



Dear Educator,

Welcome to *Teachers' Corner*! Here you will find educational resources provided by the UN Refugee Agency (UNHCR). Created by the UN General Assembly in 1950 to help more than one million European refugees still homeless in the aftermath of World War II, today the UN Refugee Agency works in 126 countries assisting some 36 million refugees and other forcibly displaced persons.

*Teachers' Corner* is specifically designed for educators and students in grades K-12. We provide curricula and games, as well as print and electronic resources to 1) help teach the history of refugees and the work of the UN Refugee Agency, 2) further understanding of issues surrounding refugees, internally displaced persons (IDPs), human rights and tolerance, and 3) demonstrate the relationship between the protection of forcibly displaced populations and human rights.

The following lesson plan is specifically designed for elementary level students grades K through 4. You will see that many of the activities are based around the video *Carly*, which follows a young girl as she is forced to flee her home and look for a new place to live in an unfamiliar world. The video is a cartoon aimed at young learners. The activities also utilize LEGO posters designed to help students empathize with the refugee experience. The curriculum features content-based standards, discussion questions, student activities, vocabulary and primary reference sources such as essays, monographs, and print and electronic media.

The *Teachers' Corner* website features lesson plans targeted to students through high school. We encourage you to review all of the material in *Teachers' Corner* with the understanding that resourceful teachers will find instructional aids in many different places. In this regard, all of this material is presented as options to fit teachers' instructional needs. Captioning on some material can augment instruction in ESL and hearing impaired classrooms and for remedial readers. Learning objectives and key concepts are reinforced with assessment tools and extension activities. We also provide ideas for how your students can get involved in the refugee cause on our Students Helping Refugees page ([www.UNrefugees.org/students](http://www.UNrefugees.org/students)).

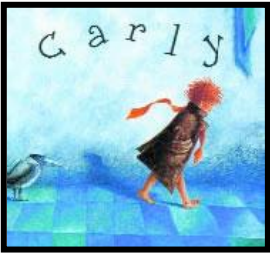
We hope that you find this content of value to your teaching and for your students. We invite you to [subscribe to our monthly E-ALERT](#) where you can learn about the latest refugee news from around the world and find new **free** resources available to educators from UNHCR. Go to [www.....](http://www.....) to register.

We also encourage you to consider that there might be refugees in your own classroom and to tailor your lesson plans accordingly. Many refugees have experienced physical and/or psychological distress that should be taken into account.

We want to hear from you. If you have comments or suggestions about *Teachers' Corner* and E-ALERTs please contact us at [USAWAEDU@UNHCR.ORG](mailto:USAWAEDU@UNHCR.ORG).

Sincerely,

Lilli Tnaib  
Teachers' Corner  
UNHCR



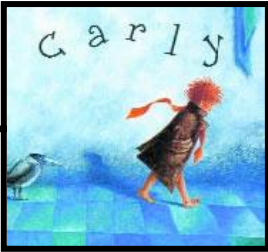
# CONNECTIONS WITH CARLY

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## INTRODUCTION

### **CONCEPT AREAS**

Behavioral Science, Social Studies, Language Arts

### **GRADE LEVELS**

Elementary School

### **KEY CONCEPTS**

Students will make connections between themselves and refugees. They will learn and understand what it means to be a refugee. Students will gain an understanding of the similarities they share with refugees and how refugees are the same as everyone else except for the loss of their country, home and possessions. During this lesson students will complete activities to help them to empathize with refugees who are in various unfortunate situations. Students will learn how refugees face feelings of loneliness and rejection when displaced and will develop a personal understanding of what they can do to help.

### **KEY OBJECTIVES**

The student will be able to:

- Describe and formulate connections with a refugee's feelings of loneliness, isolation and rejection
- Summarize what it means to be a refugee
- Explain the reasons why refugees are forced to flee
- Distinguish between wants and needs
- Evaluate items and categorize them into wants and needs
- Understand the differences between their own wants and needs and determine how that might differ from a refugee's wants and needs
- Compare and contrast themselves with information gathered and synthesized about refugees
- Compose an essay comparing and contrasting themselves to refugees
- Use narrative writing techniques to connect with refugees by composing a diary entry describing feelings of loneliness, isolation and/or rejection.

## KEY VOCABULARY

**Refugee-** The 1951 Refugee Convention describes a refugee as someone who has been forced to flee his or her country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group; a refugee either cannot return home or is afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.

Source

[http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4803685/k.9246/Facts\\_and\\_Figures.htm](http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4803685/k.9246/Facts_and_Figures.htm)

**Internally Displaced Person** - Someone who has been forced to flee their home for the same reasons as a refugee, but has not crossed an internationally recognized border, but rather remains in his or her home countries.

**Persecution** – to oppress, harass, or maltreat, especially because of race or religion.

Source <http://www.thefreedictionary.com/persecute>

**War** - a state of hostility, conflict, or antagonism; a struggle or competition between opposing forces or for a particular end

Source

<http://www.merriam-webster.com/netdict/war>

**Violence** - intense, turbulent, or furious and often destructive action or force

Source

<http://www.merriam-webster.com/dictionary/violence>

**Group** - Collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together to achieve a common set of goals.

<http://www.businessdictionary.com/definition/group.html>

**Isolation** - a state of separation between persons or groups, a feeling of being disliked and alone, the act of isolating something; setting something apart from others

Source: <http://wordnetweb.princeton.edu/perl/webwn?s=isolation>

**Adjective** - adjectives describe nouns by answering one of these three questions: *What kind is it? How many are there? Which one is it?* An adjective can be a single word, a phrase, or a clause.

Source: <http://www.chompchomp.com/terms/adjective.htm>

**Narrative** - Narrative writing recounts a personal experience based on something which really happened (or might really have happened). All details work together in an integrated way to create a complete story with beginning, middle, and end.

