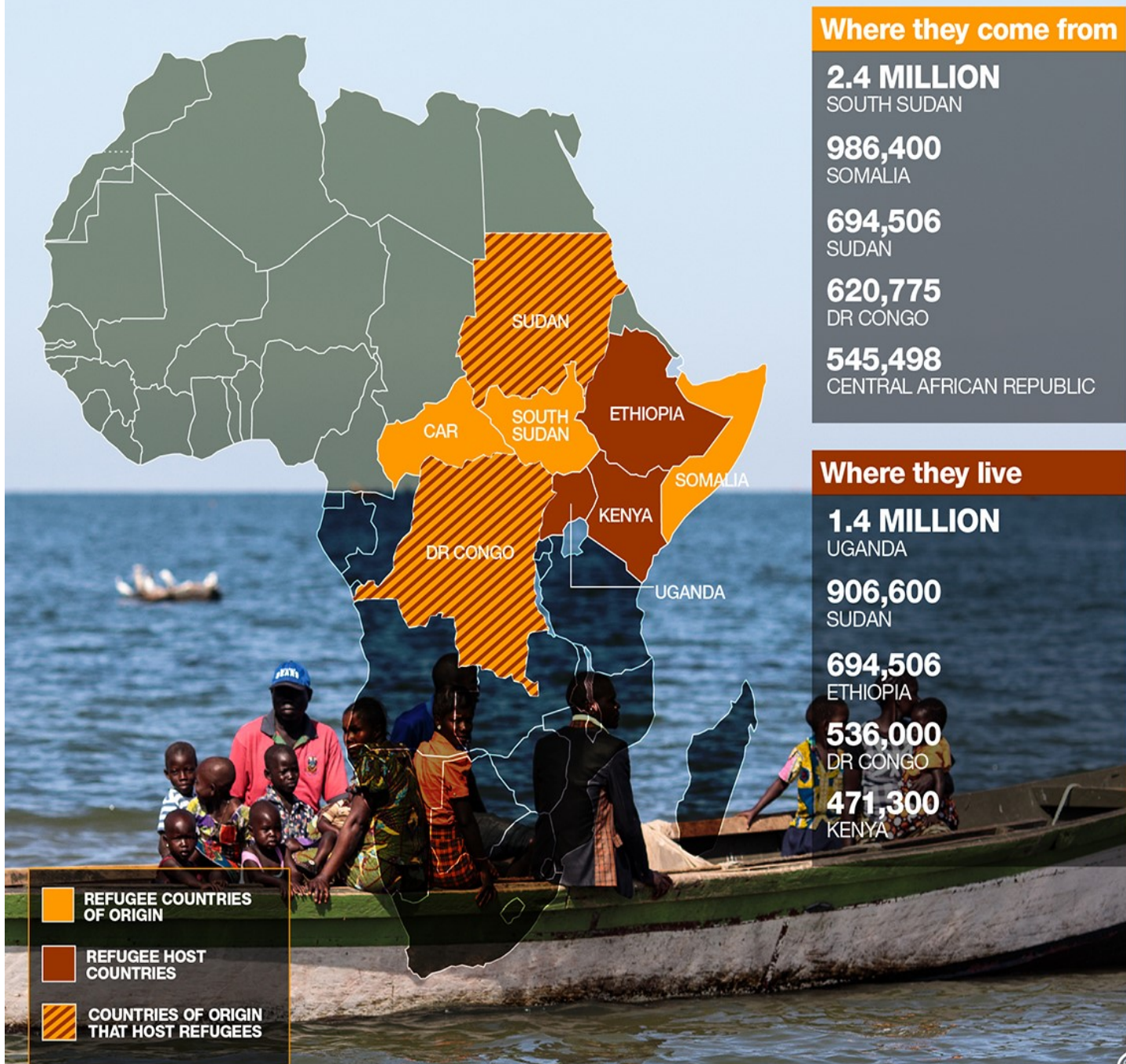


Classrooms are already overcrowded and many teachers have not been trained to work with refugee children suffering from psychological distress.

Source: UNHCR Global Trends 2017 Report

unhcr.org/en-us/statistics/unhcrstats/5b27be547/unhcr-global-trends-2017.html

REFUGEES IN AFRICA



<https://www.aljazeera.com/indepth/interactive/2019/02/africa-refugees-190209130248319.html>



Lesson Plans

Forced to Flee: Children on the Move

https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2018/09/20180926_Forceto-flee_final3-1.pdf

