

**Hagop Kevorkian Center for Near Eastern Studies
New York University
Unit Plan Template**

Personal Information

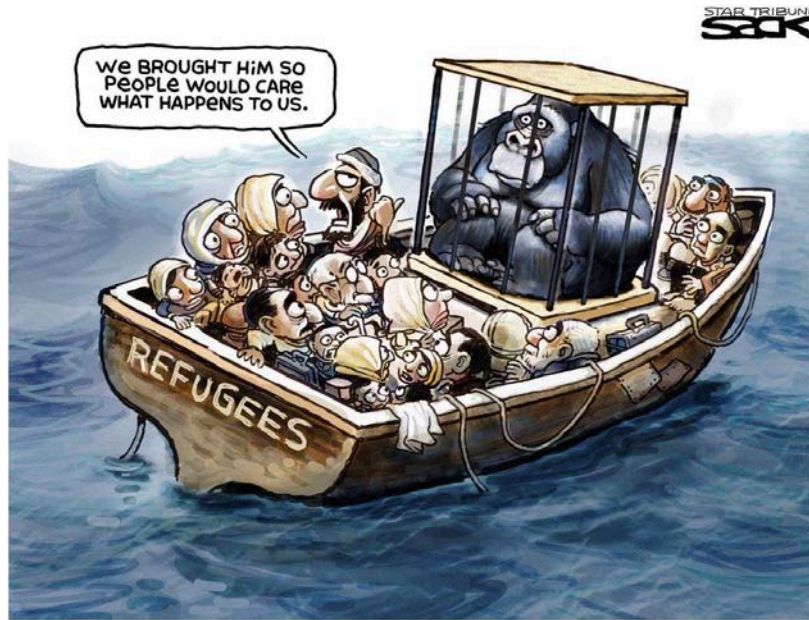
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Outreach Events Attended at the Hagop Kevorkian Center	-Teaching With Comics: Artist Talks with Mohammad Sabaaneh and Anthony Louis-Jeune, Spring 2017 -Politics of Humanitarianism in the Middle East, Fall 2016 -The United States and the Middle East, Summer 2016 -Refugee Stories from the Middle East, Spring 2016		

UNIT TITLE:	THE CROSSING: THE REFUGEE CRISIS, CLOSING THE EMPATHY GAP, AND HUMANITARIANISM
AUTHOR:	Brendan J Mullins
GRADE LEVEL:	9 th Grade
OVERVIEW OF LESSON:	<p>This is a discovery-based unit designed to create paradigm shifts of student perceptions of stereotypes, refugees, our responsibilities towards the global crisis, and what it means to be a Humanitarian. I chose a Humanities approach to create student interest and build empathy throughout the unit. Ultimately, our goal is to create an action in the form of artistic expression or discussions students can have outside the classroom when faced with prejudices and stereotypes of refugees.</p>
SUBJECT AREA:	Social Studies: Government & Economics
COUNTRY/REGIONAL FOCUS:	General Middle East, North Africa, Hispaniola, and the Americas. Specific Middle East case studies were Palestine, Yemen, and Syria.
TIME REQUIRED:	This unit requires a minimum of 28 teaching days for 47-minute period classes.
MATERIALS REQUIRED: *SEE LESSON PLAN PROCEDURE, RESOURCES PAGE & HANDOUTS PAGES FOR ADDITIONAL RESOURCES	-SMARBoard, Promethean Board, or projector. -"The Blind Men and the Elephant" video. -"Dove" story from the <i>Superman: American Alien</i> graphic novel by Max Landis et al. -"Home Invasion" scene from Steven Spielberg's <i>E.T.: The Extraterrestrial</i> . -"The Danger of a Single Story" TED Talk video by Chimamanda Ngozi Adichie and transcript. -My Single Story student prompt. -Congressman Randy Forbes "Our Judeo-Christian Nation" Congressional video clip.

	<ul style="list-style-type: none"> - Excerpt on Slave Culture in the Americas from an 8th Grade Houghton Mifflin Harcourt Texas U.S. History textbook. -Maps of the expansion of Islam to 1500 and the Atlantic Slave Trade. -Selected letters from CUNY's <i>First Blacks in the Americas</i> found at www.firstblacks.org (See handouts). -<i>Trump's Travel Ban and American History X: Mandingos, Moors, and Muslims</i> by NYU Professor Peter C. Valenti. -“Arab Money” song lyrics and music video by Busta Rymes. -“Rock the Casbah” song lyrics and music video by The Clash. -“Jihad” song lyrics and music video by Slayer. -“An Open Letter to NYC” song lyrics and music video by the Beastie Boys. -<i>Identity Card</i> poem by Mahmoud Darwish. -Paideia Socratic Seminar exit slips. -<i>Karama Has No Walls</i> documentary directed by Sara Ishaq. -Digging Deeper video guide for <i>Karama Has No Walls</i>. -Images of Aleppo, Syria, before and after the Battle of Aleppo. -Chart paper. -Post-it notes and Flipchart sharpie markers. -Pre and Post War Aleppo gallery images. -Life under the Assad regime document folders. -“Searching for an Authentic Syria” writing prompt. -“Searching for an Authentic Syria” reporter notepads for inference making. -“Why the World Fears Refugees” video narrated by Zygmunt Bauman and produced by <i>Al Jazeera</i>. -“Refugee Stories-Mapping a Crisis” activity sheets created by Brown University's <i>Choices Program</i>. -Colored pencils. -10 House of Doolittle Write On/Wipe Off Laminated World maps with accompanying erasable markers for class teams. -“Exodus” documentary by <i>PBS's Frontline</i>. -Digging Deeper video guide for “Exodus” documentary. -<i>Between the Sea and the Problem of Humanity: The Mediterranean's Refugees and the Humanitarian Reason of Rescue at Sea</i> by Professor Keith Watenpaugh. -Social Studies daily classwork rubric.
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BACKGROUND:

Ideas for this refugee crisis unit began in the most unlikely of places. In May 2016, a gorilla names Harambe was shot at the Cincinnati Zoo to save the life of a child who fell into its enclosure. Harambe's death caused a media frenzy and people took to social media to blast the Cincinnati Zoo for killing the innocent gorilla. This same reaction reminded me of the killing of the “famous” Cecil the Lion in Zimbabwe in July 2015 despite the fact many Zimbabweans did not know him. One response, however, appeared in the *Star Tribune* that captured the irony of the public outcry for Harambe and Cecil.



I had always been following the Global refugee crisis because of my interest in the Middle East. But, seeing this cartoon struck it showed there is a wider empathy gap with refugees than there are animals. The fact that the death of a gorilla caused a public outcry and yet videos of boats tipping over with men, women, and children in the Mediterranean did not elicit the same response disturbed me.

This unit is an exploration of empathy with the goal of closing the empathy gap between American students and the refugee crisis. My research focused on four paradigm problems in the American mindset that makes it difficult for Americans to have empathy. While prejudice and racism is certainly central to this, I was more interested in exploring more subtle paradigms. These are the four paradigm problems the unit addresses:

1. There is more sympathy for refugees than empathy.
2. Muslims are left out of the American narrative.
3. Refugees are viewed as lacking any agency and therefore are viewed as helpless and drains on social welfare systems.
4. Who humanizes the de-humanized? In other words, are we the one's who have the right to "humanize" refugees when refugees never lose their humanity to begin with?

Although I recognize closing the empathy gap completely is probably impossible within the short time span I had to teach this unit, I wanted to at least nudge it closer together. As my former professor, Dr. Keith Watenpaugh, stated in a NYU Saturday Seminar, "Sympathy leads to concerts for Bangladesh. Empathy leads to some type of action." I was not expecting my students to travel to Syria or Greece to assist refugees. But if they are in the midst of a conversation where someone is showing a disdain for refugees or a lack of empathy, I want my

students to have the skills set for engaging in a substantive conversation and, perhaps, change a mind or two. Or, at least help the person think differently about these issues. In other words, the ultimate end is to create a paradigm shift in our thinking of stereotypes, Muslims in America, refugees, our responsibility as World citizens, and what it means to be a Humanitarian.

Finally, I wanted to focus on the refugees themselves and their stories to nudge the empathy gap closer together. Therefore, this unit does not compare the different viewpoints on whether refugees should be let into countries or not because I did not want to take away from the human element of these many stories.

CURRICULUM CONNECTION:

This unit was a culminating end-of-year unit for a 9th Grade Government and Economics course. A major theme for the year was the problem of choice, activism, and our responsibilities as citizens of the United States and World. The first unit introducing empathy and activism explored systems of oppression, police brutality, the BlackLivesMatter movement, and culminated with watching the Director Ava DuVernay's Netflix documentary *13th*. Although the refugee unit came later in the course, it was designed as an extension of that unit beyond the borders of the United States and exploring our responsibilities to the world.