Source: <http://www.alpine.k12.ut.us/depts/curriculum/langarts/definitions.pdf>

**Social Groups** - Social groups are groups of three or more people that are primarily focused on social activities, as opposed to tasks, and help humans develop identity and self esteem. Most people belong to more than one social group.

Source: [http://www.ehow.com/facts\\_5498978\\_define-social-groups.html](http://www.ehow.com/facts_5498978_define-social-groups.html)

**Need** - a necessity

Source: <http://dictionary.reference.com/browse/need>

**Necessity** - something necessary or indispensable: food, shelter, and other necessities of life

Source: <http://dictionary.reference.com/browse/necessity>

**Wants**- something wanted or desired.

Source: <http://dictionary.reference.com/browse/want>

**Compare** - to examine (two or more objects, ideas, people, etc.) in order to note similarities

Source: <http://dictionary.reference.com/browse/COMPARE>

**Contrast** - to show unlikeness or differences.

Source: <http://dictionary.reference.com/browse/contrast>

## BACKGROUND

A refugee as defined by the 1951 Refugee Convention is “a person who has been forced to flee his or her country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group; a refugee either cannot return home or is afraid to do so.”<sup>1</sup> Today there are tens of millions of refugees and other forcibly displaced persons around the world<sup>2</sup>. A majority of these refugees are women, children and the elderly. UNHCR is responsible for the safety and well-being of these refugees and other displaced persons in countries such as Pakistan, Afghanistan, Iraq, Syria, Iran, Sudan, Chad, Democratic Republic of the Congo, Somalia, Sri Lanka and Colombia.



Most refugees prefer to return home; however, when this is not possible, UNHCR helps refugees to rebuild their lives elsewhere. When refugees cannot meet their own basic needs, UNHCR provides assistance in the form of shelter, medical care, food, clean water and education. UNHCR also advocates for the protection of refugees’ civil, economic and social



rights. On December 10, 1948, The Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations. This document is proclaimed as the “common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.”<sup>3</sup>

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<sup>1</sup> UNHCR Fact Sheet

<sup>2</sup> Please see Facts and Figures sheet

<sup>3</sup> Universal Declaration of Human Rights,

<http://www.un.org/en/documents/udhr/index.shtml?session=GU0qBZcQAcXmNPGKNXmHj7uqnD>

## **ACTIVITY 1: PREVIEW “CARLY”**

### **OVERVIEW**

During this activity students will preview a video about a girl named Carly who is a refugee forced to leave her home. Students will be introduced to the term refugee and discuss the problems Carly faces in her travels to find a safe place to live.

### **MATERIALS**

- UNHCR Video “[Carly](#)”
- Literary Connection

### **INSTRUCTIONAL SEQUENCE** (Time Frame: 20 minutes)

<b>TIME</b>	<b>ACTIVITY</b>	<b>TEACHER STEPS</b>
	Preparation	<ul style="list-style-type: none"><li>• Set up viewing for “Carly.” Decide whether students will view the video independently or as a whole group.</li></ul>
5 min	Whole Group	<ul style="list-style-type: none"><li>• Inform students they will be watching a video about a girl named Carly who is forced to flee her home and leave everything behind. All alone, she sets out to find help in other lands.</li><li>• Ask students to think about the following questions while viewing the video:<ul style="list-style-type: none"><li>○ How do you think Carly feels at the beginning of the video? How does she feel at the end?</li><li>○ What types of problems does Carly face in her travels?</li><li>○ Carly meets people and animals in her travels. Why doesn’t Carly stay with the people or the animals she meets?</li><li>○ Why does she decide to stay with Mr. Friendly and his family?</li></ul></li></ul>
7 min	Whole Group/ Individual Time	<ul style="list-style-type: none"><li>• Students will watch “Carly”</li></ul>
5 min	Present	<ul style="list-style-type: none"><li>• Discuss the answers to the questions with students.</li></ul>
3 min	Closure	<ul style="list-style-type: none"><li>• Close the lesson by explaining to students that Carly is a refugee. Define refugee for the students.</li></ul>

### **EXTENSION**

Have students sequence the events of the story.

## **ACTIVITY 2: LEAVING HOME**

### **OVERVIEW**

During this activity students will make inferences as to why Carly had to flee from her home. The students will learn the definition of a refugee and the reasons refugees must leave their homes. They will also view a segment of a video which introduces them to a refugee's story of why he or she left his or her country.

### **MATERIALS**

- [UNHCR Video "Carly"](#)
- "Why Carly Left Home" handout for each student
- "BETTER QUALITY -- A New Haven: The Story of a Refugee in the Elm City" video at <http://www.youtube.com/watch?v=nheVelqx09A> (Replace this link with a UNHCR video clip)
- Pens or pencils for each student

