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# Why We Had To Leave; A Study of Human Rights & Refugees (9th-12th grade)

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# Understanding by Design: Unit Plan

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Unit Cover Page

**Unit Title:** Why We Had To Leave; A Study of Human Rights & Refugees

**Grade Level:** 9th - 12th grade, Accelerated Learners, Pre-AP

**Subject/Topic Area(s):** World Geography, World History, Social Studies

**Designed By:** Marisa Cavin

**Time Frame:** 6-8 Weeks; ~ 16 Days (This plan is based on an alternating weekly 80 minute block schedule that is 2 and/or 3 times a week. It is very possible to break down the “days” in to smaller chunks if necessary).

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Brief Summary of Unit (Including curricular context and unit goals):

This unit was designed around 9th grade accelerated learners in a World Geography classroom at an international school. Prior to this unit, we connected national boundary changes and economic power shifts in Europe, the Middle East, and Central Asia to decolonization and WWII. The goal of this unit is to humanize the “refugee” and to understand the far-reaching and immediate causes and consequences of mass migrations in the modern world in geo-politically significant regions. To accomplish this, the unit prepares students to understand how the world defines human rights and the ways these “rights” are protected or, in the case of certain groups with little agency/protection, ignored. The performance task asks students to research, analyze, and teach their classmates about a refugee group, attempt to solve the refugee crisis and prevent further damage by synthesizing multiple viewpoints and strategies into a formal proposal. The students will be challenged to consider what life as a refugee is like, what are the impacts that refugees have on their old and new communities through migration, and what is being and still needs to be done to create a world where even those often ignored have ensured and protected human rights. The students will study both the causes of and solutions to current crises. Students will compare refugee crises, make note of the overwhelming commonalities among these groups, and reflect upon what is truly important to all humans - the right to move, to work, and to live without fear and harm.

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Stage 1 - Desired Results		
<b>Established Goals</b> *For complete TEKS, see attached*	<b>TRANSFER</b>	
	<p><i>Students will independently use their learning to...</i></p> <p>Research then teach class members about the reality of a particular refugee group and devise a plan to address a refugee crises currently happening in the world.</p>	
2A 6B 7B 13A 14A 14C 18B 21A 21B 21C 22B 22E	<b>MEANING</b>	
	<p><b>Understandings</b>  <i>Students will understand that...</i></p> <p>Countries vary in their capacity and willingness to extend human rights.</p> <p>Human rights include the right to move, work, and live free of persecution and harm.</p> <p>Geographic changes affect the larger politics and economics of a region.</p> <p>Mass migrations can be traced to geopolitical, ethnic, or religious tensions.</p> <p>Despite differences, there are more important commonalities among refugee groups.</p>	<p><b>Essential Questions</b></p> <p>What is life like as a refugee?</p> <p>What pushes people to the point of fleeing their homelands?</p> <p>What are the consequences and effects of refugee migrations?</p> <p>What impact do refugees have on communities, countries, and the world?</p> <p>What more can be done to help modern-day refugees?</p>
	<b>ACQUISITION</b>	
	<p><b>Knowledge</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- how people, place, and environments of geopolitical significance have changed over time and the effects of these changes.</li> <li>- how to identify and explain patterns of movement and settlement specifically in the regions of Easter Africa, the Middle East, and Southern and Central Asia.</li> <li>- how natural and man-made borders have played significant roles in dividing the world geographically and politically; and how the breakdown of these borders has far-reaching affects including instances of war, conflict, tensions, genocide, and terrorism.</li> <li>- the impact and purpose of international political organizations like the EU, the UN, UNHRC, Human Rights Watch, Southern Poverty Law Center, Amnesty International, NATO, and OPEC.</li> </ul>	<p><b>Skills</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>- describe how the human and physical characteristics of the Middle East has changed over time</li> <li>- explain the impact of availability of resources and economic activities on a region (Middle East, East Africa, Central Asia)</li> <li>- explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration.</li> <li>- interpret maps to explain the division of land, including man-made and natural borders</li> <li>- analyze current events, as well as primary and secondary sources</li> <li>- evaluate the credibility and utility of multiple sources and cite their evidence using MLA formatting.</li> </ul>