Additionally, the refugee unit questions traditional and single story of America as a nation of immigrants and Muslims being treated as newcomers. Rather, it can be argued the United States is really a nation of immigrants *and* refugees. Furthermore, there is evidence Muslims have been present in the America's from the very beginning because of the Spanish *Reconquista* and Atlantic slave trade. Consequently, African-Americans and Muslims—one group oppressed from the beginning and another group facing increased oppression—have a shared history in the United States more than many realize. In other words, the students who sit in our classrooms—African-American, Hispanics, Latinos, and American Muslims—have more in common than they thought.

The problem I faced was beginning the unit in a way that began the process of shifting the paradigm. Paradigm shifts are hard because they are so entrenched in our mindsets. To begin the process, I decided to begin the unit with an unlikely topic. I wanted to surprise students from the onset by starting with the ultimate American hero *and* refugee—Superman.

ESSENTIAL QUESTIONS:

- ❖ What is the problem of choice?
- ❖ What is my responsibility as a World citizen?

CENTRAL INQUIRY QUESTION:

- ❖ What does it mean to be a Humanitarian?

LEARNING GOALS:

Content Learning Targets:

I can explain how the decision to act in the face of human suffering affirms the humanity of the people we are helping and our own.

Depth of Knowledge (DoK) Skills Learning Targets:

- Level 1→ I can define key terms and concepts related to the Global Refugee Crisis.
- Level 2→ I can state the causes and effects of the Global Refugee Crisis.
- Level 3→ I can weigh what it means to be a Humanitarian.
- Level 4→ I can create paradigm shifts for understanding stereotypes and the Refugee Crisis.

STANDARDS:

■ **Common Core State Standards:**

- ☐ **RH9-10.1:** I can cite evidence using primary and secondary sources.
- ☐ **RH9-10.2:** I can identify the central idea of primary and secondary sources.
- ☐ **RH9-10.4:** I can define the meaning of words as they are used in a text.
- ☐ **RH9-10.6:** I can compare the point of view of two or more authors for how they treat the same topic.
- ☐ **WHST9-10.1a:** I can write claims.
- ☐ **WHST9-10.1b:** I can support my claims with evidence.
- ☐ **WHST9-10.4:** I can write for a specific purpose.

■ **NCSS Standards:**

- ☐ **THEME 1:** Culture.
- ☐ **THEME 2:** Time, Continuity, and Change.
- ☐ **THEME 3:** People, Places, and Environments.
- ☐ **THEME 4:** Individual Development and Identity.
- ☐ **THEME 5:** Individuals, Groups, and Institutions.
- ☐ **THEME 6:** Power, Authority, and Governance.
- ☐ **THEME 7:** Production, Distribution, and Consumption.
- ☐ **THEME 9:** Global Connections.
- ☐ **THEME 10:** Civic Ideals and Practices.

■ **NYS Social Studies Framework and Standards:**

- ☐ **10.10 HUMAN RIGHTS VIOLATIONS (1945-PRESENT):** Since the Holocaust, human rights violations generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated.
- ☐ **10.10b:** Governments, groups, and individuals have responded in various ways to human atrocities in the 20th and 21st centuries.
- ☐ **12.G3 RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP:** Active and informed citizens have certain rights, responsibilities, and duties, the

fulfillment which help to maintain the healthy function of world, national, state, and local communities.

- **12.G3a:** Citizens should be committed to balancing personal liberties with social responsibilities.
- **12.E1 INDIVIDUAL RESPONSIBILITY AND THE ECONOMY:** Individuals make choices to maximize wellbeing.
- **12.E1a:** When making economic and life decisions, individuals should consider the opportunities they have, their resources, their preferences, and their ethics.
- **12.E3 IMPACT ON THE GLOBAL ECONOMY:** Policy makers face considerable challenges. Globalization increases the complexity of these challenges, exerting transformative effects.
- **12.E3e:** Economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated.
- **NYS Standard 2:** World History.
- **NYS Standard 3:** Geography.
- **NYS Standard 4:** Economics.
- **NYS Standard 5:** Civics, Citizenship, and Government.

UNIT PRE-ASSESSMENT:

As previously stated, the Refugee Crisis unit was a culminating task for the year. Consequently, the pre-assessment was used to assess students understanding of Superman's identity and beginning the path for the paradigm shift. Post an image of Superman on the board. Students completed a Kagan Simultaneous Round Table in teams of four by writing Superman at the top of the paper, and writing words or phrases they think of when they hear the word "Superman." After a student writes, the paper and pen is passed to the next student and the team repeats until the time runs out. Share out student responses on the board to create a web diagram of words and phrases associated with Superman. Students might mention the word "Alien," but none of my classes said the words "Immigrant," "Refugee," "Illegal Alien," or "Undocumented Immigrant." The purpose is to establish the single story of Superman while revealing there is another story to Superman and how this relates to the overall goals and purpose of the unit later in the lesson.



UNIT PROCEDURE:

LESSON ONE: The Danger of a Single Story—*Superman: American Alien* (2 Days)

Day 1: Preparation for *Superman: American Alien* Paideia Socratic Seminar

Learning Target 1: I can define “Paradigm.”

Do Now: Begin with a visual writing prompt for the Do Now. Students can either choose the Star or Circle.



After the share out, play the video “The Blind Men and the Elephant.” Turn and Talk—What do you think the meaning of story is?

The Blind Men and the Elephant: <https://www.youtube.com/watch?v=Vn9BUfUCL4I>

Turn and Talk: Observe the images and define the term “Paradigm.”



Aim: I can explain the goals and purpose of our new unit.

Learning Target 2: I can brainstorm words, ideas, and themes associated with Superman.

Pre-Assessment Activity: Complete a Kagan Simultaneous Round Table to brainstorm words, ideas, and themes associated with Superman. Pass the paper and pen to your teammate until the time runs out. Share out student responses on the board by creating a Superman Brainstorm Web Diagram.

Mini Lesson: Before introducing “Dove” from *Superman: American Alien*, give a mini lesson on the purpose of the Gutter in graphic novels using the example from Scott McCloud’s book *Understanding Comics*.

Activity: Students finish Day 1 of the lesson by reading the “Dove” story from Max Landis’s *Superman: American Alien* graphic novel.

Day 2: *Superman: American Alien* Paideia Socratic Seminar

Learning Target 3: I can create new understandings about Superman during a Paideia Socratic Seminar.

Pre-Seminar Activity: Give students the short reading on Superman’s origins. (See Handouts)

Activity: Students form a large circle and complete a Paideia Socratic Seminar based on the story as a whole class. **Note:** When students reference the part of the story at the Drive-In theater, play the “Home Invasion” scene from the film *E.T.: The Extra-Terrestrial* before discussing that part of the story.

Questions to consider during for guiding the seminar and summarizing the lesson:

- What surprised you?
- What contrasts and contradictions about Superman did you notice in the text?
- What actions, phrases, or moments happened again and again?
- What tough questions does the story make you wonder?
- What Aha Moments did the characters experience in the text?
- Did you have an Aha Moments yourself?
- What is the life lesson and how could it affect the characters?
- How did this story change our perceptions and understandings of Superman?
- What new words or phrases can we add to the diagram based on our discussion? (Two terms that need to be elicited are “Immigrant” and “Refugee.”)
- How does affect the image of Superman?
- How does this affect the image of immigrants, undocumented immigrants, and refugees?
- Does this perception of Superman contradict with Americans feelings on immigration and refugees today?

Assess: Students individually complete the *Superman: American Alien* Paideia Socratic Seminar exit slip (See Handouts).

LESSON TWO: The Danger of a Single Story—The TED Talk (1 Day)

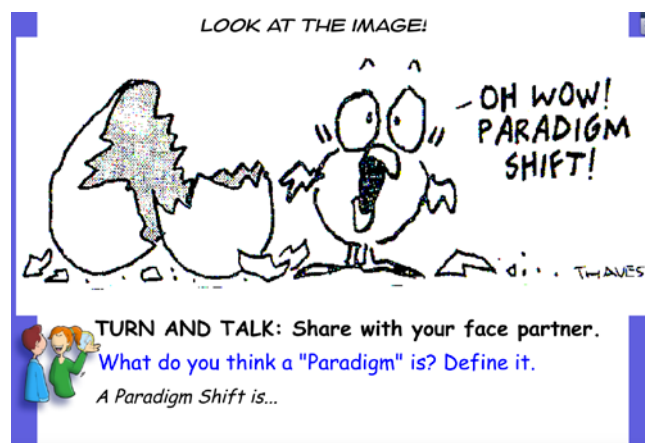
“The Danger of a Single Story” TED Talk by Chimamanda Ngozi Adichie

Learning Target 1: I can define “Paradigm Shift.”

Do Now: Visual writing prompt. This will elicit single stories, biases, prejudices, and stereotypes.



Turn and Talk: Observe the images and define the term "Paradigm Shift."



Aim: I can explain the danger of a single story.

Learning Target 2: I can identify themes in Chimamanda Ngozi Adichie's TED Talk—"The Danger of a Single Story."

Activity: Watch the TED Talk "The Danger of a Single Story."

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Give students the transcript of Adichie's TED Talk. Circle words and phrases that stand out to them; write down questions they have; and, draw or write any reactions they have to the talk.