### **INSTRUCTIONAL SEQUENCE**

Time Frame: 45 minutes

<b>TIME</b>	<b>ACTIVITY</b>	<b>TEACHER STEPS</b>
	Preparation	<ul style="list-style-type: none"><li>• Copy the "Why Carly Left Home" handout for each student.</li><li>• Internet Access for refugee video</li></ul>
15 min	Discussion	<ul style="list-style-type: none"><li>• Ask students, "Why did Carly leave her home?" (Answer: It was on fire)</li><li>• Follow up and ask, "Why do you think her house was set on fire?"</li><li>• Explain to students that refugees leave their homes and their countries because of persecution, war or violence. Define each and give an example of each.</li><li>• Pass out handout "Why Carly Left Home"</li></ul>
15 min	Independent	<ul style="list-style-type: none"><li>• Have students complete the handout.</li></ul>
5 min	Whole Group	<ul style="list-style-type: none"><li>• Have students share their responses. Ask students to share their responses and, as a group, categorize whether the response falls under persecution, war or violence.</li></ul>
5 min	Whole Group	<ul style="list-style-type: none"><li>• Watch a short You Tube video of a refugee sharing his story. Watch from the 58 second mark to the 2 minute 20 second mark as this is the portion of the video where reasons why he became a refugee are discussed.</li><li>• <a href="http://www.youtube.com/watch?v=nheVelqx09A">http://www.youtube.com/watch?v=nheVelqx09A</a></li></ul>
5 min	Closure	<ul style="list-style-type: none"><li>• Wrap up the lesson by reviewing the definition of a refugee and why they flee their homes. Remind students that there are three main reasons why refugees are forced to flee their homes: persecution, war and/or violence. Recall some of the reasons why students thought Carly had to leave her home and some of the reasons why the refugee in the video left his home.</li></ul>
	Assessment	<ul style="list-style-type: none"><li>• Assess student performance on working independently and working cooperatively with others</li><li>• Assess student participation during discussions</li><li>• Assess student responses on the "Why Carly Left Home" handout. Did their responses display an example of persecution, war or violence?</li></ul>

## **EXTENSION**

Have students view a map of refugee camps worldwide at <http://www.unhcr.org/pages/49c3646c4d3.html>

## **ACTIVITY 3: TURNED AWAY**

### **OVERVIEW**

During this lesson students will discuss how the groups Carly met on her travels were not very accepting. This is a problem many refugees face when relocating to a new place. They feel isolated from others and are often rejected.

### **MATERIALS**

- [UNHCR Video “Carly”](#)
- [Download Carly Lesson Plan](#)
- “Who Does Carly Meet” student handout
- Pens or pencils for each student

### **INSTRUCTIONAL SEQUENCE**

Time Frame: 30 minutes

<b>TIME</b>	<b>ACTIVITY</b>	<b>TEACHER STEPS</b>
	Preparation	<ul style="list-style-type: none"><li>• A copy of the “Who Does Carly Meet?” handout for each student.</li><li>• Set up viewing for “Carly.”</li></ul>
10 min	Whole Group	<ul style="list-style-type: none"><li>• Tell students they will be watching the “Carly” video again, but this time they will focus on the different groups/people Carly encounters. Have them think about the following questions:<ul style="list-style-type: none"><li>○ Why do the people, animals, or groups turn Carly away?</li></ul></li></ul>
15 min	Whole Group	<ul style="list-style-type: none"><li>• Pass out the “Who Does Carly Meet?” handout</li><li>• As a whole group, have the students complete the handout.</li><li>• Play the video and pause after Carly meets each group so the class can discuss and fill out the handout</li></ul>
5 min	Closure	<ul style="list-style-type: none"><li>• Wrap up the lesson by asking the students:<ul style="list-style-type: none"><li>○ “How did Carly feel after being turned away from each of the groups?”</li><li>○ How could the groups have behaved differently?</li></ul></li><li>• Tell students that refugees face isolation when they move from their homes to a new place. Define isolation.</li></ul>
	Assessment	<ul style="list-style-type: none"><li>• Assess student performance on working independently and working cooperatively with others</li><li>• Assess student participation during discussions</li><li>• Assess student responses on the “Who Does Carly Meet” handout.</li></ul>

### **EXTENSION**

Have students rewrite the story to show the groups Carly encounters as more welcoming and helpful.

## **ACTIVITY 4: HOW DOES IT FEEL?**

### **OVERVIEW**

During this lesson students will recall how Carly was treated by the groups she met while searching for safety. The students will observe the LEGO: “How Does It Feel?” poster and discuss what they see, describe the group and the individual using adjectives and make inferences about what the group and what the individual might be feeling and thinking. Students will discuss the feeling of isolation and loneliness that refugees often feel when fleeing their homes to a new environment.

### **MATERIALS**

- LEGO Poster “How Does it Feel?”
- Sticky Notes for each student
- Chart Paper
- “What Are They Thinking?” student handout for each student
- Pens or pencils for each student

### **INSTRUCTIONAL SEQUENCE** (Time Frame: 35 minutes)

<b>TIME</b>	<b>ACTIVITY</b>	<b>TEACHER STEPS</b>
	Preparation	<ul style="list-style-type: none"><li>• Display “LEGO Poster: How Does it Feel” at the front of the classroom</li><li>• Place several sticky notes on each student’s desk</li><li>• Prepare a chart paper divided into two columns. Label one “group” and the other “individual”</li><li>• A copy of the “What Are They Thinking?” handout for each student.</li></ul>
10 min	Independent/ Whole Group	<ul style="list-style-type: none"><li>• Have students work independently or in a small group</li><li>• Instruct students to describe the group and the individual in the poster using adjectives.</li><li>• Have them write one adjective per sticky note.</li><li>• Students will post their adjectives on the chart paper at the front of the room.</li></ul>
2 min	Present	<ul style="list-style-type: none"><li>• Read the adjectives aloud for both the group and the individual.</li></ul>
5 min	Facilitate	<ul style="list-style-type: none"><li>• Have students group similar or identical adjectives together (i.e. lonely, alone)</li></ul>
10 min	Independent Time	<ul style="list-style-type: none"><li>• Pass out the “What Are They Thinking?” handout.</li><li>• Have students recall the Carly video and what people in the groups were saying about Carly and how Carly felt.</li><li>• Ask students to infer and write what people the members of the group are thinking or saying and what the individual is thinking.</li><li>• Have students share their work with a partner.</li><li>• Have students turn in the handout.</li></ul>
8 min	Closure	<ul style="list-style-type: none"><li>• Wrap up the lesson by saying, “Today we observed a poster. We described the group and the individual on the poster using adjectives. We also made inferences as to what people in the group and what the individual might be thinking or saying.” Explain the challenges refugees experience when fleeing to a place with unfamiliar people. Define isolation and use this link <a href="http://www.nais.org/resources/article.cfm?ItemNumber=147354">http://www.nais.org/resources/article.cfm?ItemNumber=147354</a> from the National Association of Independent Schools to further</li></ul>

		their understanding of feelings of isolation.
	Assessment	<ul style="list-style-type: none"> <li>• Assess student performance on working independently and working cooperatively with others</li> <li>• Assess student participation during discussions</li> <li>• Assess student responses on the “What Are They Thinking?” handout. Did they connect the individual with feelings of isolation?</li> </ul>