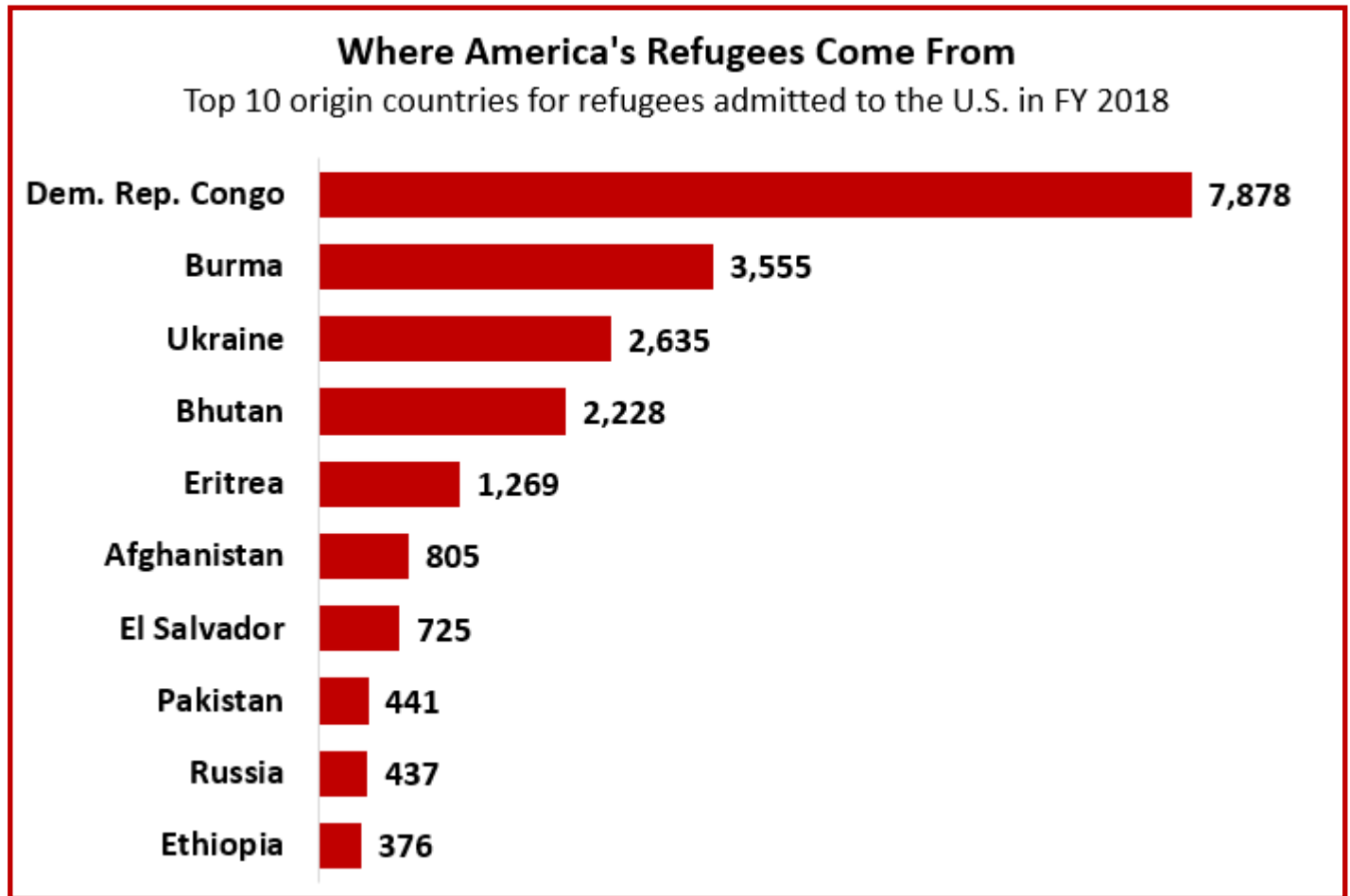
This teaching resource from Unicef includes many useful lesson plans relating to displaced people worldwide.

Living Conditions in Refugee Camps in Africa

<https://www.unhcr.org/en-us/getinvolved/teachingtools/4651c83b2/lesson-plans-ages-12-14-geography-living-conditions-refugee-camps-africa.html>

This slightly outdated lesson plan remains useful to display the sheer scale of refugee camps in Africa and the conditions refugees must endure whilst in these camps.

Refugees in the USA and the Muslim Ban



<https://immigrationforum.org/article/fact-sheet-u-s-refugee-resettlement/>



How U.S. Refugee Resettlement in Each State has Shifted Since 2002

<https://www.pewresearch.org/fact-tank/2017/11/02/how-u-s-refugee-resettlement-shifted-in-states-since-2002/>

A highly informative article from the Pew Research Centre explaining where refugees are arriving to the UK from, and where they are being settled within the country. Includes a link to an interactive map which shows top arriving refugee nationality, by state and fiscal year.



Fact Sheet: U.S. Refugee Resettlement

<https://immigrationforum.org/article/fact-sheet-u-s-refugee-resettlement/>

Within this article, the National Immigration Forum provides facts relating to refugees within the United States, including the refugee limit, where refugees are arriving from, and how refugee resettlement is funded.



Key Facts About Refugees to the U.S.

<https://www.pewresearch.org/fact-tank/2019/10/07/key-facts-about-refugees-to-the-u-s/>

This article considers the U.S. refugee resettlement program and how it works, along with the decline in U.S. refugee admissions.



Refugees in America

<https://www.rescue.org/topic/refugees-america>

The International Rescue Committee overview of refugees in America, along with a discussion of recent changes to the American policy of refugee acceptance.



Refugees Thrive in America

<https://www.americanprogress.org/issues/immigration/reports/2018/11/19/461147/refugees-thrive-america/>

This article focuses on how successful the American refugee policy has been in integrating refugees and asylum seekers in the population. Despite this, the article comments, the number of refugee admissions has been plummeting.



