



6TH GRADE **ELA**

Student Materials

Unit 5 ***Fleeing Conflict:*** ***Refugee & The*** ***Unwanted***





Daily Lesson Materials

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: Young people have very different coming-of-age experiences depending on their background, relationships, and social contexts.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 2: The choices we make and how we express ourselves can deeply influence who we become.					
<i>Before reading . . .</i>	Agree	Disagree	<i>After reading . . .</i>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 3: Belonging, understanding, and acceptance can transform a person's sense of self.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 4: People are sometimes forced to leave their homes suddenly and face risky journeys to find safety.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 5: Countries have a responsibility to provide support to refugees, even when doing so may challenge their own resources or national policies.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 6: People sometimes need to make difficult choices in order to survive.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 7: People often rely on their communities, even strangers, for strength and survival during a crisis.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 8: People sometimes look away from others' suffering because they feel overwhelmed or unsure how to help.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 9: The challenges refugees face can change how they see themselves and their identity.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 10: Sharing the stories of refugees is important because it helps the world understand their struggles and builds empathy.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

Today's Materials:

- Article: "[What Is a Refugee?](#)" by Abbas Hasan
- Poem: "[Refugees](#)" by Brian Bilston

Objective: Define important terms related to migration and compare and contrast how the texts convey central ideas about the experiences of refugees.

1. Summarize the article's explanation of the difference between **refugees** and immigrants. Provide examples from the text to support your answer.

2. What central idea does the article develop about how **refugees** obtain legal protection and contribute to new communities? Cite evidence from the text to support your answer.

3. How does the author use the poem's structure to convey two different perspectives of **refugees** and develop the overall message? Provide examples from the text to support your answer.

Name: _____ Date: _____

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<i>Response:</i>			<i>Response:</i>		

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Response:			Response:		
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<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

What event sparks the protests in Dara'a?

Who is the leader of Syria? What kind of leader is he?

What are protesters asking for?

How does the government respond to the protests?

According to the text, what do many people decide to do after the civil war begins?

Name: _____

Date: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown — pp. 1–19

Objective: Analyze how the author uses text and images to develop the reader's understanding of the conflict in Syria.

1. How do pages 2–6 develop the reader's understanding of the setting? Why did Brown most likely begin the text with these images? Provide examples from both the text and images to support your answer.

2. How does Brown use text and images to communicate the public's response to the imprisonment of the Dara'a boys? Cite evidence from pages 7–9 to support your answer.

3. How does Brown help readers understand the difficult experiences that compelled Syrians to **flee** their homes? Provide examples from both the text and images on pages 10–15 to explain your answer.

Name: _____

Date: _____

Who is ISIS? How do they behave toward civilians?

What is a smuggler?

What are the risks of traveling by boat?

How are many refugees treated along their journey? How do people behave toward them?

Name: _____

Date: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown — pp. 20–45

Objective: Analyze how the author's development of mood and tone conveys their perspective.

1. How does Brown develop the mood in the first two panels on page 21? Why does he include these panels? Provide evidence from both the images and the text to support your answer.

2. How does Brown's tone in his description of the smugglers reveal his perspective on their role in the refugee crisis? Cite evidence from pages 26–31 to support your answer.

3. How does Brown's development of the mood on pages 41–43 reveal his perspective on the experiences of refugees during their journeys? Provide evidence from both the images and the text to support your answer.

Name: _____

Date: _____

According to the text, where do refugees live? Provide three different living situations described in the text.

What is a refugee camp?

What is life like for young Syrian refugees?

What is life like for Syrian refugees once they arrive in Europe?

Name: _____

Date: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown — pp. 46–67

Objective: Analyze how the author develops and conveys his perspective on the challenges faced by refugees.

1. What techniques does Brown use to develop his perspective on the challenges faced by Syrian refugees in Lebanon? Provide evidence from both the images and the text on pages 48–50 to support your answer.

2. How does Brown use text and images to convey his perspective on what life is like for young Syrians during this time? Provide evidence from both the images and the text on pages 52–54 and 58–59 to support your answer.

3. How do the graphs, maps, and statistics on pages 60–61 help Brown communicate his perspective on the refugee crisis? Cite evidence from the text to support your answer.

4. What idea does Brown develop through panels 2–4 on page 55?

- a. Despite the challenges they face in the camp, refugees manage to be resourceful and resilient.
- b. Though refugees face difficulties, many of them become extremely wealthy while living in the camp.
- c. Refugees manage to build a new permanent community and home for themselves within the camp.
- d. One struggle of living in the refugee camp is that the market is overcrowded, and the goods sold are overpriced.

Name: _____

Date: _____

What happened in Paris in 2015?

Why are so many refugees forced to live in camps at this point in time?

What is life like for refugees living in camps?

What positive stories does Brown share at the end of the book?

Name: _____

Date: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown — pp. 68–90
- Cartoon: [“Flooding In”](#) by Osama Hajjaj

Objective: Determine the author's perspective on the world's response to the Syrian refugee crisis and his purpose for writing *The Unwanted*.

1. How does Brown reveal his perspective on the public response to Syrian refugees after the 2015 Paris attacks? Cite evidence from pages 68–69 to support your answer.

2. Why does Brown most likely include quotations from Syrian refugees in the text? How does Brown's portrayal of refugees compare to their depiction in the political cartoon? Cite evidence from the text to support your answer.

3. How does the mood shift on page 84? How do Brown's choices in the final pages of the text contribute to developing his purpose? Provide examples from both the images and the text on pages 84–90 to support your answer.

Name: _____

Date: _____

Who are the three protagonists in this story? In what city/country and year does each live?

What happens to Josef's father?

What are Isabel's neighbors hiding in their shed? Why?

Why does Mahmoud take a different route home from school every day?

How does Mahmoud respond when he sees a boy being attacked in the street? Why?

Name: _____ Date: _____

Postscript Note-catcher

<p>Current conditions in Syria</p>	
<p>Syrian refugees' experiences in other countries</p>	

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

List of Suggested Resources

Teachers may choose 1–2 of the resources below for students to focus on, or allow time for students to independently explore the provided materials. Teachers should also continue to monitor developments and add updated information and resources as needed.

Resource	Description
"Syria Refugee Crisis Explained" (UNRefugees.org)	Continuously updated website: This page from the UN Refugee Agency gives a clear overview of the Syrian refugee crisis, showing the locations of refugees and the current challenges they face. It is regularly updated with new information about refugees and UNHCR programs.
"Syrian refugee crisis: Facts, FAQs, and how to help" (World Vision)	Continuously updated website: This World Vision page shares facts about the Syrian refugee crisis, answers common questions, and explains how people can help. The page is updated often to reflect the latest conditions.
"Syria emergency" (UNHCR Europe)	Continuously updated website: This UNHCR Europe page gives current information on the Syria emergency, including numbers of displaced people, returns, and aid programs. It is updated regularly to show changes in the situation.
"850,000 Syrian refugees have returned home since Assad's fall, UN says" (AP News)	2025 news article: This article explains that since the Assad government collapsed in December 2024, many Syrian refugees have returned home from neighboring countries, though many more remain abroad. The article focuses on how the change in government has affected refugee movements and ongoing challenges for displaced families.
"Friedrich Merz says Syrians no longer have reason for asylum in Germany" (The Guardian)	2025 news article: This article reports on German politician Friedrich Merz saying that Syrians no longer need asylum in Germany since the situation in Syria has changed. It focuses on his comments about refugee policy and possible returns.
"At least 30,000 displaced people in shelters in Lebanon, more on the way. UN agencies say" (Reuters)	2026 news article: This article reports that more than 30,000 people in Lebanon, including many Syrian refugees, have had to leave their homes and stay in shelters because of recent conflict in the area. It focuses on the people affected and how UN agencies are helping them.

Name: _____

Date: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown

Objective: Write a paragraph that informs the reader about the Syrian refugee crisis using relevant and current facts.

Writing Prompt

Although *The Unwanted* was published in 2018, the Syrian refugee crisis continues today. Write a paragraph to update the book's postscript with the most current information about the Syrian refugee crisis.

Name: _____ Date: _____

Postscript Note-catcher

<p>Current conditions in Syria</p>	
<p>Syrian refugees' experiences in other countries</p>	

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

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"Syrian refugee crisis: Facts, FAQs, and how to help" (World Vision)	Continuously updated website: This World Vision page shares facts about the Syrian refugee crisis, answers common questions, and explains how people can help. The page is updated often to reflect the latest conditions.
"Syria emergency" (UNHCR Europe)	Continuously updated website: This UNHCR Europe page gives current information on the Syria emergency, including numbers of displaced people, returns, and aid programs. It is updated regularly to show changes in the situation.
"850,000 Syrian refugees have returned home since Assad's fall, UN says" (AP News)	2025 news article: This article explains that since the Assad government collapsed in December 2024, many Syrian refugees have returned home from neighboring countries, though many more remain abroad. The article focuses on how the change in government has affected refugee movements and ongoing challenges for displaced families.
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Name: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown

Objective: Draft an informational paragraph that uses specific facts and precise, domain-specific vocabulary to explain a topic.

Writing Prompt

fact statistic example

Write a paragraph that informs the reader about the current state of the Syrian refugee crisis. Use specific facts and precise vocabulary to explain how the crisis has developed.

- **Project Prompt:** Although *The Unwanted* was published in 2018, the Syrian refugee crisis continues today. Write a paragraph to update the book's postscript with the most current information about the Syrian refugee crisis.

Name: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown

Objective: Revise an informational paragraph by using participial phrases to vary sentence openings and connect ideas.

Writing Prompt

Reread your paragraph and identify places where the writing could flow more smoothly or where ideas could be more clearly connected. Then revise by combining sentences or adding phrases that begin with -ing or -ed at the start of sentences to improve sentence variety and show relationships between ideas. Underline at least two descriptive phrases you added during revision.

