

FACES AND VOICES OF REFUGEE YOUTH:
A CURRICULUM GUIDE FOR TEACHERS AND
COUNSELORS GRADES K - 6

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ACKNOWLEDGMENTS

This curriculum guide is dedicated to all the youth who, through no fault of their own, have their lives touched by the trauma of war. These youth have witnessed the destruction of their homes, countries, families and friends and yet live with the hope for a better world where peace and understanding exist. These youth give us hope for the future. They represent a generation who are tired of war and strive to live in a place where every person, regardless of race, religion, nationality, or political opinion, can still live together in peace.

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INTRODUCTION:

Faces and Voices of Refugee Youth: A Curriculum Guide for Teachers and Counselors was created to complement the exhibit *Faces and Voices of Refugee Youth* which is presently being developed by the Center for Documentary Arts. This exhibit portrays aspects of the history and culture of Salt Lake City's refugee children through the mediums of documentary photography and oral history. The exhibit contains a 30 - image display with wall text. It reveals the stories of children, their social networks, school life and cultural and religious activities as they acculturate into Utah life. Through the interviews, the youth will reveal aspects of their journey to as well as their life in Utah, including their struggles and joys and their dreams and hopes for the future. Scheduled to participate in the 2002 Cultural Olympiad, which runs concurrent to the Winter Olympic games, this exhibit will open at Rose Park Elementary School, then travel to the Children's Museum of Utah, where it will be displayed from March - June 2002.

Utah was first settled by the Utes, then the Mormon pioneers, along with Italians, Greeks, Jews, African Americans, Chinese, Japanese, and Chicano-Hispano peoples. *Faces and Voices of Refugee Youth* dramatizes the varied experiences of Utah's newest pioneers and their journeys to freedom.. This curriculum guide focuses on Utah's newest and youngest pioneers - refugee youth from Africa, Asia, the Middle East, Europe and the Carribean and their resettlement experiences in Salt Lake City.

The impetus for this project came after working fifteen years as a counselor in the Salt Lake City School District and noticing the recent increase in the refugee population. Between 1994 and 1999 5,733 refugees arrived in Utah, of which, 32% are children. Since then, on the average, 1,000 new refugees have arrived each year. They have emigrated from approximately 22 countries and regions, including Bosnia, Chad, Cuba, Croatia, Gambia, Indonesia, Iraq, Iran, Kosovo, Kurdistan, Laos, Russia, Serbia, Somalia, Sudan, Turkey, Ukraine and Vietnam. The majority of these refugees have resettled in Salt Lake City with a large percentage of these children attending Salt Lake City schools.

From the information gathered from forty interviews, which were completed between May 2000 and October 2001, this curriculum guide was developed. It addresses the unique needs of refugee

students while enhancing the learning of all students in their classrooms. The guide can be used by teachers prior to seeing the exhibit, after taking their students to the exhibit, or on its own, without ever viewing the exhibit.

TABLE OF CONTENTS

OVERVIEW OF CURRICULUM GUIDE	5
UNIT I: LESSONS ON PEOPLE	7
Lesson 1: Cultural Awareness	7
Lesson 2: Citizenship/Human Rights	10
Lesson 3: Conflict Resolution	12
UNIT II: LESSON ON PLACE	14
Lesson 4: Migration And A Search For Home	14
UNIT III: LESSONS ON TIME	17
Lesson 5: A Look At The Past	17
Lesson 6: Predicting The Future	19
GUIDELINES FOR AN EXHIBITION VISIT	21
UNIVERSAL DECLARATION OF HUMAN RIGHTS	24

OVERVIEW OF CURRICULUM GUIDE

UNDERLYING PHILOSOPHY: All children have the right to have their culture valued and respected by their teachers, counselors, and fellow students. Cultural differences are strengths, not deficits. All children have the right to be represented in the school curriculum. Students who never see themselves reflected in school curriculum feel invisible. Visible students learn better than invisible students. Cultural information needs to be infused into the curriculum. As this cultural content is integrated into the curriculum teachers should be sensitive to the refugee students in their classes and not assume that just because a student is from Bosnia or Sudan he or she knows about that country. These students may or may not want to talk about their experiences or culture.

GOALS:

- (A) To bring increased awareness to teachers, counselors, students and the community by offering a curriculum that highlights the experiences of refugee students..
- (B) To address the unique needs of refugee youth and to emphasize the humanity that they share with other students.
- (C) To enhance understanding of refugee students in order to facilitate their inclusion in the classroom and the school environment..
- (D) To increase awareness and empathy of all students to the process of migration and acculturation so central to the refugee children's lives.

OBJECTIVES:

- (A) To provide six lesson plans per grade levels k-6 which promote refugee awareness among students and to sensitize students to the issues of human rights.
- (B) To provide training for elementary school teachers and counselors on how to use the curriculum in their schools.
- (C) To provide a curriculum which integrates refugee students into the mainstream school community while allowing them to still retain and strengthen their own cultures.

