

REFUGEE

Novel Study



UNIT CONTENTS

- 18 LITERARY ANALYSIS ASSIGNMENTS
- 18 CLOSE READING ASSIGNMENTS
- 18 NONFICTION READINGS
- 9 EXTENSION ACTIVITIES
- 18 READING CHECKS
- 2 FINAL TESTS
- ESSAY PROMPTS
- 2 FINAL PROJECTS
- 4 VOCABULARY CROSSWORD PUZZLES
- 4 VOCABULARY QUIZZES
- VOCABULARY GRAPHIC ORGANIZERS
- ANTICIPATION GUIDE
- 30 LESSON PLANS
- DIGITAL LINKS FOR GOOGLE DRIVE™
- ANSWER KEYS FOR ALL RESOURCES!

LITERARY ANALYSIS

Literary Analysis I	Chapters 1-3
Name: _____	Date: _____
1. What is the main idea of Chapter 1? Summarize what it is mostly about with key details and support with textual evidence.	

2. What are the settings of the stories? What is similar about the settings? Support with textual evidence.	

3. What is the point of view of the novel? Support your answer with textual evidence.	

4. What is the main conflict in Josef's story? What kind of conflict is this and how does it affect the characters? Support with textual evidence.	

5. What is the main conflict in Isabel's story? What kind of conflict is this and how does it affect the characters? Support with textual evidence.	

© 2018 LIT Lessons 6

- **18 Assignments**
– 1 every 3 chapters
- **Common Core-Aligned Material**
- **Prompts Require Textual Evidence**
- **Depth of Knowledge Questions**

Name: _____ Date: _____

6. What are Ivan and his father building? What might that foreshadow? Support with evidence from the text.

7. What is the main conflict in Mahmoud's story? What kind of conflict is this and how does it affect the characters? Support with textual evidence.

8. Analyze Mahmoud's flashback. How is it effective? What does it reveal? Support with textual evidence.

Directions: Pick one scene from the chapters that resonates with you. Draw the scene and write the example of imagery or figurative language to explain your drawing.

Text and Page #:

QUIZ:

© 2018 LIT Lessons 7

➤ Visualization
Section –
Figurative
Language

➤ Mini-Quiz –
Check for
Understanding

➤ Designed to
Differentiate
for Centers

➤ Practice Re-
Reading to
Cite Evidence

RESOURCE ALSO INCLUDES...

Discussion Questions • Answer Keys • Google
Drive™ Links

CLOSE READINGS

Close Reading 2 Name: _____ **Chapters 4-6**

Conflict

- Conflict is the struggle between opposing _____, _____, or _____.
- Conflict affects _____, builds _____, and drives _____.

There are four types of conflicts listed below. On the blank, write whether the conflict is an external conflict or internal conflict. Then, write an example of the type of conflict in the space. Try to identify a conflict from the novel.

Person vs. Person/Group	Person vs. Self
VS _____ conflict • Example: _____	VS _____ conflict • Example: _____
Person vs. Nature/Supernatural	Person vs. Society
VS _____ conflict • Example: _____	VS _____ conflict • Example: _____

Analyzing Conflict
Directions: Fill out the chart below to analyze the *main* conflicts in Chapters 4-6.

Conflict and Type	How does it affect characters?	How does it build suspense/drive plot?
Josef:		
Isabel:		

© 2018 LIT Lessons 7

➤ 18 Assignments
– 1 every 3 chapters

➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

Conflict and Type	How does it affect characters?	How does it build suspense/drive plot?
Mahmoud:		
<p style="text-align: center;">Conflict Analysis</p> <p>1. How are the characters' conflicts similar? How are they different? What do we learn as a result? Support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>2. Make a prediction. Based on the events in the story, what do you think will happen in Josef's story? Support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>3. Make a prediction. Based on the events in the story, what do you think will happen in Isabel's story? Support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>4. Make a prediction. Based on the events in the story what do you think will happen in Mahmoud's story? Support with textual evidence.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		