- Project Prompt: Although *The Unwanted* was published in 2018, the Syrian refugee crisis continues today. Write a paragraph to update the book's postscript with the most current information about the Syrian refugee crisis.

Name: _____

Date: _____

Who are the three protagonists in this story? In what city/country and year does each live?

What happens to Josef's father?

What are Isabel's neighbors hiding in their shed? Why?

Why does Mahmoud take a different route home from school every day?

How does Mahmoud respond when he sees a boy attacked in the street? Why?

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 1–17

Objective: Describe the narrative structure of *Refugee* and explain how the first three chapters develop the characters, setting, and plot.

1. How does the first chapter (pp. 1–6) establish the setting and the central conflict in Josef's story? Provide examples from the text to support your answer.

2. How does Gratz establish the setting of Isabel's story in the second chapter (pp. 7–11), and how does the scene with the kitten contribute to that development? Cite evidence from the text to support your answer.

3. How does the third chapter (pp. 12–17) develop the setting of the Syrian war in Aleppo and show its impact on Mahmoud? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Where is Josef's family traveling to? Why does he get in trouble on the train?

What happens when Isabel is downtown playing her trumpet?

What happens to Mahmoud's apartment building?

What happens when Josef arrives at the port?

What has Fidel Castro announced? How do Isabel's father and grandfather each respond?

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 18–48

Objective: Analyze how the author uses literary devices to establish mood and develop the characters' perspectives.

1. How does Gratz use literary devices to reveal Josef's perspective? Cite evidence from the text to support your answer.

2. How does Gratz develop the mood in the scene where Mahmoud's apartment is bombed? Cite evidence from pages 32–33 to support your answer.

3. How does Gratz use Josef's thoughts and observations to convey the impact the concentration camp had on Josef's father? Provide examples from the text to support your answer.

Name: _____

Date: _____

What decision does Mahmoud's father make after the bombing? How does Mahmoud's mother respond?

What happens to Mahmoud and his family as they attempt to drive to Turkey?*

What happens as Isabel and her family attempt to launch the boat in the water?*

Who else is on the boat with Isabel?*

What significant event occurs in Josef's life on board the St. Louis? What is important about this event?

*

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 49–80

Objective: Explain how characters respond to the difficult situations they face and what their responses reveal about them.

1. What does Isabel's father's reaction to the approaching police reveal about his fears and motivations? Provide examples from pages 63–65 to support your answer.

2. What does Mahmoud's father's response to the challenges his family faces reveal about his character? Provide examples to support your answer.

3. Compare how Ruthie, Josef, and their father each respond to being on board the *St. Louis*. What do their responses reveal about how their past and present experiences are affecting them? Cite evidence from pages 56–59 and 74–75 to support your answer.

Name: _____

Date: _____

What happens to the boat Isabel and the others are riding in?*

What happens to Mahmoud and his family when they reach the Turkish border?*

What do Josef and the other children hear when they go on the tour below deck?*

How does Shiendick treat the children?*

What do Lito and the other people on the boat argue about?*

Why are Mahmoud and his family sleeping in a mall? What are they waiting for?

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 81–109

Objective: Analyze how significant experiences shape characters' perspectives.

1. How and why has Isabel's perspective of her life and future changed since she left Cuba? Provide examples from pages 82–85 to support your answer.

2. How have Mahomoud's experiences since **fleeing** Syria influenced his view of himself and other refugees? Cite evidence from pages 88–89 to support your answer.

3. How does the incident with Schiendick below deck impact Josef and change his perspective? Cite evidence from pages 96–98 to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 81–109

Objective: Analyze how significant experiences shape characters' perspectives.

Discussion & Writing Prompt

How do Lito's and Isabel's different experiences shape their perspectives on leaving Cuba? Cite evidence from pages 100–103 to support your answer.

Name: _____

Date: _____

What does Josef's father argue with Mr. Shiendick about?

What happens to Señor Castillo as the tanker passes Isabel's small boat?

What does the smuggler keep telling Mahmoud's family? How do they respond?*

Why is a doctor coming on board the *St. Louis*? What is Josef worried about?*

What does Josef do to protect his family?*

What does Isabel do when she realizes what has happened to Señor Castillo?*

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 110–140

Objective: Explain why *Refugee* can be considered a coming-of-age novel and describe how each of the three protagonists changes as the text progresses.

1. How does Mahmoud's decision to stop the car show how he is developing as a character? Provide examples from pages 125–128 to support your answer.

2. How does Josef's decision to intervene with his father reflect the novel's coming-of-age theme? Cite evidence from pages 132–134 to support your answer.

3. How does Isabel's decision to jump into the water after Señor Castillo reflect her values and development as a character? Provide examples from pages 136–139 to support your answer.

Name: _____

Date: _____

What happens to the raft Mahmoud and his family are traveling on?

What do the police officers on board the *St. Louis* keep telling the passengers?

How does Schiendick get back at Josef's father?

What does Mahmoud's mother do with Hana?

What does Josef's father do at the end of today's reading?

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 141–170
- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown — pp. 26–27 , pp. 31–33

Objective: Analyze how authors use literary devices to develop mood and perspective, and compare how different texts portray similar experiences.

1. How does Gratz develop the mood in the scene where Mahmoud and his family travel by dinghy boat? How does this compare to how Brown portrays the experiences of refugees making a similar journey in *The Unwanted*? Cite evidence from page 145–146 of *Refugee* and pages 26–27 of *The Unwanted*.

2. How does the metaphor comparing Isabel's journey to a song on page 155 help develop her perspective? Provide examples from the text to support your answer. (*Refugee*)

3. How does Gratz use imagery and figurative language to show how Josef's perspective of his father has changed since boarding the *St. Louis*? Cite evidence from pages 151–152 and 164–165 to support your answer. (*Refugee*)

Version 1

They pushed on through the rain for a long time. Mahmoud didn't know how long. All he knew was that he wanted it to end. This was worse than Aleppo. In Aleppo, at least, he could run. Here, he had no control against nature. He was just a person floating on a rubber dinghy in the middle of the ocean. He might fall into the sea, and no one would know he was gone.

Original

"They pushed on through driving rain and roiling seas for what felt like an eternity. It might have been ten hours or ten minutes, Mahmoud didn't know. All he knew was that he wanted it to end, and end now. This was worse than Aleppo. Worse than bombs falling and soldiers shooting and drones buzzing overhead. In Aleppo, at least, he could run. Hide. Here he was at the mercy of nature, an invisible brown speck in an invisible black rubber dinghy in the middle of a great black sea. If it wanted to, the ocean could open its mouth and swallow him and no one in the whole wide world would ever know he was gone." (pp. 145–146)

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Name: _____

Date: _____

What happens when Isabel's family reaches the Bahamas? What decision do they make?

Where does Mahmoud find a life jacket? What does he do with it?

What happens when Josef's father jumps overboard? Who helps him?

What happens to Mahmoud at the end of this chapter?

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 171–202
- Video: [“Refugees: The Shared Story of Harry and Ahmed”](#) by UNICEF USA

Objective: Compare and contrast how the structures of the novel and the video emphasize shared refugee experiences and convey central ideas.

1. How does Gratz use the parallel structure of the three stories in *Refugee* to reveal the challenges of caring for a parent in distress? Provide examples from the text to support your answer.

2. How does the structure of the three connected stories help Gratz convey a central idea about the impact of generous strangers? Cite evidence from the text to support your answer.

3. How does Gratz use the repetition of a single word on pages 188 and 202 to connect Josef's and Isabel's stories and develop a central idea? Provide examples to support your answer.

Name: _____

Date: _____

What happens to Iván when he is in the water?*

What do the tourists do when they see refugees on the ferry praying? Why?*

Why are the passengers on board the *St. Louis* so upset?*

Why does Josef tear his clothing? What emotions is he experiencing?*

What difficult decision do the passengers on Isabel's boat have to make? How does Isabel feel about this?*

What does the driver do to Mahmoud's family?

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 203–235

Objective: Analyze how the characters' responses to significant events reveal their perspectives.

1. How has Mahmoud's perspective on being invisible changed over the course of the text? Cite evidence from page 12 and pages 213–214 to support your answer.

2. How does Captain Schroeder's response to being denied entry to Cuba develop his character and perspective? Cite evidence from pages 219–220 to support your answer.

3. What does Officer Padron's response to Josef's pleas reveal about his perspective? Provide examples from page 221 to support your answer.

Name: _____

Date: _____

What news does Captain Schroeder tell the passengers aboard the *St. Louis*? How do the passengers respond?

What problems do Isabel and the other passengers on the small boat face as they approach the shore of Miami?

What does the taxi driver demand from Mahmoud's family?

Why do the men ask Josef to help them take over the ship?

Is the mutiny a success? Why or why not?

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 236–262

Objective: Compare and contrast how characters' responses to significant events reveal their perspectives.

1. What do Josef's and his mother's responses to leaving Cuba reveal about their perspectives? Provide examples from pages 237–241 to support your answer.

2. How does Josef's perspective on taking over the ship's bridge evolve throughout the chapter? Cite evidence from the text to support your answer.

3. What do Lito's and Isabel's responses to the possibility of returning to Cuba reveal about their perspectives? Cite evidence from pages 259–260 to support your answer.

Version 1

They were going back to Cuba.

So this was the end of their journey, Isabel thought. Their ending wasn't going to be the ending they expected. They hadn't reached their destination but instead were going right back to where they started. They were still going to be searching for a home, even back in Cuba.

Version 2

They were going back to Cuba, and they couldn't prevent it.

So this was the last verse, Isabel thought. After everything they'd been through, their climactic ending wasn't going to be climactic after all. Theirs wasn't a *son cubano*, with its triumphant finale. Instead, they were to remain adrift, waiting for their song's end. They were still going to be searching for a home, even in their own land.

Original

"They were going back to Cuba, and there was nothing any of them could do about it.