EVALUATION OF CURRICULUM

During the summer of 2001 six teachers/counselors volunteered to review *Faces and Voices of Refugee Youth: A Curriculum Guide for Teachers and Counselors*. They offered recommendations on how the curriculum could be applied to their classrooms. They evaluated the

curriculum to determine the following: (1) whether the lessons were clear and understandable; (2) whether the goals and objectives of the project were met; (3) whether the lessons and their accompanying activities were appropriate for the grade level taught; (4) whether the lessons address the objectives of the social studies core curriculum; and (5) whether they would consider using any of the lessons with their classes. During August- October the teachers/counselors gave their suggestions which were then incorporated into the curriculum guide .

FACES AND VOICES OF REFUGEE YOUTH A STUDY OF PEOPLE, PLACE AND TIME

This guide supports the Utah State Office of Education Core Social Studies Curriculum for grades K- 6. The curriculum contains three units of learning: People, Place, and Time and includes six lesson plans: three lessons address “People,” one lesson focuses on “Place,” and two lessons focus on “Time.”

Rationale for Activities: These activities were selected to raise awareness of students about the resettlement of refugees in Salt Lake City and to encourage them to explore the concepts of human rights. They aim to enhance student understanding and to develop empathy towards those forced to flee their homes. These activities strive to help students welcome refugees into their school and community.

OVERVIEW OF UNIT I - PEOPLE LESSONS

Lesson 1 - Cultural Awareness What is a culture? Who are the refugees? What is acculturation?

Lesson 2 - . Citizenship - What makes a good citizen? What are our civil or human rights? Read stories of refugees. Which of the human rights-- as described by the U.N. Declaration of Human Rights-- was violated?

Lesson 3 - Conflict Resolution- Themes of conflict with self, conflict with others, and conflict in the world are addressed. Why did the refugees leave their homes and come to Utah? What conflicts occurred in their countries that made them flee? How can we resolve conflicts peacefully? How can we become peace makers?

OVERVIEW OF UNIT II - LESSON OF PLACE - What is place? What is home? Where do the refugees come from? Where do the refugees live in Salt Lake City?

Lesson 4 - Migration and a Search for Home - What is migration? What events cause people to leave their homes? .

OVERVIEW OF UNIT III - TIME LESSONS - Students will demonstrate an awareness of the influence of time on individuals, families, schools, neighborhood communities, and the world.

Lesson 5 - A Look At The Past - In each generation the forces of history have affected and sometimes overwhelmed individuals. A critical moment of time has impacted and/or shaped the lives of people. During these critical moments of time larger forces have affected the lives of youth. These refugee youth are victims of these forces. How has the past influenced our life and the life of our community, city, state, country, and world? What are the critical time issues that exist for us? What is the critical moment of time that affected them? What historical issues and conditions contributed to the conflict that forced these youth to become refugees? At what moment in time did they become refugees?

Lesson 6 - Predicting the Future - Predict the changes in the lives of individuals, families, and communities over time. What refugees will exist in the future? What cultural changes will occur in our neighborhoods?

UNIT I : LESSONS ON PEOPLE

LESSON 1 - CULTURAL AWARENESS

I. WHO ARE THE REFUGEES?

Objectives: Teachers and students will understand who the refugees are, where the refugees have come from, why they have come, and what they have experienced in the process of leaving their homelands. Knowing their stories will increase understanding and sensitivity. If we know who they are we will know more about who we are as members of global society. Today, knowing where we have come from helps us to understand who we are.

Refugees are people who have fled their countries on account of the fear of persecution. This persecution may be due to race, religion, nationality, membership in a particular social group or political opinion. Refugees are not able to seek protection from their government.

II. WHAT IS CULTURE?

Edward Hall, in his book *The Silent Language*, describes culture as a word with many meanings. He claims that for anthropologists culture has long stood for the way of life of a people which includes the way they behave, their attitudes and material things. Each of us has a culture. It is through our culture that we view the world. Although this project describes the lives of refugee

children we don't want to make the mistake of making generalizations about refugees. There are approximately 26,000 refugees living in Utah. Each refugee represents a unique personal orientation to customs, religions, practices, struggles, values, and beliefs. Some follow traditional customs more than others who may be more acculturated. Through an understanding of culture one can make bridges to other cultures.

III. WHAT IS ACCULTURATION?

According to the *Webster's Collegiate Dictionary*, acculturation is "a process of inter-cultural borrowing between diverse peoples resulting in new and blended patterns." From the time they step into an American classroom, refugee students will be acculturating to a multi-cultural world. At home, with family, they will live in and maintain the cultures of their country of origin. At school, they will learn to become Americans and Utahns.