Depth of Knowledge Questions



Common Core-Aligned Material



Great for Rotation Centers



Provides Flexibility & Helps Differentiate

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

NONFICTION READINGS

Nonfiction Reading I Name: _____ Date: _____

Universal Human Rights

At one point or another, students in the United States may read the phrase, “We know these truths to be self-evident, that all Men are created equal, that they are endowed¹ by their Creator with certain **unalienable**² Rights, that among these are Life, Liberty and the Pursuit of Happiness...” You may know that the phrase is part of the historical document “A Declaration of Independence.” The document was written by American colonists in 1776 to declare freedom from the British and air their grievances³. After a long, hard-fought war, the new government of the United States of America created another document that established the freedoms and rights of the people – the Constitution. The Constitution set the foundation⁴ for the laws by which we live today.

Declaration Fast Facts

- First sentence: “Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...”
- Translated into over 500 languages and dialects!
- In 1999, the document set a world record for most translated document.
- Adopted by the United Nations General Assembly in 1948.

But what you may not know is that there is a similar declaration for the entire world, the “Universal Declaration of Human Rights.” The document was written by many people from many different countries around the world and adopted by the UN (United Nations) on December 10, 1948. The “Universal Declaration of Human Rights” establishes 30 basic, **fundamental**⁵ rights for every human being that are protected by law.

Humans have been around for thousands of years, so what motivated the world to cooperate and create such a significant, historical document? World War II. The atrocities⁶ of the war and the Holocaust, where over six million Jews were murdered, motivated countries around the globe to ensure that such evil would never happen again.

Glossary

¹ endowed: to have or provide something freely	⁴ foundation: the basis or reason for something
² unalienable: unable to be taken away	⁵ fundamental: of central importance
³ grievances: causes for complaint	⁶ atrocities: extremely wicked or cruel acts