So this was the last verse, Isabel thought. After everything they'd been through, after everything they'd lost, their climactic ending wasn't going to be climactic after all. Theirs wasn't a *son cubano*, with its triumphant finale; theirs was a fugue, a musical theme that was repeated again and again without resolution. Their coda was to be forever homeless, even when returned to their own home. Forever refugees in their own land." (p. 259)

Version 1

They were going back to Cuba.

So this was the end of their journey, Isabel thought. Their ending wasn't going to be the ending they expected. They hadn't reached their destination but instead were going right back to where they started. They were still going to be searching for a home, even back in Cuba.

Version 2

They were going back to Cuba, and they couldn't prevent it.

So this was the last verse, Isabel thought. After everything they'd been through, their climactic ending wasn't going to be climactic after all. Theirs wasn't a son cubano, with its triumphant finale. Instead, they were to remain adrift, waiting for their song's end. They were still going to be searching for a home, even in their own land.

Original

"They were going back to Cuba, and there was nothing any of them could do about it.

So this was the last verse, Isabel thought. After everything they'd been through, after everything they'd lost, their climactic ending wasn't going to be climactic after all. Theirs wasn't a son cubano, with its triumphant finale; theirs was a fugue, a musical theme that was repeated again and again without resolution. Their coda was to be forever homeless, even when returned to their own home. Forever refugees in their own land." (p. 259)

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 236–262

Objective: Compare and contrast how characters' responses to significant events reveal their perspectives.

Discussion & Writing Prompt

Consider Schiendick, the Serbian taxi driver, and the Hungarian soldiers. What do their responses to the suffering of refugees reveal about their perspectives? Provide examples from the text to support your answer.

Name: _____

Date: _____

What happens to Mahmoud and his family at the Hungarian border? How are Mahmoud and his family treated?*

Where are Josef and his family offered refuge? What happens?

What does the reader discover about Lito's past?*

What decision does Lito make? What is going to happen to him as a result?*

What big decision does Mahmoud make?*

What decision does the Nazi force Josef's mother to make?*

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 263–291

Objective: Analyze how the author develops the central ideas of the text and the characters' perspectives through key events.

1. How does Gratz develop the reader's understanding of Mahmoud's physical and emotional experience at the Hungarian border? Cite evidence from pages 263–266 to support your answer.

2. How does Lito's decision to jump overboard convey a central idea of the text? Provide examples from pages 275–278 to support your answer.

3. How does Mahmoud's internal monologue on pages 281–282 develop both his perspective and a central idea of the text? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 263–291

Objective: Analyze how the author develops the central ideas of the text and the characters' perspectives through key events.

Discussion & Writing Prompt

How does the interaction between Josef's family and the Nazi soldiers help develop a central idea of the text? Cite evidence from pages 289–291 to support your answer.

Name: _____

Date: _____

What does Isabel's mother name the baby? Why?

Which passengers from the boat make it to shore safely?

How do people respond when the group of refugees Mahmoud is leading arrives in Austria?

What does Isabel do in front of her new classmates?

Who hosts Mahmoud and his family in Germany?

What decision did Josef make when the German soldier asked his mother to choose between her children?

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 292–317

Objective: Analyze how the protagonists' perspectives have changed and explain how the author develops connections between their stories.

1. How and why does Mahmoud's perspective of Europeans develop in these pages? Provide examples from the text to support your answer.

2. How does Gratz illustrate that Isabel's understanding of her own identity changed since she arrived in the United States? Cite evidence from the text to support your answer.

3. How does Gratz develop connections between the endings of Isabel's and Mahmoud's stories? Cite evidence from pages 306–309 and 310–317 to support your answer.

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz — pp. 292–317

Objective: Analyze how the protagonists' perspectives have changed and explain how the author develops connections between their stories.

Discussion & Writing Prompt

How does the final chapter of the text (pp. 310–317) clarify the connections among all three of the protagonists? What specific lines or passages of text are most significant in showing these connections?

Name: _____

Date: _____

What facts in the Author's Note helped you understand more about Josef's experiences?

What additional context do you learn about the relationship between the United States and Cuba?

What facts in the Author's Note helped you understand more about Isabel's experiences?

What facts in the Author's Note helped you understand more about Mahmoud's experiences?

What does Alan Gratz say you can do to help refugees?

Name: _____

Date: _____

Today's Materials:

- Book: [Refugee](#) by Alan Gratz

Objective: Analyze how themes develop throughout the text and how the structure reinforces the author's message.

1. How does Gratz use Mahmoud's story to develop a theme on the topic of visibility? Cite evidence from the text to support your answer.

2. How does Gratz use Isabel's story to develop a theme on the topic of compassion? Cite evidence from the text to support your answer.

3. How does Gratz use Josef and Ruthie's story to develop a theme on the topic of legacy? Provide examples from the text to support your answer.

Name: _____

Date: _____

Why do people make the decision to **flee** their homes and seek refuge elsewhere, and what are they willing to sacrifice to find safety?

What do the texts in this unit reveal about how people respond when they see others in need? How is this portrayed differently in each of the unit's core texts?

How are individuals impacted by coming of age during times of crisis and war?

Name: _____

Date: _____

Today's Materials:

Objective: Engage in a Socratic Seminar with peers, responding directly to others by rephrasing and delineating arguments, determining the strength of evidence, and posing clarifying questions.

1. Why do people make the decision to **flee** their homes and seek refuge elsewhere, and what are they willing to sacrifice to find safety?

2. What do the texts in this unit reveal about how people respond when they see others in need? How is this portrayed differently in each of the unit's core texts?

3. How are individuals impacted by coming of age during times of crisis and war?

List of Refugee-led Organizations

Organization and Official Website	Overview and Goals
Refugee Dream Center	A refugee-founded organization in the United States that supports youth through education, leadership development, and community engagement. It empowers young refugees to succeed academically and become leaders in their communities.
Basmeh & Zeitooneh	A refugee-led grassroots organization in Lebanon that works closely with Syrian refugees, providing education and support. The organization helps refugees build better lives by supporting their communities and creating long-term opportunities.
Global Refugee-led Network	A refugee-led international network that works to make sure refugees are included in decisions that affect their lives. It brings together refugee leaders and organizations to advocate for better laws and policies around the world.
African Youth Action Network	A refugee-led organization based in Uganda and South Sudan that helps young refugees and local youth become leaders and work for peace in their communities. It gives them skills and opportunities to make their communities stronger and more supportive.
Asia Pacific Network of Refugees (APNOR)	A network of refugees working together in multiple countries across the Asia-Pacific region to make sure refugees have a say in decisions that affect them. It helps refugees speak up and influence policies that impact their communities.
Amna Refugee Healing Network	A refugee-led organization based in the UK that provides healing and mental health support for refugees. It works with local communities to provide caring support and helps refugees take leadership roles in helping others.
Young African Refugees for Integral Development (YARID)	A refugee-led organization in Uganda that provides education, language training, and job skills programs. It supports refugees in building their own lives and settling into their communities.

Name: _____ Date: _____

Interview Note-catcher

Research Question: How does one refugee-led organization help refugees build new lives?

Directions: Generate at least two questions for each category about what you want to learn. As you research your chosen refugee-led organization, record important information and include a parenthetical citation for each note to show which source it came from.

Organization Name:	
Questions	Research Notes
Why...	
Who...	
Where...	
What...	
When...	
How...	

Name: _____ Date: _____

Interview Outline

Research Question: How does one refugee-led organization help refugees build new lives?

Introductory Sentence:	
Question 1:	Topic Sentence: _____ _____ Supporting Details: <ul style="list-style-type: none">•••
Question 2:	Topic Sentence: _____ _____ Supporting Details: <ul style="list-style-type: none">•••

Question 3:	Topic Sentence: <hr/> <hr/> Supporting Details: <ul style="list-style-type: none">•••
Question 4:	Topic Sentence: <hr/> <hr/> Supporting Details: <ul style="list-style-type: none">•••

Name: _____ Date: _____

Interview Script Template

Introduction:

INTERVIEWER: [Question 1, in bold]

SPOKESPERSON: [Response, not bolded]

INTERVIEWER: [Question 2, in bold]

SPOKESPERSON: [Response, not bolded]

INTERVIEWER: [Question 3, in bold]

SPOKESPERSON: [Response, not bolded]

INTERVIEWER: [Question 4, in bold]

SPOKESPERSON: [Response, not bolded]

Name: _____ Date: _____

Tone Practice Page

Directions: Read the example interview responses below and analyze their tone. As you read aloud, underline key words and phrases that contribute to the tone. In the right-hand column, record your observations about the tone of each response. One of these versions strikes the right balance of being both conversational and informative—identify which one.

Question: Why was YARID created, and what makes its mission important for refugees?		
Version 1	<p>The organization YARID was formally established with the purpose of empowering refugees to independently address the challenges present within their communities. It was co-founded in the year 2008 by Robert Hakiza, a Congolese refugee, at the age of 25. The organization was created to facilitate connections among refugees in Uganda, enabling them to collaboratively engage in the resolution of various challenges. The overarching mission of YARID is to foster self-reliance rather than dependence upon external assistance. Additionally, YARID unites refugees and local Ugandan residents to collectively implement solutions that produce significant and measurable outcomes.</p>	
Version 2	<p>So, YARID kind of got started because Robert Hakiza, who was a young refugee at the time, was fed up with how other organizations weren't including refugees in the decision-making. They were like, "Hey, this isn't right—refugees should be able to help themselves," and they just went for it, even though they were pretty young. They wanted people to figure stuff out together and not just wait around for help. It's basically all about using your own skills and working with others in the community so everyone can do better.</p>	
Version 3	<p>YARID was founded to empower refugees to solve problems for themselves and their communities. It was started in 2008 by Robert Hakiza, a Congolese refugee, when he was 25, along with a few other young refugees. Together, they basically wanted to create a way for refugees in Uganda to connect and address the challenges they were facing after having to flee difficult situations in their home countries. And really, the mission is all about helping refugees use their own skills to become independent, so that they don't need to rely on outside support. YARID also brings refugees and local Ugandans together so the whole community can work on solutions that make a difference. It's really that community approach that sets YARID apart from other aid organizations.</p>	

Name: _____

Date: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown
- Podcast: [“Let refugees lead”](#) by Obi Anyadike (Host)
- Transcript: [“Let refugees lead”](#) by Obi Anyadike (Host)
- Website: [Young African Refugees for Integral Development \(YARID\)](#)

Objective: Research and create a radio-style interview script that informs listeners about how a refugee-led organization helps refugees build new lives.

