

Lesson plan 1

Target students: Middle school students (11-14 years old)

Class: Social studies

Class size:

Class length: 90 minutes

Topic: REFUGEES IN “MY BEAUTIFUL BIRDS”

Objectives:

After the lesson, SWBAT

- Describe the life in the refugee camps
- Explain their feelings towards refugees
- Discuss the causes and effects of a refugee's life
- Develop compassion for people suffering from misfortunes
- Develop a global view about refugees and displacement
- Develop a critical view about what they already know about refugees and refugee life and what they read about them
- Propose solutions to help refugees overcome their trauma and adapt to a new life

Materials and resources:

- Computers
- PowerPoint:
- YouTube videos
- Worksheets

Time & Materials	Procedures
5 mins	<ul style="list-style-type: none">- Warm-up:<ul style="list-style-type: none">+ Ask ss to find Syria on the Map (maybe online, maybe a real map)+ Ask them what they know about this country, based on its location on the map (continent, geographical features, population, economic and social status)+ What is one thing you think of when you hear about Syria?+ Have you read any books written about refugees? If yes, who were the authors?+ Who do you think is in a better position to tell a story about refugees and their lives in the refugee camps? An insider or an outsider? Why?+ What do you think an outsider will do to tell a story about refugees' lives in the camps? <p>-> lead to the topic: Refugees in "My Beautiful Birds" by Suzanne Del Rizzo (many Syrian people had to leave their country for their own safety)</p>

<p>10 mins</p> <p>KWL chart (Appendix)</p> <p>https://docs.google.com/document/d/1EOBjgvCabuQfhbBfj99kcxFNLdLmoOm-5GRbOJqzPE/edit?usp=sharing</p>	<ul style="list-style-type: none"> - Pre-reading: KWL chart <ul style="list-style-type: none"> + Ask ss to work in groups of four or five and complete the first two columns of the chart about what they know, want to know about Syria and refugees + Discuss some interesting information and questions in students' worksheets (KWL chart)
<p>25 mins</p> <ul style="list-style-type: none"> - Copy of the book - Worksheet with guiding questions (Appendix) 	<ul style="list-style-type: none"> - While reading: Exploring the story - Jigsaw activity: <ul style="list-style-type: none"> + Ask ss to work in groups of ... + Each group discusses and finds the answers to 2 questions in the worksheet. Each student in the groups receives different numbers + After 10 mins, students with the same numbers form new groups. This time, they share their answers with other students and ask follow-up questions in 10 mins <p>(Questions:</p> <ol style="list-style-type: none"> 1. How was the refugee camp described in the book? Is this the same as or different from what you already know or think about a refugee camp? 2. What worries Sami most about leaving home? Imagine how you would feel if you had to leave home and flee to a totally strange country? What would make you scared the most? 3. How do the new, different birds help Sami?

	<ol style="list-style-type: none"> 4. Do you think loneliness and boredom are the only challenges that refugees have to face? 5. If loneliness and boredom are not the only challenges that refugees have to face, what are other difficulties they may encounter in the refugee camps? 6. Why do you think the author didn't mention other obstacles in the refugee camps?
<p>15 mins</p> <p>Reading: https://cynthialeitichsmith.com/2017/04/new-voice-author-illustrator-suzanne/</p>	<ul style="list-style-type: none"> - Ask ss to go over the introduction about the author of "My Beautiful Birds", Suzanne Del Rizzo, and discuss the following questions: <ul style="list-style-type: none"> + How did the author start to write this book? + What disadvantages do you think she might face when being an outsider writing about refugees and their lives in refugee camps? + Who do you think is in the best position to tell these "global" stories? + How important is an author's positionality/ identities in being able to tell a "global" story?
<p>10 mins</p>	<ul style="list-style-type: none"> - Discussion: <ul style="list-style-type: none"> + Ask ss to work in groups + Ss discuss the following questions: <ul style="list-style-type: none"> ● Why do you think a family might have to leave their home suddenly? ● Imagine you are getting ready for bed, and you suddenly have to stop what you are doing and run from danger. What are you wearing? What are you carrying? Are they enough to keep you safe? Why or why not?

	<ul style="list-style-type: none">● If you had to leave home suddenly, what would be the hardest thing to leave behind?● What can you do to help people who experienced trauma like those refugees to adapt to the new life in a new environment?● If one day your class has a new member, and this one is a refugee from Syria. What can you do to help that new friend/ classmate adapt to the new life and new learning environment?
15 mins Video: https://youtu.be/R-Sl4kMAPs8	<ul style="list-style-type: none">- Suggesting solutions- Let ss watch a video about how to help refugees<ul style="list-style-type: none">+ What are some ways organizations and individuals can do to help refugees?
5 mins	<ul style="list-style-type: none">- Wrap-up:+ What themes do you notice from the book “My Beautiful Birds”?+ Do you think refugees deserve to be treated with equity and dignity just like anyone else in this world?