© 2017 LIT Lessons 4

➤ 18 Nonfiction Readings on the Refugee Experience

➤ Two Formats to Differentiate

➤ Engaging Text Features in Format B

➤ Common Core-Aligned Material

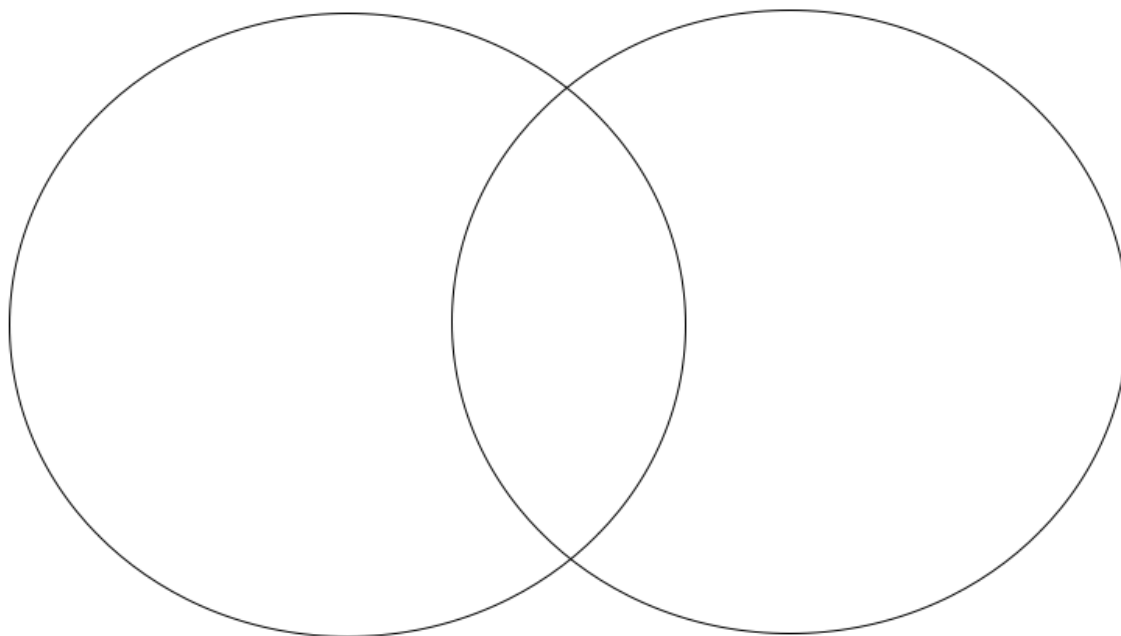
Universal Human Rights Questions

1. What is the article mostly about? Explain and support with evidence from the text.

2. As used in the passage, what does the word **fundamental** mean? Explain and support with evidence from the text.

3. What do "The Constitution" and "Universal Declaration of Human Rights" have in common? How are they different? Explain and support with evidence from the text.

Use the space below to create a Venn Diagram, comparing the two documents.



© 2017 LIT Lessons 5



Depth of
Knowledge
Questions



Text
Connections
to Novel



Use for
Centers or
Rotation
Model



Cross-
Curricular
Learning

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

EXTENSION ACTIVITIES

Extension Activity

Name: _____ Date: _____

Refugee Crises Across the Globe

Directions: With over 65 million people displaced or fleeing their country due to armed conflict or persecution, the worldwide refugee crisis is reaching a critical stage. But, many people do not know of the various crises, especially if they are not consistently covered by news outlets. Let's shed some light on crises that are happening around the world.

Through research and presentation, we are going to educate each other on refugee crises. Through four major topics, we will learn the basics of these crises and be more informed about the stories behind 65 million people.

Use the four main topics to guide your research, create your handout, and organize your presentation. All information should be well-informed and from reputable sources.

Step 1: Complete pre-research and pick a refugee crisis to study.

Step 2: Gather evidence around four main topics. (Turn in research for grading)

- The government and groups involved in the refugee crisis
- History leading up to the refugee crisis – fighting, conflict, confrontations
- The causes of the refugee crisis – oppression, armed conflict, persecution
- The effects of the refugee crisis – on country, people, refugees, and receiving countries

Step 3: Create a handout of facts and information about the refugee crisis you researched to accompany your presentation.

Step 4: Create a presentation that effectively communicates the four main topics above.

Products to be Graded

The following will be graded:

- Research notes – to be turned in for review prior to handout/presentation
- Presentation
- Professionalism during presentation
- Handout
- Reflection on peer presentations

© 2017 LIT Lessons 7

➤ 9 Engaging Activities

➤ Connections to Nonfiction Readings

➤ Documentaries & TED Talk

➤ Research Activities

Extension Activity	
Name: _____	Date: _____
Political Cartoons of Today Extension Activity	
<p>Directions: We've looked at political cartoons that specifically dealt with the subject of immigration in the 1800-1900's. But the tricky part of understanding the humor behind any cartoon is having the historical and cultural background knowledge to understand it. We've learned a lot about refugees and their experiences. Now, you'll research political cartoons and analyze them. Then, you will take up a refugee issue that you think is important and draw your own cartoon.</p> <p>First, let's go over some important techniques authors use when creating their cartoons.</p>	
Technique	Description
_____	Cartoonists use objects, or _____, to stand for bigger ideas.
_____	Sometimes cartoonists overdo, or _____, the physical characteristics of people or objects to _____.
_____	Cartoonists often _____ objects of people to make it clear what they stand for.
_____	An _____ is a comparison between two unlike things. Sometimes cartoonists compare a complicated subject with a common one to help the reader understand.
_____	_____ is the difference between the ways things are and the ways things are expected/should be.
<p>Now, you will research various political cartoons on the topic of refugees and immigration. The guiding questions will help you analyze them. After you've analyze 6 cartoons, then you will brainstorm, draft, and illustrate your own cartoon on a topic that is important to you. Have fun!</p>	
<small>© 2017 LIT Lessons 22</small>	



Critical Thinking Questions



Common Core-Aligned Material



Guided Notes for Self-Directed Learning



Cross-Curricular Learning

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

ASSESSMENTS

Chapter Trio Comprehension Quizzes

Chapters 13-15 Quiz Questions

1. What laws did Germany pass that made Jewish people second-class citizens?
2. What happens to Isabel's boat at the end of the chapter?
3. What does Mahmoud buy his brother?