Writing Prompt

In this unit, you have learned about historical refugee crises (from Cuba and Nazi Germany) and one that continues today (Syria). Refugees face incredible challenges, but they also show remarkable resilience as they rebuild their lives in new countries. Around the world, refugee-led organizations use this resilience to help displaced people find work, access education, and feel a sense of belonging in their communities.

In this project, you will work with a partner to choose and research a refugee-led organization and explore the question: How does one refugee-led organization help refugees build new lives? You will then create a script for a radio-style interview in which a reporter speaks with a spokesperson from the organization, who shares the story of its work and the people it serves. The goal is to highlight the organization's strategies, the challenges it addresses, and the successes of both refugees and the organization itself.

Your interview must:

- Include four open-ended questions.
- Include four paragraph-length responses.
- Provide important background information about the organization and the refugees it serves.
- Use accurate information supported by research from at least three sources.

List of Refugee-led Organizations

Organization and Official Website	Overview and Goals
Refugee Dream Center	A refugee-founded organization in the United States that supports youth through education, leadership development, and community engagement. It empowers young refugees to succeed academically and become leaders in their communities.
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Name: _____ Date: _____

Interview Note-catcher

Research Question: How does one refugee-led organization help refugees build new lives?

Directions: Generate at least two questions for each category about what you want to learn. As you research your chosen refugee-led organization, record important information and include a parenthetical citation for each note to show which source it came from.

Organization Name:	
Questions	Research Notes
Why...	
Who...	
Where...	
What...	
When...	
How...	

Name: _____

Today's Materials:

- Podcast: "[Let refugees lead](#)" by Obi Anyadike (Host)
- Transcript: "[Let refugees lead](#)" by Obi Anyadike (Host)
- Website: [Young African Refugees for Integral Development \(YARID\)](#)

Objective: Generate questions and gather relevant information to support a research focus.

Writing Prompt

parenthetical citation

With your research partner, brainstorm a list of at least ten open-ended questions about your organization and the work that it does. Record your questions on the [Interview Note-catcher \(G6, U5, L20\)](#) and begin gathering relevant information from the organization's website to address these questions.

- **Project Prompt:** Work with a partner to choose and research a refugee-led organization and explore the question: How does one refugee-led organization help refugees build new lives? Then, create a script for a radio-style interview in which a reporter speaks with a spokesperson from the organization, who shares the story of its work and the people it serves.

List of Refugee-led Organizations

Organization and Official Website	Overview and Goals
Refugee Dream Center	A refugee-founded organization in the United States that supports youth through education, leadership development, and community engagement. It empowers young refugees to succeed academically and become leaders in their communities.
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Name: _____ Date: _____

Interview Note-catcher

Research Question: How does one refugee-led organization help refugees build new lives?

Directions: Generate at least two questions for each category about what you want to learn. As you research your chosen refugee-led organization, record important information and include a parenthetical citation for each note to show which source it came from.

Organization Name:	
Questions	Research Notes
Why...	
Who...	
Where...	
What...	
When...	
How...	

Name: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown

Objective: Evaluate sources and gather organized information from multiple sources to support a research focus.

Writing Prompt

With your research partner, find and select at least two additional credible and useful sources to support your research. Then, record relevant facts and details from each source on the [Interview Note-catcher \(G6, U5, L20\)](#), under the appropriate category. Be sure to include a parenthetical citation for each note so you can reference the source later.

- **Project Prompt:** Work with a partner to choose and research a refugee-led organization and explore the question: How does one refugee-led organization help refugees build new lives? Then, create a script for a radio-style interview in which a reporter speaks with a spokesperson from the organization, who shares the story of its work and the people it serves.

Name: _____ Date: _____

Interview Note-catcher

Research Question: How does one refugee-led organization help refugees build new lives?

Directions: Generate at least two questions for each category about what you want to learn. As you research your chosen refugee-led organization, record important information and include a parenthetical citation for each note to show which source it came from.

Organization Name:	
Questions	Research Notes
Why...	
Who...	
Where...	
What...	
When...	
How...	

Name: _____ Date: _____

Interview Outline

Research Question: How does one refugee-led organization help refugees build new lives?

Introductory Sentence:	
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Name: _____ Date: _____

Interview Script Template

Introduction:

INTERVIEWER: [Question 1, in bold]

SPOKESPERSON: [Response, not bolded]

INTERVIEWER: [Question 2, in bold]

SPOKESPERSON: [Response, not bolded]

INTERVIEWER: [Question 3, in bold]

SPOKESPERSON: [Response, not bolded]

INTERVIEWER: [Question 4, in bold]

SPOKESPERSON: [Response, not bolded]

Name: _____

Today's Materials:

- Transcript: "[Let refugees lead](#)" by Obi Anyadike (Host)

Objective: Create a purposefully sequenced outline for an informational interview and begin drafting responses that include relevant details.

Writing Prompt

introductory sentence

With your partner, use your research notes to write four open-ended interview questions, making sure to sequence them logically. Then, complete the [Interview Outline \(G6, U5, L20\)](#) by writing a clear introductory sentence and recording topic sentences with relevant details for your assigned questions. Finally, use the outline to begin drafting a response to one question.

- **Project Prompt:** Work with a partner to choose and research a refugee-led organization and explore the question: How does one refugee-led organization help refugees build new lives? Then, create a script for a radio-style interview in which a reporter speaks with a spokesperson from the organization, who shares the story of its work and the people it serves.

Name: _____ Date: _____

Interview Script Template

Introduction:

INTERVIEWER: [Question 1, in bold]

SPOKESPERSON: [Response, not bolded]

INTERVIEWER: [Question 2, in bold]

SPOKESPERSON: [Response, not bolded]

INTERVIEWER: [Question 3, in bold]

SPOKESPERSON: [Response, not bolded]

INTERVIEWER: [Question 4, in bold]

SPOKESPERSON: [Response, not bolded]

Name: _____ Date: _____

Tone Practice Page

Directions: Read the example interview responses below and analyze their tone. As you read aloud, underline key words and phrases that contribute to the tone. In the right-hand column, record your observations about the tone of each response. One of these versions strikes the right balance of being both conversational and informative—identify which one.

Question: Why was YARID created, and what makes its mission important for refugees?		
Version 1	<p>The organization YARID was formally established with the purpose of empowering refugees to independently address the challenges present within their communities. It was co-founded in the year 2008 by Robert Hakiza, a Congolese refugee, at the age of 25. The organization was created to facilitate connections among refugees in Uganda, enabling them to collaboratively engage in the resolution of various challenges. The overarching mission of YARID is to foster self-reliance rather than dependence upon external assistance. Additionally, YARID unites refugees and local Ugandan residents to collectively implement solutions that produce significant and measurable outcomes.</p>	
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Name: _____

Today's Materials:

- Podcast: "[Let refugees lead](#)" by Obi Anyadike (Host)
- Transcript: "[Let refugees lead](#)" by Obi Anyadike (Host)

Objective: Draft informational interview responses using an appropriate, conversational tone.

Writing Prompt

Continue drafting your interview script by writing responses to your two questions. As you complete your responses, ensure your tone is both appropriate and conversational, so it sounds natural when spoken while still clearly informing your audience. Develop each response with relevant facts and information from your research.

- **Project Prompt:** Work with a partner to choose and research a refugee-led organization and explore the question: How does one refugee-led organization help refugees build new lives? Then, create a script for a radio-style interview in which a reporter speaks with a spokesperson from the organization, who shares the story of its work and the people it serves.

Name: _____

Today's Materials:

- Book: [The Unwanted: Stories of the Syrian Refugees](#) by Don Brown
- Transcript: "[Let refugees lead](#)" by Obi Anyadike (Host)

Objective: Revise informational interview responses by writing concluding sentences that use participial phrases to strengthen and clarify the main idea.

Writing Prompt

Revise your informational interview responses, focusing on the concluding sentences. For each response, revise the concluding sentence to include a descriptive phrase (beginning with -ing or -ed) that strengthens and clarifies the main idea. Then, review your partner's interview responses for clarity, correctness, and flow. Leave two digital comments on strengths and two on areas for improvement, discuss the feedback with your partner, and make any final revisions.