IV. WHAT ARE REFUGEE STUDENTS LOOKING FOR?

Refugee students are looking for the same things all children want and need: safety and belonging. They are attempting to balance the scales of belonging to family, culture, and friends.

Standards and extended activities by grade level

Social Studies Level K - Standard 6000-04: Students show respect for self, others, and the United States. Objective 6000-0401: To identify ways individuals are alike and different.

To identify traditions of self and others.

Activity - My Name Is _____. Each student is given a piece of paper and is instructed to write their name on the paper. Each may color or decorate their name as they wish. Discussion follows with students sharing something about their names, how they got their names, nicknames, or anything that they choose to share about their names. Student names are cut out and a collage made of the different names. Discuss how personal a name is and how our parents gave us this name because it meant something to them. Discuss how feelings get hurt when we make fun of someone's name.

Activity - What is a tradition? Explain to students that a tradition is a long established custom or habit. Students can sit in a circle and say their name and add one tradition they follow in their family. They can add a hand motion to it such as My name is Joyce and in my family we "light candles on Friday night to welcome the Sabbath." I can raise my hands to show how I light the candles. Students are then asked how many of them light candles in their homes. What traditions are related to their lighting of candles, such as birthdays, Christmas, etc.? This activity demonstrates the theme of belonging as well as uniqueness. We may light in different ways.

Other students can follow with traditions they have in their family such as gift giving, eating certain foods, etc.

Social Studies Level 1 - Standard 6010-05: Students demonstrate respect for individuals and property. Objective: 6010-0502 To show respect for national symbols and traditions

Activity - Show your students examples of national flags and explain what the flag's symbols mean. Instruct each student to make a flag representing his or her family. They can choose colors that their family likes or draw activities or traditions representing their family or cultural aspects of their life.

Social Studies Level 2 - Standard 6020-04: Students participate in activities that promote public good. Objective 6020-0302 To show respect for cultural and ethnic differences

Activity - Students discuss what rules or customs they have at home that are different from other students. Ex. Taking shoes off before entering house; saying a prayer before they eat; not eating meat; not eating pork; fasting on certain holidays. How do these differences affect them? Do others make fun of them or are they celebrated for their differences?

Social Studies Level 3 - Standard 6030-03: Students trace the development and emergence of culture in indigenous communities. Objective 6030-0301: Describe the various factors that draw communities together. Identify the elements of culture; e.g. language, government, religion, food, music, dance, clothing, etc.

Activity - Using the two books *A Bosnian Family* by Robin Landew Silverman and *A Sudanese Family* by Erika F. Archibald read about the two cultures and compare and contrast the cultures. Describe the languages, religion, food, music, clothing, etc.

Social Studies Level 4 - Standard 6040-04: Students participate in activities that promote cultural understanding and good citizenship. Objective 6040-0401 Demonstrate Cultural Understanding.

Activity - Who is an American? What is American culture? What culture settled Utah? Who are the pioneers of today? What is a pioneer? Write the word "pioneer" on the blackboard. Ask the students for definitions of what is a pioneer. Can a refugee student be a pioneer? Read some interviews of the refugees who demonstrate a pioneer spirit.

Activity - Ask students to make a list of things they can do to make a new student feel accepted or comfortable in their classroom. From this information gathered instruct students to make a welcoming kit for new students. This kit can contain crayons, pencils, a map of the school, paper, important telephone numbers, etc.

Social Studies Level 5 - Standard 6050-07: Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.

Objective: Explain the contributions of immigrants and refugees to the United States.

Activity - Examine the contributions of famous immigrants in this country. Discuss where they came from and what difficulties they had to overcome to achieve their goals, such as language, prejudice, and poverty. Examine the interviews of Joseph Rosenblatt, Dr. Hashimoto, Helen Kurumada and John Florez to discover the contributions of and hardships faced by immigrants who settled in Utah. These interviews are contained in the book *Missing Stories An Oral History of Ethnic and Minority Groups in Utah* by Leslie Kelen and Eileen Stone.

Social Studies Level 6 - Standard 6060-06: Students examine the development of European culture from 1900 to the present. Objective 6060-0602 Explore the culture and current events of modern Europe.

Activity - Pass out to students role play situations that describe refugee experiences from Eastern Europe. Instruct students to meet in groups to process and discuss which of the following three solutions the family should choose: (1) Voluntary repatriation back to their original home country, (2) integration in the country where they sought asylum, or (3) settlement to a third country. Each of these solutions and ramifications needs to be examined in detail.

LESSON 2 - CITIZENSHIP/HUMAN RIGHTS

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends, the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Eleanor Roosevelt

Eleanor Roosevelt, First Lady to President Franklin D. Roosevelt, was the most influential member of the United Nation’s Commission on Human Rights. Her greatest legacy was working on the Universal Declaration of Human Rights.