## EXTENSION

Have students develop a list of things people in a group might do to include others in the group. Have them create and illustrate a new version of the “How Does It Feel?” poster that incorporates these ideas. For example, the students can show people in the group inviting the lonely individual to join them or draw a bridge with their ideas listed on the bridge to show a pathway for the individual to the group.

Have students look at the images of refugees at <http://www.unhcr.org/pages/49c3646c25d-page4.html> from the UNHCR “Do You See What I See?” photo project. Refugee children were given cameras to photograph their lives. Have students select a photo and write a poem to go along with the image.

## **ACTIVITY 5: REMEMBERING A TIME**

### **OVERVIEW**

During this lesson students will remember a time when they felt left out of a group. They will explore how this made them feel, what they did to try to fit into the group and how the group could have been more accepting. This will allow students to connect with Carly and other refugees and help students to respect others and be empathetic toward refugees.

### **MATERIALS**

- LEGO Poster “How Does it Feel?”
- “Remembering A Time” Pre-writing Handout for each student
- “Remembering A Time” Rubric for each student
- Pens or pencils for each student

### **INSTRUCTIONAL SEQUENCE** (Time Frame: 90 minutes)

*This activity can be divided into two class periods of 35 minutes for pre-writing activities and 55 minutes for writing and closure.*

<b>TIME</b>	<b>ACTIVITY</b>	<b>TEACHER STEPS</b>
	Preparation	<ul style="list-style-type: none"><li>• Display “LEGO Poster: How Does it Feel?” at the front of the classroom</li><li>• A copy of the “Remembering A Time” Pre-writing Handout for each student</li><li>• A copy of the “Remembering A Time” Rubric Handout for each student</li></ul>
5 min	Discussion	<ul style="list-style-type: none"><li>• Have students share what was learned during Activity 1: LEGO Poster “How Does It Feel?” for review.</li></ul>
5 min	Independent Time	<ul style="list-style-type: none"><li>• Review the Carly video by telling students to recall how Carly was left out of the groups she met along the way.</li><li>• Ask students to think of a time when they felt isolated from a group. Tell them to look at their “Remembering a Time” Pre-writing Handout and think of their answers to the questions on the handout.</li></ul>
5 min	Share	<ul style="list-style-type: none"><li>• Have students share with the whole class or with a partner.</li></ul>
10 min	Independent Time	<ul style="list-style-type: none"><li>• Have students complete the “Remembering a Time” Prewriting Handout.</li></ul>
10 min	Whole Group	<ul style="list-style-type: none"><li>• Explain to students that they will be writing a narrative text in the form of a diary entry recounting the time they were left out of a group.</li><li>• Refer to the narrative writing resources to help give students direction on how to write a narrative text.</li><li>• Review the “Remembering a Time” Rubric with students.</li></ul>
45 min	Independent Time	<ul style="list-style-type: none"><li>• Students will work on their personal narrative diary entry.</li></ul>
10 min	Closure	<ul style="list-style-type: none"><li>• Tell students their writing helped them to reflect on a time when they were left out of a group. Remind them how refugees are isolated when fleeing to a new environment. Engage students in a discussion about how a refugee’s diary entry might be the same or different.</li></ul>
	Assessment	<ul style="list-style-type: none"><li>• Assess student participation during discussions</li><li>• Assess student writing using the “Remembering a Time” Rubric</li></ul>

## **EXTENSION**

Have students research information about refugees from a specific country. Have the students create a personal narrative from a refugee's point of view about their first day at their school. Some ideas they might include are lunchtime and the food being different, not wearing clothes similar to other students, not understanding the language, not knowing how to interact with others on the playground at recess, etc...

Have students discuss whether being alone is always a negative feeling. When might being alone be a good thing?

## **ACTIVITY 6: PART OF THE GROUP**

### **OVERVIEW**

During this lesson students will learn about social groups. They will identify the social groups to which they belong. Students will also discuss how difficult it would be to leave their social groups and how difficult it would be to re-establish themselves in new social groups. The students will connect this with the experiences a refugee has when fleeing their country and becoming isolated from social groups and having to rebuild them in their new homes. Students will also be introduced to an organization that helps refugees to become a part of new social groups in their new environments.