Vocabulary

Word	Part of Speech	Definition
asylum	n.	the protection granted by a nation to someone who has left their native country as a refugee
author's perspective		the author's view of a specific topic, idea, or event, or their view of the world more generally
author's purpose		the author's motivation for writing a text, specifically as it relates to the impact on the reader
bleed		an image or color that extends beyond the frame of the panel in a graphic novel
dignity	n.	the quality of being worthy of respect
eternity	n.	an infinite amount of time
example		a case or instance of something used to clarify, explain, or justify a claim by adding more narrative or informative details about a particular topic
exile	n.	the state of being prohibited from or otherwise unable to return to one's home
exploit	v.	to use someone or something to your advantage, usually selfishly or for profit
fact		a true statement that can be proven

Word	Part of Speech	Definition
flee	v.	to run away urgently from danger
frame		the edge or outlined border of a specific panel in a comic
fraught	adj.	full of unpleasant things such as problems or dangers
gutter		the space between panels in a comic
idolize	v.	to intensely admire a person
inferior	adj.	lower in quality, ability, or social position
internal monologue		
introductory sentence		a sentence that clearly states the main topic of the piece and may also preview its subtopics and/or provide additional context
narrative box		a rectangle or square—often at the top or bottom of a panel—in which the narrator of a comic shares information with readers
oppose	v.	disapprove of and attempt to prevent, especially by argument

Word	Part of Speech	Definition
pandemonium	n.	extreme, wild disorder; chaos
panel		a single drawing depicting a specific moment in a comic, generally contained within a square or rectangular frame
parenthetical citation		a method that gives credit to a source of information by including a brief reference to it in parentheses
peril	n.	danger involving significant risk
persecution	n.	the act of treating someone unfairly or cruelly, especially because of their race, sexual orientation, or political or religious beliefs
plight	n.	a dangerous or difficult situation
recoil	v.	to pull back in fear or disgust
refugee	n.	a person who has been forced to leave their home or country in order to escape war, persecution, or natural disaster
resolve	n.	a firm determination to do something
respite	n.	a short period of rest or relief from something difficult or unpleasant

Word	Part of Speech	Definition
speech bubble		a circular or oval outline within a comic panel that contains a character's dialogue and indicates who is speaking
splash page		a comic book page that is mostly or entirely taken up by a single image or panel
statistic		a fact or piece of data represented in the form of numbers
sub-		a root from Latin meaning under or below
weary	adj.	very tired, often as a result of working hard

Name: _____ Date: _____ *Refugee & The Unwanted*

VOCABULARY PRACTICE

6th Grade ELA

Fleeing Conflict: *Refugee & The Unwanted*

PART ONE: WORD LIST

1. **asylum** (n.): the protection granted by a nation to someone who has left their native country as a refugee
2. **dignity** (n.): the quality of being worthy of respect
3. **eternity** (n.): an infinite amount of time
4. **exile** (n.): the state of being prohibited from or otherwise unable to return to one's home
5. **exploit** (v.): to use someone or something to your advantage, usually selfishly or for profit
6. **flee** (v.): to run away urgently from danger
7. **fraught** (adj.): full of unpleasant things such as problems or dangers
8. **idolize** (v.): intensely admire a person
9. **inferior** (adj.): lower in quality, ability, or social position
10. **oppose** (v.): disapprove of and attempt to prevent, especially by argument
11. **pandemonium** (n.): extreme, wild disorder; chaos
12. **peril** (n.): danger involving significant risk
13. **persecution** (n.): the act of treating someone unfairly or cruelly, especially because of their race, sexual orientation, political, or religious beliefs
14. **plight** (n.): a dangerous or difficult situation
15. **recoil** (v.): to pull back in fear or disgust
16. **refugee** (n.): a person who has been forced to leave their home or country in order to escape war, persecution, or natural disaster
17. **resolve** (n.): firm determination to do something
18. **respite** (n.): a short period of rest or relief from something difficult or unpleasant
19. **weary** (adj.): very tired, often as a result of working hard

ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition

WORD BANK

asylum dignity eternity exile exploit flee fraught idolize inferior	oppose pandemonium peril persecution plight recoil refugee resolve respite weary
---	---

ANSWER

DEFINITION

	ANSWER	DEFINITION
1.		to run away urgently from danger
2.		to pull back in fear or disgust
3.		the state of being prohibited from or otherwise unable to return to one's home
4.		a person who has been forced to leave their home or country in order to escape war, persecution, or natural disaster
5.		to use someone or something to your advantage, usually selfishly or for profit
6.		very tired, often as a result of working hard

7.		firm determination to do something
8.		an infinite amount of time
9.		a dangerous or difficult situation
10.		full of unpleasant things such as problems or dangers
11.		disapprove of and attempt to prevent, especially by argument
12.		extreme, wild disorder, chaos
13.		the quality of being worthy of respect
14.		a short period of rest or relief from something difficult or unpleasant
15.		intensely admire a person
16.		danger involving significant risk
17.		the act of treating someone unfairly or cruelly, especially because of their race, sexual orientation, political, or religious beliefs

18.		the protection granted by a nation to someone who has left their native country as a refugee
19.		lower in quality, ability, or social position

ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank, add your reasoning about why this word fits.

1. In the 1990s, a group of Cuban refugees arrived in the United States seeking _____, fleeing the oppressive conditions under Castro's regime. The United States granted them sanctuary, giving them the chance to rebuild their lives far from the turmoil of their homeland.
2. A group of artists faced harsh _____ after an art installation, which was meant to raise awareness about climate change, was deemed too controversial by the university. Despite the threats and censorship, they continued to create masterpieces.
3. Through her writing, Maya Angelou, the renowned African American poet and civil rights activist, fought for _____ and respect for all. She embodies the strength needed to overcome hardship and the wisdom to uplift others, regardless of their race or background.
4. _____ from the long trek through the jungle, the adventurers stopped for a moment to rest under a towering tree, but even as they caught their breath, they knew the hardest part of the journey was yet to come.
5. The refugee camps in Syria are _____ with tension, as families struggle to survive amidst ongoing conflict and limited resources. International aid organizations work tirelessly to provide food and medical care, but the situation remains dire.
6. After weeks of rehearsals for the school's production of *Hamilton*, the cast finally got a brief _____ during their lunch break. The cast and crew laughed and joked together, ready to give their best performance that evening.
7. At first, Eduardo felt _____ to his classmates in the new school, but when he shared his passion for coding and built an app that helped students organize their homework, everyone saw him in a new light.

8. Soccer fans _____ players like Pelé and Cristiano Ronaldo, whose skills on the field have inspired millions. However, this sometimes blurs the line between admiration and unrealistic expectations, with some fans going to extreme lengths to emulate their heroes.
9. The ancient Egyptians believed in the concept of _____, where the soul's journey through the afterlife could stretch on forever, depending on one's actions during life. The great pyramids of Giza, built to honor pharaohs, are a testament to the Egyptian's belief in eternal life.
10. The _____ of Indigenous peoples in the Amazon rainforest is becoming increasingly dire as illegal deforestation threatens their way of life. Activists, scientists, and environmentalists are working together to protect these vital ecosystems and the people who depend on them.
11. When the first atomic bomb was tested in New Mexico in 1945, the world _____ in horror, realizing the devastating power humanity had unlocked.
12. When Hurricane Katrina struck New Orleans in 2005, _____ ensued as residents scrambled to find shelter while floodwaters rapidly entered the city. The chaos was heightened by a delayed response from authorities, leading to confusion, desperation, and a massive crisis that drew worldwide attention.
13. The Great Barrier Reef, one of the world's most diverse and treasured ecosystems, is in _____ because of global warming and climate change. As ocean temperatures rise, the delicate coral reefs—home to thousands of species—have begun dying off, threatening marine life and the livelihoods of local communities.
14. While playing *Minecraft*, Ethan figured out how to _____ the system by creating secret, hidden rooms in the village he built. But when he showed his friends, they reminded him that the real fun came from creating something unique, not just finding loopholes.

15. In *The Outsiders*, Johnny and Ponyboy were _____ to the rich, privileged Socs who constantly pick on them and their friends. The story shows readers that sometimes you have to stand up for what's right—even when the odds are against you.
16. When Beyoncé faced criticism for her new album, she showed immense _____ by continuing to experiment with her music. She never let the negativity stop her from creating groundbreaking tracks that would eventually inspire millions around the world.
17. When a sudden storm hit their beach house during a family vacation, Ava and her moms had to _____, grabbing their most valuable items and running toward the safety of their car. Amidst the chaos, Ava made sure she never lost sight of her two cats, Mango and Nala.
18. On his first day at the _____ camp, Omar met a fellow chess enthusiast, and together, they played games to pass the time. Through this, they were able to find comfort and joy, despite the hardship they had endured.
19. After Voldemort's return, Harry Potter found himself living in a constant state of _____, forced to hide from both the Ministry of Magic and his enemies. Despite the isolation, he remained determined to fight for a better future.

PART TWO: EXAMPLES AND NONEXAMPLES

ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

<i>definition of the word</i>	<i>synonyms</i>
the protection granted by a nation to someone who has left their native country as a refugee	refuge, shelter, sanctuary, haven
1. ASYLUM	
<i>use the word in a sentence</i>	<i>antonyms</i>
She was granted asylum after it was made clear that she would be in danger if she returned home.	peril, danger

<i>definition of the word</i>	<i>synonyms</i>
the quality of being worthy of respect	
2. DIGNITY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
an infinite amount of time	
3. ETERNITY	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the state of being prohibited from or otherwise unable to return to one's home	
4. EXILE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to use someone or something to your advantage, usually selfishly or for profit	
5. EXPLOIT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to run away urgently from danger	
6. FLEE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
full of unpleasant things such as problems or dangers	
7. FRAUGHT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
intensely admire a person	
8. IDOLIZE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
lower in quality, ability, or social position	
9. INFERIOR	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
disapprove of and attempt to prevent, especially by argument	
10. OPPOSE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
extreme, wild disorder; chaos	
11. PANDEMONIUM	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
danger involving significant risk	
12. PERIL	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the act of treating someone unfairly or cruelly, especially because of their race, sexual orientation, political, or religious beliefs	
13. PERSECUTION	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a dangerous or difficult situation	
14. PLIGHT	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to pull back in fear or disgust	
15. RECOIL	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a person who has been forced to leave their home or country in order to escape war, persecution, or natural disaster	
16. REFUGEE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
firm determination to do something	
17. RESOLVE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a short period of rest or relief from something difficult or unpleasant	
18. RESPITE	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
very tired, often as a result of working hard	
19. WEARY	
<i>use the word in a sentence</i>	<i>antonyms</i>

PART THREE: ADDING COMPLEXITY

ACTIVITY 4. CHANGING TENSES AND PART OF SPEECH

Directions: For each vocabulary word, write a sentence that shows you know the meaning of the word (Ex: different tenses, changing part of speech, removing or adding affixes).