Assess: Turn and talk. According to Adichie, what is the danger of a single story?

Summary: Adichie stated, "When we reject the single. When we realize that there is never a single story about any place, we regain a kind of paradise." What does this quote mean to you? Explain.

Mini Lesson: Introduce the ‘My Single Story’ student prompt. Students will write a single story someone has created about themselves. They will then identify the source of the single story and then reject it by telling another story about themselves. This is a take home assignment.

LESSON THREE: The Danger of a Single Story—Muslims in America (1 Day)

Shared Heritages: The Muslim Experience in the Americas

Learning Target 1: I can define “Heritage.”

Do Now: Visual writing prompt. Students can either choose the Star or Circle.



Turn and Talk: Observe the images and define the term “Heritage.”



Activity: Watch Congressman Randy Forbes “Our Judeo-Christian Nation” Congressional speech. Turn and talk: What single story does Congressman Randy Forbes promote about America’s past?

Aim: I can revise the single story of America’s Judeo-Christian heritage.

Learning Target 2: I can investigate to understand a more authentic story of America’s

heritage.

Activity: Individually, read the excerpt from a U.S. History textbook on slave culture. **(See Handouts)**

Assess: Whole class share out. Was there any information that surprised you in the text? Is this a familiar story of slave culture?

Mini Lesson: Read “Date: 1500. La Española (“the Spanish One”)” letter together as a class.

Assess: Whole class discussion. What parts of the letter surprised you? Why do you think this letter is so important for historians? Who do you think Juan Moreno is? Why do you think he is called Juan Moreno? What does Juan Moreno’s presence reveal about the settlement of the Americas?

Activity: In Teams of four; investigate the images and text; connect the pieces and show how they relate to each other; come to an AHA Moment based on your team discussion; and, write what surprised you based on what you observed and read in your notebook. **(See Handouts)**

Assess: Whole class share out after team discussions.

Questions to consider for the class share out:

- What does the letter from King Charles V reveal about the people settled in *La Española*?
- How did the inhabitants of *La Española* respond to the letter expelling non-Christians from *La Española*?
- Based on the documents, what would the backgrounds on the “non-Christian” inhabitants be?
- What does the presence of individuals of Arab-Muslim origin reveal about the story of the Americas?
- How does this story of the Americas reject the single story told by Congressman Randy Forbes?

Activity: Individually, read *Trump’s Travel Ban and American History X: Mandingos, Moors, and Muslims* by NYU Professor Peter C. Valenti.

<https://medium.com/@pv17/trumps-travel-ban-and-american-history-x-mandingos-moors-and-muslims-d235fbface79>

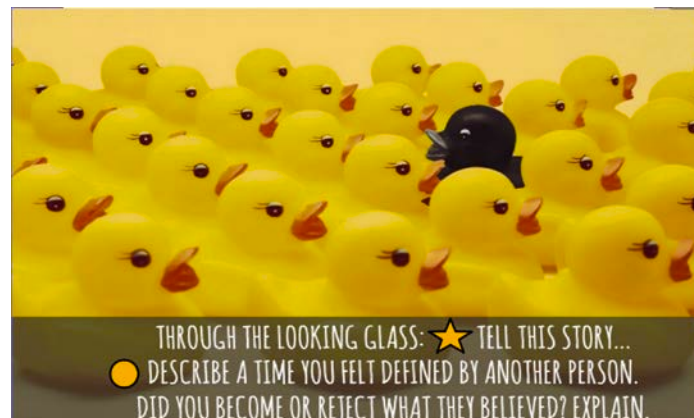
Assess: Whole class share out. How does Professor Valenti’s argument tell another story of America’s past? How does this article relate to Chimamanda Adichie’s TED Talk?

LESSON FOUR: The Danger of a Single Story—Arab Stereotypes (2-3 Days)

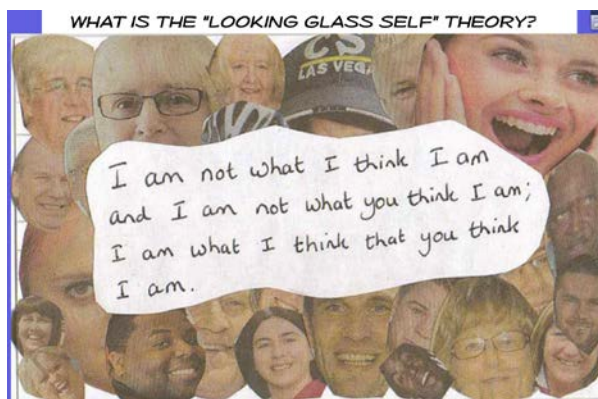
Day 1: Arab stereotypes and single stories.

Learning Target 1: I can define “Looking Glass Self Theory” and “Othering.”

Do Now: Visual writing prompt. Students can either choose the Star or Circle.



Turn and Talk: Show the first image and define the term “Looking Glass Self.” Then, show the second image and define the process of “Othering.”



Aim: I can explain how othering processes are challenged.

Learning Target 2: I can brainstorm words, ideas, and themes associated with Arabs.

Pre-Assessment Activity: Complete a Kagan Simultaneous Round Table to brainstorm words, ideas, and themes associated with word Arab. Pass the paper and pen to your teammate until the time runs out. Share out student responses on the board by creating an Arab Brainstorm Web Diagram.

Learning Target 3: I can identify single stories of Arabs in media.

Activity: Pass out the lyrics to the songs you will play. **(See Handouts).** Read, watch, and listen to the music and videos. Individually, circle words and phrases that stand out to you. React to the to the lyrics by drawing or writing any emotions, thoughts, or questions you have.

Note: *Arab Money* by Busta Rhymes will generate the most student interest so begin with and play the video in its entirety. It is recommended that you only play *Rock the Casbah* by the

Clash and *Jihad* by Slayer briefly unless students show continued interest. You can also add trailers of television shows and movies such as the trailer for FX's *Tyrant* series and Showtime's *Homeland* if time permits or for differentiation.

Question: What stereotypes and otherings do you see in these videos?

Arab Money: https://www.youtube.com/watch?v=bcuAw77J8_Y

Rock the Casbah: <https://www.youtube.com/watch?v=bJ9r8LMU9bQ>

Jihad: <https://www.youtube.com/watch?v=38pUdFRGMJI>

Tyrant preview: <https://www.youtube.com/watch?v=RbLK99ysvck>

Homeland Season 4 preview: <https://www.youtube.com/watch?v=-A6vKiOM0Ws>

Assess: After students have listened to and watched the video, Turn and Talk with your partner and add additional words to your Arab Stereotypes Web Diagram.

Activity: Pass out the lyrics *An Open Letter to NYC* by the Beastie Boys. **(See Handouts).** Read, watch, and listen to the music and video. Individually, circle words and phrases that stand out to you. React to the lyrics by drawing or writing any emotions, thoughts, or questions you have. **Note:** You might have to play the video twice because the video has so many visuals. It might be difficult for students to handle the lyrics and video in one listening.

Question: How did the Beastie Boys challenge the otherings you observed in the previous songs and videos?

An Open Letter to NYC: <https://www.youtube.com/watch?v=LItOrlOi9SA>

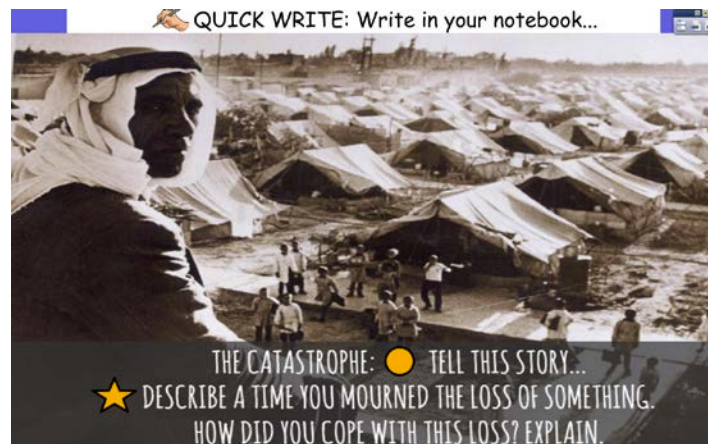
Assess: Turn and talk with your partner and answer the above question. End with a whole class share out of student responses.

Extension Question: Why do you think the Beastie Boys wrote the lyric, “We come together on the subway cars?”

Day 2: Preparation and historical background for *Identity Card* Paideia Socratic Seminar.

Learning Target 4: I can revise the single story of Arabs.

Do Now: Visual writing prompt. Students can either choose the Star or Circle.



Turn and Talk: Observe the first image and define the term “Diaspora.”



Activity: Play the *Nakba Infographics* video to give students an overview of “The Catastrophe” and 1948 Palestinian Refugee Crisis.

Question: What is An-Nakba?

Nakba Infographics video: <https://www.youtube.com/watch?v=FSotAYujSz8>

Assess: Turn and talk with your partner. Complete a whole class share out of student responses.

Extension Activity: If students are still having trouble answering the question, you can play this additional video to help them make connections.