### **MATERIALS**

- [LEGO Poster “How Does it Feel?”](#)  
*Note: Posters will also be available as PDF files. For this lesson choose the poster without text at the bottom.*
- “Social Groups” student handout for each student

### **INSTRUCTIONAL SEQUENCE (Time Frame: 50 minutes)**

<b>TIME</b>	<b>ACTIVITY</b>	<b>TEACHER STEPS</b>
	Preparation	<ul style="list-style-type: none"><li>• Display “LEGO Poster: How Does it Feel” at the front of the classroom</li><li>• A copy of the “Social Groups” handout for each student.</li></ul>
10 min	Observation/ Discussion	<ul style="list-style-type: none"><li>• Define social groups to students. Discuss the different types of social groups listed on their “Social Groups” handout.</li></ul>
5 min	Whole Group	<ul style="list-style-type: none"><li>• Have students share some of the social groups to which they belong.</li></ul>
15 min	Independent Time	<ul style="list-style-type: none"><li>• Have students complete the “Social Groups” handout.</li></ul>
15 min	Discussion	<ul style="list-style-type: none"><li>• Discuss the following questions with students:<ul style="list-style-type: none"><li>○ What social groups do you think a refugee may no longer be a part of when they leave their homes? (i.e. Kinship Group - their families might be split apart)</li><li>○ How do you think refugees feel when losing their role in a specific social group?</li><li>○ Do you think it is easy for refugees to re-establish these social groups in a new environment?</li></ul></li><li>• Access information about the Integrated Refugee and Immigrant Service (IRIS) <a href="http://volunteer.united-e-way.org/uwqnh/org/218286.html">http://volunteer.united-e-way.org/uwqnh/org/218286.html</a> which contains information on how this organization helps refugees to establish new social groups.</li></ul>
5 min	Closure	<ul style="list-style-type: none"><li>• Wrap up the lesson by reviewing social groups and how important it is for humans to feel a sense of belonging. Review the difficulties refugees face when forced to leave their own social groups and having to establish membership in new social groups. Have students share what social groups Carly might become a member of in her new home.</li></ul>
	Assessment	<ul style="list-style-type: none"><li>• Assess student performance on working independently and working cooperatively with others</li><li>• Assess student participation during discussions</li></ul>

- |  |  |                                                              |
|--|--|--------------------------------------------------------------|
|  |  | • Assess student responses on their “Social Groups” handout. |
|--|--|--------------------------------------------------------------|

**EXTENSION**

Have students research global and community organizations which help refugees establish new social relationships. Have them prepare a class brochure which could be used as a resource by refugees for support.

Have students write a prequel to the Carly video to show what social groups Carly may have been a part of prior to fleeing her home.

Have students play the video game [“Against All Odds”](#) chapter “New In Class” a feel for how refugees might feel in an environment where they don’t know anyone and they don’t know the language being spoken. Note: Other games are NOT appropriate for this grade level.

## **ACTIVITY 7: WANTS VS. NEEDS**

### **OVERVIEW**

During this lesson students will learn the difference between wants and needs. They will distinguish between wants and needs by completing an activity in which they must categorize items into wants or needs. They will connect their new learning with Carly and the things Carly asks for during her travels to a new home. Students will learn that many times refugees are without basic needs.

### **MATERIALS**

- UNHCR Video “Carly”
- [Download Carly Lesson Plan](#)
- Large piece of construction paper for each group
- Scissors
- Glue
- Pens or pencils for each student

### **INSTRUCTIONAL SEQUENCE** (Time Frame: 65 minutes)

<b>TIME</b>	<b>ACTIVITY</b>	<b>TEACHER STEPS</b>
	Preparation	<ul style="list-style-type: none"><li>• Set up viewing for “Carly.”</li><li>• Place various magazines (be sure you have a variety of food, family, catalogues, etc) on a table in the classroom</li><li>• Have a large piece of construction paper for each student</li></ul>
10 min	Discussion	<ul style="list-style-type: none"><li>• Define needs and wants to students. After reading the definitions, further the explanation by saying, “While you may need food, a cookie is not a need - it is a want.” Have students discuss why. Explain to students a need is something you must have to survive, like food, water, clothing, and shelter. A want is something that you would like, but it is not necessary to survive like a pair of designer jeans.</li></ul>
5 min	Whole Group	<ul style="list-style-type: none"><li>• Pass out the construction paper and have students fold it in half.</li><li>• Have them write “Needs” on one side and “Wants” on the other.</li></ul>
20 min	Independent Time	<ul style="list-style-type: none"><li>• Have students cut out pictures from magazines and glue them into the correct column on their construction paper.</li></ul>
10 min	Whole Group	<ul style="list-style-type: none"><li>• Have students share their posters with the class. Engage students in a discussion of a few items on students’ posters. For example, if a student has a picture of a muffin in their Needs column ask the student why he/she placed the muffin in the needs column.</li></ul>
15 min	Whole Group	<ul style="list-style-type: none"><li>• Tell students they will be watching the Carly video again; however, this time, they will be looking for things that Carly needs and things that she wants. Play the video, but stop it after she meets each group to discuss what she wanted or needed from that group. Create a chart with two columns labeled Needs and Wants. Record students’ responses. Lead students to the understanding that many times refugees are without basic needs.</li></ul>
5 min	Closure	<ul style="list-style-type: none"><li>• Wrap up the lesson by reviewing the definitions of needs and wants. To do this have each student complete this sentence: “I need _____, but I want _____.”</li></ul>
	Assessment	<ul style="list-style-type: none"><li>• Assess student performance on working independently.</li></ul>

		<ul style="list-style-type: none"><li>• Assess student participation during discussions</li><li>• Assess students on their Needs and Wants posters.</li><li>• Assess students on their answers to the “I need _____, but I want _____.” closing activity.</li></ul>
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### **EXTENSION**

Have students categorize items in their homes as needs or wants. Have them bring in their lists to share with classmates.

## ACTIVITY 8: WHAT WILL YOU NEED?

### OVERVIEW

During this activity students will use what they have learned about needs and wants to determine what items they will take with them as they flee their homes. Students will need to make decisions as to what things they must leave behind. They will learn that many times refugees must leave their homes with a few items or nothing at all.

### MATERIALS

- “My Backpack” student handout for each student
- Pens or pencils for each student
- <http://www.un.org/en/documents/udhr/index.shtml>  
This resource from the United Nations is an electronic version of the Universal Declaration of Human Rights.
- <http://www.unhcr.org/4693806f2.html>  
This resource from the UNHCR is an abbreviated electronic version of the Universal Declaration of Human Rights.
- <http://www.unhcr.org/ga10/index.html#/home> (If we are emphasizing maps it might be better to link to the maps page or put a link from Teachers’ Corner to UNHCR’s map page).  
. On this site are maps of the different regions which UNHCR services.