Lesson plan 2

Target students: Middle school students (11-14 years old)

Class: Social studies

Class size:

Class length: 90 mins

Topic: REFUGEES IN “MY BEAUTIFUL BIRDS”

Objectives:

After the lesson, SWBAT

- write a letter of advocacy
- draw the story of another refugee they find online
- draw the story of their own

Materials and resources:

- Computers
- PowerPoint:
- YouTube videos:
- Paper and pencils
- Tablets

Time & Materials	Procedures
5 mins	<ul style="list-style-type: none"> - Warm-up: <ul style="list-style-type: none"> + Remind ss of Sami’s situation and the hardships refugees have to endure from the previous lesson. + Ask ss: How can you help them? + Suggest: Persuade the President to provide more assistance for them -> Lead to the task: Write a letter of advocacy to your President
15 mins Samples of two advocacy letters	<ul style="list-style-type: none"> - Text analysis: Letter of advocacy + Ask ss to work in groups of ... + Ask them to read two letter of advocacy provided (in the handouts) and analyze the elements included in these letters + Guide ss with some questions: <ol style="list-style-type: none"> 1. What is the first element in the letter of advocacy? (Greetings) 2. What is the purpose of the first paragraphs?/ Which information was included in the first paragraphs? 3. What are the purposes of the remaining paragraphs? 4. What is the last element in the letter of advocacy? (closing)

	<ul style="list-style-type: none"> + Ask them to take notes the structures and expressions used in each element they identify
<p>20 mins</p>	<ul style="list-style-type: none"> - Introduce the task to ss <ul style="list-style-type: none"> + Write a letter of advocacy for yourself + You want to be admitted to a school, a program, a club, a scholarship, or an adventure + Write a letter to convince the one who would read your application that you deserve to be chosen to participate (listing your good qualities and explaining why you deserve the opportunity)
<p>20 mins</p>	<ul style="list-style-type: none"> - Introduce the task to ss <ul style="list-style-type: none"> + Write an advocacy letter for Sami and refugees featured in the book to settle down in your country and to gain a decent education + Explain in the letter why the person for whom you are advocating would benefit and be an asset to the country where they would be resettled.
<p>30 mins</p> <p>https://www.youtube.com/watch?v=V85Epohwdfk</p>	<ul style="list-style-type: none"> - Ss watch a video about how to start telling a story and drawing your story - Ask ss to go online, following the suggested links, and find a story of a refugee <ul style="list-style-type: none"> + https://www.unhcr.org/en-us/stories.html + https://www.unhcr.org/en-us/news/stories/2022/3/6242ff434/refugees-migrants-brave-jungle-wilderness-search-safety.html

	<ul style="list-style-type: none"> + https://www.unhcr.org/en-us/news/stories/2022/4/625693634/urgent-help-needed-malawi-rebuild-lives-wrecked-tropical-storm-ana.html - Ss try drawing the story of that person
Homework	<ul style="list-style-type: none"> - Ss brainstorm their own story, starting with “I remember ...” as suggested in the video shown in the previous section - Ss try drawing their own story
Assessment	<ul style="list-style-type: none"> - Write a reflection essay of their experience about story drawing activity. The essay can include the following points, but other relevant information is also encouraged. <ul style="list-style-type: none"> + Is it different between telling others’ stories and your own stories? How different is it? Which one is easier? + What actions do you need to take to tell a good and convincing story about others?

Dear Representative Faulkner,

My name is Lisa Clark, and I am a resident of Pleasantville. I am very concerned about bicycle safety in this city. In the past three months, there have been three serious accidents involving cyclists, and the cars were at fault in all three of them. I think bicycle lanes would prevent these accidents.

I ride my bike to work most days. Several of my coworkers and friends do as well. As for the ones who don't, one of the main reasons they cite for not doing so is concerns about safety. Cars and trucks simply do not want to share the road with cyclists, and

the city has done nothing to enforce the laws that would make cyclists safer. As a result, an activity that is both good for the environment and good for the health of residents is being curtailed.

Dedicated bicycle lanes would completely alter the landscape for cyclists. Not only would it provide an area for cyclists to travel in safely, but it would send a message to drivers that Pleasantville is prioritizing the needs of cyclists.

Please work to support the construction of bike lanes throughout Pleasantville. Encouraging cycling is better for the community in every way, and making it safe to do so is a critical part of that improvement.