“What is the Nakba” by *PressTVUK*: https://www.youtube.com/watch?v=x_80t9-xaul

Activity: Individually, read Mahmoud Darwish’s poem “Identity Card” from *Enemy of the Sun* silently. **(See Handouts)**. As you read, circle words and phrases that stand out to you; write any questions you have; and, react to the text by drawing or writing any emotions you have.

Day 3: Rejecting the Single Story—*Identity Card* Paideia Socratic Seminar

Mini Lesson: Create a large circle; re-read the text; highlight the phrase that stands out to you the most; and, follow the Paideia Socratic Seminar ground rules.

Activity: *Identity Card* Paideia Socratic Seminar. If your class size is on the smaller size, you can begin the seminar by going around the room and having students say the line or phrase that stands out the most to them and why.

Give the students this lens as the theme for the discussion:

“Exile is more than a geographical concept. You can be an exile in your Homeland, in your own house, in a room.”

-Mahmoud Darwish

Note: You might have to define the word “Exile” for students.

Questions to consider for the Socratic discussion:

- OPENER QUESTION:** What was the most striking image or metaphor that stood out to you.
- Share:** Students complete a Round Robin share out to get all students involved.
- CORE QUESTIONS:** What is the tone of this poem?
- What words and phrases repeat throughout the text? Why are these important?
- In paragraph graph 2, Darwish states: “I do not supplicate charity at your doors nor do I belittle myself at the footsteps of your chamber So will you be angry?” What single story about Arabs is he addressing?
- How does Darwish reject the single story of a Palestinian peasant who begs for food?
- CLOSING QUESTIONS:** How does this poem relate to Darwish’s quote about exile?
- What does this poem teach us about challenging Othering processes?
- Why is identity so important to refugees?
- How can you apply the themes of this poem to your own life?

Assess: Students individually complete the *Identity Card* Paideia Socratic Seminar exit slip (See Handouts)..

LESSON FIVE: Ripples—*Karama Has No Walls* (3 Days)

Day 1: The Arab Spring.

Learning Target 1: I can define the purpose of the “Arab Spring.”

Do Now: Visual writing prompt. Students can either choose the Star or Circle.

Assess: Turn and talk with your partner. After, whole class share out of student responses.

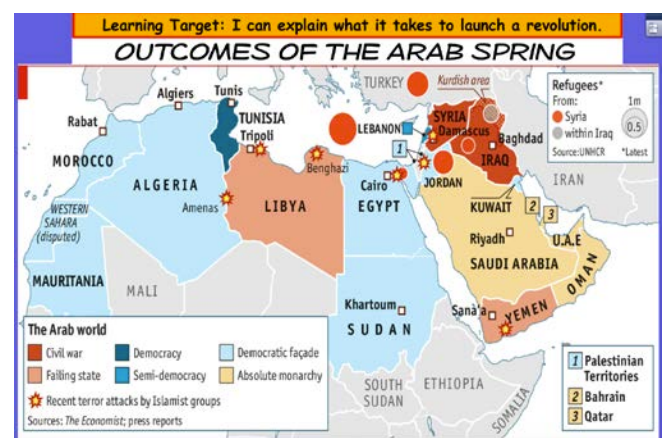
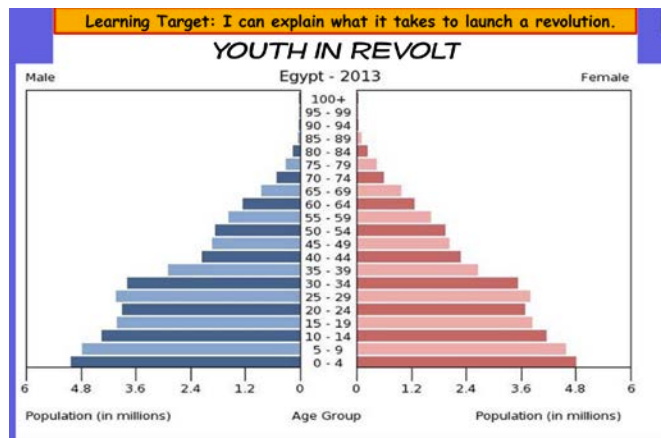
Activity: Play the CNN video “The Arab Spring—What is it?”

Question: What were the main causes of the Arab Spring?

“The Arab Spring—What Is It?” by CNN: <https://www.youtube.com/watch?v=2z-rKjTivDs>

Assess: Turn and talk with your partner. After, whole class share out of student responses.

Mini Lesson: Discuss the relationship between demographics in the Middle East and North Africa, and the economic problems it causes. End by showing a map of the outcomes of the Arab Spring across the Middle East and North Africa.



Day 2: Yemen and the Arab Spring Case Study

Learning Target 3: I can weigh the extent art promotes change.

Mini Lesson: Use map of the Middle East to show students where Yemen was. I chose not to go deeply into Yemen's geographic features or history because I wanted students to focus on the themes in the documentary they were going to watch.

Activity: Watch the documentary *Karama Has No Walls* in its entirety. Individually; Notice; Note; and, dig deeper by writing down facts, questions, emotions, and images on your Digging Deeper video guide (**See Handouts**). Director Sara Ishaq's documentary *Karama Has No Walls* can be downloaded from iTunes.

Assess: Turn and talk with your partner. Share *at least* 1 fact, question, emotion, or image that stood out to you with your partner.

Assess: Whole class discussion and share out.

Questions to consider for the post-video discussion:

-What surprised you?

- How did this film change, challenge, or confirm what you already knew about the Middle East or revolutions?
- How can art (such as documentaries) promote change?

Optional Day 3 Extension: Layal's Story—Yemeni Arab Spring and Refugee Experience.

Background: Some of the students in our classrooms have actually lived the very things we teach about. Abraham Lincoln High School has a sizeable Yemeni population. Some of these students lived in Yemen during the Arab Spring and might be refugees themselves.

Consequently, I invited a student in to speak to my classes about her experiences during the Arab Spring and how she fled Yemen. **Note:** Any student who witnessed the outbreak of revolution or fled their country could be brought in to talk to students at this moment—even if they are not from Yemen. This gives the student a chance to validate their experiences, and for their peers to connect with and understand the realness of History.

Learning Target 4: I can make connections with my peers to understand the refugee experience.

Activity: An Abraham Lincoln High School student shares her experience during the Arab Spring in Yemen, her attempts to flee the country, and her life as a refugee in the United States. A Socratic Seminar format was used to facilitate the discussion.

LESSON SIX: Ripples—Syria Before the War (3-4 Days)

Background: The Syrian Civil War is now in its sixth year. For some students, they only know Syria in the context of war. Therefore, I wanted to continue the theme of rejecting the single story by starting with pre-war Syria.

Day 1: Pre-War Syria.

Learning Target 1: I can define “Crisis.”

Do Now: Visual writing prompt. Students can either choose the Star or Circle.



Turn and Talk: Observe the images and define the term “Crisis.”

LOOK AT THE IMAGES!

TURN AND TALK: Share with your shoulder partner.
 What do you think a "Crisis" is? Define it.
 A Crisis is...

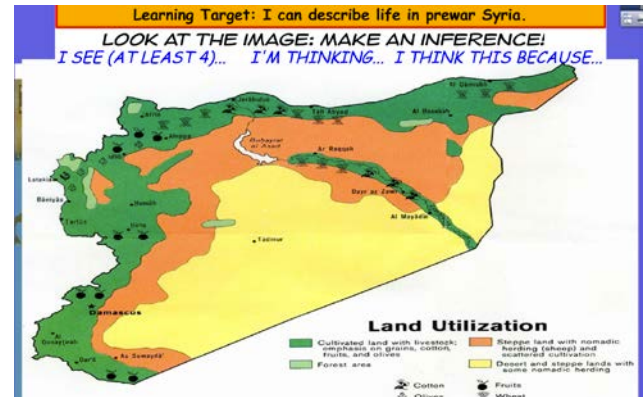
Aim: I can describe life in prewar Syria.

Learning Target 2: I can identify the geographic features of Syria.

Pre-Assessment Activity: Assess students' abilities to describe a geographic location. In your notebook, look at the map and write 1-2 sentences that describe Syria's geographic location.



Activity: In your notebook, look at the maps and make an inference. Use your inferencing stems—I see (*at least 4 things*)... I'm thinking... I think this because... Show each map separately and share out before going to the next map.



Assess: Turn and talk with your partner for each map. After, have a whole class share out of student responses.

Activity: In Teams of four create a Web Diagram and label it “Life in Pre-War Syria.” Complete a round table share out of life in prewar Syria based on our map discussions.

Day 2: Aleppo Before “Aleppo” Case Study

Learning Target 3: I can compare Syria before and after the civil war.

Mini Lesson: Directions for Gallery Walk activity (**See Handouts**). Individually; choose *at least* 5 galleries to visit; take a Posit-it or Flipchart Sharpie Marker; observe the images; write down any questions you have based on the image; draw or write any reaction you have to the image; or, respond to a classmate’s question or reaction based on the image.