Refugee Timeline

<https://www.uscis.gov/history-and-genealogy/featured-stories-uscis-history-office-and-library/refugee-timeline>

The U.S. Citizen and Immigration Services provide this useful, but brief, timeline detailing the changes in refugee law and policy from 1891 to 2003. Includes pertinent pictures and cartoons such as the one below.



U.S. Immigration Timeline

<https://www.history.com/topics/immigration/immigration-united-states-timeline>

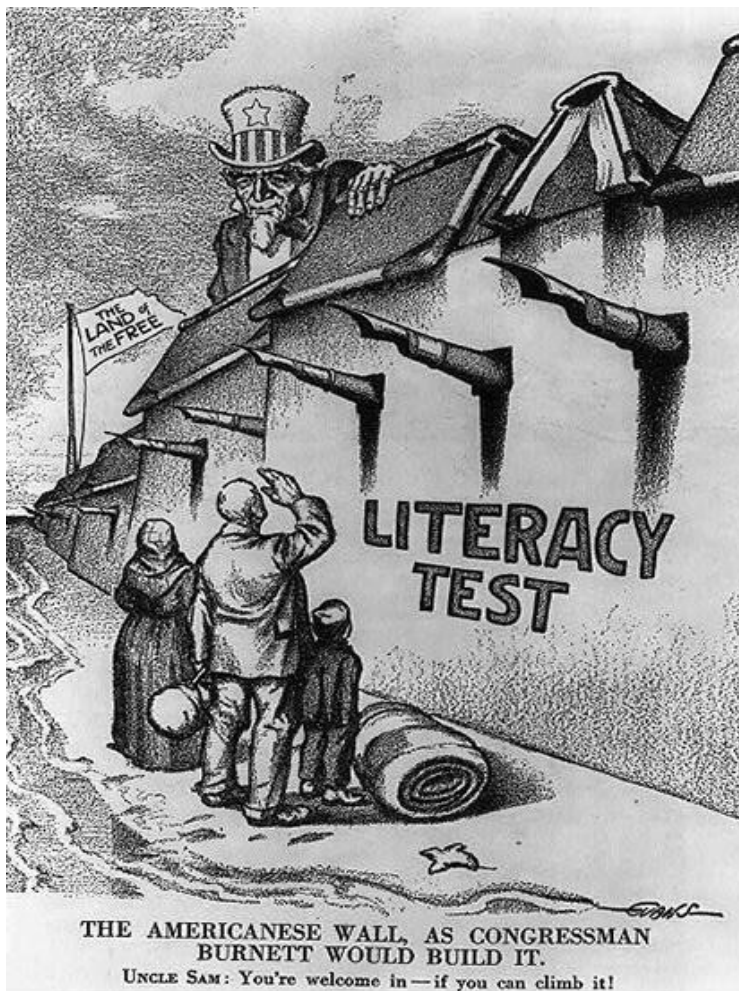
An extensive timeline into U.S. attitudes and legal policy towards immigrants and asylum seekers from 1776 until 2018. Considers the change in country of origin of these groups along with the turbulent history of immigration.



Trump Cut Muslim Refugees 91%, Immigrants 30%, Visitors by 18%

<https://www.cato.org/blog/trump-cut-muslim-refugees-91-immigrants-30-visitors-18>

This article considers the impact of the “Muslim ban” on refugee and immigrant admissions. Article includes many useful charts to accurately display the information.



<https://www.uscis.gov/history-and-genealogy/featured-stories-uscis-history-office-and-library/refugee-timeline>



Lesson Plan

The Challenges of Refugee Resettlement

<https://pov-tc.pbs.org/pov/downloads/2007/pov-raininadryland-lesson-plan.pdf>

A lesson plan from PBS which seeks to educate students about the challenges of resettling in the United States from Somalia.

Refugees in American History

<https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/current-events/refugeeshistory/>

This lesson plan provides an insight into the history of two large groups of refugees to America: the Irish and the Cubans. The plan seeks to educate students into why these group fled and the history of refugee movement.

Teaching Immigration with the Immigrant Stories Project

<https://www.theadvocatesforhumanrights.org/teachingimmigration>

The linked curriculum on this page provides many useful lesson plans which help students learn about aspects of United States immigration, past



Refugees and Asylees in the United States

<https://www.migrationpolicy.org/article/refugees-and-asylees-united-states>

Within this article, the Migration Policy Institute considers the change in U.S. refugee and asylee policy in the last three years and the impact this policy has had on refugee resettlement.



How Does the U.S. Refugee System Work?

<https://www.cfr.org/backgrounder/how-does-us-refugee-system-work>

This extensive article from the Council on Foreign Relations not only discusses current refugee resettlement but also the difference between refugees and migrants, the history of refugees in the U.S. and how refugees are screened and approved.



U.S. Immigration Policy and Refugee Resettlement

https://www.youtube.com/watch?time_continue=10&v=AwCrIhMC7jk&feature=emb_title

This 40 minute video from the Council on Foreign Relations features an extensive discussion into U.S immigration policy and refugee resettlement from 2017.



Hate, Hope, and Swimming Lessons

<https://time.com/syrian-refugees-american-summer/>

This TIME article is devoted to one Syria refugee family who were resettled in Iowa in 2016, and how they have found their introduction to, and integration in, America.



