

# Mar. Refugee by Alan Gratz

Content Area: **English**  
Course(s):  
Time Period: **March**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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This unit is an indepth study of the novel "Refugee" by Alan Gratz.

## Enduring Understandings

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We can learn much about human nature through literature analysis.

Our reading skills improve when we read and talk together.

## Essential Questions

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**What are the responsibilities of the individual, of society, and of superpowers in regard to human rights? Whose responsibility is it to fight for those who are being persecuted by someone or something more powerful? What are the consequences of being unconcerned with injustice and persecution taking place around the world?**

## Instructional Strategies & Learning Activities

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\*\*\*This unit was done at the same time as the Photo Essay writing unit. Therefore, this actually took longer than 14 days.

Date:	Day 1	Day 2	Day 3	Day 4
	<b>Aim:</b> To understand what a refugee is  <b>Procedure:</b> 1. Show character trailer from Scholastic 2. Distribute reading schedule bookmark	<b>Aim:</b> To understand the vocabulary for Week 1  <b>Procedure:</b> 2. Review Finding Themes/Essential Questions slide in HyperDoc & Notice &	<b>Aim:</b> To learn historical context for each of the character's stories  1. Discuss signposts 2. View videos and complete notes in Historical Context graphic organizer:	<b>Aim:</b> To understand different types of confl  <b>Procedure:</b> 1. Discuss signposts.

<p>3. Show "What is a refugee" video by TedED. Pair/share discussion questions.</p> <p>4. Distribute novels and post its. Place post it with first/last name in the inside cover of the novel.</p> <p>5. View "Interview with Alan Gratz"(10 mins). Pair/share what inspired or surprised you.</p> <p>Assess: vocab WS; discussion</p>	<p>Note</p> <p><b>Assessment:</b></p> <p>vocab</p>	<p>Assessment: comprehension questions; Padlet</p>	<p>Read "8 Things You Should Know about Refugees" by World Relief, and write in Pad ( 2 things I found out, 1 thing that is interesting, question I still have)</p> <p>4. View Types of Confl &amp; Theme slides in HyperDoc and complete activities</p> <p><b>Assessment:</b></p> <p>Signposts; comprehensi questions; NearPod; hyperdoc activities</p>
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Date:	Day 6	Day 7	Day 8	Day 9
	<p>Aim: To try and understand the decisions that refugees are forced to make</p> <p>Procedure:</p> <p>1. Complete Syrian Journey: Choose Your Escape (BBC) and complete worksheet</p> <p>2.Pair/share. Collect</p> <p>2. Read novel</p> <p>Assess: Choose your escape</p>	<p>Aim: To create a bio poem/silhouette including theme for a character from the novel</p> <p>Procedure:</p> <p>2. Introduce Bio Poem. Show guidelines and sample.</p> <p>3. Show Silhouette/Theme guidelines and sample.</p> <p>4. Vote on character using Google Form</p> <p>5. Complete Syrian Interactive Activity</p>	<p>Aim: To demonstrate understanding of novel</p> <p>Assess: Comprehension check; signposts; theme slide; flipgrid response; vocabulary</p>	<p>Aim: To demonstrate understanding of novel</p> <p>Assess: Compr check; signposts; SGO</p>

	WS	6. Receive character for Bio Poem/Silhouette  Assess: activity		
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Date:	Day 11	Day 12	Day 13	Day 14
	Pair/share and collect Bio Poem  Distribute Silhouette/Theme Project Rubric  Photo Essay Drafting Conclusion and completing Editing	Aim: To demonstrate understanding of the novel <i>Refugee</i>          Assess: discussion; signposts; comprehension check; essential question flip grid response	Aim: To self-reflect on areas of growth in reading this year. To write a letter of advice to incoming 7th graders.          Assess: project; letter	Air acti  Pro  1. C bre  As:

**Integration of Career Readiness, Life Literacies and Key Skills**

	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.GCA	Global and Cultural Awareness Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). Multiple solutions often exist to solve a problem.
TECH.9.4.8.IML	Information and Media Literacy
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP	Career Awareness and Planning

## **Technology and Design Integration**

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Students will interact with the unit using the Smartboard, Chromebooks, Google Classroom.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
CS.6-8.8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

## **Interdisciplinary Connections**

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Social Study themes are discussed.

## **Differentiation**

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Students will be monitored for support or additional challenge questions as needed.

**IEP/504**

- audiobook
- schedule bookmarks and check ins
- modified comprehension quizzes
- extended time for assignments

**Advanced**

- discussion leaders
- unmodified project expectations

**Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

See above

## **Benchmark Assessments**

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- **Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

### **Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

### **Additional Benchmarks used in this unit:**

See above

Linkit testing 3 times a year.

## **Formative Assessments**

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- Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

See above

## **Summative Assessments**

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**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

### **Summative assessments for this unit:**

See above.

## **Instructional Materials**

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Class novels

Supplies and video resources listed above.

## **Standards**

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### **Social Justice Standards**

<https://www.tolerance.org/frameworks/social-justice-standards>

LA.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.SL.7.1.C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation,

and spelling when writing.

- LA.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LA.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- LA.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- LA.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- LA.W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- LA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- LA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.