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Stage 2 - Evidence		
Code (M or T)	Evaluative Criteria (for rubric)	
M, T	<p>Performance Task Rubric:</p> <p>Part I Research - quality and accuracy of information, knowledge of subject.</p> <ul style="list-style-type: none"> <li>- definitions of migration &amp; ethnic strife included in the context of the chosen group;</li> <li>- years, description, details</li> <li>- individuals, groups, places, locations involved</li> <li>- causes, effects, solutions</li> <li>- guiding questions</li> </ul>	<p>Performance Task(s)</p> <p><i>Students will demonstrate meaning-making and transfer by...</i></p> <p>In pairs, students will choose one migrant group, research the group, become experts, and prepare a half-hour lesson with hand-outs for the class/community. Each group will teach the class/community members about the reality of their chosen refugee group and devise a plan to address the refugee crisis currently happening in the world today. The lesson or presentation can take whatever form the student chooses (Powerpoint, Prezi, Video, Dramatic Interpretation, Interview, etc.) but must include some interactive element between their group and their "students" (either their classmates or community members).</p> <p>*Refugee Project Assignment &amp; Rubric attached*</p>
		<p>Other Evidence (e.g. formative)</p> <p>I. Document Analysis Worksheet - Assignment Grade: Students will analyze the Universal Declaration of Human Rights and make predictions about difficulties related to several of the articles in particular (right to move, right to work, etc.)</p> <p>II. Mapping the region - Quiz Grade: Map Quiz over countries of the Middle East, East Africa, and South Asia</p> <p>III. Refugees &amp; Asylum Seekers Readings - Students will in class and as homework complete a series of readings over the causes and challenges of refugees and asylum seekers. The questions for each Part will each be counted as a homework assignment and be discussed in class.</p> <p>IV. Guiding Questions document - Assignment Grade: As a part of the Performance Task students will answer the guiding questions before continuing on to create their presentation. Each student will submit their personal response to these questions as a check for understanding, and to help identify students who need help in their partner-pairs working on the complexities of the content.</p> <p>V. Venn Diagram Comparison - Quiz Grade: Students will compare their case study refugee group with another group's and create a venn diagram poster to be hung in the classroom that uses PERSIA to compare, and students will to generate two comparative statements about the two refugee groups.</p>
M	<p>Part II Presentation - hand-out, length of presentation appropriate, quality of presentation including clarity, time for writing, questions answered accurately, topic covered completely (clear understanding of the causes and root of the crises, its impact, and a clear outline of plan to address crisis problems with possible solutions).</p>	
A*		
M		
M		
M, T		

# Understanding by Design: Unit Plan

Stage 3 - Learning Plan		
<b>Code</b> <b>(A, M, T)</b>	<p style="text-align: center;">Pre-Assessment:</p> <ul style="list-style-type: none"> <li>- Pre-reading Assignment &amp; Discussion: Challenges in the World Today packet &amp; questions</li> <li>- Warm-Up: What are human rights?</li> <li>- KWL: What Do You Know About Refugees?</li> </ul>	<p>Progress Monitoring (e.g., formative data)</p>
<b>LEARNING ACTIVITIES</b>		
<b>A, M</b>	<p><b>Day 0</b>            Challenges In The World Today Packet - pre-reading for the topic, to help with context of the unit as we transition from Early Modern to Modern History and the new regional focus. Students should complete the packet and questions as homework prior to the unit, and it will be discussed in class depending upon the student's prior knowledge of history and the region (Middle East, East Africa, Central and South Asia).</p>	<p>packet &amp; questions  class discussions</p>
<b>A, M</b>	<p><b>Day 1</b>            * Warm-Up - students answer the question posed to them on the board: <b>What are human rights? Give examples along with your explanation.</b>            * Think, Pair, Share            * Guide discussion to generate class list of human rights on the board. Ask students to come up and add to this list. Students should copy this "class list" in to the notebooks.</p>	<p>warm-up responses, to be shared with peers and the class; discussions</p>
<b>A</b>	<p>* Pass out Universal Declaration of Human Rights document found here: <a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a> &amp; document analysis worksheet.            * Teacher:</p>	<p>document analysis worksheet questions - collected and graded on substance</p>
<b>A, M</b>	<p>* read the preamble aloud to clarify difficult words and phrasing. Have the class write in the margins 2 sentences that summarize the preamble as best they can. Share these sentences out loud and have classmates add or fix their own 2 sentences.</p>	
<b>M</b>	<p>* Ask the students when they suppose the document was written and why (have students look up the answer after enough guesses). Clarify the when and possible why's.            * read through the document analysis worksheet, have students fill in what they can infer from the preamble about this document. Have students add the "When" and "Why's" that they discussed.            * Explain how they should read the following Articles by 1. reading the Article aloud, 2. summarizing the "right" or "rights" being described using one word or short phrase, 3. writing that word or phrase in the margin, 4. adding the "right" to their list in their notebook, and 5. filling out the document analysis questions. (If needed, the teacher can demonstrate these tasks with the whole class for the first Article.)</p>	<p>Summaries in the margins - help to gauge student comprehension of the complex material</p>