Objective: Students will learn what the Universal Declaration of Human Rights are and who created them. What does it mean to be a responsible citizen? What are human rights? Whose responsibility is it to help refugees? In this lesson students will understand and appreciate the common humanity we share as citizens of the United States.

Objective: Students will read excerpts from interviews with refugee children and compare and contrast the human rights violations with the location of the violation.

General Activity - Give the students the Universal Declaration of Human Rights. Examining your neighborhoods, describe the “human rights” that you see being respected or violated.

Standards and Extended Activities By Grade Level

Social Studies Level K - Standard 6000-03: Students demonstrate positive interactions with peers and adults. Objective 6000-0301 - Practice helpful, friendly behaviors with peers.

Activity - Read the simplified version of the Universal Declaration of Human Rights. Ask students to choose one right they think is important and draw a picture describing what that right would look like. Examples: No one should be a slave; No one shall be cruel to another person; Everyone has the right to have their religion;

Social Studies Level 1 - Standard 6010-05: Students demonstrate respect for individuals and property. Objective 6010-05 - Show respect for rules and government; participate in activities that contribute to classroom and neighborhood.

Activity - Read the simplified version of the Universal Declaration of Human Rights. Discuss with students the proposition that their class rules are created to protect their rights. Ask the students to create a poster detailing which rights or rules they want for their classroom.. Have students sign their names on the poster they created as a pledge that they will follow these rules of the class.

Social Studies Level 2 - Standard 6020-03: Students participate in activities that promote public good. Objective 6020-0301 - Make a contribution to the community; participate in activities to help the community.

Activity - Read the simplified version of the Universal Declaration of Human Rights. Ask students to look for examples or ways that they can participate in activities either at school, home, or in their community where they honor these rights. Instruct the students to make a personal pledge or goal which they will follow.

Social Studies Level 3 - Standard 6030-05: Students participate in activities that promote good citizenship. Objective 6030-0501 - Demonstrate basic citizenship skills; work within a group to establish acceptable behaviors and expectations; listen to and consider the opinions of others.

Activity - Select a few excerpts from the interviews with refugee children. Have students work in groups and discuss which of the human rights were violated. Students are instructed to answer the following questions: Which country did the refugee come from? Which human right was violated? In what alternative ways could the refugee in the interview have been treated? Instruct the students to listen to the opinions of others and to share their thoughts.

Social Studies Level 4 - Standard 6040-04: Students participate in activities that promote

cultural understanding and good citizenship. Objective 6040-02 - Demonstrate basic citizenship skills;

Identify ways to contribute to the community.

Activity - Ask the students what it means to contribute to a community. Explain to the students that all living things, including plants, animals, and people, that share an environment are part of a community. Ask each student to interview a person in their community who contributes to its well being, such as a police officer, teacher, doctor, writer, fireman, construction worker, librarian, etc. Describe ways that this person contributes to the community. Then ask each student to list the ways that the interviewee contributes to the local community.

Social Studies Level 5 - Standard 6050-05: Students analyze the role of the Constitution in the building of governments and citizenship in the United States. Objective 6050-0503 - Analyze democratic processes; identify the rights and responsibilities of citizenship; participate in activities that promote the public good.

Activity -.Review the United States Bill of Rights and compare it with the Universal Declaration of Human Rights. What is the process that occurs in order to increase the rights of individuals, such as abolishing slavery and extending the rights of women?

Social Studies Level 6 - Objective 6060-0404 - Participate in democratic processes; practice the responsibilities of good citizenship; make a contribution to the school, neighborhood, and community.

Activity - Review the Universal Declaration of Human Rights and determine which rights they hold most precious. Have students meet in groups and brainstorm what it means to have the right to equality or the right to own property, or the right to participate in government and free elections. Students will review the interviews of refugee students and determine which rights were violated. Students should also know that they have the right to disagree.

LESSON 3 - CONFLICT RESOLUTION

Objective: To understand that conflict is a natural part of life. Conflicts are disagreements between people. They can occur between leaders of countries as well as between children. Conflict can lead to positive change.

Conflict is inevitable. Conflict exists among animals as well as people. Conflict exists over resources, land, environment, religion, values, perception and material things or wealth. Conflict can exist within the individual, the family, the group, the community and the world. Refugees are people who were forced to flee their country because of a conflict. This conflict caused them to fear persecution because of their religion, race, nationality, political opinion, or membership in a particular social group.

Conflicts often occur because of different values. They can be internal, within ourselves, when we recognize conflicting values. An example of this can be whether to wear traditional clothes or modern American clothes.

General Activity: Peacemaking begins with each person. Each individual is responsible for the kind of family, school, community or world we live in. What can you do to make this world more peaceful? Ask students to give examples of ways that conflicts are handled constructively. Discuss what the rules for fighting fair would be. This activity has the goal of making everyone a winner.