Chapters 16-18 Quiz Questions

1. What type of items does Josef see in the common room below deck?
2. What was Lito's job before the Revolution?
3. How does Mahmoud's family plan to get into the EU?

Chapters 19-21 Quiz Questions

1. Why does Josef's boat stop?
2. What almost destroys Isabel's boat?
3. What do the boat smugglers keep telling Mahmoud's family?

Chapters 22-24 Quiz Questions

1. What do all the passengers do when they get close to Cuba?
2. What do Isabel and crew lose after she gets back in the boat?
3. What does Mahmoud's family travel on to get to Greece?

© 2017 LIT Lessons 8

➤ 18 Mini-Quizzes
– 1 every 3 chapters

➤ Complete on
Google
Forms™

➤ 1 Final
Literary
Assessment

➤ 1 Final
Comprehension
Assessment

Read the passage below and answer questions 5-8 that follow.

One of the men got up from the table, a scowl on his face. He was a thickset man, with a bulbous nose, bulldog cheeks, and dark, heavy eyebrows. Josef knew that face from somewhere. Had he been their steward at dinner? Set up their beds one night? No – Josef remembered. This was the man he had seen in the balcony the morning of the Shabbos service. The man who had been angry that the portrait of Hitler had been taken down and removed.

The man staggered a little, bumping into things as he tried to move through the tight little room Josef had seen drunk people leaving pubs in Berlin the same way.

"The captain has given these children special permission to visit the engine room, Schiendick," Petty Officer Jockl told him.

"The *captain*," Schiendick said, his voice dripping with disapproval. Even from where Josef stood, he could smell the alcohol on his breath.

"Yes," Jockl said, straightening. "The *captain*."

On the wall of the common room, Josef saw a bulletin board with Nazi slogans and headlines from the rabidly anti-Jewish newspaper *Der Sturmer* pinned to it. He felt a shiver of fear.

"*Jewish rats*," Schiendick said, sneering at Josef and the other kids. Many of them looked at their shoes, and even Josef looked away, trying not to draw the big man's attention.

5. _____ How is the setting in the above passage different than the rest of the setting of the *St. Louis* in Josef's story?
- The atmosphere created by the setting below deck is more cheerful and spirited than the atmosphere above deck.
 - The setting in the passage above is nothing like the real world whereas above deck is much more like the reality the passengers face in Germany and the rest of the world.
 - The setting below deck is home to the crew and a place where they are free to express their private and political views.
 - The atmosphere created by the setting below deck contributes to the feeling of fear that the passengers face due to their imminent return to Germany.
6. _____ What conflict does Josef face in the above passage and how does it affect him?
- Josef faces an external conflict – persecution by Nazi Germany and its sympathizers, which makes Josef want to hide.
 - Josef faces an internal conflict – he debates whether to fight Schiendick or not, which makes him frustrated and angry.
 - Josef faces an external conflict – Scheindick is threatening the children, which makes Josef stand up to him.
 - Josef faces an internal conflict – he fears the captain, which makes him nervous.
7. _____ Which sentence or phrase best conveys Schiendick's attitude towards the captain?
- The man who had been angry that the portrait of Hitler had been taken down and removed.
 - "The *captain*," Schiendick said, his voice dripping with disapproval.
 - "*Jewish rats*," Schiendick said, sneering at Josef and the other kids.
 - Even from where Josef stood, he could smell the alcohol on his breath.
8. _____ What theme can clearly be seen in the above passage?
- Home
 - Family
 - Sacrifice
 - Invisibility