Somali and Somali American Experiences in Minnesota

<https://www.mnopedia.org/somali-and-somali-american-experiences-minnesota>

A consideration of how many refugees from Somalia live in Minnesota, and the history of this refugee community in the state.



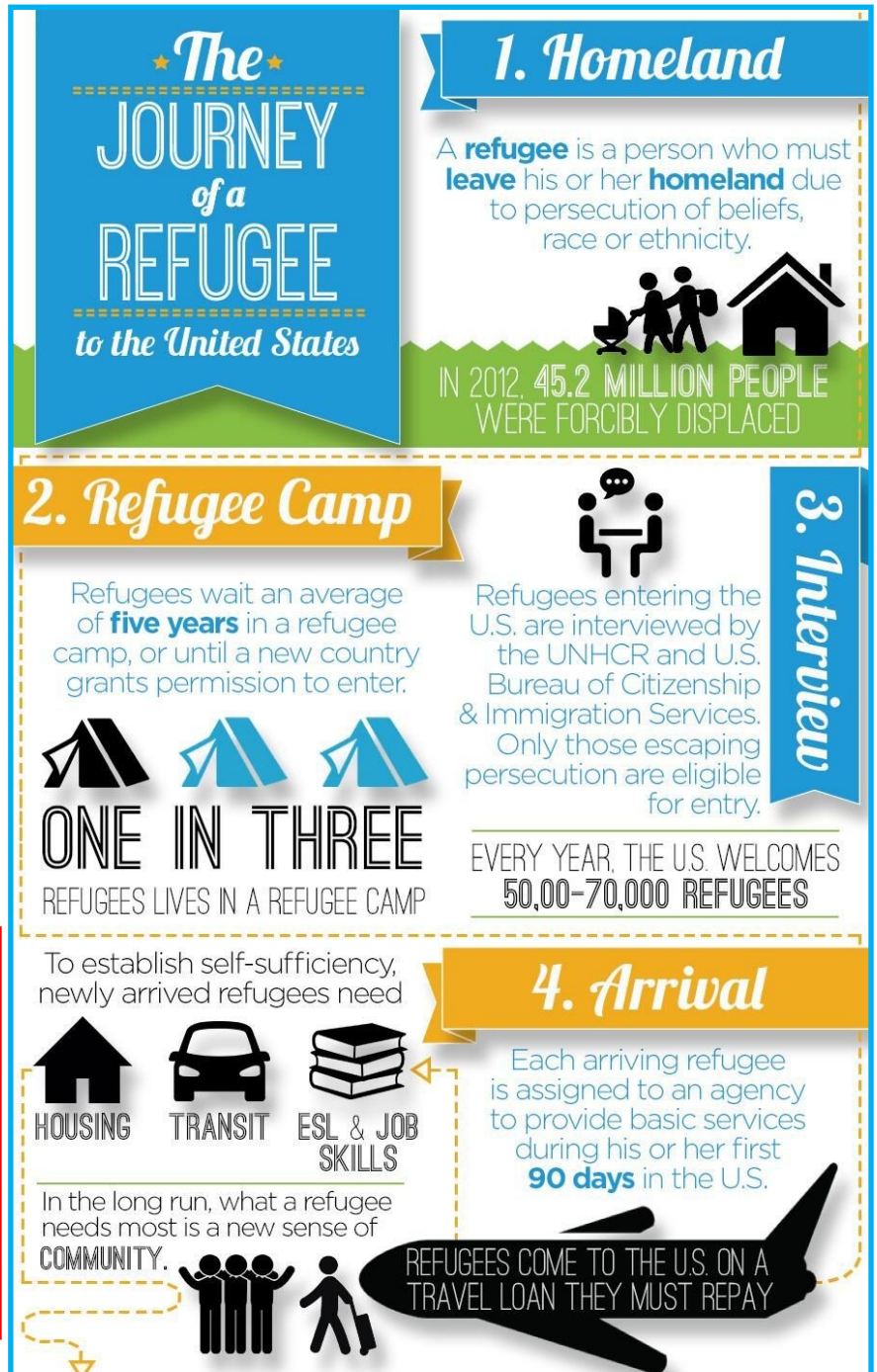
Lesson Plan

Refugee Stories: Mapping a Crisis

<https://www.choices.edu/teaching-news-lesson/refugee-stories-mapping-crisis/>

Lesson plan which aims to help students explore the human geography of the current refugee crisis and consider the challenges facing the international community and weigh responses to the crisis.

<https://www.sclcd.org/learning-the-cultural-ropes/>



How You Can Help



10 Ways to Help Refugees & Immigrants in Washington

<https://www.rescue.org/announcement/10-ways-help-refugees-immigrants-washington>

The International Rescue Committee here offers suggestions of how to take action to support refugee communities. It advocates writing to representatives or volunteering with the IRC and other organisations.



Find Your Place in the Story

<https://worldreliefseattle.org/volunteer>

World Relief Seattle also offers many opportunities to help refugees and immigrants feel welcome, including being a “cultural companion” to them and providing educational and developmental assistance to refugee and immigrant children.



St James Cathedral

<https://www.stjames-cathedral.org/immigrant/WhatWeDo/default.aspx?LNID=1>

The staff and volunteers of St James Cathedral in Seattle provide English language tutoring, citizenship preparation, assistance on naturalization applications and activities for elder immigrants and refugees. This webpage provides more information on what they do and how to get involved.