The following words have been omitted from this activity:

- Asylum
- Flee
- Fraught
- Pandemonium
- Plight
- Respite

dignity (n.): the quality of being worthy of respect	
CHANGE	EXAMPLE SENTENCE
<i>dignified</i>	Despite the challenges, she maintained a dignified silence throughout the meeting.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Showing or expressing self-respect or a sense of honor</i>	

eternity (n.): an infinite amount of time	
CHANGE	EXAMPLE SENTENCE
<i>eternal</i>	The stars seemed eternal , shining brightly even in the darkest of nights.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Lasting or existing forever; without end</i>	

exile (n.): the state of being prohibited from or otherwise unable to return to one's home	
CHANGE	EXAMPLE SENTENCE
<i>exiled</i>	After the revolt, the exiled king was sent to a distant island where he could never return.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Expelled from one's native country or home, typically for political reasons</i>	

exploit (v.): to use someone or something to your advantage, usually selfishly or for profit	
CHANGE	EXAMPLE SENTENCE
<i>exploitation</i>	The workers protested against the exploitation they faced in the factory and demanded better conditions.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>The action or fact of treating someone unfairly to benefit from their work or resources</i>	

idolize (v.): intensely admire a person	
CHANGE	EXAMPLE SENTENCE
<i>idol</i>	She grew up with a poster of her favorite singer, an idol she admired for both talent and kindness.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to noun</i> <i>A person or thing that is greatly admired, loved, or revered</i>	

inferior (adj.): lower in quality, ability, or social position	
CHANGE	EXAMPLE SENTENCE
<i>inferiority</i>	His feelings of inferiority often held him back from speaking up in meetings.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>The condition of being lower in rank, status, or quality</i></p>	

oppose (v.): disapprove of and attempt to prevent, especially by argument	
CHANGE	EXAMPLE SENTENCE
<i>opposition</i>	The new policy faced strong opposition from both the public and government officials.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>The action of resisting something; a group or person who opposes something</i></p>	

peril (n.): danger involving significant risk	
CHANGE	EXAMPLE SENTENCE
<i>perilous</i>	Climbing the mountain without proper gear was a perilous decision.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Full of danger or risk; hazardous</i>	

persecution (n.): the act of treating someone unfairly or cruelly, especially because of their race, sexual orientation, political, or religious beliefs	
CHANGE	EXAMPLE SENTENCE
<i>persecute</i>	The government sought to persecute anyone who spoke out against its policies.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to verb</i> <i>To subject someone to hostility, especially because of their beliefs or identity</i>	

recoil (v.): to pull back in fear or disgust	
CHANGE	EXAMPLE SENTENCE
<i>recoiled</i>	She recoiled in horror when she saw the snake slither across the floor.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to past tense</i> <i>To spring or flinch in fear, surprise, or disgust</i>	

refugee (n.): a person who has been forced to leave their home or country in order to escape war, persecution, or natural disaster	
CHANGE	EXAMPLE SENTENCE
<i>refuge</i>	After the storm hit, the villagers took refuge in the school building.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to a related noun</i> <i>A condition of being safe or sheltered from danger or trouble</i>	

resolve (n.): firm determination to do something	
CHANGE	EXAMPLE SENTENCE
<i>resolved</i>	After much thought, he felt resolved to pursue a new career path and leave his old job behind.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>Firmly determined to do something or solve a problem</i>	

weary (adj.): very tired, often as a result of working hard	
CHANGE	EXAMPLE SENTENCE
<i>wearily</i>	They wearily sat down on the couch after a long day of work.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>In a tired or exhausted manner; with fatigue</i>	



Unit Rubrics & Assessments

Name: _____ Date: _____

Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

Formatting and Evidence	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
Sentence Structure and Grammar	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
Punctuation and Mechanics	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	

Informational Writing Rubric

6th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Introduction Clearly introduces the topic; provides basic context for understanding; prepares the reader for the information that follows	4 3 2 1	
Organization Groups related ideas into clear paragraphs or sections; uses appropriate text structures such as definition, classification, comparison/contrast, or cause-and-effect; chooses a structure that supports understanding of the topic	4 3 2 1	
Conclusion Provides a concluding statement or section related to the information presented; follows logically from the ideas in the piece; reinforces the topic and explains why it matters	4 3 2 1	

Development	Rubric Score	Notes
Details Develops the topic using relevant facts, definitions, concrete details, and examples; selects information carefully to explain the topic clearly; includes sufficient details to support the reader's understanding	4 3 2 1	
Text Features Uses formatting features such as headings or subheadings to guide the reader; may include visuals such as charts or tables when they support understanding; ensures text features are clearly connected to the content	4 3 2 1	

Language	Rubric Score	Notes
<p>Style Uses appropriate transitions to show connections among ideas; selects precise and topic-specific vocabulary; maintains a formal style and consistent tone throughout</p>	<p>4 3 2 1</p>	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage by correctly applying pronoun case, maintaining agreement in pronoun number and person, and using varied sentence structures</p>	<p>4 3 2 1</p>	
<p>Conventions Uses correct capitalization and punctuation conventions, including using punctuation to set off nonrestrictive elements</p>	<p>4 3 2 1</p>	

Name: _____ Date: _____

Single Point Informational Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Details		I use specific facts to explain a topic.	
Vocabulary		I use precise vocabulary to explain a topic.	
Language		I begin sentences with descriptive phrases to vary sentence openings and connect ideas.	

My goal for the next informational writing cycle is _____

Name: _____ Date: _____

Single Point Informational Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Research Focus		I brainstorm open-ended questions to guide my research and select relevant information from a source to support my research focus.	
Evidence		I evaluate the credibility and usefulness of sources and gather organized information to support a research focus.	
Organization		I sequence open-ended questions for an informational interview, preview the topic with a clear introductory sentence, and outline each response with relevant details.	
Style		I use an appropriate, conversational tone to clearly share information while connecting with the audience in an interview format.	
Conclusion & Language		I use descriptive phrases in concluding sentences to strengthen and clarify the main idea of an informational paragraph.	

I'm proud that this year I improved my informational writing by _____

Academic Discourse Rubric

6th–8th Grade English Language Arts

	1 Point	2 Points	3 Points
Tier 1: Clarify and share their own thoughts	<ul style="list-style-type: none"> ● Attempts to provide evidence, but the evidence is unrelated or wrong ● Does not use vocabulary that is specific to the subject or task 	<ul style="list-style-type: none"> ● Provides evidence or examples to justify and defend their point clearly, but may not be the most relevant evidence ● Uses some vocabulary that is specific to the subject and task, but misses opportunities 	<ul style="list-style-type: none"> ● Provides relevant evidence or examples to justify and defend their point clearly ● Uses a variety of vocabulary that is specific to the subject and task to share and clarify their thoughts
Tier 2: Engage with the thinking of others	<ul style="list-style-type: none"> ● Shares their own ideas without listening to their peers' ideas; ideas may be random, disconnected, or replace a previous idea ● Does not track other students' ideas ● Does not ask follow-up questions to clarify ideas 	<ul style="list-style-type: none"> ● Attempts to build on a peer's ideas, but the connection may be limited ● Attempts to restate others' ideas, but is unable to retell key ideas ● Asks follow-up questions, but they may be generic and not specific 	<ul style="list-style-type: none"> ● Seeks to genuinely understand their peers' ideas and builds on them with connected ideas ● Paraphrases what others are saying in order to keep track of key ideas in a discussion ● Seeks to clarify a particular point by asking follow-up questions
Tier 3: Critique and analyze the reasoning of others	<ul style="list-style-type: none"> ● Does not engage with the thinking of their peers ● Does not compare and contrast different arguments ● Unable to synthesize ideas from the discussion 	<ul style="list-style-type: none"> ● Begins to challenge the thinking of their peers, but may be limited ● Attempts to compare and contrast different arguments, but misses the nuance ● Attempts to synthesize the discussion, but misses key understandings 	<ul style="list-style-type: none"> ● Challenges the thinking of their peers; when warranted, modifies their own views based on their peers' ideas and thinking ● Compares and contrasts the effectiveness of different arguments ● Synthesizes everything they have heard into coherent statements

Speaking and Listening	<ul style="list-style-type: none"> ● Language is not always clear ● Eye contact and posture are not consistent ● Interrupts or speaks over students 	<ul style="list-style-type: none"> ● Appropriate language ● Uses eye contact and appropriate posture ● Awareness of own airtime in order to ensure participation by others 	<ul style="list-style-type: none"> ● Sophisticated and appropriate language ● Consistent eye contact and professional posture ● Actively solicits contributions from others
Preparation	<ul style="list-style-type: none"> ● Is not prepared for the discussion; has not identified key pieces of evidence or details 	<ul style="list-style-type: none"> ● Is prepared for the discussion with some evidence and details 	<ul style="list-style-type: none"> ● Is prepared to share the best reasons and evidence to support a particular point or idea

Directions: Read the text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

Text 1

Excerpt from "Home"

By Warsan Shire

- 1 no one leaves home unless
home is the mouth of a shark
you only run for the border
when you see the whole city running as well
- 5 your neighbors running faster than you
breath bloody in their throats
the boy you went to school with
who kissed you dizzy behind the old tin factory
is holding a gun bigger than his body
- 10 you only leave home
when home won't let you stay.
- no one leaves home unless home chases you
fire under feet
hot blood in your belly
- 15 it's not something you ever thought of doing
until the blade burnt threats into
your neck
and even then you carried the anthem under
your breath
- 20 only tearing up your passport in an airport toilets
sobbing as each mouthful of paper
made it clear that you wouldn't be going back.
- you have to understand,
that no one puts their children in a boat
- 25 unless the water is safer than the land
no one burns their palms
under trains
beneath carriages
no one spends days and nights in the stomach of a truck
- 30 feeding on newspaper unless the miles travelled
means something more than journey.
no one crawls under fences
no one wants to be beaten
pitied

"Home" from BLESS THE DAUGHTER RAISED BY A VOICE IN HER HEAD: POEMS by Warsan Shire, copyright © 2022 by Warsan Shire. Used by permission of Random House, an imprint and division of Penguin Random House LLC. All rights reserved.