© 2017 LIT Lessons 18

➤ Depth of Knowledge Questions

➤ Common Core-Aligned Materials

➤ Essay Prompts

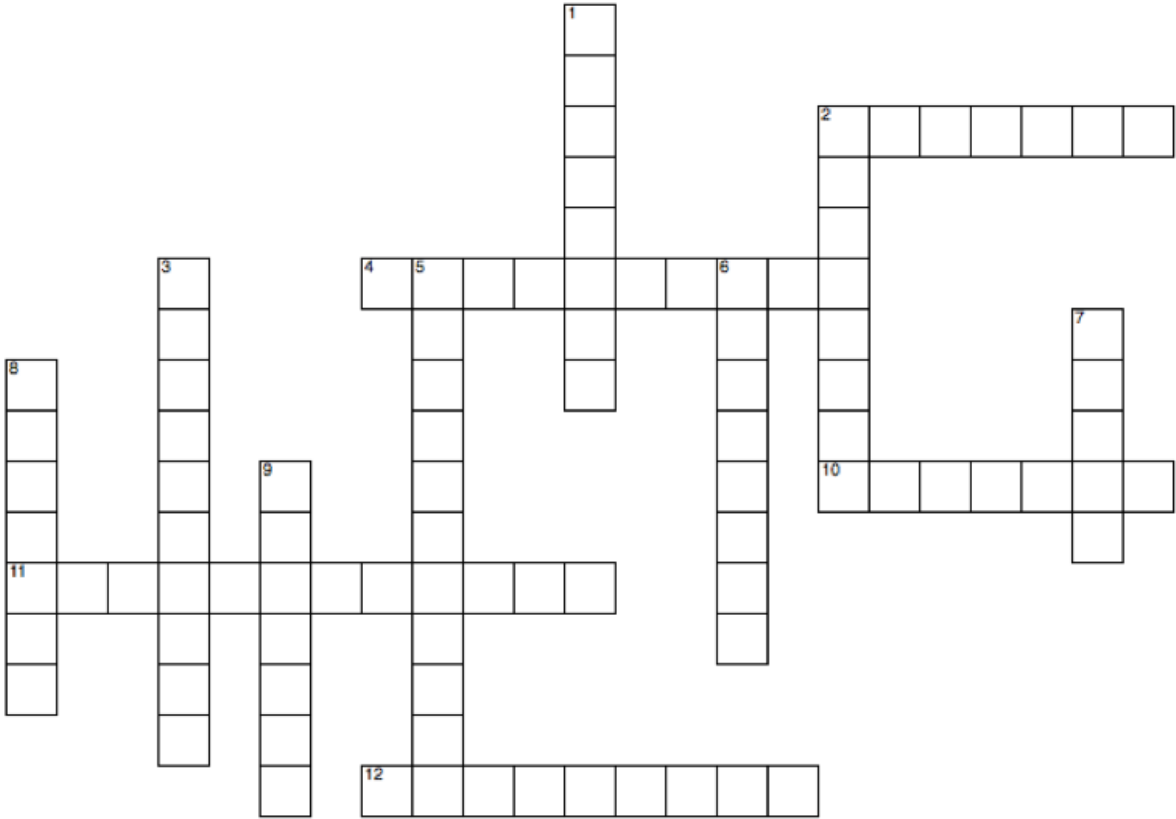
➤ Comprehension & Analysis Resources

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

VOCABULARY

Crossword Puzzle 1 Name: _____ Date: _____



ACROSS

2 Antonym: Believer
4 Showing that something is not worthy of consideration
10 Move in a turbulent or swirling manner
11 With wildly uncontrolled emotion
12 Incite someone to do something, especially something bad

DOWN

1 The couple exchanged _____ looks when they were caught kissing by friends.
2 Antonym: Superior
3 The _____ candidate shocked the audience with her loud, booming voice.
5 Synonym: Anger, displeasure, or resentment
6 She stared _____ at the speaker, making sure not to miss a single word.
7 Synonym: Haggard or thin
8 The roller coaster _____ to the top of the first drop as looks of panic spread across the faces of riders.
9 A very confused or disturbed state or condition