General Activity: Conflict Resolution often involves making decisions. There are factors that push us into a conflict or push us away from a conflict. These push-pull factors also apply to decisions people make on whether to migrate. The push factors are the reasons people choose or are compelled to leave a place. As students read the interviews ask them to determine what were the factors pushing the refugees to leave their home country i.e., war, persecution, fear, etc). Students can also look at the pull factors that caused refugees to come or be pulled to this place.

Standards and extended activities by grade level

Social Studies Level K - Standard 6000-02: Students follow family and classroom rules and directions. Objective 6000-0202 - Collaborate in developing and following classroom rules; Resolve conflicts with adult support, e.g., participate in group discussions.

Activity - Ask students to draw an angry face. Instruct students to tell about a time they were very angry. What made them angry? Have they ever been angry at school? What can they do to appropriately handle anger at school? This can be tied to the fact that refugees left their country because they were afraid or they were being hurt. Ask students if they were ever so hurt at a friend's house that they had to leave. Compare this to the refugees who left their homes.

Social Studies Level 1 - Standard 6010-04: Students demonstrate individual responsibility. Objective 6010-0402 - Recognize how individual choices and actions affect self, peers, family and others. Associate consequences with actions.

Activity - Describe a situation where two students are fighting over a basketball or a seat at the cafeteria table. Then ask the students to fold the paper in half. On one side they are to draw what the conflict or disagreement would look like. On the other side of the paper they should draw what a peaceful solution would look like. Students will recognize that they have responsibility for the choices they make in solving problems peacefully.

Social Studies Level 2 -Standard 6020-02: Students demonstrate individual responsibility to self, group, and community. Objective 6020-0202 - Use strategies to resolve conflicts.

Activity - Tug of War/Tug of Peace Games - This is a well known game where the

students divide into two teams. A line is made in the center between the two teams. At the signal the two teams pull; whichever team passes the center line is the winner. This is a game where there is clearly a winning team and a losing team. Another version of this game is seen in the New Games Book. The object of this version is to keep the teams even. If one team is gaining strength, a person moves over to the other side to keep the peace. Demonstrate that these are two strategies for resolving conflict. Read some of the interviews where refugee children left countries due to war. How could these countries have handled their conflict if they used the tug-of-peace strategy?

In what situations is it acceptable to have a winner and a loser?

Social Studies Level 3 - Standard 6030-05: Students participate in activities that promote good citizenship. Objective 6030-0501 - Demonstrate basic citizenship skills; Listen to and consider the opinions of others.

Activity - To demonstrate the importance of listening, each student will be asked to pair up with a student they don't know or whom they know the least in their class. Students are asked to interview the student they are paired with and find out where the student was born, where they live, what foods they like to eat, what their favorite color is, etc. The students then return to their seats and each student introduces the student whom they interviewed to the class. This activity is a good way to introduce new students to the class and learn about other cultures.

Social Studies Level 4 - Standard 6040-04: Students participate in activities that promote cultural understanding and good citizenship. Objective: 6040-0402 - Contribute to the establishment of classroom goals and rules and commit to support them.

Activity - Read the books *A Bosnian Family* and *A Sudanese Family* to the class. Explain to the class that these children left their countries because their rights were violated. What rights were violated? Rules are formed in the classroom in order to protect student rights. What rights do they want to have in the class and what rules do they need to establish to protect these rights.

Social Studies Level 5 - Standard 6050-07: Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present. Objective 6050-0701 - Analyze the significant events and actions of the 20th century. Examine social and political movements such as suffrage and civil rights. These all began as conflicts.

Activity - From the book *Missing Stories An Oral History of Ethnic and Minority Groups in Utah* by Leslie Kelen and Eileen Stone, select the interviews of Dorothy Fry, Albert Fritz, Charles Nabors, Robert Archuleta, and Bill Gonzales that address the civil rights movement. Ask the students to read them in groups. Then ask the students to read excerpts from the refugee student interviews. Ask the students to compare the conflicts faced in the countries fled by refugee students with the events of the civil rights movement in the United States. .

Social Studies Level 6 - Standard 6060-06: Students examine the development of European culture from 1900 to the present. Objective 6060-0601 - Analyze the impact of war on Europe;

examine the reasons for war; analyze the consequences of war.

Activity - Read the interviews with refugee students from Eastern Europe and have the students work in groups to discuss the impact of war on the refugee students' lives. As the students review the interviews ask them: What is the conflict? How did the conflict escalate?

UNIT II: LESSON ON PLACE

Lesson 4 - Migration and a Search For Home

Place is significant for everyone. Place is where we find ourselves. Place is where we live. Place extends from our internal space with ourselves and our families to our external spaces in our neighborhoods, communities, schools, states, countries, environments, and world.

Every living thing, which includes plants, animals, and people need a suitable place to live. Each person or other living thing also needs a certain amount of space in order to survive. If too many people or animals share an area it is difficult to find enough food, water, and shelter for all to survive.