1. What is the effect of the line "you have to understand" (line 23) in the context of the poem?
 - a. It shifts from personal experiences to a broader moral discussion, emphasizing the need for empathy.
 - b. It introduces a new perspective on the speaker's emotional experience, focusing on regret and missed opportunity.
 - c. It implies that the speaker is demanding acknowledgment for the pain they endured when leaving home.
 - d. It contrasts the speaker's personal understanding with the ignorance of others who have not had to face the same obstacles.

2. Which statement best reflects how the author uses figurative language to convey the emotions and experiences associated with leaving one's home?
 - a. The use of metaphor in "home is the mouth of a shark" (lines 1–2) illustrates that leaving home is a thrilling adventure.
 - b. The imagery of "fire under feet" (line 13) emphasizes the immediate danger that forces individuals to flee.
 - c. The description of "breath bloody in their throats" (line 6) signifies the impact staying behind when others left has had on their bodies and health.
 - d. The phrase "you only leave home when home won't let you stay" (lines 10–11) indicates that leaving home is a voluntary choice driven by curiosity.

3. Which line best conveys what refugees are seeking by leaving home?
 - a. "when you see the whole city running as well" (line 4)
 - b. "it's not something you ever thought of doing" (line 15)
 - c. "unless the water is safer than the land" (line 25)
 - d. "no one spends days and nights in the stomach of a truck" (line 29)

4. How does the contrast in lines 7 through 9 contribute to the meaning of the poem?
 - a. It is an example of what the speaker will face if she leaves home
 - b. It reveals what might become of the speaker if she stays in her home
 - c. It showcases how actions can have dire consequences when living in a dangerous place
 - d. It is an example of something good and innocent becoming dangerous and threatening, like home has become for the speaker.

5. What does the phrase "the anthem under your breath" (line 17) suggest about the speaker's emotional state?
 - a. The phrase suggests that they are attempting to forget their cultural heritage in the face of fear and danger, suggesting that the anthem is no longer important to them.
 - b. The phrase suggests that despite fear and danger, the speaker clings to their identity and culture.
 - c. The phrase suggests that the speaker is overwhelmed by their fear and unable to remember or express their connection to their homeland.
 - d. The phrase suggests that the speaker intentionally refuses to sing or speak their anthem aloud, symbolizing a rejection of their home country.

6. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A: In "Home," how does the speaker's point of view shape the overall tone of the poem?

- a. The speaker's point of view is detached and objective, creating a neutral tone about the experience of fleeing.
- b. The speaker's point of view is nostalgic and peaceful, focusing on the beauty of home before departure.
- c. The speaker's personal and emotional perspective creates a tone of urgency and desperation, conveying the high stakes of leaving home.
- d. The speaker's point of view is scientific and analytical, focusing solely on the logistics of migration.

Part B: Which line of text best supports your answer to Part A?

- a. "you only run for the border / when you see the whole city running as well" (lines 3–4)
- b. "the boy you went to school with/who kissed you dizzy behind the old tin factory" (lines 7–8)
- c. "only tearing up your passport in an airport toilets" (line 20)
- d. "no one wants to be beaten / pitied" (lines 33–34)

7. This question requires a **written response**.

How does the poem's use of imagery and repetition impact the tone and meaning of the poem? Cite evidence from the poem and carefully explain your reasoning.

Manage your time carefully so that you can:

- Plan your response
- Write your response
- Revise and edit your response

Be sure to include:

- A clear well developed central idea
- Effective information from the text(s) to support your thinking

Text 2

Excerpt from *A Long Walk to Water*

By Linda Sue Park, adapted by Fishtank Learning

A Long Walk to Water is based on the true story of Salva, one of some 3,800 Sudanese refugees who fled conflict in South Sudan. In this excerpt, Salva describes his experiences at refugee camps in Kenya.

Ifo refugee camp, Kenya, 1992-96

- 1 Salva was now twenty-two years old. For the past five years, he had been living in refugee camps in northern Kenya: first at the Kakuma Camp, then at Ifo.
- 2 Kakuma had been a dreadful place, isolated in the middle of a dry, windy desert. Tall fences of barbed wire enclosed the camp; you weren't allowed to leave unless you were leaving for good. It almost felt like a prison.
- 3 Seventy thousand people lived at Kakuma. Some said it was more, eighty or ninety thousand. There were families who had managed to escape together, but again, as in Ethiopia, most of the refugees were orphaned boys and young men.
- 4 The local people who lived in the area did not like having the refugee camp nearby. They would often sneak in and steal from the refugees. Sometimes fights broke out, and people were hurt or killed.
- 5 After two years of misery at Kakuma, Salva decided to leave the camp. He had heard of another refugee camp, far to the south and west, where he hoped things would be better.
- 6 Once again, Salva, and a few other men walked for months. But when they reached the camp at Ifo, they found that things were no different than at Kakuma. Everyone was always hungry, and there was never enough food. Many were sick or had gotten injured during their long, terrible journeys to reach the camp; the few medical volunteers could not care for everyone who needed help. Salva felt fortunate that at least he was in good health.
- 7 He wanted desperately to work—to make a little money that he could use to buy extra food. He even dreamed of saving some money so that one day he could leave the camp and continue his education somehow.
- 8 But there was no work. There was nothing to do but wait—wait for the next meal, for news of the world outside the camp. The days were long and empty. They stretched into weeks, then months, then years.
- 9 It was hard to keep hope alive when there was so little to feed it.
- 10 Michael was an aid worker from a country called Ireland. One day after the morning meal, Michael spoke to Salva. “You seem interested in learning English,” he said. “How'd you like to learn to read?”
- 11 The lessons began that very day. Michael wrote down three letters on a small scrap of paper.
- 12 “A, B, C,” he said, handing the scrap to Salva.

- 13 "A, B, C," Salva repeated.
- 14 The whole rest of the day, Salva went around, saying, "A, B, C," mostly to himself, but sometimes aloud, in a quiet voice. He looked at the paper a hundred times and practiced drawing the letters in the dirt with a stick, over and over again.
- 15 Salva remembered learning to read Arabic when he was young. The Arabic alphabet had twenty-eight letters; the English, only twenty-six. In English, the letters stayed separate from each other, so it was easy to tell them apart. In Arabic words, the letters were always joined, and a letter might look different depending on what came before or after it.
- 16 "Sure, you're doing lovely," Michael said the day Salva learned to write his own name. "You learn fast, because you work so hard."
- 17 A rumor was spreading through the camp. It began as a whisper, but soon a Salva felt as if it were a roar in his ears. He could think of nothing else.
- 18 America.
- 19 The United States.
- 20 The rumor was that about three thousand boys and young men from the refugee camps would be chosen to go live in America!
- 21 Salva could not believe it. How could it be true? How would they get there? Where would they live? Surely it was impossible...
- 22 But as the days went by, the aid workers confirmed the news.
- 23 It was all anyone could talk about.
- 24 Weeks passed, then months. One day a notice was posted at the camp's administration tent. It was a list of names. If your name was on the list, it meant you had made it to the next step: the interview. After the interview, you might go to America.
- 25 Salva's name was not on the list.
- 26 Nor was it on the next list, or the one after that.
- 27 Many of the boys being chosen were younger than Salva. *Perhaps America doesn't want anyone too old*, he thought.
- 28 Each time a list was posted, Salva's heart would pound as he read the names. He tried not to lose hope. At the same time, he tried not to hope too much.
- 29 Sometimes he felt he was being torn in two by the hoping and the not hoping.
- 30 One windy afternoon, Michael rushed over to Salva's tent.
- 31 "Salva! Come quickly! Your name is on the list today!"
- 32 Salva leapt to his feet and was running even before his friend had finished speaking. When he

drew near the administration tent, he slowed down and tried to catch his breath.

- 33 *He might be wrong. It might be another person named Salva. I won't look too soon... From far away, I might see a name that looks like mine, and I need to be sure.*
- 34 Salva shouldered his way through the crowd until he was standing in front of the list. He raised his head slowly and began reading through the names.
- 35 There it was.
- 36 *Salva Dut— Rochester, New York.*
- 37 Salva was going to New York.
- 38 He was going to America!

Linda Sue Park. (2010). *A Long Walk to Water*. Clarion Books,

8. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A: What is the purpose of paragraphs 8–9?

- a. They illustrate instances of discrimination against refugees like Salva.
- b. They describe what a typical day is like at a refugee camp.
- c. They provide insight into important moments for Salva.
- d. They showcase how difficult it was for refugees in the camps.

Part B: Which of the following paragraphs serves a similar purpose as paragraphs 8–9?

- a. paragraphs 2–3
 - b. paragraph 4
 - c. paragraphs 5–6
 - d. paragraph 7
9. In paragraph 17, what does the phrase “a roar in his ears” suggest about Salva?
- a. Salva was overwhelmed by the noise from all of the people at the camp.
 - b. Salva was excited and preoccupied by the rumors in the camp.
 - c. Salva was angry that Michael would be leaving soon and ready to fight back.
 - d. Salva couldn't understand the rumors going around the camp.
10. How does the author develop the argument that Sudanese refugees consistently dealt with hardships across various camps?
- a. By providing statistical data on the food supply and access to education at the camps
 - b. By comparing the conditions of two camps at which Salva stayed
 - c. By providing examples of various refugees who dealt with differing hardships across several camps
 - d. By describing a fight that broke out at a camp over theft that left many injured

11. How does the author use Salva's experience learning English to develop the point of view about life in the refugee camps?
- a. It shows that education was more important than survival.
 - b. It suggests that even in harsh conditions, small opportunities can provide hope.
 - c. It proves that most refugees were able to attend school regularly.
 - d. It explains the primary role of aid workers at refugee camps.
12. Read the sentences from paragraph 34.

Salva **shouldered** his way through the crowd until he was standing in front of the list. He raised his head slowly and began reading through the names.

What does the word **shouldered** most nearly mean in this context?

