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Refugees

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Summary

Objectives:

Student will research a cultural topic, and will use numbers to describe population refugees, and GDP.

National Standards for Learning Languages:

• Connections: Acquiring new Information (Standard 3.2): Acquire information from other content areas using authentic sources (DVUSD 3).

• Presentational Communication (Standard 1.3): Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (DVUSD 8).

• Presentational Communication (Standard 1.3): Produce expository writing, including researched reports (DVUSD 11).

Key Vocabulary:

refugee citizen gross domestic product

numbers greater than 100 migrant

**Lesson 1: Refugees**

The student will use numbers greater than 100 to present and compare facts about refugees within a world context.

Steps:

1. We competed this unit in February 2017, just after Trump’s actions against refugees. Because of this, before starting the research project, the only introduction activity that we did was to have a general discussion about the context and politics surrounding refugees in the United States. However, if you would like to provide more of an introduction you can use the following resources.

“Trump Platform” (Unfortunately, I created this document in September 2016 and the original platform is no longer available online. This document is a summary of the current president’s electoral platform.

“Clinton Platform” (Again, I created this document in September 2016 and the original platform is no longer available online. This document is a summary of Clinton’s electoral platform.

2. The student will view the example presentation designed by the professor. (See Powerpoint “Ethiopia Refugee”)

3. The student will design his/her own Powerpoint presentation using a template. (See Powerpoint “Template Refugees English” and Document “Instructions for Students English”)

The teacher provided the students with the following websites to guide them in their research.

[**http://www.unhcr.org/**](http://www.unhcr.org/)

[**http://www.amnestyusa.org/search/node/refugees**](http://www.amnestyusa.org/search/node/refugees)

[**http://data.unhcr.org/**](http://data.unhcr.org/)

[**http://www.tradingeconomics.com/**](http://www.tradingeconomics.com/)

4. The student will present said presentation. (See Document “Refugee Rubric”)

5. As a group, students will discuss the different responses of each country (for example, which country accepted the most refugees, the amount of refugees, the GDP, etc). The specific example of Ethiopia can also be considered. The article can be read as a class, or it could be modified and used as a grouping activity where students match the description to the photo.

http://elpais.com/elpais/2016/09/15/fotorrelato/1473946154\_594716.html#1473946154\_594716\_1473946645

**Lesson 2: Migrants in Arizona**

The students will compare the situation of migrants migrating through Arizona with the situation of refugees.

Steps:

1. The student will compare the motivation of a refugee within world context and migrant in the desert of Arizona. After filling out the table, the class will discuss as a group student response. (See Document “Motivations”)

2. The student will read the article “A Janitor Preserves the Seized Belongings of Migrants” by Baker and will make a list of objects that a migrant in Arizona might bring. After reading the article “Los objetos que los refugiados sirios conservan de su travesía” the students will create a list of things that a refugee in world context could take with him/her. The student will make a list of objects that he/she would take if he/she had to leave his/her own home. (See Document “Objects”)

<http://www.bbc.com/mundo/noticias/2015/04/150330_siria_objetos_refugiados_reino_unido_lv>

<http://www.newyorker.com/culture/photo-booth/a-janitors-collection-of-things-confiscated-from-migrants-in-the-desert>

**Lesson 3: Migrants and refugees conclusions**

The student will complete a project in the community related to migrants or refugees, or a different displace population.

1. Unfortunately, we didn’t have time this semester to carry out this volunteer work, but here are some ideas for volunteer work related to the topic:

Colibrí Center for Human Rights

<http://www.colibricenter.org/>

Lutheran Social Services of the Southwest Center

<http://www.lss-sw.org/center>

No More Deaths

<http://forms.nomoredeaths.org/volunteer/>

Cochise County Office of Emergency Services

https://www.cochise.az.gov/emergency-services/home

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Lutheran Social Services of the Southwest. <http://www.lss-sw.org/center>. Accessed 5 May 2017.

“Operational Portal: Refugee Situations.” The UN Refugee Agency. [**http://data.unhcr.org/**](http://data.unhcr.org/) Accessed

16 February 2017.

“Search: Refugees.” Amnesty International USA. 2017.

<http://www.amnestyusa.org/search/node/refugees>. Accessed 16 February 2017.

No author. “Los objetos que los refugiados sirios conservan de su travesía.” BBC Mundo. 15 April 2015.

<http://www.bbc.com/mundo/noticias/2015/04/150330_siria_objetos_refugiados_reino_unido_lv>. Accessed 5 May 2017.

Trading Economics. 2017. <http://www.tradingeconomics.com/> Accessed 16 February 2017.

The UN Refugee Agency. 2017. unhcr.org Accessed 16 February 2017.

Volunteering with No More Deaths. No More Deaths. 2014.

<http://forms.nomoredeaths.org/volunteer/>. Accessed 5 May 2017.