Place is our home. What happens when someone is forced to leave their home? What causes someone to leave the place in which they were born or raised? What impact does this loss of place have? What does it take for someone to give up this sense of place?

Place is memory. Even after people leave the place they call home, have they really given up this place? Memory of place is powerful. Memory is even powerful for children who have never lived in a place. The Tibetan children who were interviewed long to live on Tibet soil where they have never stepped foot. The girl who was born in Iran and moved to Pakistan when she was two months old and lived in Pakistan for ten years longs to return to her home.

Place is spiritual. One of the words for God in Hebrew is the same as the word for place, *Makome*. What does it mean to have one word God and Place.

Place is connection. Our sense of place is connected to our history and culture. Many places have a complex history where different people with unique cultures have lived. Ex. Sarejevo or Saigon.

In this section of the curriculum guide students will become aware of their physical, social and cultural environments and make connections to their place in the world. Two themes addressed in this lesson includes: (1) home (dwellings) and (2) migration.

1. Our Homes: Students can compare their home to different dwellings from around the world. Our homes provide shelter from rain, snow, heat wind, etc. How are the homes in Alaska different from the homes in southern Utah? Compare the homes in Salt Lake City? How are they the same and how are they different? How does environment and weather affect the type of homes we build?

2. Migration: What is migration? What makes birds migrate? What is forced migration for people? What makes people leave their home? What is the difference between forced migration and voluntary migration. Give examples of the two types of migration and have students understand the difference. Examples: A person moves to Utah from New York to attend graduate school; a person moves from Canada to teach at the University of Utah; a person moves from Mexico to look for better employment; a person leaves Kosovo because they are told to leave their home or they will be killed; a person leaves Russia because they are persecuted for being Jewish. Explain to students the difference between mass migration and an individual's decision to migrate.

Standards and extended activities by grade level

Social Studies Level K - Standard 6000-05: - Students develop an awareness of physical environment. **Objective:** Students will look at a map of the classroom and locate where they sit.

Activity - Students will discuss their bedroom at home with their seat in their classroom. Students will understand that they live in different places. What makes their room special? What do they like most about their room at home? What do they like best about their room at school? Show a picture of a little boy or girl in their bedroom. They are told that they have to move. They can only take three things with them. What would they bring?

Social Studies Level 1 - Standard 6010-06: Students recognize features of the physical environment of the neighborhood. **Objective:** Students will differentiate different types of homes and buildings in their neighborhood.

Activity - All living things share a neighborhood or community. What is found in your community? Instruct students to make a map of their neighborhood including parks, stores, homes, etc. Discuss what kinds of things are found in a community? Explain that a community includes different things people need to live including schools, stores, work, safety, and health.

Social Studies Level 2 - Standard 6020-06: - Students are introduced to map skills for location of the local community. **Objective:** Students will use map and globe skills to locate Africa.

Activity - Give students a map of Africa and a list of the different languages spoken by students attending schools in the Salt Lake City School District. Ask students to identify the places in Africa where refugee students attending schools in the Salt Lake City School District have come from (Congo, Gambia, Sudan, Chad, etc.) Instruct students to put a dot in the country in Africa where someone has moved from.

Social Studies Level 3 - Standard 6030-06: - Students use map skills to analyze the influence of physical features on the building of communities in the United States. Objective: Students will describe the various physical features of different environments such as mountains, oceans, , valleys, desert, etc.

Activity - Collect pictures of different houses and different terrains or landscapes. Have the children match the various types of house with their landscape. Instruct students to make a legend of the various physical features such as mountains, oceans, etc. Ask students to place these legends of a map of the United States. Use the books *A Bosnian Family* and *A Sudanese Family* to compare the countries in regard to physical terrain. Compare the physical features of these countries with that of the United States.

Social Studies Level 4 - Standard 6040-07: Students use geographical tools to analyze political and physical features of Utah, the United States, Asia, and China.. Objective: Students will locate Asia on the map and trace the journey the refugee children have traveled to arrive in Utah.

Activity - Have students examine a world map and trace the journey that refugee children have taken from Asia to Utah. Use the interviews as material that students can use to trace the journey of these refugee children. Take a string and measure how many miles it is from Beijing to Salt Lake City.

Social Studies Level 5 - Standard 6050-09: Students analyze the influence of geographic features on the building of the New World and the United States. Objective: Students will examine the impact of people and places on the emergence of United States culture and history.

Activity - Students will understand the causes of migration both in the United States and to the United States. Read the interviews of refugee students. Have the students identify the reasons the refugees left. Invite students to interview a family member or anyone who lived in another country and find out what made them move to Utah. Then have the students debate the pros and cons of the impact of refugees on the United States. Question for Debate: The United States is dramatically changing as new immigrants arrive. Pro: These refugees positively impact our society and we should do all we can to assist them in resettling here. Con: The United States should not let the refugees become American citizens.