# Understanding by Design: Unit Plan

## Stage 3 - Learning Plan Continued

Code (A, M, T)	LEARNING ACTIVITIES CONTINUED	Progress Monitoring (e.g., formative data)
A, M	<p><b>Day 1 Continued</b></p> <ul style="list-style-type: none"> <li>* Have students work in groups of 3 to read the Articles. Simultaneously they should be writing the “right” in the margin, adding to the list of human rights in their notebook, and filling in the document analysis worksheet.</li> <li>* Document Analysis Worksheet is due next class.</li> </ul>	document analysis worksheet collected
A, M	<p><b>Day 2</b></p> <ul style="list-style-type: none"> <li>* Warm-Up - Answer the following questions in your notebook: Which articles would you declare to be the most important (top 5)? Which articles surprised you? What questions, if any, do you still have about any of the articles and their purpose/significance?</li> <li>* Discuss their warm-up responses (think, pair, share).</li> </ul>	warm-up responses, to be shared with peers and the class; discussions
M	<ul style="list-style-type: none"> <li>* KWL “Refugees” - Three Poster-sized papers on three different walls will be where all students record their responses (in different colored markers, silently) to the KWL. One poster for Know, one for Want to know, and one for want to Learn. Encourage students to form their want to Learn responses in the form of a question.</li> </ul>	KWL - contributing as a class, and continued contribution
A, M	<ul style="list-style-type: none"> <li>* Pass out copies of Chapter 2 “Safeguarding Asylum” from <i>The State of the World’s Refugees: Human Displacement in the New Millennium</i>.               <ul style="list-style-type: none"> <li>* This can be found here: <a href="http://www.unhcr.org/4444afc70.pdf">http://www.unhcr.org/4444afc70.pdf</a> &amp; the questions for the chapter can be found here: <a href="http://goo.gl/y3CTVf">http://goo.gl/y3CTVf</a></li> <li>* OR, print out parts of the chapter (each Subtitled section could be a new “part”) and include the questions that correspond to each part. This is how I broke up the reading, and titled each subtitled section a new Part.</li> </ul> </li> </ul>	Student responses to the Chapter Questions will be collected after Day 3 and grade on substance, they will be returned with comments; allows teacher to gauge understanding, and clarify misconceptions or misunderstandings
A, M	<ul style="list-style-type: none"> <li>* The Teacher can read Part A aloud and answer the corresponding questions together to help clarify misunderstandings, and help students gain some of the foundational terms and understandings. Allow for student writing time.</li> </ul>	
A, M	<ul style="list-style-type: none"> <li>* Allow students to work on Parts B &amp; C individually or in pairs as they prefer. Parts A-D are due next class.</li> </ul>	
M	<p><b>Day 3</b></p> <ul style="list-style-type: none"> <li>* Warm-Up: Where do we see violations of the Universal Declaration of Human Rights? Give specific examples to support your response.</li> <li>* While students work on their warm-up, teacher does an in-class check on the completion of the questions, and can help clarify information as needed - collection will come at the end of class.</li> </ul>	warm-up responses, to be shared with peers and the class; discussions  Teacher does in-class check on completion of Parts A-D