### INSTRUCTIONAL SEQUENCE (Time Frame: 110 minutes)

*This activity can be divided into two class periods 55 minutes for the map/research activities and 55 minutes for the backpack activity.*

TIME	ACTIVITY	TEACHER STEPS
	Preparation	<ul style="list-style-type: none"> <li>• A copy of the “My Backpack” handout for each student.</li> </ul>
55 min	Whole Group/ Small Group/ Independent	<ul style="list-style-type: none"> <li>• As a whole group, in small groups or independently have students use the Global Appeal link at <a href="http://www.unhcr.org/ga10/index.html#/home">http://www.unhcr.org/ga10/index.html#/home</a> (see above) to choose a region and research the region.               <ul style="list-style-type: none"> <li>• The students will use the maps to:                   <ul style="list-style-type: none"> <li>○ Locate the UNHCR offices in the area (have students think of how far a refugee would have to travel to get to help, what obstacles they might encounter, what climate would they have to contend with, etc....)Locate the region on a globe or world map</li> </ul> </li> <li>• The students will use other resources to:                   <ul style="list-style-type: none"> <li>○ Determine the issues causing concern to the people of the area or the issues causing people to flee the area</li> <li>○ Research the terrain of the area</li> <li>○ Research the climate of the area</li> <li>○ Any other information that can add to the students’ understanding of the issues people of the region must deal with</li> </ul> </li> </ul> </li> </ul>
5 min	Discussion	<ul style="list-style-type: none"> <li>• Say to students, “Now that you are more familiar with your region and will search for a safe place to live, your family <u>must</u> leave your</li> </ul>

		home the next morning. [Mention to students that refugees usually must flee quickly—often in minutes—and have little time to pack or prepare] You can pack 20 items. Keep in mind the information you learned when you researched your region such as the distance to the nearest camp or safe area, the climate of the area, and the terrain of the area.”
15 min	Whole Group/ Independent Time	<ul style="list-style-type: none"> <li>• Pass out the “My Backpack” handout to each student.</li> <li>• Have students think about/list 20 items they are going to take with them on their trip.</li> </ul>
5 min	Whole Group/ Independent Time	<ul style="list-style-type: none"> <li>• Tell students there has been a change of plans and someone is knocking on their door. They may have found out about the plan to leave. These are the same officers that have been persecuting others in their town. The students must flee; however, they cannot take 20 items with them, so they will need to unpack 10 items.</li> <li>• Have students put an X next to the 10 items on their list that they will leave behind.</li> </ul>
10 min	Discussion	<ul style="list-style-type: none"> <li>• Have students discuss with a partner which items they are leaving behind and why.</li> </ul>
5 min	Whole Group/ Independent Time	<ul style="list-style-type: none"> <li>• Tell students they make it safely to the woods; however, the backpack is just too heavy to continue. They must unpack 5 items.</li> <li>• Have students put a circle around the items they will leave behind.</li> </ul>
5 min	Discussion	<ul style="list-style-type: none"> <li>• Have students discuss with a partner which items they are leaving behind and why.</li> </ul>
10 min	Discussion	<ul style="list-style-type: none"> <li>• Facilitate a discussion among students about their choices and have them think about the following: <ul style="list-style-type: none"> <li>○ Did they have some type of food to eat left in their backpack?</li> <li>○ Did they have water in their backpack?</li> <li>○ Did they pack money to purchase needs or to pay someone to help them escape?</li> <li>○ How long do they imagine they can survive with the items they have in their backpack?</li> </ul> </li> </ul>
5 min	Closure	<ul style="list-style-type: none"> <li>• Wrap up the lesson by reviewing social groups and how important it is for humans to feel a sense of belonging. Review the difficulties refugees face when leaving their own social groups and having to establish membership in new social groups.</li> <li>• Have students recall the Carly video and how she had to make a quick escape from her burning house. <ul style="list-style-type: none"> <li>○ Did she take anything with her?</li> <li>○ How was she planning to survive?</li> </ul> </li> </ul>
	Assessment	<ul style="list-style-type: none"> <li>• Assess student performance on working independently and working cooperatively with others</li> <li>• Assess student participation during discussions</li> </ul>

## EXTENSION

Have students “repack” their 20 items. Have them answer the following questions:

- Did your choices change?
- If so, why did you choose to change items?
- If not, why didn’t you change your selections?

Have students become familiar with the basic needs for all humans. Explain to students that humans have basic needs that must be met in order to survive. Introduce Maslow's hierarchy of needs and have students break into groups to illustrate needs at each level of the pyramid. Review the Carly video and have students decide where Carly's needs fit on the pyramid. Extend the lesson by reviewing the UN Declaration of Human Rights and discussing how each article relates to the pyramid.

Have students become familiar with the articles in the Universal Declaration of Human Rights. Create index cards with situations a refugee might face in their home countries, when they are traveling to a new home and when they arrive at their new homes and have students refer to the Universal Declaration of Human Rights to determine which Article is being violated.

- <http://www.un.org/en/documents/udhr/index.shtml>  
This resource from the United Nations is an electronic version of the Universal Declaration of Human Rights.
- <http://www.unhcr.org/4693806f2.html>  
This resource from the UNHCR is an abbreviated electronic version of the Universal Declaration of Human Rights.

Have students observe the LEGO Poster: What's Wrong Here? Can they find the person that is different in the poster? The refugee is the person without a tool. Explain to students how refugees often have to leave their belongings behind. An extension of this could be to talk about the difficulties in finding a job in a new environment.