Social Studies Level 6 - Standard 6060-09: Students analyze European boundary changes from 1900 to the present. Objective: Students will compare the maps of Europe in 1900 with those of today and identify the changes that have occurred.

Activity - Students will examine a European map and place dots to indicate where the majority of refugee students attending Salt Lake City Schools have come from. Students will read excerpts from the interviews of refugee youth and trace on the map the journey that one European refugee student took to arrive in Utah .Students will calculate the miles of this trip.

UNIT III: LESSONS ON TIME

Lesson 5 - A look at the Past- Where have we come from? What came before us?

General Activity: Explain to the class that they will read excerpts from interviews with refugee youth now living in Utah. Students can work in small groups. Each group can be given a different interview to read or the class can all read the same one. After the students read the interview they are instructed to underline the dates and events that occur and make a time line identifying events and when they took place.

Social Studies Level K - Standard 6000-01: Students demonstrate an awareness of the influence of time on individuals.

Objective: To identify life changes that occurred to students over time. Some examples include: physical changes in height, weight, hair color; social and academic changes such as ability to read, write, ride a bicycle, family changes such as new baby, moving, or parents divorcing.

Activity - Have students make a time line from the time they started kindergarten until this date .Ask students what happened during this year? What changes occurred in their family, in their height or weight?

Social Studies Level 1 - Standard 6010-01: Students identify influences of time on family, school, and neighborhood communities.

Objective: To explain how families change over time

Objective: To identify how transportation moves people from place to place

Activity - What is the effect of moving on a family? Ask students if they have ever moved.

Discuss the struggles they faced making new friends, learning a new language, getting lost, etc.

Activity - What transportation did the refugees use to get to Salt Lake City? What transportation did your ancestors or your family use to come to Utah?

Social Studies Level 2 - Standard 6020-01: Students will show the sequence of change in communities over time.

Objective: Students will identify the first inhabitants of the community. Who are the newcomers to their community?

Activity - Instruct students to interview their parents and ask them to describe the changing block. Who were the neighbors living there the longest and who are the most recent arrivals? Students could interview the newest or most recent arrivals and ask them what it was like for them to move to the neighborhood.

Social Studies Level 3 - Standard 6030-01: Students show how environments and communities

change over time and through the influence of people.

Objective: To trace how indigenous cultures change over time.

Activity - Create a time line for the local community. Describe the early people such as American Indians, first settlers, etc., and create a chronology of major events that lead up to the arrival of the newest refugees - Utah's newest pioneers. Students need to understand that every person who journeys is a pioneer. Every person who takes a risk is a kind of pioneer. Read the excerpts from some of the interviews

demonstrating the tremendous courage of these young refugee pioneers. Students can write and illustrate a story about a Utah pioneer. These stories can be put together into a class book.

Social Studies Level 4 - Standard 6040-02: Students trace the emergence and development of culture in Utah.

Objective: To determine the reasons for immigration to Utah and to understand the difference between refugees and immigrants.

Activity - Who are the refugees? Give student a list of situations and or reasons for people emigrating to Utah. Ask the students to determine whether the individual is an immigrant or a refugee. Example: A person moves to Utah from Canada for a better job; a persons travels from Salt Lake City to Peru on a vacation (tourist); A person moves to Utah after being persecuted for their religious beliefs; person moves to Utah because their home was bombed.

Social Studies Level 5 - Standard 6050-03: Students analyze the emergence of the United States as a world influence from 1900 to the present.

Objective: Explain the role of the United States as a leader of the world in the spread of democracy and human rights in e.g. Russia, Europe, Africa, China, etc.

Activity - Have students pick one of the interviews with refugees children and discuss whether the country the refugee came from is a democracy. Explain what a democracy is. Discuss how the United States became a better democracy through the civil rights movement. Ask students to break up into groups and brainstorm how they would promote peace and democracy.

Social Studies Level 6 - Standard 6060-03: Students trace the development of modern Europe from 1900 to the present.

Objective: Examine the political and economic developments of Post World War II Europe to the present. Look at the effects of NATO, the Cold War, and conflict in Eastern Europe.

Activity: After reviewing the interviews from European refugee students, trace the history and create a time line showing how the European countries have changed over time.

Activity - Give students maps of Europe prior to 1990 and post 1990. Have students analyze and compare the differences. The National Geographic sites on the internet have maps of Europe available.

Lesson 6 - A Look at the Future - Where are we going?

Social Studies Level K

Objective: Describe life changes of individuals

Activity - Have students draw a time line from today into the future. Instruct students to draw or write what they predict for the future. What do they anticipate they will learn? Will they have a new sibling? Will they move?

Social Studies Level 1

Objective: To identify changes in the neighborhood and predict future changes.

Activity - Ask students how their neighborhood has changed over time. Describe the physical changes such as new houses, businesses, and population changes. Are there more people moving in? Has the diversity of the neighborhood changed over time?