8 Practical Ways to Help Refugees

<https://ideas.ted.com/8-practical-ways-to-help-refugees/>

This webpage shares some ways to help refugees across the world, suggested by Melissa Fleming of the UN’s Refugee Agency.



Ideas to help Immigrants and Refugees ASAP

<https://ysa.org/ideas-to-help-immigrants-and-refugees-asap/>

The Youth Service America’s ASAP model for taking action (Awareness, Service, Advocacy, and Philanthropy) to help immigrants and refugees in your community.



Lesson Plan

Prepared by: Ryan Hauck

School/Location: Glacier Peak High School; World Affairs Council

Subject: Social Studies/Language Arts (adaptable)

Grade: 9-12

Time Needed: 2-3 weeks

Unit Title: The Global Refugee Crisis: From Displacement to Resettlement

Unit Summary: Given the large number of people who have left parts of the Middle East or North Africa due to conflict or poverty, students will take on the critical task of analyzing the role of conflict and its impact on communities around the world with a specific focus on refugee populations. An exploration of how domestic and/or international conflict affects human rights, especially for the most vulnerable, such as children, will give students a context for understanding the short and long term effects on displaced populations. Students will participate in a variety of learning activities and determine what they can do (and what role key stakeholders play – international organizations, policy-makers, citizens, etc.) to address the issue. During these activities, students will reflect on their own views, consider diverse perspectives, communicate key themes and ideas, and make connections between the local and the global. Through investigative activities, students will ultimately develop a greater understanding of relationships between conflict, human rights, and refugee populations. In addition, students will develop the critical thinking skills necessary in our increasingly interconnected and interdependent world.

Stage 1 Desired Results

Established Goals:

WA State Learning Standards:

CIVICS 1.4.1: Analyzes and evaluates ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good.

CIVICS: 1.3.1: Evaluates the impact of international agreements on contemporary world issues.

SOCIAL STUDIES SKILLS: 5.2.2: Evaluates the breadth of research to determine the need for new or additional investigation when researching an event or issue.

COMMON CORE STATE STANDARDS:

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Transfer

Students will be able to independently use their learning to...

- T1. Develop critical thinking skills by analyzing primary sources.
- T2. Identify and recognize multiple perspectives and how these perspectives influence interactions, behavior, and decision-making.
- T3. Investigate the world by identifying an issue, generating questions, and explaining its significance locally, regionally, or globally.
- T4. Translate their ideas and findings to seek out ways to address an issue of global significance.

Meaning

Understandings

Students will understand that...

- 1. Conflict has an impact on communities, as well as their human rights.
- 2. Access to education, housing, water, health care, etc. are fundamental human rights (and different types of rights exist and are identified by international law)
- 3. Various issues lead to religious, ethnic, cultural and social conflict.
- 4. An analysis of how conflict affects the rights of individuals, such as a child's right to

Essential Questions

- E1. How does conflict (religious, ethnic, cultural, social) affect basic rights?
- E2. What should be considered a human right? What are child's rights? What are different types of rights?
- E3. What are the short and long term effects of conflict on human rights (and the broader societal implications on local, regional, and global communities?), including displaced populations (refugees)
- E4. What methods can be used to protect human rights in

NATIONAL COUNCIL FOR SOCIAL STUDIES

STANDARDS: Thematic Standard:

Global Connections: Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

Civic Ideals and Practices: Create opportunities for learning participation in activities to strengthen “the common good,” based on careful evaluation of possible options for citizen action.

GLOBAL COMPETENCY (From the Asia Society: **<http://asiasociety.org/globalcompetence>**

- Investigate the world
- Communicate Ideas
- Recognize perspectives
- Take action

RESOURCES:

UNESCO: Education for All Global Monitoring Report: The Hidden Crisis: Armed Conflict and Education (2011)

<http://www.unesco.org/new/en/education/themes/leading-theinternational-agenda/efareport/reports/2011-conflict/>

Universal Declaration of Human Rights

<http://www.un.org/en/documents/udhr/>

UN Human Rights: Convention on the Rights of the Child:

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

City of Thorns: Nine Lives in the World’s Largest Refugee Camp; Ben Rawlence.

Under Siege: The Devastating Impact on Children of Three Years of Conflict in Syria; UNICEF

http://www.unicef.org/publications/files/Under_Siege_March_2014.pdf

“Syria’s Children: How Conflict Can Affect Brain Development”

<http://www.wvi.org/experts/syria%E2%80%99s-children-%E2%80%93-how-conflict-can-harm-brain-development>

Refuge: 18 Stories from the Syrian Exodus

<http://www.washingtonpost.com/sf/syrian-refugees/story/refuge/>

an education in various contexts, is important to understanding and addressing the issue of conflict and the rights of displaced people.

5. International organizations and destination countries (for refugees) play an important role in addressing refugee crisis/issues.
6. Citizens can take an active role in solving global issues.

in “emergency situations,” such as Syria, Iraq, and/or parts of northern Africa?

E5. What responsibilities, if any, do nations have (locally, regionally, and globally) to take in refugees as well as ensure basic rights, such as education and healthcare, are provided before, during, or after conflicts?

