

Global Studies 2024

Emily D'Amico– A Mini Unit to Introduce
The Beekeeper of Aleppo

My Why

I have worked on the 10th grade curriculum for five years now, and I feel like every year I miss the mark on my explanation of the lives of refugees.

I was inspired by all of our discussion this week, and feel that I have designed a better point of accessibility for my sophomores.

Learning Outcomes

1. Learn essential vocabulary surrounding the lives of refugees
2. Build a better sense of empathy while engaging with the journeys' of refugees
3. Learn about the specific obstacles that Syrian refugees experience

Day 1

Jigsaw for key vocabulary

Day 2

Emotional Exploration of Refugees
Stations

Day 3

The Mardini Sisters &
Intro to Podcast

Day 4

Syria's Lost Generation Class Listening

Day 5

Policy and Situation Exploration

Day 6

Intro to the Author & Pre Reading

Day 1- Jigsaw for Key Vocabulary

Students will use <https://www.unhcr.org/sites/default/files/legacy-pdf/618bc1d64.pdf> as a resource to explore and understand key terms such as refugee, asylum seeker, migrant, and IDPs.

They will each be assigned a specific term and then come back to the whole group to teach the class. We will then discuss how these words interact.

- The link was sent in the chat, I am sorry I don't recall who sent it to the group!
- The session from Dr. McCorkle was an inspiration for me.

Day 2- Children's Book Exploration

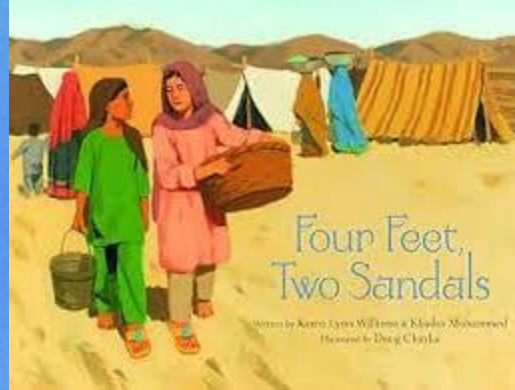
A main goal of this day will be read a variety of children's books that present the refugee experience through accessible texts. I want to try and develop greater empathy through understanding the emotions that refugees and asylum seekers experience across the globe.

- Inspiration is reflecting on the identity of asylum seekers and refugees on Day 3 the throughout sessions. See the next slide for possible titles.

Possible Children Books I will Use:

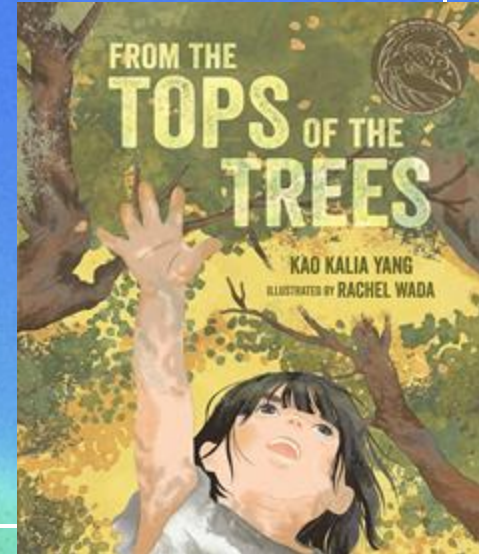
Four Feet, Two Sandals

by Karen Lynn Williams (Author),
Khadra Mohammed (Author)