# Understanding by Design: Unit Plan

## Stage 3 - Learning Plan Continued

Code (A, M, T)	LEARNING ACTIVITIES CONTINUED	Progress Monitoring (e.g., formative data)
	<p><b>Day 3 Continued</b></p> <ul style="list-style-type: none"> <li>* Teacher adds “Asylum Seeker” to the title of the KWL Sheets that said just “Refugee” last class.</li> <li>* Once students are done with their warm-up, ask that they add to the KWL on Refugees and Asylum Seekers. For the Want to know: each student should try to answer one of these at their desk in their notebook. For the want to Learn, ask each student to add a new question to the chart if it’s missing, but also record their question in their notebook.</li> <li>* Ask students to share aloud their new Question. If one is about location, then it can connect to the next task. If not,               <ul style="list-style-type: none"> <li>* Write on the board: Where are refugees from? Where are they going?</li> <li>* “Many of the issues related to refugees have to do with location and the issues surrounding these geographic boundaries - which means, we need to understand these locations before we can answer any of the other questions surrounding this topic.”</li> </ul> </li> <li>* Mapping Activity - Middle East, East Africa, Central Asia, South Asai - due next class along with a map quiz and definitional terms including refugee, migrant, immigrant, asylum seeker, and non-refoulement.</li> </ul>	<p>Updated KWL</p> <p>Updated Individual KWL understandings and new questions - this should be reviewed in notebooks while students work on Mapping Activity.</p> <p>Mapping Activity Worksheet collected next class, students use as study guide for Quiz</p>
A	<p><b>Day 4</b></p> <ul style="list-style-type: none"> <li>* Warm-Up: Map Quiz &amp; Definitions               <ul style="list-style-type: none"> <li>* Go over the correct responses and definitions. Students will have the corrected quizzes and get a chance to fix their errors for half-credit points back.</li> </ul> </li> </ul>	<p>Map &amp; Definitions Quiz; chance to correct mistakes</p>
A, M	<ul style="list-style-type: none"> <li>* Teacher Presentation on Syria - this can be done however the teacher would like, but it would be best in a half-hour presentation following direct instruction to help students understand your expectations for their presentation. Be sure to include handouts! (Teacher note: This unit was created during the height of the Syrian Refugee Crises and so there was <i>so much</i> information on this group. If you want to save this group for student use, you can use one of the historical groups like Armenia to help establish context around terms like modern genocide, refugee, and understanding connections between the Early Modern and Modern time periods - much of this background had already been established in my classroom prior to this unit; but here is where you could establish that if it has not been discussed before).</li> </ul>	<p>Student hand-out is a place for students to collect information (and questions)</p>

# Understanding by Design: Unit Plan

## Stage 3 - Learning Plan Continued

Code (A, M, T)	LEARNING ACTIVITIES CONTINUED	Progress Monitoring (e.g., formative data)
A, M	<p><b>Day 4 Continued</b></p> <ul style="list-style-type: none"> <li>* All of the following should be included in your presentation, including hand-outs:               <ul style="list-style-type: none"> <li>* Concept of a refugee is not new (reminder of Jews in WWII, Armenian genocide, Palestine, etc.)</li> <li>* Causes - consider PERSIA (political, economic, religious, social, intellectual, artistic) and climate/geographic</li> <li>* Years, description, individuals, groups, places, be sure to define migration and ethnic strife in the connection to Syria</li> <li>* Life as a Syrian refugee - should include maps showing where they moved to internally and externally - can also use this “plan your own escape” refugee simulation created by the BBC: <a href="http://www.bbc.com/news/world-middle-east-32057601">http://www.bbc.com/news/world-middle-east-32057601</a></li> <li>* If more information is available about the effects and impact of the Syrian refugee movement when teaching the unit, include that as well as other plans on how to assist refugees and how we should respond to this crises as well as how we have thus far. This is an incredibly helpful video to use as well: <a href="https://www.youtube.com/watch?v=RvOnXh3NN9w&amp;feature=youtu.be">https://www.youtube.com/watch?v=RvOnXh3NN9w&amp;feature=youtu.be</a></li> <li>* As a model to students, hand-outs should include only the most important points (or have space for students to record this information) and if presenting using a PowerPoint-like method, be sure to include largely images, perhaps short clips of video or music, definitely maps and minimal text. This can be pointed to as a model for student presentations to come.</li> </ul> </li> </ul>	Discussions, class questions, responses to Syrian refugee escape simulation
M, T  A, M  T	<p><b>Day 5</b></p> <ul style="list-style-type: none"> <li>* Introduce Performance Task &amp; Rubric: First have students choose partners (or pair them if more appropriate) and refugee groups. Then go through the assignment sheet and rubric requirements.</li> <li>* Provide research starting points for each refugee group, if the students need a greater starting point than the BBC, CNN, and the UNHCR websites.</li> <li>* Student Work Day 1 - Research Only, work on Guiding Question responses &amp; requirements - Teacher assists in research skills or with particularly needy groups or group members that need help staying on task.</li> </ul>	
M, T	<p><b>Day 6</b></p> <ul style="list-style-type: none"> <li>* Student Work Day 2 - Teacher informal check-ins where needed. Remind students that their Guided Questions individual responses are due next class online.</li> </ul>	