- a. carried the burdens of
 - b. floated gracefully
 - c. moved with confidence
 - d. pushed with one's body
13. How do both passages develop a central idea about why people leave their homes?
- a. Both show that people leave mainly to find better jobs and education.
 - b. Both show that people are forced to leave because staying is dangerous or impossible.
 - c. Both show that people leave because they are curious about other countries.
 - d. Both show that people leave because they want to reunite with family members.
14. Which statement best explains how the authors differ in their presentation of the refugees?
- a. The poem describes why someone might become a refugee while the excerpt describes life at a refugee camp
 - b. The poem shows what it is like to be a refugee while the excerpt provides facts and statistics about refugee life.
 - c. The poem focuses on the experience of one type of refugee while the excerpt describes commonalities for all refugees.
 - d. The poem is written from the perspective of a refugee while the excerpt is written from the perspective of an aid worker.

Name: _____ Date: _____

Directions: Read each question carefully and select the best answer(s).

1. Which sentence uses **persecution** correctly?
 - a. The persecution she felt when she lost the game made her upset.
 - b. The group faced persecution for speaking out against unfair laws.
 - c. The loud persecution from the crowd filled the stadium.
 - d. He showed persecution by helping others in need.

2. Which sentence uses the word **refugee** correctly?
 - a. The refugees sought safety in a neighboring country after their village was destroyed by a flood.
 - b. Refugees are people who leave their homes mainly to explore new opportunities.
 - c. Refugees are people who leave their homes because they want a change of scenery.
 - d. A refugee is someone who is trying to avoid any challenges such as learning a new language or learning cultural norms.

3. Read the sentence.

As the wildfire grew rapidly through the dry forest, residents were forced to **flee** their homes, leaving behind valuable possessions in an urgent attempt for survival.

What is the best meaning for the word **flee** as used in the sentence above?

- a. to search for a safe place before leaving danger
 - b. to abandon something or someone without reason
 - c. to escape quickly in response to oncoming danger
 - d. to calmly relocate to a city you enjoy
-
4. Which of the following situations would reflect a person acting with **dignity**? Select all that apply.
 - a. In class, Gabi noticed a classmate being unfairly criticized by Alex. Gabi calmly intervened, highlighting the contributions their classmate had made to the team project.
 - b. During a team meeting, Rob continuously interrupted his teammates whenever they attempted to share their ideas.
 - c. During a casual gathering, Tom made fun of a coworker's presentation style in front of others.
 - d. After making a mistake in a team project, Olivia openly admitted her error to her team members.
 - e. During a heated family argument, Ryan chose not to raise his voice or resort to insults. Instead, he listened patiently.
 - f. While walking home, Emma noticed a man carrying a baby while on the phone, so she stopped to greet him kindly.

5. Read the sentences.

The students were quick to **oppose** the new school policy, arguing that it was unfair and limited their ability to express themselves. They organized petitions and discussions, hoping to convince the administration to reconsider its decision.

What is the best meaning for the word **oppose** as used in the sentence above?

- a. to fully support or agree with something
- b. to actively resist or argue against something
- c. to remain neutral or indifferent about an issue
- d. to suggest improvements to a proposal

6. Read the sentence.

The hikers were unaware of the **peril** that lay ahead as they ventured deeper into the forest, where the path was narrow and the weather began to worsen.

What is the best synonym for the word **peril** as used in the sentence above?

- a. experience
- b. comfort
- c. opportunity
- d. hazard

7. Read the sentence.

After the earthquake, the survivors faced a difficult _____, struggling to find food, clean water, and shelter in the devastated area.

Select the word that best completes the sentence.

- a. plight
- b. eternity
- c. resolve
- d. persecution

8. Which of these sentences uses **recoil** correctly?

- a. The soldiers recoil in fear and disbelief at the sight of the enemy approaching with heavy artillery, such as tanks.
- b. The company recoils with regret after realizing they signed the contract under misleading terms.
- c. She starts to recoil every time she hears about the water drought in the neighboring country.
- d. He recoils forward, surprised and slightly embarrassed, after receiving unexpected praise from his boss.

9. In the word **subtext**, what does the prefix **sub-** mean?

- a. the central part of the text
- b. the underlying meaning of the text
- c. the visible part of the text
- d. the surrounding details of the text

10. Which of the following sentences uses **inferior** correctly?
- The basketball team performed inferior to their opponents.
 - She chose the inferior product because it was cheaper.
 - He felt inferior to his peers after receiving a compliment on his work.
 - The quality of the product was inferior, causing it to break easily after one use.
11. Which of the following situations would be described as **fraught**? Select all that apply.
- A meeting between two companies with a multi-million dollar deal on the line, where both parties are unwilling to compromise.
 - Two friends play a casual game of chess at a coffee shop, chatting and laughing between moves when they realize they have been playing incorrectly.
 - A hospital's emergency room is overwhelmed with patients after a natural disaster, creating stress for both staff and patients.
 - A group of friends meets at the park for a calming yoga class to start their day, only to realize it has been moved to the following day.
 - A family gathering where differing political views are discussed leads to raised voices and strong emotional reactions.
 - A person goes shopping for weekly groceries and realizes that the price of their favorite chips has gone up.
12. Which of the following words is a synonym for **pandemonium**?
- distress
 - hustle
 - unmanageable
 - commotion

13. Read the sentences.

The couple gazed out at the ocean, feeling as though their love would last for **eternity**. They held hands, knowing that no matter what happened, their bond would remain unbroken for all time.

What is the best meaning of the word **eternity** as used in the sentence above?

- overcoming a long, difficult situation
 - a never-ending or infinite amount of time
 - a determination to do or complete something
 - a period of intensely admiring a person
14. Which of the following scenarios best illustrates the meaning of the word **respite**?
- The teacher gave a lengthy lecture, and then the students eagerly began their group project work.
 - During the busy summer, the family had a series of exciting vacations that kept them constantly on the move.
 - After running a marathon, he felt a sense of relief when he sat down with a cold drink to relax.
 - As the storm approached, the workers hurriedly gathered their tools and took shelter from the rain.

15. Which of the following would be considered the opposite of **idolizing** someone?
- adoring someone's talents and achievements
 - expressing dislike or contempt for a person
 - imitating someone's success to achieve your own
 - respecting someone's ideas while disagreeing with them
16. Which of the following sentences uses **weary** correctly?
- The weary sunrise lit up the sky with vibrant shades of orange and pink.
 - After winning the soccer championship, he felt exhilarated and weary with excitement.
 - She was so weary from her vacation that she immediately unpacked her bags upon returning.
 - After a long bike ride through the city, they felt accomplished, but weary, and needed to rest.
17. Which situation best describes the action of **resolving** something?
- arguing with a friend without reaching an agreement
 - coming to a clear decision or solution after considering options
 - choosing not to take any action and leaving things as they are
 - being unsure of what to do and waiting for someone else to decide
18. Which of the following is not an example of **exile**?
- A student is asked to leave a club after repeatedly breaking its rules, even after being warned several times.
 - A student goes on a year-long study abroad program without their family or friends.
 - An artist leaves their community because their music is considered controversial.
 - A political leader is banished from their country because of their political beliefs.

19. Read the sentence.

The company was criticized for attempting to **exploit** its employees by making them work long nights and weekends without additional pay.

What is the meaning of the word **exploit** as used in the sentence above?

- to investigate or study a situation thoroughly in order to improve it
 - to intentionally avoid or disregard an opportunity for personal gain
 - to use something or someone for selfish gain, often unfairly
 - to make fair use of resources or people to achieve mutual benefit
20. Which of the following is not an example of someone who might seek **asylum**?
- Maria is an outspoken journalist who has been threatened and attacked because of her articles criticizing the government. She fears for her life and is researching countries that protect journalists' right to speak freely.
 - David is a part of a religious minority in his country. The government has passed laws that discriminate against his religion, and members of his community face violence and imprisonment if they practice their faith openly.
 - John cannot find a job in his neighborhood despite his efforts. He has applied to over 100 jobs in the area and has only gotten one interview. John is worried he will not be able to find a new job.
 - Amina is a member of a political group that opposes the current government in her country because of their greed and corruption. Her friends have been arrested for their involvement in protests and Amina has been warned that she is next on the list.

Student: _____	Examiner: _____	Date: _____
Words Read Correctly: _____	Errors: _____	

Excerpt from *Refugee*

Isabel's mother cried out. "It's coming—it's coming!"	8
Isabel didn't know if she meant the baby, or the Coast Guard ship.	21
Or both.	23
"Paddle!" Amara cried.	26
Isabel paddled harder. She could see the shore, could see the beach umbrellas	39
folded up for the night but still stuck in the sand. Strings of lights. Palm trees.	55
More music—a salsa now. It was all so close!	65
But so was the Coast Guard ship. It bore down on them, its red lights flashing,	81
its powerful motor thrumming, water sluicing from its bow.	90
Isabel's heart hammered. It was going to catch them. They weren't going to	103
make it!	105
Lito froze. "It's happening again," he said.	112
"What? What do you mean?" Isabel asked, panting.	120
"When I was a young man, I was a policeman," Lito said, his eyes wild. "There was	137
a ship—a ship full of Jews, from Europe. And we sent them back. I sent them back!	155
Sent them back to die when we so easily could have taken them in! It was all politics, but	174
they were people. Real people. I met them. I knew them by name."	187
"I don't understand," Isabel said. What did her grandfather's story have to do with anything?	201
"Paddle!" Isabel's father cried. The Coast Guard boat was almost on top of them.	216
"Don't you see?" Lito said. "The Jewish people on the ship were seeking asylum,	230
just like us. They needed a place to hide from Hitler. From the Nazis. Mañana,	245
we told them. We'll let you in mañana. But we never did." Lito was crying now,	261
distraught. "We sent them back to Europe and Hitler and the Holocaust. Back	274
to their deaths. How many of them died because we turned them away?	287
Because I was just doing my job?"	294

Gratz, Alan. Refugee. Scholastic Press, 2017. Print. Pp. 275–276.

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Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

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