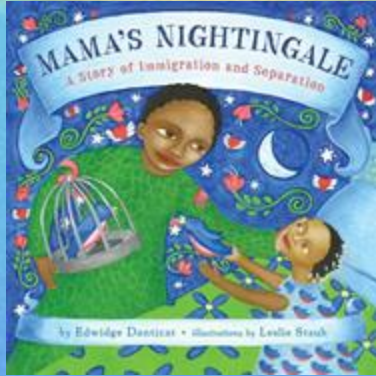


From the Tops of the Trees

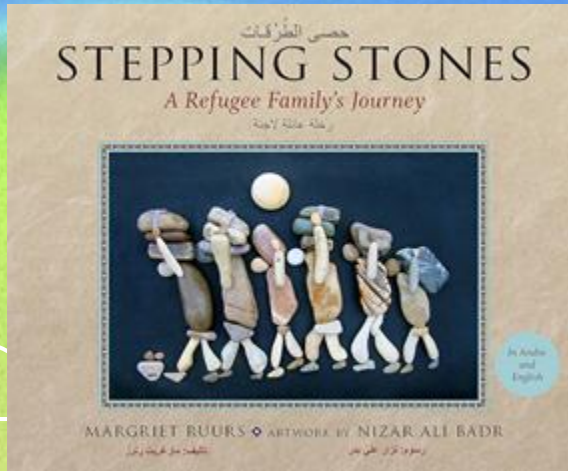
by Kao Kalia Yang (Author),
Rachel Wada (Illustrator)



Possible Children Books I will Use:



**Mama's Nightingale: A Story of
Immigration and Separation**
by Edwidge Danticat (Author),
Leslie Staub (Illustrator)



Stepping Stones / حصى الطُّرُقَات
Refugee Family's Journey / رحلة
عائلة لاجئة

By: Margriet Ruurs (Author), Falah
Raheem (Translator), Nizar Ali Badr
(Artist)



More to Come!
My Goal is 10
Titles

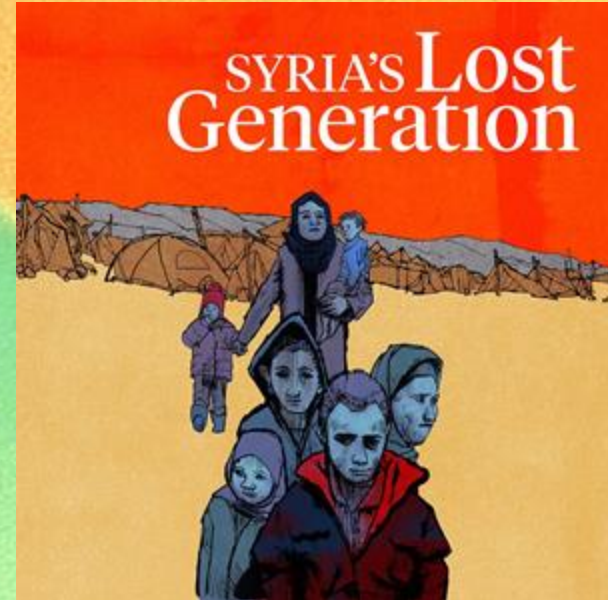
Day 3- Mardini Sisters & Intro Podcast

- I want to share the story of the Mardini Sisters.
 - Goal: Learn their story and discover what they have done since leaving refugee camps.
 - This is the first time we will focus our attention on Syrian's experience, so this will be a day that I will provide articles/videos about common camp conditions, to build background for their story and our novel.
 - Another possibility is a guest speaker*



Day 4- Syria's Lost Generation

- A goal of class: discuss the idea that there is an entire generation of Syrians that do not have access to an education. This podcast provides a strong voice to describe the logistics of this.
- Again, thank you Christine for sending me this link!!



Day 5- Policy and Situation Exploration

- Goal: Gain a better understanding of the immigration policies impacting Syrians. Gain a better understanding of the type of reception that Syrians experience from the people in the countries in which they arrive.
- Inspiration: Again Dr. McCorkle's discussion was inspiring but then Danielle talked about how she uses this in her classroom with her 7th graders to explore policy and then pose possible situations that people might experience.
- Ex: What would happen if....

Day 6- Intro to the Author and Pre Reading

- Goal: Introduce the Cyprian author. Discuss her journey to arrive at this story.
- Begin reading together to address the story structure.