# Understanding by Design: Unit Plan

## Stage 3 - Learning Plan Continued

Code (A, M, T)	LEARNING ACTIVITIES CONTINUED	Progress Monitoring (e.g., formative data)
M, T	<p><b>Day 7</b></p> <p>* Student Work Day 3 - Teacher formal check-in on Guided Question responses. Students should be moving to preparing the presentation. Teacher can intervene or guide as necessary based on student responses in Guided Questions assignment.</p>	Formal check on Guided Question responses
M, T	<p><b>Day 8</b></p> <p>* Student Work Day 4 - Teacher informally checking-in as needed. Students should be moving on to construction a concrete proposal and begin the editing and polishing stages.</p> <p>* If needed, teacher can have a mini-lesson on MLA citation to ensure students recall how to cite correctly and when and where those citations are needed.</p>	Check-in where needed
M, T	<p><b>Day 9</b></p> <p>* Student Work Day 5 - Today should be for students to gather their materials, begin submitted the work online, and practicing their entire presentation (AND TIMING). This is the day for last minute questions or conferences with the teacher.</p>	Teacher check-in on presentation quality
T	<p><b>Day 10</b></p> <p>* Presentations are Due today - all materials should be submitted online, and all handouts should be turned in to the teacher to hold on to until their presentation is called.</p>	Performance Task Rubric
A, M, T	<p><b>Day 11-15 (as needed)</b></p> <p>* Presentations</p> <p>* Students will also review their Venn Diagram assignment and as they follow their peers' presentations they will choose another group's refugee group to compare to their own, and construct formal comparative statements. This assignment will be due on the day after the last presentation.</p>	Venn Diagram comparative assignment & reflection assignments
M	<p><b>Day 16 (or final day)</b></p> <p>* As a wrap-up to the presentations, students will complete the reflection assignment by responding to the questions outlined in the assignment and submitted their responses online. The Venn Diagram assignment is also due this today and can be worked on in class if necessary. They will also be given a reflection sheet over the entire unit, and will have the chance to reflect on your teaching, their understanding of the content, and their own learning. These three assignments should be due around the same time, or as you choose.</p>	

# Understanding by Design: Unit Plan

**\*TEXAS ESSENTIAL KNOWLEDGE & SKILLS FOR SOCIAL STUDIES - WORLD GEOGRAPHY\***

**IAL STUDIES - WORLD**

(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:

(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions;

(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:

(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.

(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:

(B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration;

(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:

(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries;

(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:

(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;

(C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;

(B) locate places of contemporary geopolitical significance on a map; and

(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(B) generate summaries, generalizations, and thesis statements supported by evidence;

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(E) create original work using proper citations and understanding and avoiding plagiarism.

## **\*Resources for Teaching about Refugees\***

<http://worldview.unc.edu/resources-for-teaching-the-syrian-refugee-crisis/>

<http://www.theguardian.com/teacher-network/teacher-blog/2014/jun/09/how-to-teach-refugee-week-lesson-resources-education>

[http://www.choices.edu/resources/twtn/twtn\\_iraq\\_refugee.php](http://www.choices.edu/resources/twtn/twtn_iraq_refugee.php)

<http://www.morningsidecenter.org/teachable-moment/lessons/teachable-instant-refugee-crisis>

<http://www.iamsyria.org/teachers-guide.html>

<https://www.youtube.com/watch?v=RvOnXh3NN9w&feature=youtu.be>