E6. What are the challenges in securing human rights during emergency situations?

E7. What actions do international actors take in responding to conflict and emergency situations to protect basic human rights, including those of displaced populations?

Acquisition

Students will know...

- K1. Specific factors that lead to conflict between groups of people.
- K2. The effects of conflict, both short and long term, on youth, families, communities, nations, etc.
- K3. Why education, health care, housing, etc are considered basic human rights.
- K4. How children and societies are affected when conflict disrupts education.
- K5. How to evaluate specific case studies and draw meaningful conclusions.
- K6. That different methods that can be used to alleviate the negative impact of conflict on basic human rights.

Students will be able to...

- S1. Analyze various resources (including primary sources) to acquire information and draw conclusions.
- S2. Evaluate and articulate the impact of conflict on education from diverse perspectives.
- S3. Cite specific evidence to explain the affect of conflict on education.
- S4. Develop specific action steps and/or policy recommendations to alleviate or address the impact of conflict on education.
- S5. Make analyze and make connections between global and local issues.
- S6. Discuss and communicate their conclusions during class activities and assignments.

<p>Education in Emergencies: A Resource Tool Kit (UNICEF) http://www.unicef.org/rosa/RosaEducation_in_Emergencies_ToolKit.pdf</p> <p>When Disaster Strikes: Understanding Humanitarian Emergencies (UNICEF) http://teachunicef.org/explore/topics/emergencies.pdf</p> <p><u>I am Malala: The Girl Who Stood up for Education and was Shot by the Taliban</u>, Malala Yousafzai and Christina Lamb</p> <p>The Daily Show: Extended Interview with Malala Yousafzai https://www.youtube.com/watch?v=gjGL6YY6oMs</p> <p>Enrique's Journey, Sonia Nazario</p>		
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Stage 2 Evidence

Assessment	Evaluation Criteria
<p>Assessments FOR Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal): Formative Assessments: Choose From these various assessment activities. They include introductory activities on the topic as well as more in-depth literacy options.</p> <ol style="list-style-type: none"> Graphic Organizer: Students will utilize a cause and effect chart to brainstorm what they know about the causes of conflict and their affect on communities (Students will have an opportunity to revisit this chart at the end of the unit to assess what changes and new information acquired as a result of their learning). Think, Pair, Share: Students will work with two other students to compare and contrast their ideas on the graphic organizer. They will consolidate their ideas and each small group will utilize a piece of construction paper to summarize their responses. Each group will also develop 2 key questions they have about the impact of conflict on communities. Discussion Activity: Each group will share their conclusions with the class and the teacher will make a master list of these key ideas and questions. Authentic Voices: Students will explore the “voices” of those individuals who have impacted by conflict. As students read and listen to these “stories,” they will be responsible for identifying the physical and psychological (emotional, mental) impact of conflict on these individual’s lives. Students will identify key information (including similarities and differences) to be used in a performance task. Students will also work in small groups to classify their findings and share their 	<ol style="list-style-type: none"> Identify specific causes of conflict and briefly explain what impact conflict has on communities – locally, nationally, and globally. How does conflict contribute to displacement of people and what challenges do they face? Briefly explain and share ideas in a small group. Students will also be able to synthesize and summarize their responses, looking for similarities and differences among those in their group. Students will also be able to develop questions they have about the effect of conflict on communities. Discuss their group’s conclusions and key questions with the class. Identify, compare and contrast, and recognize diverse perspectives by completing this formative assessment and sharing their ideas in classroom discussion. Compose a poem that reflects, illustrates, and expresses from a diverse perspective what they have learned from an “authentic voice.” Identify human rights that should be applicable across the world and discuss their ideas in class discussion. Analyze the Universal Declaration of Human Rights and the Convention on the Rights of the Child by using literacy strategies (highlighting key ideas, writing questions in the margin, etc.) to extract key ideas contained in the documents, compare and contrast human rights found in both, raising question, and briefly explaining the intent of different human rights. Utilize their research skills to access and collect information about their specific case study (Syria, Iraq,

conclusions with the class.

Link to Washington Post Project on Syrian Voices:

<http://www.washingtonpost.com/sf/syrianrefugees/story/refuge/>

5. **Poem:** Students will write a brief poem from the perspective of the “voices” they examined.
6. **Human Rights Activity:** Students will brainstorm human rights that are applicable to all citizens regardless of their country.
7. **Universal Declaration of Human Rights Document and the Convention on the Rights of the Child analysis:** Students will be given parts of two documents, the *Universal Declaration of Human Rights* and the *Convention on the Rights of the Child*. Students will examine each document and highlight key examples of the “rights” given to all citizens, including children. Students will develop a master list of 10 significant rights and write a brief explanations of each right in their own words. Students will also be responsible for sharing their conclusions from these documents in class discussion.
8. **Case Studies:** Students will work in pairs to explore and investigate a specific case study. This assignment will require students to utilize their research skills, apply what they have learned about the causes of conflict, and its impact on human rights.
9. **City of Thorns:** In this new book, students will explore the lives of nine individuals living in the largest refugee camp in with the world in northern Kenya.
10. **Connecting the Local to the Global:** Students will investigate the recent developments of children coming across the border in search of a better life. Students will examine what rights these immigrant children have and whether or not the U.S. government (or other countries in similar circumstances) has a responsibility to provide basic services, such as education or health care. Students will examine two news articles.
11. **Seattle Context Activity:** Students will investigate the challenges facing immigrant children in the Puget Sound region and determine whether or not they have access to basic rights. Students will contact several organizations or government agencies in the Seattle area to conduct telephone interviews.
12. **Enrique’s Journey:** Students will also read selections from *Enrique’s Journey* (about a boy from Honduras who makes the difficult journey to the United States) to reflect on a personal story of child trying to reach the U.S. (compare to previous learnings and activities).
13. **Emergency Situation Context Assignment:** Students will explore how a child’s basic human rights are being affected by conflict or an emergency situation. Choosing a different research locale (from their case study presentation), students will choose a specific human right (education, healthcare, housing, Haiti, Congo, etc.) in preparation for a presentation. Students will demonstrate their ability to use a variety of websites and organize their notes/information/findings.
9. With copies of this book, students could be divided into small groups to complete literature circle activities. This could include a group analysis of one of the individuals in the book, compare and contrast to another person (or other contexts that have been studied). Students will reflect on their reading by identify connections through a literacy strategy for active reading (chart your reflections with “text to text, text to self, and text to the world.”
10. Apply what they have learned in previous lessons by analyzing two news articles and writing a letter to their Congressman about what actions should be taken.
11. Develop a questionnaire, conduct an interview, and create an assessment of the right of immigrant children in our local community.
12. Read passages from *Enrique’s Journey* and identify/analyze/communicate the challenges facing the main character (as well as his personal qualities) as he travels to the United States.
13. Analyze information, distinguish between sources, apply previous learnings, and develop a website and blog to demonstrate their understanding of the impact of emergency situations on children (in a specific context).
14. Research the role of international aid organisations, analyse global frameworks and international law to develop an action plan to address a refugee crisis, identify challenges, perspectives from other key stakeholders (countries, refugees, etc). Students group will present their resettlement proposal to the class and discussion with the larger group will occur to assess its strengths and weaknesses.
15. Develop questions based on their knowledge of human rights, refugee situations, and communicate ideas during class discussion.

<p>water/sanitation) and investigate to what extent this is being provided. Students will create a web-site with a blog to publicize their findings and post questions for others to respond.</p> <p>14. International Aid Organization Role Play: Have students investigate the important role and effectiveness of international aid organizations, such as UNICEF, USAID, etc. Present students with a scenario involving refugees who are seeking asylum or resettlement. Students will take on the role of international aid team and develop a plan of action to address this issues. This scenario can come from previous readings (City of Thorns or case study research). What guidelines will be developed and implemented? What are the challenges involved in this situation? How do international frameworks provide provisions for these plans? What should the resettlement process look like – criteria? Who is allowed in or out? How should refugee camps be administered? This activity could lead into the Skype session with a international aid worker from UNICEF, etc.</p> <p>15. Skype Session: Students will participate in a Skype session with a UNICEF worker in Turkey (who is working with Syrian refugees, including children). Students will be required to generate questions prior to the session and participate in a post-Skype discussion to assess their conclusions (Check UNICEF site for possibilities/contacts).</p>	
<p>Assessment <u>OF</u> Learning (ex: performance task, project, final paper)</p> <p>Summative Assessments:</p> <p>1. Case Studies: Students will prepare a Prezi or Power-Point Presentation in which they given overview of the information they collected in the research activity, as well as an analysis of their findings (see specific lesson plan).</p> <p>2. Advocacy Project: Based on your knowledge and analysis of the impact of conflict and/or emergency situations on human rights (and/or the rights of a child), create one of the following:</p> <ul style="list-style-type: none"> • A magazine that is devoted to educating others about the role and impact of conflict on communities as well as its affect on a person's human rights (including children). • A painting or graffiti art that creatively incorporates and expresses key themes from our unit on conflict and human rights. • A children's book that discusses the impact of conflict and human rights, especially the disruption of education, from a global perspective. This will include text as well as illustrations. 	<ol style="list-style-type: none"> 1. Demonstrate their understand and analysis of a specific case study (in which conflict has occurred and the rights of a child are in question) by communicating their ideas in a presentation to class. 2. Apply, analyze, illustrate, and create an innovative project that demonstrates their understanding and synthesis of key themes, ideas, and content related to conflict and human rights. 3. Organize, evaluate, and create an action plan that addresses human rights issues for those affected by conflict or emergency situations.