Activity: Students walk around the room for the Prewar Aleppo Gallery Walk. **Note:** Do not rush this activity. Allow students the time to observe, respond to the images, and have conversations with their classmates.

Assess: Return to the “Prewar Syria” Web Diagram created the previous day. In Teams of four, revise the diagram by adding new characteristics of prewar Syria based on the Prewar Aleppo Gallery Walk images. **Note:** Keep the images and chart paper up for tomorrow because it will be used again.

Questions to consider for the post-gallery walk discussion:

-What surprised you about Aleppo?

-How did these images change, challenge, or confirm what you already knew about Syria and the Middle East?

Assess: Whole class share out of student responses.

Day 3: The House Al-Assad Built

Mini Lesson: Directions for Seated Gallery Walk activity (**See Handouts**). In Teams of four investigate the images and text; connect the pieces and show how they relate to each other; infer the central idea of the documents; and, make an AHA Moment about life in prewar Syria based on your information and inferences. Make your inferences using your reporter's notepad (**See Handouts**).

Activity: Life under the Assad regime before the war seated gallery walk. Divide student teams into three columns. Each column is given the same document folders and students pass the folders within their assigned column when the time for each ends.

Assess: Return to the "Prewar Syria" Web Diagram created the previous day. In Teams of four, revise the diagram by adding new characteristics of prewar Syria based on the documents.

Questions to consider for the post-gallery walk discussion:

- What surprised you about the documents you investigated and Syria's government?
- How did these images contrast and contradict the images you saw of prewar Aleppo?

Assess: Whole class share out of student responses.

Day 4: Aleppo After "Aleppo" Case Study Revision.

Learning Target 3: I can weigh the extent art promotes change.

Preparation: Prior to the lesson, hang of the images

Mini Lesson: Directions for reading *Syria's First Family: An Illustrated Guide to the Assad Clan. How Long Can It Cling To Power?* by Andy Warner (**See Handouts**).

Activity: Individually; read the text silently; identify *at least* 3 Contrasts and Contradictions in the text; and, make a claim about the Syrian government using "Because, But, So."

Assess: Turn and talk with your partner, and share your claim statements. Follow it with a whole class discussion and share out.

Questions to consider for the post-video discussion:

- What surprised you about the Al-Assads?
- What contrasts and contradictions did you notice about Bashar Al-Assad's life?
- How did this change, challenge, or confirm what you already knew about the how governments hold onto power?

Mini Lesson: Directions for Gallery Walk revision activity (**See Handouts**). Individually; choose *at least* 5 galleries to visit; take a Posit-it or Flipchart Sharpie Marker; observe the images; write down any questions you have based on the image; draw or write any reaction you have to the image; or, respond to a classmate's question or reaction based on the image.

Activity: Students walk around the room for the Postwar Aleppo Gallery Walk. The images of destruction are juxtaposed with the same location before the war. **Note:** Do not rush this activity. Allow students the time to observe, respond to the images, and have conversations with their classmates.

Assess: Whole class discussion after students return to their seats.

Questions to consider for the post-video discussion:

- What surprised you about postwar Aleppo?
- What contrasts and contradictions did you notice about the before and after images of Aleppo?

Background: Some of the students in our classrooms have actually lived the very things we teach about. Abraham Lincoln High School has a sizeable Yemeni population. Some of these students lived in Yemen during the Arab Spring and might be refugees themselves. Consequently, I invited a student in to speak to my classes about her experiences during the Arab Spring and how she fled Yemen. **Note:** Any student who witnessed the outbreak of revolution or fled their country could be brought in to talk to students at this moment—even if they are not from Yemen. This gives the student a chance to validate their experiences, and for their peers to connect with and understand the realness of History.

Learning Target 4: I can make connections with my peers to understand the refugee experience.

Activity: Abraham Lincoln High School student shares her experience during the Arab Spring in Yemen, her attempts to flee the country, and her life as a refugee in the United States. A Socratic Seminar format was used to facilitate the discussion.

Assess: Turn and talk with your partner and answer the above question. End with a whole class share out of student responses.

Extension Question: Why do you think the Beastie Boys wrote the lyric, “We come together on the subway cars?”

LESSON SEVEN: Ripples—The Syrian Crisis (4 Days)

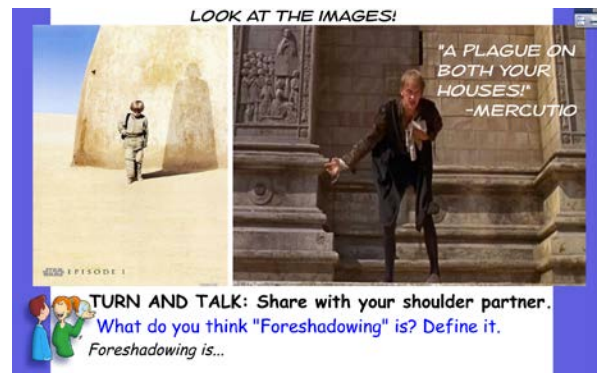
Day 1: Foreshadowing the Syrian Crisis.

Learning Target 1: I can define “Tipping Point” and “Foreshadowing.”

Do Now: Visual writing prompt. Students can either choose the Star or Circle.



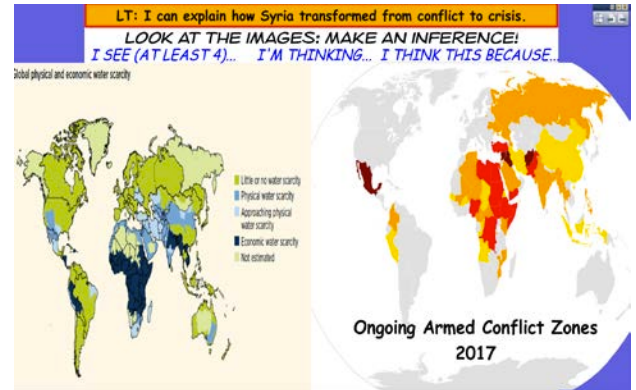
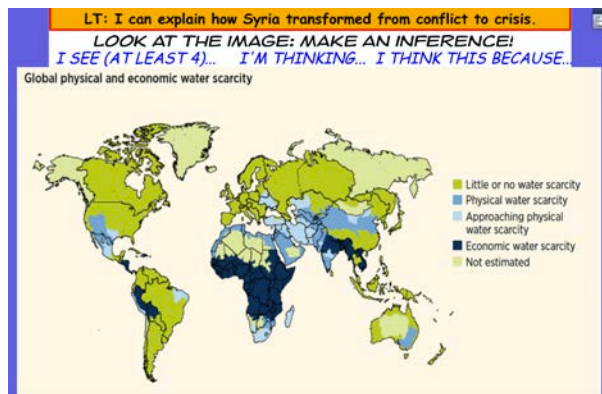
Turn and Talk: Observe the images separately and define the terms “Tipping Point” and “Foreshadowing.”



Aim: I can explain how Syria transformed from conflict to crisis.

Learning Target 2: I can identify the long-term causes of the Syrian Civil War.

Activity: In your notebook, look at the maps and make an inference. Use your inferencing stems—I see (*at least 4 things*)... I’m thinking... I think this because... Show each map separately and share out before going to the next map. The purpose is to establish the relationship between water scarcity and global conflict zones.



Assess: Turn and talk with your partner for each map. After, have a whole class share out of student responses.

Mini Lesson: Give directions for Elaisha Stokes's *Vice News* article "Tipping Point: The Drought That Preceded Syria's Civil War Was Likely the Worst in 900 Years."

Activity: Individually; read the text silently; identify causes of conflict and write a "CA" next to the textual evidence; and, make a claim about the relationship between Climate Change and the Syrian Civil War. Use the "Because, But, So" format your claim.

The *Vice News* article "Tipping Point: The Drought That Preceded Syria's Civil War Was Likely the Worst in 900 Years" by Elaisha Stokes can be found at:

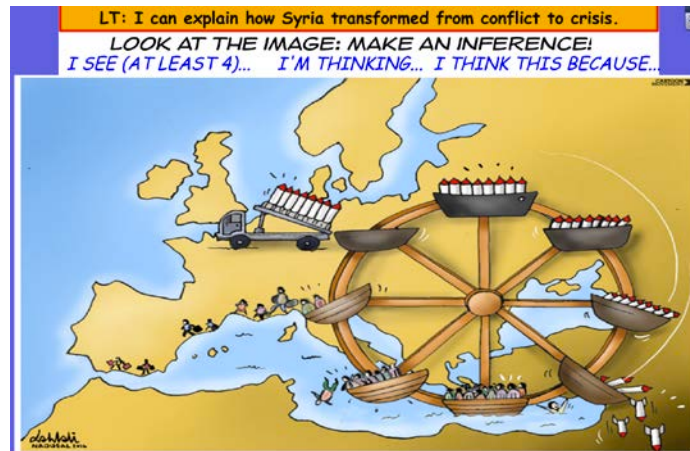
<https://news.vice.com/article/the-drought-that-preceded-syrias-civil-war-was-likely-the-worst-in-900-years>

Assess: Whole class discussion after students finish reading.

