



# #LETTERS OF HOPE CLASSROOM

*An interactive curriculum on refugees*

Lesson 2: Who is the Refugee? (Part 2)

Time: 50 Minutes

In collaboration with



GENERATION HUMAN RIGHTS

FALL 2017

**Essential Questions**

- What can be learned from stories of refugees and their choice to leave their home countries?
- Are there connections between our personal family histories and the decisions people make today to become refugees?

**Universal Declaration Of Human Rights:** Article 3: Right to Life, Liberty and Security of Person. Article 9: Right to Freedom from Arbitrary Arrest, Detention or Exile. Article 13: Right to Freedom of Movement, including the right to leave one's own country, and to return. Article 14: Right to Seek Asylum. Article 15: Right to Nationality.

**Common Core Learning Standards:**

[CCSS.ELA-LITERACY.WHST.6-8.1.A](#)

[CCSS.ELA-LITERACY.WHST.6-8.1.B](#)

[CCSS.ELA-LITERACY.WHST.6-8.1.C](#)

[CCSS.ELA-LITERACY.WHST.6-8.1.E](#)

[CCSS.ELA-LITERACY.WHST.6-8.2.A](#)

**Assessment**

Based on student responses using Post-it Notes on the idea map, and class discussions, educators will be able to assess student progress toward what they gained in understanding from Lesson 1 and what they continue to synthesize in Lesson 2.

**Overview**

In this lesson students will gain a deeper understanding of the complexities refugees face: deciding to leave their homes, taking risks on the journey to safety, and ending up in a new place with no way of knowing what their future will hold. Through their personal family trees, they will learn whether they have relatives or ancestors who also made journeys to America from other countries. After watching the CARE video, [Special Delivery: Letters of Hope](#), they will be able to describe similarities between decisions made by WWII refugees and those made by today's refugees.

**Learning Goals**

Students will be able to:

- Synthesize what they have learned in Lesson 1 and apply this knowledge to the Lesson 2 activities.
- Make connections between decisions their relatives or ancestors made to come to the United States and decisions made by refugees today.
- Articulate the causes and effects of becoming a refugee.

**Materials for Instructor**

- Whiteboard, smartboard or projector.
- CARE [Special Delivery: Letters of Hope video](https://youtu.be/i0vMUKHLSfw) (<https://youtu.be/i0vMUKHLSfw>)

**Materials for Students**

- Journal
- Post-it Notes

**Vocabulary**

- Refugee: A person who has been forced to leave their country in order to escape war, persecution or natural disaster.
- Immigrant: A person who comes to live permanently in a foreign country.
- Ancestor: A person, typically one more remote than a grandparent, from whom one is descended.
- Human Rights: The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.

**I. Sharing Family Trees (15 min.)**

Begin the class by having students share what they have learned from their family trees. To support the opening discussion and following activity, start the class by reviewing the following vocabulary words: *Refugee, Immigrant, ancestor*.

In order to support students in a tangible and visual understanding that many families come from different countries around the world, create a chart on the board with the following columns:

Country of Origin      Native Language      Reason to Leave      Refugee or Immigrant

As you lead the discussion fill in the chart on the board.

**Step One:**

- Ask students whether they learned anything new about their family history when they created their family trees. Entry-point questions include:
  - Does anyone have ancestors or relatives who came from other countries?
  - Did your ancestors or relatives speak different languages?
  - Do you speak a second language that was passed down through your family?
  - Were any of your ancestors or relatives immigrants or refugees?

**Step Two:**

- Ask several students to share their family trees.
- As students share their family trees, continue filling in the chart on the board.

**Step Three:**

- To close the activity, select students to read the columns out loud.
- Ask students whether they can identify any similarities between their relatives or ancestors' choices to come to America and the choices of refugees today.

**II. Generational Support (15 min)**

## Step One:

- Lead a discussion with students about their relatives and ancestors based on their family trees. Point out examples in which their family members left their countries of origin to come to United States because of war or natural catastrophes. Point out that their family members' reasons for coming the United States are similar to the reasons refugees come here today.
- Then introduce them to the organization [CARE](#). Explain that CARE works around the world to save lives, defeat poverty and achieve social justice — and that CARE supports refugees in many different countries. CARE created a project called Special Delivery in which survivors of World War II — themselves child refugees following the war — shared their stories with Syrian refugee children today. Explain that they will watch a short video about the connections that can emerge between people, even though long distances may separate them.

## Step Two:

- Play the [Special Delivery: Letters of Hope](#) video. (4:11)

## Step Three:

- After the video, lead a discussion that focuses on the commonalities between the refugees who shared their stories in the video, even though they are from different generations.
- Discussion questions can include:
  - What similarities can you identify between the situations that WWII child refugees faced and what child refugees face today?
  - Was there a specific story shared by a WWII refugee that could have been a personal story told by a child refugee today?

**III. Idea Map (15 min.)**

In order to visually map the difficult topics learned from Lessons 1 and 2 and to build conceptual knowledge of them, create an Idea Map on the board. Explain to the class that, together, you will now create an Idea Map to integrate and discuss what the class has learned about refugees so far.

## Step One:

- Write “Idea Map” on the board: What have we learned about refugees?
- Create the following bubbles on the board:
  1. CAUSE: Why do people choose to leave their homes and become refugees?
  2. EFFECT: What do they leave behind?
  3. RISKS: What do they risk on their journeys?
  4. HOPE: What do they hope to achieve?
  5. FEELINGS: What feelings emerge for you while learning about refugees?

## Step Two:

- Pass out Post-it Notes.
- Have students write out three Post-it Notes for three of the bubbles. Make sure students write their initials on their Post-it Notes so you can assess individual student understanding.

## Step Three:

- Have students stick their notes in the appropriate bubbles.

**Step Four:**

- Once all of the notes are on the Idea Map, call several students to the board to read them out loud.
- Engage the class in conversation around the themes of the class throughout the process.

**Closing**

- Acknowledge the class's courage to explore and discuss these difficult topics.

**Homework**

- Reflect on comments you have heard or read about refugees in the news or conversations in your community and write them in a list to bring to the next class.

## Stay informed with CARE

Learn more about refugees and CARE at [care.org](http://care.org) — and join the conversation!



[facebook.com/carefans](https://facebook.com/carefans)



[twitter.com/care](https://twitter.com/care)



[youtube.com/user/careusa](https://youtube.com/user/careusa)



[instagram.com/careorg](https://instagram.com/careorg)



[linkedin.com/company/care](https://linkedin.com/company/care)



[pinterest.com/careorg](https://pinterest.com/careorg)



[plus.google.com/+care](https://plus.google.com/+care)