3. **Action Plan:** Students will work in small groups to develop a specific action plan to address the issue of human rights and refugee resettlement in the midst of conflict or emergency situations. (see lesson plan)

Stage 3 Learning Plan

Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)

1. **Graphic Organizer Activity:** What are the causes of conflict and what affect does conflict have local, regional, national, and global communities?
2. **Think, Pair, Share Activity and Discussion:** Processing graphic organizer details/conclusions with a classmate, small group, and as a whole class.
3. **Authentic Voices Activity:** Through readings and video clips, students will learn about the impact of conflict from diverse perspectives around the world.
4. **Writing and Thinking about Conflict from Authentic Voices:** Students will compose a poem based on their analysis of readings, videos, and class discussion.
5. **Primary Source Documents:** Students will examine primary source documents (*The Universal Declaration of Human Rights* and *the Conventions on the Rights of the Child*) after completing an activity that asks them to brainstorm basic human rights. In these activities, students will consider “rights” that should be applicable to all citizens in the world and analyze their ideas as they relate to the primary source documents (see description above).
6. **The Rights of Children – Education:** Students will examine how a child’s right to an education can be disrupted by conflict. Students will begin reading *I am Malala* (book) and watch a video interview of her experience. Students will brainstorm and examine textual evidence to determine the consequences (on individuals and society) when education is disrupted or denied.
7. **Case Studies:** Students will investigate and explore specific case studies to analyze the impact of conflict on the rights of children. Students will work in pairs and choose a case study from a list provided by the teacher. See description above.
8. **Case Study Presentations:** Students will present their research in the form of a PowerPoint or Prezi to the class. Students will be able to apply what they have learned from previous activities to this more in-depth study of a particular context. Students will demonstrate their communication and critical thinking skills.
9. **Connecting the Global to the Local:** Students will read articles about child immigrants coming to the United States under perilous circumstances, sharing their conclusions in class discussion, and composing a letter to their Congressman about this situation.
10. **Seattle Context:** Students will reach out to local organizations in the Seattle area to find out more about child immigration in our area. They will develop a questionnaire, conduct a phone or in-person interview, and assess the challenges facing children who have recently immigrated to our area.
11. **Guest Speaker (Potential):** Jorge Baron, Executive Director Northwest Immigrants Human Rights Project – possibility of hosting Mr. Baron for a discussion and conversation about child immigrant rights in our area.
12. **Enrique’s Journey – Analyzing Text:** Students will analyze a piece of literature to understand, analyze, and discuss the personal challenges of a boy traveling to the United States. Students will compare and contrast Enrique’s challenges to those discussed in previous lessons and think about what “rights” he has upon entering the United States (education? Health care?)
13. **City of Thorns – Analyzing Text:** Students will engage in literature circle activities to understand and analyze the diverse perspectives and experiences of different individuals in Dadaab, the largest refugee camp in the world. Students will assess these experiences through class activities and empathize with the challenges, hopes, and dreams of those profiled in the reading.
14. **Skype Session:** Students will prepare questions and have a discussion with a UNICEF employee working with refugee children from Syria in Turkey.
15. **Emergency Situation Context Assignment:** Students will investigate another context to examine how children’s basic human rights are affected by conflict or emergency situations. Students will pay particular attention to the loss of schooling and analyze the consequences of losing educational opportunities or having their learning

- disrupted. Then, students will develop a website and blog of their findings.
16. **Advocacy Project:** Students will work in pairs to compete a culminating project on the effect of conflict/emergency situations on human rights/the rights of a child – see description under summative assessments.
 17. **Action Plan:** Students will develop an action plan (in small groups) to identify ways and specific steps to engage our local, national, and global community in protecting human rights/child’s rights during conflict or emergency situations. Students will consider what they hope to accomplish (goals), what local, national, or international organizations can be contacted, and how we can individually and collectively take action.
 18. **Informal Assessments through Classroom Discussions.**

Lesson Title: **Authentic Voices in the Face of Conflict** Subject: **Social Studies (Adaptable)** Prepared by: **Ryan Hauck**

Materials Needed: Articles, Notebooks, Large Graphic Organizer

Global Competency: Investigate the World, Recognize Perspectives, Communicate Ideas

<u>Where is the lesson going?</u> (Learning Target or SWBAT)	Students will be able to understand and analyze the impact of conflict or emergency situations (physical, psychological, emotional, etc.) on children, recognize diverse perspectives, and develop empathy through readings, participating in class discussion, and composing a poem.
<u>Hook:</u>	<u>Tailored Differentiation:</u>
1). As a large group, the teacher will provide students with a list of statistics that highlight the number of children who have had their lives disrupted by conflict in various parts of the world. 2). Teacher will read two different quotes by children who have been affect by conflict or emergency situations in Syria – discuss as a class.	1). Teacher will model the explication of one article by reading it aloud, taking out key ideas, raising questions, etc. 2). Students will read and process their articles in pairs or small groups. 3). In addition to one article, students will watch a video clip interview of a child who shares the impact of conflict or an emergency situation on their life.
<u>Equip:</u>	<u>Organisation:</u>
Students will read different articles representing “authentic voices” and diverse perspectives characterizing the impact of conflict or emergency situations on children. Students will utilize reading strategies to identify key ideas, cause and effect relationships, raise questions, and draw conclusions. After working individually, students will work in small groups to process their conclusions and share their ideas in large group discussion.	Prepare and choose articles so that several different contexts are represented in the readings. Distribute them accordingly.
<u>Rethink and revise:</u>	
Students will examine our class conclusions (large graphic organizer) and begin drafting their “authentic voice” poem. Teacher will monitor student progress and support students who need help in getting started.	
<u>Evaluate:</u>	<u>Notes:</u>
Students will compose a poem reflecting an authentic and diverse voice (reflecting the impact of conflict on daily life = physical, psychological, emotional, etc.) based on class readings and discussions. Students will share their poems with the class.	Students could also be given an opportunity to draw a picture that symbolizes the main ideas of their poem.