Questions to consider for the post-reading discussion:

- What surprised you about the article?
- What contrasts and contradictions did you notice about Syria compared to previous lessons?
- What was a long-term cause of the Syrian Civil War?

Activity: In your notebook, look at the cartoon and make an inference. Use your inferencing stems—I see (*at least* 4 things)... I'm thinking... I think this because... The purpose is to establish the relationship between the arms dealing and the refugee crisis.

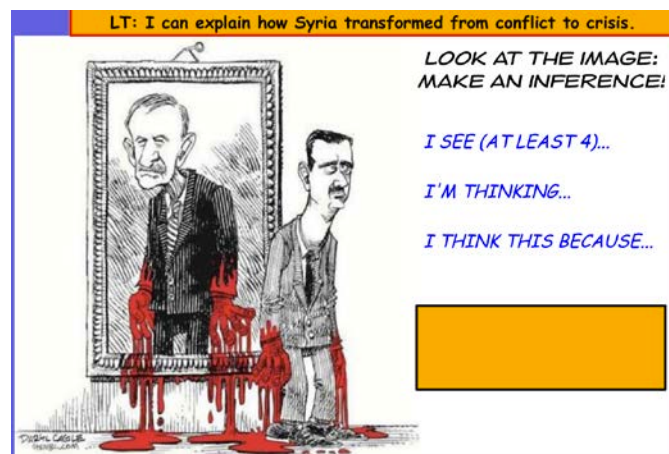


Assess: Turn and talk with your partner—What is another long-term cause of the Syrian Civil War.

Day 2: From Arab Spring Protests to Civil War

Learning Target 3: I can identify the immediate causes of the Syrian Civil War.

Activity: In your notebook, look at the cartoon and make an inference. Use your inferencing stems—I see (*at least 4*) things... I'm thinking... I think this because... The purpose is to establish the promise of Bashar Al-Assad's did not materialize and that Bashar continued in his father's footsteps.



Assess: Turn and talk with your partner the inferences you made. After, complete a whole class share out of student responses. **Question:** If you could give this cartoon a title, what title would it be?

Activity: Play the video “The Syrian Conflict in 5 Minutes” by *The Guardian*.

Question: What were the roots of the Syrian Civil War?

“The Syrian Conflict in 5 Minutes” by *The Guardian*:

https://www.youtube.com/watch?v=K5H5w3_QTG0&t=185s

Assess: Turn and talk with your partner. Complete a whole class share out of student responses.

Activity: As a class, look at the cartoon and complete a Shared Think Aloud. Use your Shared Think Aloud stems—I notice... I'm wondering... I'm feeling... I'm thinking... The purpose is to show how the death of Hamza Ali Al-Khteeb acted as a tipping point during the Syrian Arab Spring protests.



Extension Activity: If time permits, you can show the video of Hamza Ali Al-Khteeb's dead body and injuries. The video is graphic so teachers must be mindful of their students and school before deciding to show it. The video can be found at

https://www.youtube.com/watch?v=WjwC_-bKGhs

Activity: Play the video "What Caused Civil War in Syria? Syria Conflict Explained" by ODN.

Question: What were the immediate causes of the Syrian Civil War?

"What Caused Civil War in Syria? Syria Conflict Explained" by ODN:

<https://www.youtube.com/watch?v=DowaljF5iE0>

Assess: Turn and talk with your partner. Complete a whole class share out of student responses.

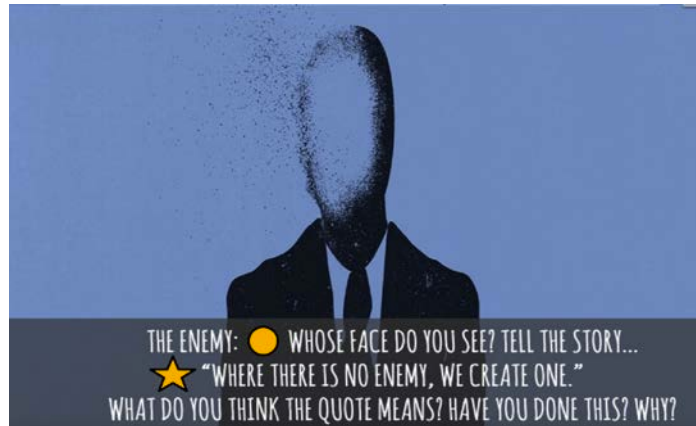
Activity: In Teams of four create a "Causes of the Syrian Civil War" Web Diagram in your notebooks and complete a Simultaneous Round Table share out of caused in the time provided.

Assess: Whole class share out of student responses on the board.

Day 3: From Conflict to Crisis

Learning Target 4: I can explain the impact of Syria on the world.

Do Now: Visual writing prompt. Students can either choose the Star or Circle.



Activity: In your notebook, look at the cartoon and make an inference. Use your inferencing stems—I see (*at least 4 things*)... I'm thinking... I think this because... The purpose is to show how Al-Assad maneuvered himself to be a viable option to rule in a postwar Syria.



Assess: Turn and talk with your partner the inferences you made. After, complete a whole class share out of student responses. **Question:** What is one strategy Bashar Al-Assad used to keep his regime alive?

Turn and Talk: Observe the image and define the terms "Proxy War."



Activity: Play the video “Syria’s War: Who Is Fighting and Why” by Vox.

Question: Why is the Syrian Civil War so complicated?

“Syria’s War: Who Is Fighting and Why” by Vox can be found at:

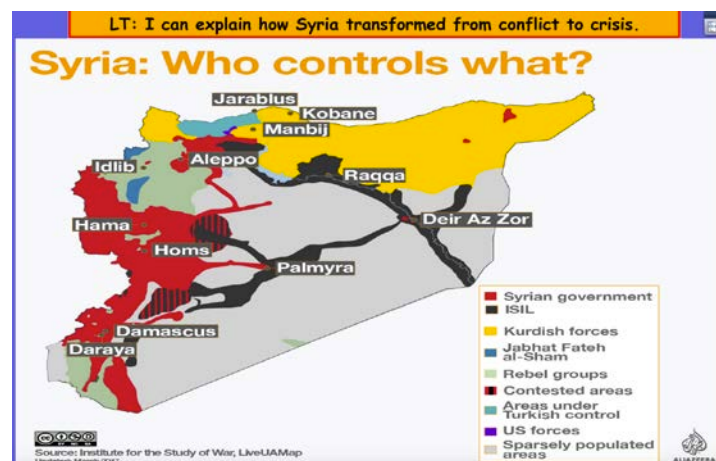
<https://www.youtube.com/watch?v=JFpanWNgfQY>

Assess: Turn and talk with your partner. Complete a whole class share out of student responses.

Activity: Read “Syria—Story of the Conflict” by the *BBC* (**See Handouts**). Individually; read the text silently; identify *at least* 3 Contrasts and Contradictions in the text; and, make a claim arguing at which point you think Syria became a crisis situation. Use the “Because, But, So” framework for your claim.

Assess: Turn and talk with your partner. Complete a whole class share out of student responses.

Mini Lesson: Show a map of the current situation in Syria and discuss why it will be hard to come to a peace agreement.



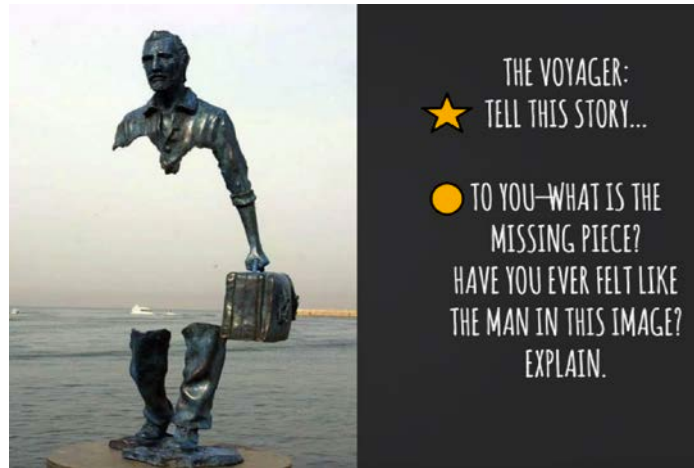
Extension Activity: If time permits or for homework, have students read the article “Syria Changed the World” from the *New York Times* (**See Handouts**). **Question:** Did Syria change the world or was Syria a consequence of an already changing world? Make a claim using “Because, But, So” and use *at least* three pieces of evidence to support your claim.

LESSON EIGHT: The Crossing—Mapping the Refugee Crisis (3-4 Days)

Day 1: Fractured Identities.

Learning Target 1: I can define “Exodus.”

Do Now: Visual writing prompt. Students can either choose the Star or Circle.



Activity: As a class, look at the image and complete a Shared Think Aloud for Bruno Catalano's sculpture *Les Voyageurs*. Use your Shared Think Aloud stems—I notice... I'm wondering... I'm feeling... I'm thinking... **Question: Is The Voyager missing a part of him or did he intentionally leave it behind?**

Turn and Talk: Observe the image and define the term "Exodus."