WORD BANK: DIMINUTIVE, DISMISSIVE, GAUNT, HYSTERICALLY, INDIGNATION, INFERIOR, INFIDEL, INSTIGATE, INTENTLY, LURCHED, ROILING, SHEEPISH, TURMOIL

Puzzle made at puzzle-maker.com © 2017 LIT Lessons 75

➤ 4 Vocabulary Lists

➤ 4 Crossword Puzzles

➤ 4 Vocabulary Quizzes

➤ Variety of Graphic Organizers

Vocabulary Quiz I

Name: _____

Date: _____

SECTION I: Match the correct synonym or antonym with the correct word

- | | |
|-----------------------|---|
| 1. _____ Inferior | a. Antonym: Halt or dissuade |
| 2. _____ Roiling | b. Synonym: Lesser or second-class |
| 3. _____ Hysterically | c. Synonym: Wildly, desperately, passionately |
| 4. _____ Instigate | d. Antonym: Calm or aid |

SECTION II: Write the definition of the following words

1. Intently: _____
2. Lurched: _____
3. Sheepish: _____
4. Diminutive: _____

SECTION III: Fill in the blank with the correct word

1. After spending a month hiking the Appalachian Trail, I barely recognized the _____ face of my friend. He had lost so much weight.
2. The loud bang sent the meeting into _____ as people tried to flee the room.
3. The professor's accusations of cheating filled her with _____. She worked hard to earn the top grade.
4. The store owner gave me a _____ wave after I asked for help. It was so rude.
5. My grandparents called anyone an _____ if they did not attend church every week.

DISMISSIVE – INDIGNATION – TURMOIL – GAUNT – INFIDEL

© 2017 LIT Lessons 76

➤ Spiraling
Rigor and
Challenge

➤ Expanding
Understanding

➤ Essential
Definitions

➤ Application in
Context

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

TEACHING RESOURCES

Lesson 1 Building Background Knowledge, Introduction to the Refugee Experience

Essential Question(s):

- What is the Universal Declaration of Human Rights and what protections does it provide humans?
- What is a refugee?

Essential Standard(s) Covered:

- CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Lesson Overview and Resources:

- Bell ringer
- Anticipation Guide – Before
- Introduce vocabulary pages/graphic organizers
- Building Background Knowledge and Chapter 1-3 vocabulary
- Reading – “Definitions – Refugee, Migrant, or Asylum-Seeker?”
- Reading – “Universal Human Rights”
- Extension activity – Universal Human Rights
- Discussion – Comparing the Universal Declaration of Human Rights to the U.S. Constitution

Resources Needed:

- Building Background Knowledge and Chapters 1-3 vocab
- Nonfiction articles
- PPT presentation
- Exit ticket
- Access to Internet and computer to complete the Universal Human Rights extension activity

Homework:

- *Refugee* Chapters 1-3 reading and chapter analysis

Assessment:

- Exit Ticket – What is the difference between a refugee, migrant, and asylum-seeker?



Unit Vision



Standards Alignment



30 Detailed Lesson Plans

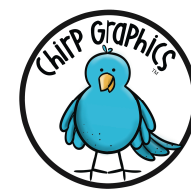
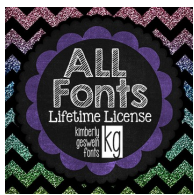


Instructional PowerPoint

TERMS OF USE

This downloadable resource supplies one single-teacher license for use in your classroom. Photocopying of this product is allowed only for the classroom use of the purchaser. Replication of this product, in whole or in part, for commercial sale or broader distribution is strictly prohibited. This product also may NOT be shared electronically, digitally, or otherwise without the express consent of the owner, LIT Lessons. Thank you for your cooperation and understanding.

- **Credits:** Cover image licensed from Shutterstock. Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.



- Finally, thank you for your hard work and service to children. I know this product will help you in your efforts. Enjoy!