## **ACTIVITY 9: CARLY AND ME**

### **OVERVIEW**

During this activity students will use the information they have learned about refugees to complete a Venn diagram comparing and contrasting themselves to refugees like Carly.

### **MATERIALS**

- “Carly and Me” student handout for each student
- Pens or pencils for each student

### **INSTRUCTIONAL SEQUENCE** (Time Frame: 100 minutes)

*Activity can be divided into several class periods: 25 minutes for the pre-writing activities, 40 minutes for the writing activities, 35 minutes for the editing and sharing activities.*

<b>TIME</b>	<b>ACTIVITY</b>	<b>TEACHER STEPS</b>
	Preparation	<ul style="list-style-type: none"><li>• A copy of the “Carly and Me” handout for each student.</li><li>• A copy of the “Compare and Contrast” rubric for each student</li></ul>
5 min	Discussion	<ul style="list-style-type: none"><li>• Have students discuss what they have learned about refugees. Have them brainstorm some ideas about how refugees are similar and how they are different.</li></ul>
20 min	Independent Time	<ul style="list-style-type: none"><li>• Pass out the “Carly and Me” handout to each student.</li><li>• Have students fill out the diagram on the handout using what they have learned about refugees.</li></ul>
10 min	Whole Group	<ul style="list-style-type: none"><li>• Review the steps to writing a compare and contrast paper.</li><li>• Review the “Compare and Contrast” rubric for the compare and contrast paper.</li></ul>
30 min	Independent Time	<ul style="list-style-type: none"><li>• Have students use the “Carly and Me” handout to help them write their compare and contrast paper.</li></ul>
10 min	Small Group	<ul style="list-style-type: none"><li>• Have students share their paper with a partner.</li><li>• Have the partners peer edit each other’s paper.</li></ul>
10 min	Independent	<ul style="list-style-type: none"><li>• Have students edit their papers based on their partner’s feedback.</li></ul>
15 min	Closure	<ul style="list-style-type: none"><li>• Have students turn in their papers</li><li>• Wrap up the lesson by allowing students to volunteer to come to the front of the class to read their papers.</li></ul>
	Assessment	<ul style="list-style-type: none"><li>• Assess student performance on working independently and working cooperatively with others</li><li>• Assess student participation during discussions</li><li>• Assess student responses on the “Carly and Me” handout</li><li>• Assess students on their writing using the “Compare and Contrast Rubric”</li></ul>

### **EXTENSION**

Have students read books about refugees (independently or as a class) have them write text – self connections on a t-chart.

Have students try to find the refugee in the LEGO Poster: “Spot the Refugee” poster. Students should come to the conclusion that refugees are just like you and me.

## **RESOURCES**

### **ACTIVITY 1:**

- UNHCR Video “Carly”  
The print version of Carly is available on the Teachers’ Corner website at <http://www.unrefugees.org/atf/cf/{d2f991c5-a4fb-4767-921f-a9452b12d742}/CARLY.PDF>
- [http://www.unrefugees.org/site/c.lfIQKSOwFqG/b.4950731/k.A894/What\\_is\\_a\\_refugee.htm](http://www.unrefugees.org/site/c.lfIQKSOwFqG/b.4950731/k.A894/What_is_a_refugee.htm)  
This resource from UNHCR defines who is a refugee.
- <http://www.unhcr.org.au/basicdef.shtml#def01>  
This resource from UNHCR breaks down the definition of a refugee and focuses on key components of the definition of a refugee.
- “Carly” adapted from the book Cary by Annegert Fuchshuber, The Feminist Press, New York, 1997

### **ACTIVITY 2:**

- UNHCR Video “Carly”
- UNHCR Video “Carly”
- The print version of Carly is available on the Teachers’ Corner website at <http://www.unrefugees.org/atf/cf/{d2f991c5-a4fb-4767-921f-a9452b12d742}/CARLY.PDF>
- <http://www.youtube.com/watch?v=nheVelqx09A>  
This is a video about a refugee and why he left his country. (This video will be shown from 54 second mark to 2 minute 20 second mark.)
- <http://millionsoulsaware.org/>  
This website contains an interactive map showing refugee camps around the world. Users can click on a refugee camp to see information on where it is located and the population of the camp.

### **ACTIVITY 3:**

- UNHCR Video “Carly”
- The print version of Carly is available on the Teachers’ Corner website at <http://www.unrefugees.org/atf/cf/{d2f991c5-a4fb-4767-921f-a9452b12d742}/CARLY.PDF>

### **ACTIVITY 4:**

- <http://www.chompchomp.com/terms/adjective.htm>  
This is a great instructional resource for teaching adjectives. Contains examples of adjectives, how to punctuate a series of adjectives, forming comparative and superlative adjectives, etc...
- <http://www.nais.org/resources/article.cfm?ItemNumber=147354>  
This resource from the National Association of Independent Schools contains information about feelings of isolations and how individuals feel when isolated and coping methods for those that feel isolated.

### **ACTIVITY 5**

- [http://www.orangeusd.k12.ca.us/yorba/narrative\\_writing.htm](http://www.orangeusd.k12.ca.us/yorba/narrative_writing.htm)  
This is a great instructional resource for teaching students about narrative writing.
- [http://www.greatsource.com/iwrite/students/s\\_pers\\_narr.html](http://www.greatsource.com/iwrite/students/s_pers_narr.html)  
This is a great instructional resource for teaching students about narrative writing. This site contains printable student resources.
- <http://www.teachervision.fen.com/tv/printables/07AAAM18.pdf>  
Printable Personal Narrative Rubric

### **ACTIVITY 6:**

- [http://www.ehow.com/facts\\_5498978\\_define-social-groups.html](http://www.ehow.com/facts_5498978_define-social-groups.html)  
This resource defines social groups and the different types of social groups.
- <http://volunteer.united-e-way.org/uwgnh/org/218286.html>  
A resource describing how The Integrated Refugee and Immigrant Services (IRIS) helps refugees to become a part of new social groups.