Aim: I can explain the human and geographic scope of the Refugee Crisis.

Learning Target 2: I can interpret data to create a map of the Refugee Crisis.

Activity: Individually, complete a quick write choosing either the Circle or Star.



Assess: Turn and talk with your partner and share your responses. After, have a whole class share out of student responses.

Mini Lesson: Introduce key Refugee Crisis terms and have students copy them into their notebooks.

LT: I can explain the human and geographic scope of the Refugee Crisis.

KEY REFUGEE CRISIS TERMS

COPY THE TERMS INTO YOUR NOTEBOOK

- 1. INTERNALLY DISPLACED PERSONS (IDPs):**
Someone who is forced to flee their home but remains in their country.
- 2. REFUGEE:** A person forced to leave their country to escape war, persecution, or natural disaster.
- 3. ASYLUM SEEKERS:** A refugee who has requested sanctuary in another but they have not been processed yet.

Activity: Whenever introducing labels, it's important to remind students there are human beings attached to these labels. Play the video of Mohammad's story from Al Jazeera's *Life on Hold: Stories of Syrian Refugees in Lebanon* website. Mohammad's story can be found here:

<http://lifeonhold.aljazeera.com/#/en/portraits/mohammad>

Question: If Mohammad was The Voyager from the Do Now, what pieces are missing or left behind for him?

Assess: Whole class share out.

Day 2: Mapping the Scope of the Refugee Crisis

Mini Lesson: Pass out the “Refugee and IDP Data Sheet” from Brown University’s Choices Program “Refugee Stories: Mapping a Crisis” and give directions for the activity. **Note:** The link to all *Choices* materials for “Refugee Stories: Mapping a Crisis” can be found here:

<http://www.choices.edu/resources/twtn/twtn-refugees.php>

Activity: Individually; read the “Refugee and IDP Data Sheet;” follow the directions on the “mapping the Global Crisis” handout; shade in the Map Key as directed; and, identify and shade the countries on the map based on the data using colored pencils.

Assess: Whole class discussion after students finish the mapping activity.

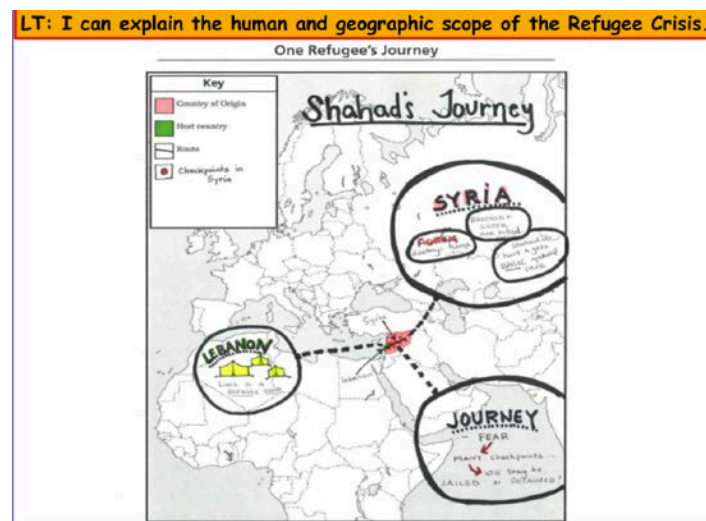
Questions to consider for the post-mapping activity discussion:

- Where do most internally displaced people live?
- Where are most refugees from?
- Where do most refugees go?
- Where do most refugees apply for asylum?
- Why do you think so many refugees apply to those specific countries for asylum?
- What surprised you about the information in the data sheet?
- What challenged, changed, or confirmed what you already knew about refugee migration?

Day 3: Mapping A Refugee’s Journey

Learning Target 3: I can create a map of a refugee’s experiences based on their story.

Mini Lesson: Pass out “Shahad’s Journey” to the class and read it together (**See Handouts**). Show students an example of they will be doing during the team mapping activity.



Activity: Review the directions for “Mapping One Refugee’s Journey.” Have a representative from each team select a refugee’s story. Read the story together; take laminated world maps and erasable markers; create a map key with symbols on the map; and, map the refugee’s journey using symbolism to express important facts, questions, emotions, and images from the story. **(See Handouts)**

Assess: All teams present their Refugee’s story and maps to the class, explaining the journey and what the symbols on the map mean.

Questions to consider for the post-team mapping activity discussion:

- How has the refugee crisis affected European Border States?
- What are the myths versus realities when it comes to refugees?

Extension Activity: If time permits, you can show the class the video “The Refugee Crisis and Syria Explained” by Kurzgesagt—In a Nutshell found at:

<https://www.youtube.com/watch?v=RvOnXh3NN9w>

Questions to consider for the post-team mapping activity discussion:

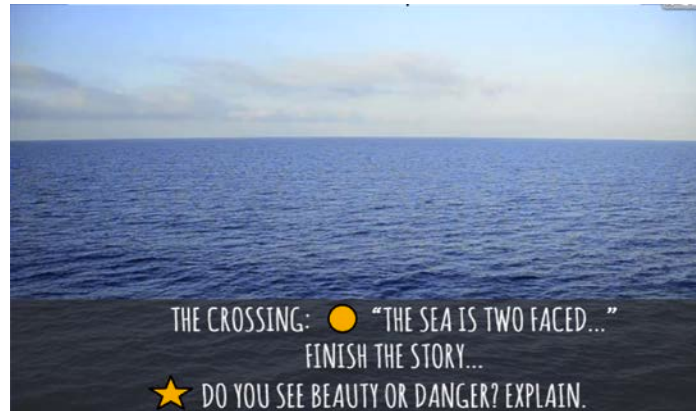
- What surprised you about the refugee stories?
- What challenged, changed, or confirmed what you already knew about refugee journeys?

LESSON NINE: The Crossing—The Mediterranean, Humanitarianism, and Closing the Empathy Gap (6 Days)

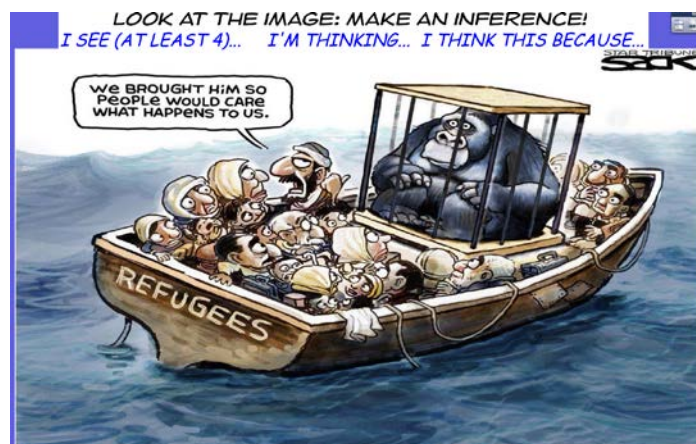
Day 1: Preparation for “Exodus” documentary viewing and the *Between the Sea* Paideia Socratic Seminar.

Learning Target 1: I can define “Humanitarianism.”

Do Now: Visual writing prompt. Students can either choose the Star or Circle.

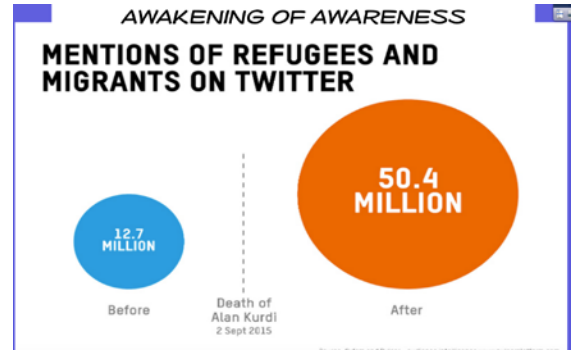


Activity: In your notebook, look at the cartoon and make an inference. Use your inferencing stems—I see (*at least 4 things*)... I'm thinking... I think this because... The purpose is to establish show there is a wide empathy gap when it comes to peoples' perceptions of refugees.



Assess: Turn and talk to share your responses with your partners. Complete a whole class share out of student responses.

Activity: As a class, look at the image and complete a Shared Think Aloud. Use your Shared Think Aloud stems—I notice... I'm wondering... I'm feeling... I'm thinking... The purpose is to show how Alan Kurdi's death affected the empathy gap and refugee awareness. **Question:** How did the death of Alan Kurdi and the photograph taken affect peoples' awareness of refugees?



Questions to consider for Alan Kurdi discussion:

- Why do you think the photographer took the picture the way he did?
- Would the photograph have the same affect if it were taken with people standing around?
- Would the photograph had the same affect if it were a photograph of a twenty-five year old man?
- What impact do you think this picture of Alan Kurdi had on the empathy gap?

Assess: Whole class discussion of answers.

Turn and Talk: Observe the image and define the term "Humanitarianism."

LOOK AT THE IMAGES!

TURN AND TALK: Share with your shoulder partner.