Social Studies Level 2

Objective: Predict future changes to your community. Who will be the next newcomers to your community?

Activity - Make an imaginary time line and predict from where and when newcomers will arrive. Students can debate the pros and cons of having newcomers arrive in their community.

Social Studies Level 3

Objective: To predict how human activity will influence environments and communities.

Activity - Instruct the students to describe what influence each of them will make on their community. Instruct students to write a story describing what they plan to do in the future to be a contributor to their community.

Social Studies Level 4

Objective: Predict future changes to the culture of Utah.

Activity - What changes do you predict to the cultures of Utah? Who will become our newest pioneers? Encourage students to debate whether or not it is a good thing to have new cultures arriving in Utah? Should the United States be only a temporary haven and tell the refugees to go home? Read interviews to the students that address this issue.

Social Studies Level 5

Objective: Predict the future. What influences can your students have on world peace?

Activity - Assign each student the role as peace ambassador for a particular community in Utah. What do they anticipate the newest conflict to be in this community? What can they do as peace keepers? Students can debate whether the United States should continue to influence human rights around the world? What do the students think?

Activity -A conflict is taking place today in the town of LaVerkin, Utah Students can debate the issue occurring in the town. The town council has voted to disconnect from the United Nations and is requiring that any resident of LaVerkin who supports the United nations should

put a sign in their window stating that they are United Nations supporters. How would you handle this if you were a peacemaker assigned to LaVerkin?

Social Studies Level 6

Objective: To predict what the world will look like in 2010. Will the wars in the Balkans escalate? What would it take for peace to exist in the world?

Activity - Give students a map of the world and have them predict what places will become “hot spots.” Will the map look like it does today, or will it change like it did in the 1990's? Ask students to brainstorm what countries can do to encourage peace.

Guidelines for an Exhibition Visit

Prior to your class trip to the exhibit it is important to provide your students with a pre-visit lesson to familiarize them with the exhibit's content and themes. This exhibition features three phases of the refugee experiences: (1) flight, (2) resettlement and safe haven, and (3) hopes and challenges faced in their new home. Teachers should read some of the attached materials, which includes brief descriptions of the countries which the refugees have fled.

Pre-Visit Lesson

Who Are Refugees? The United Nations defines a refugee as a person who lives outside his or her country and cannot return because they are “afraid of persecution on account of race, religion, nationality, membership in a particular social group or political opinion” (from the 1951 United Nations Convention Relating to the Status of Refugees).

Activity: Who is a refugee? Ask the students: “What does a refugee look like”? Ask the students to cut out pictures from magazines and identify who the refugees are using the above definition. The following questions can serve as examples:

My name is Juan. I came from Mexico because my dad did not have a job.
Am I a refugee?

My name is Frank. I came from Canada to be closer to my dad's family.
Am I a refugee?

My name is Joyce. I moved to Utah from New York so that I can go to school
Am I a refugee?

My name is Jenny. I came from Kosovo because I am an Albania and the Serbs told my family we would be killed if we didn't leave.
Am I a refugee?

My name is Eva. My family moved here from Cuba because my grandfather spoke out against the communists and he was afraid he would be captured.

My name is Mele. I moved with my family from Tonga because we wanted a better life.

Am I a refugee?

My name is Amin. I moved from Southern Sudan because there was a war and our home was destroyed. We were attacked by the Northern Sudanese because we were Christians. Am I a refugee?

Where are refugees from? It would be helpful for students to have some familiarity with a world map, identifying the countries where refugees come from. According to the United Nations High Commissioner for Refugees there are nearly 12 million refugees in the world today. Utah has approximately 6,000 refugees today with 32% of them children.

On- Site Activities help the students understand and empathize with the plight of refugee youth. As you take your class to the exhibit ask them to examine the stories and photos and answer the following questions:

Flight - List three reasons why refugees left their homes?

- 1.
- 2.
- 3.

Safe Haven -

1. List the organizations and countries which helped the refugees remain safe.
2. How would you feel if you were a refugee and had to flee your home and move to another country?

Hopes and Challenges -

1. Describe two challenges faced by refugee youth who came to Utah.
2. Describe one refugee youth and what he or she hopes for the future.

Post-Visit Lesson

Students will leave the exhibit with a great deal of new information. Providing additional assignments will increase their understanding as they become more aware of the struggles, journeys, and hopes and challenges of refugee youth.

After visiting the exhibit the following questions may be used for homework or classroom discussion:

1. A refugee is a person just like you. What makes a person a refugee?
2. How were the refugees in the exhibit similar to you?
3. What were some of the differences between you and the refugees?
4. What needs do refugee youth have today in Utah?
5. What can you do to help a refugee student?
6. What did you feel you learned about refugee youth from the exhibit?
7. What additional questions do you have regarding refugees that you would like answered?