Sincerely,
Lisa Clark

(Source: <https://linguaholic.com/linguablog/how-to-write-an-advocacy-letter/>)

[Your Name and Address]

[Date]

[Recipient Name and Address]

Dear [School/District Nutrition Director Name]

My name is [Name] and I am a [grade level] at [school name]. I am writing to ask that you consider serving breakfast in classrooms for the upcoming school year.

Studies show that school breakfast helps kids achieve higher test scores, attend school more often, and visit the school nurse less. Despite this, there is a large gap between students who are eligible for free or reduced-price meals at school and those who are actually accessing these meals. Moving school breakfast out of the cafeteria and making it part of the school day ensures that low-income students are able to start the day with a healthy meal.

This issue is important because when children are hungry, they struggle to grow up into strong, healthy, and productive members of our society. In your role, you have the ability to make a difference. That is why I strongly urge you to consider implementing a system that would make it possible to serve breakfast in classrooms. It would make a huge difference in the lives of kids who aren't eating school breakfast due to things like stigma, a lack of time in the morning, etc.

Thank you for your time. I hope that this letter gets you to start thinking about this important issue and ways to solve it. I also hope I can count on your support and look forward to hearing back from you soon.

Sincerely,

[Your Name]

(Source: <https://www.nassp.org/national-initiative/advocacy-letter-template/>)

Lesson Plan 3

Lesson objectives:

After the lesson, SWBAT:

- Discover details of Chinese American culture featured in the book, both in the text and the illustrations
- Familiarize themselves with a different culture from their own
- Identify the difficulties of the transition from home to a new place and the ways people cope with and overcome those adversities

Time & materials	Procedures
10 mins	<ul style="list-style-type: none">● Warm-up<ul style="list-style-type: none">- Ask ss to look at the title “Double Happiness” and the book front and back covers and discuss what they think the book is about- Ask ss whether they find anything unfamiliar to them from the illustration in the book covers- Teacher introduces the story and the lesson objectives
20 mins	<ul style="list-style-type: none">● Activity: The book and you<ul style="list-style-type: none">- Ss will work individually to complete the Venn diagram by reflecting on their own, compared to the characters in the story- Consider the following factors: personality, physical traits, language, food, interests, ...- Ss then work in groups and discuss the differences and similarities between them and the characters in the story.

	<ul style="list-style-type: none"> - Possible guiding questions: <ol style="list-style-type: none"> 1. How does it feel to find similar things in the text? <i>Circle all that apply</i> loved great sad interested okay included embarrassed chill bad emotional frustrated proud angry excluded lonely happy supported disappointed ignored surprised <i>Explain one or two of the feelings you choose.</i> 2. How does it feel to find unfamiliar things in the text? <i>Circle all that apply</i> loved great sad interested okay included embarrassed chill bad emotional frustrated proud angry excluded lonely happy supported disappointed ignored surprised <i>Explain one or two of the feelings you choose.</i> 3. What do you notice in the book that feels unfamiliar to your own home and community?
<p>https://www.nancytupperling.com/category/chinese-culture/</p> <p>20 mins</p>	<ul style="list-style-type: none"> - Ask ss to look up the author Nancy Tupper Ling and the illustrator Alina Chau - Guiding questions: <ul style="list-style-type: none"> + What did you find? What do you want to know more? What does the author say about this book? + How did the author start writing this book? + What advantages did the author have in writing the book about a Chinese American family and their move from the west coast to the east coast? + Does the author claim to be an insider? What is the value of doing that or not? + What are some cultural elements that you notice in the book? How do you feel about those cultural elements when reading the book?
<p>20 mins</p>	<ul style="list-style-type: none"> - Ask ss to read the book more carefully and discuss the following questions:

	<ul style="list-style-type: none"> + What difficulties do you think Gracie and Jake had to cope with when they moved to a new place? + How did Grandma (Nainai) help them with her gift? What do the boxes mean to the children? + What do you think the “treasures” they put in the boxes represent? + How do you think those “treasures” helped Gracie and Jake in adapting to a new life in their new home?
20 mins	<ul style="list-style-type: none"> ● Compare two stories: “My Beautiful Birds” and “Double Happiness” <ul style="list-style-type: none"> - Similarities? - Differences? - Which author, Suzanne Del Rizzo or Nancy Tupper Ling, described the lives and feelings of those who experienced displacement in a better and more authentic way? Why? - Which book, “My Beautiful Birds” or “Double Happiness”, is better to demonstrate a “global” reading? Why?
	<ul style="list-style-type: none"> ● Assessment: Reflection essay Write an essay about some takeaways from two stories you read. The essay can include the following points, but other relevant information is also encouraged. <ul style="list-style-type: none"> - What did you learn about refugees' life and displacement? - In which way do you think what you learned can be beneficial to you and others? - Which book, “My Beautiful Birds” or “Double Happiness”, do you prefer? Why? - What does “global” reading mean to you?