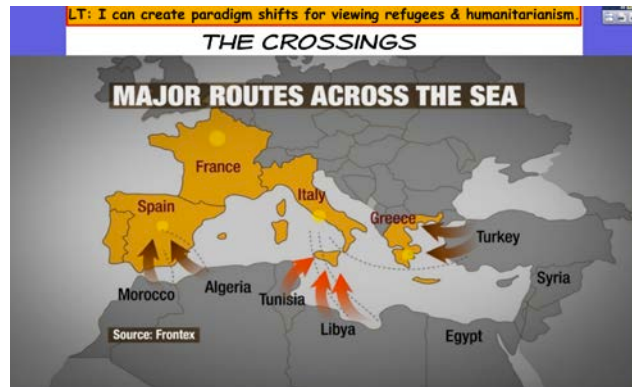
What do you think "Humanitarianism" is? Define it.

Humanitarianism is...

Aim: I can create paradigm shifts for my understandings of the Refugee Crisis and Humanitarianism.

Learning Target 2: I can explain why some people fear refugees.

Mini Lesson: Show students maps of current World migration routes and migration routes across the Mediterranean Sea. Make connections to previous lessons by explaining how the migration routes are in the same areas as the water scarcity and major conflict zones.



Activity: Play the video “Why the World Fears Refugees” narrated by Zygmunt Bauman and produced by *Al Jazeera*. It can be found here:

<https://www.youtube.com/watch?v= Qlv8pqtTss>

Question: Why do some people and governments fear refugees?

Assess: Turn and talk with your partner. Complete a whole class share out of student responses.

Days 2-5: PBS’s *Frontline* “Exodus” documentary viewing.

Learning Target 3: I can challenge, change, or confirm what I already knew about refugees and migrants.

Mini Lesson: Pass out the “Exodus” Digging Deeper video guide and explain students will be recording facts, questions, emotions, and images that stand out to them as they watch. **(See Handouts)**

Activity: Students read, watch, and listen during the documentary viewing. As they watch, complete the “Exodus” Digging Deeper video guide.

Assess: Complete a “Who Is the Refugee?” Web Diagram in teams of four using a Simultaneous Round Table share out. After, record student answers on the board.

Questions to consider for the post-documentary viewing discussion:

- What surprised you about the documentary?
- What challenged, changed, or confirmed what you already knew about the refugee experience and migration?

Day 6: *Between the Sea* Paideia Socratic Seminar

Learning Target 4: I can discuss what it means to be a Humanitarian.

Activity: Individually, read Professor Keith Watenpaugh's article "Between the Sea and the Problem of Humanity: The Mediterranean's refugees and the Humanitarian Reason of Rescue at Sea." silently. **(See Handouts).** You can find the article online at:

<http://humanityjournal.org/blog/between-the-sea-and-the-problem-of-humanity-the-mediterraneans-refugees-and-the-humanitarian-reason-of-rescue-at-sea/>

As you read, circle words and phrases that's stand out to you; write any questions you have; and, react to the text by drawing or writing any emotions you have.

Mini Lesson: Create a large circle; re-read the text; highlight the phrase that stands out to you the most; and, follow the Paideia Socratic Seminar ground rules.

Activity: *Between the Sea* Paideia Socratic Seminar. **Note:** If your class size is on the smaller size, you can begin the seminar by going around the room and having students say the line or phrase that stands out the most to them and why.

Give the students this lens as the theme for the discussion:



"The line between being and not being is that rescue."

-Dr. Keith Watenpaugh

Questions to consider for the Socratic discussion:

- OPENER QUESTION:** What was the most striking image, metaphor, or statement that stood out to you.
- CORE QUESTIONS:** What is the thesis of the article?
- How do extreme environments affect our response to human suffering?
- In paragraph 17, Dr. Watenpaugh states, "The line between being and not being is that rescue." What does he mean by that statement?
- CLOSING QUESTIONS:** What does it mean to be a Humanitarian?
- What is America's responsibility in this crisis?
- What is our responsibility in this crisis?

Assess: Students individually complete the *Between the Sea* Paideia Socratic Seminar exit slip **(See Handouts).**

UNIT ASSESSMENTS:

ASSESSMENT RATIONALE: Throughout the year, I assessed students with quizzes, exams, essays, and creative projects. Since this was our final unit, I decided I wanted to see if they had developed the skills I taught them throughout the year. Furthermore, I was concerned that if I gave them summative assessments, it might take away from the substance of understanding the refugee experience. I did not want them my students distracted by a test. Therefore, many of the assessments used were performance based.

PRE-ASSESSMENT: Many of the pre-assessment activities were designed to elicit student biases, prejudices, stereotypes, and knowledge gaps. These activities included the Superman and Arab word association brainstorm. Web diagrams were used to record student answers. As new knowledge and understandings were learned, we went back to revise the diagrams.

FORMATIVE ASSESSMENT: I developed a rubric that could be used throughout the unit for assessing their skills development. Students were formatively assessed along four criteria—Learning Targets, Collaboration, Skills, and Staying on Task. The category selected was based on the task. For example if students were engaged in a team activity, I assessed them on Collaboration. If they were working individually, I assessed them on Staying on Task or their ability to answer the Learning Target. This was the rubric I used and can also be found in the Handouts.

Scale	Rubric A: Learning Targets	Rubric B: Collaboration	Rubric C: Skills	Rubric D: Staying on Task
4	I can SUCCESSFULLY explain ALL of today's Learning Targets by writing COMPLETE statements AND using evidence. I can HELP others who are struggling by TEACHING them the Learning Targets.	I can ACTIVELY help my team by ASKING questions; HELPING struggling teammates; CONTRIBUTING my ideas; and, AGREEING or DISAGREEING with others.	I can SUCCESSFULLY explain the AUTHOR'S PURPOSE (MAIN IDEA) and cite at least 3 pieces of EVIDENCE to support it.	I can STAY FOCUSED the ENTIRE time during the activity.
3	I can SUCCESSFULLY explain ALL of today's Learning Targets by writing COMPLETE statements AND using evidence.	I can MOSTLY help my team by contributing at least 1 question, idea, agreement, and disagreement during the activity.	I can SUCCESSFULLY explain the author's purpose (main idea) AND cite at least 2 pieces of evidence to support it.	I can stay focused MOST of the time during the activity but I was told at least 1 time to focus by my teammate or teacher.
2	I can explain MOST of today's Learning Targets but SOME statements are INCOMPLETE and LACK evidence. I need more PRACTICE to become a pro at explaining all of them.	I can help my teammates SOMETIMES by asking a question; contributing an idea; or, agreeing and disagreeing with them. I am quiet MOST of the time.	I can UNDERSTAND the author's purpose (main idea) by IDENTIFYING it but I STRUGGLE citing evidence to support.	I can stay focused SOMETIMES but I was told SEVERAL times by my teammates or teacher to stay on task.
1	I am STRUGGLING explaining MOST of today's Learning Targets AND I need more HELP from my teammates or teacher.	I CANNOT help my teammates because I am quiet ALL of the time.	I CANNOT explain the author's purpose (main idea) and cite evidence. I need HELP from my teammate or teacher.	I CANNOT stay focused because I frequently distracted my teammates from doing their work and my work was INCOMPLETE.
	Rubric A: Learning Targets	Rubric B: Collaboration	Rubric C: Skills	Rubric D: Staying on Task

SUMMATIVE ASSESSMENTS (See attached for materials): The unit summative assessments were chosen to encourage deeper thinking about the material and whether students could demonstrate their skills development such as distinguishing between facts and imaginations; their abilities to make inferences and support it with evidence; their abilities to have authentic Socratic discussions; and their abilities to show understanding rather than knowledge.

To give students structure for these performances, the Digging Deeper guides helped students distinguish between facts and imaginations. The “I see... I’m thinking... I’m thinking this because...” stems were used for inference making. The Paideia Socratic Seminar method was the chosen structure for Socratic Seminars. The Paideia Socratic Seminar self-reflection exit slips were used for encouraging student reflection on the process, their understandings, and helped improve future seminars. And finally, Understanding by Design RAFTS was the method used to create the “Searching for an Authentic Syria” writing prompt.

Finally, I wanted *at least* one summative assessment to allow for student freedom of expression and creativity—An assessment that related directly to their own life, which is why I created the “My Story” writing prompt. I wanted students to have the opportunity to engage single stories about them and reject them. We like to think they have this opportunity all the time, but throughout the year I realized they do not. Like the refugees, they are bombarded by single stories about them and often denied a voice.

And maybe this is the way empathy gaps can partially be closed—students have to engage in their own journey in relation to the journeys of the people we teach about in our history classes. Instead of parallel lives, we can hope the lives intersect on some level. We can hope they cross.

UNIT RESOURCES:

Adichie, Chimamanda Ngozi. "The Danger of a Single Story." TEDGlobal, 2009. *TED*. Web. 12 November 2016.

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Barnard, Anne. "Syria Changed the World." *New York Times*. Web. 5 May 2017.

<https://www.nytimes.com/2017/04/21/sunday-review/one-countrys-war-changed-the-world.html>

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