### ACTIVITY 7:

- UNHCR Video “Carly”
- The print version of Carly is available on the Teachers’ Corner website at <http://www.unrefugees.org/atf/cf/{d2f991c5-a4fb-4767-921f-a9452b12d742}/CARLY.PDF>
- <http://www.tigweb.org/images/tiged/docs/activities/267.pdf>  
This resource contains a printable Needs and Wants game
- <http://www.teachervision.fen.com/social-studies/printable/45196.html>  
This resource contains a printable worksheet on needs and wants

### ACTIVITY 8:

- <http://www.un.org/en/documents/udhr/index.shtml>  
This resource from the United Nations is an electronic version of the Declaration of Human Rights.
- <http://www.unhcr.org/4693806f2.html>  
This resource from the UNHCR is an abbreviated electronic version of the Declaration of Human Rights.
- <http://www.unhcr.org/ga10/index.html#/home>  
This resource from the UNHCR is a link to the Global Appeal 2010-2011. On this site are maps of the different regions which UNHCR services.  
[http://www.unrefugees.org/atf/cf/%7BD2F991C5-A4FB-4767-921F-A9452B12D742%7D/tc\\_unhcr\\_map.pdf](http://www.unrefugees.org/atf/cf/%7BD2F991C5-A4FB-4767-921F-A9452B12D742%7D/tc_unhcr_map.pdf)

### ACTIVITY 9:

- <http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-compare-contrast-essay-275.html?tab=4#tabs>  
This resource is a lesson plan on teaching students to compare and contrast.
- <http://www.timeforkids.com/TFK/kids/hh/writeideas/articles/0.28372.634432.00.html>  
This resource from Time for Kids contains a model paper on comparing and contrasting, a step by step guide for writing a comparing and contrasting paper, and a checklist for students to use to review their work.
- <http://712educators.about.com/cs/writingessays/a/comparecontrast.htm>  
This resource contains a variety of links to other resources to help both, teachers and students, when writing comparing and contrasting papers.
- <http://www.literacymatters.org/lessons/textstructure.htm>  
Compare and contrast resources for teachers.

### GENERAL RESOURCES

- UNHCR Video “Carly”
- <http://www.un.org/en/documents/udhr/index.shtml>  
This resource from the United Nations is an electronic version of the Declaration of Human Rights.
- <http://www.unhcr.org/4693806f2.html>  
This resource from the UNHCR is an abbreviated electronic version of the Declaration of Human Rights.
- <http://www.unhcr.org/pages/49c3646c4d3.html>  
This resource links to a Google Earth/UNHCR application that allows you to view refugee camps, watch videos and learn facts about each situation.  
<http://www.unrefugees.org/site/c.lf1QKSOWFqG/b.4803803/k.CDEB/Posters.htm>  
UNHCR LEGO Poster: Spot the Refugee  
<http://www.unrefugees.org/site/c.lf1QKSOWFqG/b.4803803/k.CDEB/Posters.htm>  
UNHCR LEGO Poster “How Does it Feel?”  
<http://www.unrefugees.org/site/c.lf1QKSOWFqG/b.4803803/k.CDEB/Posters.htm>  
UNHCR LEGO Poster “What’s Wrong Here?”

- [http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4803687/k.939C/Against\\_All\\_Odds.htm](http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4803687/k.939C/Against_All_Odds.htm)  
This resource is the UNHCR video game simulating the life of a refugee.  
*NOTE: Only the "New in Class" chapter of this game is appropriate for this grade level.*
- UNHCR fact sheet (Link to come)
- <http://www.un.org/geninfo/faq/briefingpapers/help.pdf>  
This resource contains information on what the United Nations does to help refugees and how others can help.
- <http://www.unhcr.org/4a4dc1a89.html>  
UNHCR resource on the State of the World Refugees
- <http://www.unhcr.org/pages/49c3646c4d3.html>  
This UNHCR resource allows people to download a Google Map layer in conjunction with Google Earth to provide students with a "Bird's Eye View" of refugee camps worldwide.
- <http://www.unhcr.org/pages/49c3646c4ca.html>  
This UNHCR site is the home page for an extensive collection of UNHCR maps.
- <http://www.unhcr.org/pages/49c3646c4b8.html>  
Resources from UNHCR with statistics and Q&A's
- [http://news.nationalgeographic.com/news/2003/06/0619\\_030618\\_refugeechildren.html](http://news.nationalgeographic.com/news/2003/06/0619_030618_refugeechildren.html)  
Refugee resources from National Geographic
- [www.mcrel.org](http://www.mcrel.org)  
Mid-continent Research for Education and Learning
- <http://www.readwritethink.org/>  
Read, Write, Think International Reading Association
- <http://www.rcampus.com/rubricshowc.cfm?code=S34639&sp=true>  
iRubric from Rcampus.com
- <http://www.unhcr.org/ga10/index.html#/home>  
This resource from the UNHCR is a link to the Global Appeal 2010-2011. On this site are maps of the different regions which UNHCR services.

## RESOURCES FOR REFUGEES' STORIES

- <http://www.unhcr.org/pages/49c3646c25d-page4.html>  
UNHCR "Do You See What I See?" photo project. Refugee children were given cameras to photograph their lives.
- <http://www.refugeestories.org/>  
This resource has a collection of narrated stories from refugees.
- <http://www.iraqirefugeestories.org/>  
Refugees from Iraq tell their stories.
- <http://www.pbs.org/wnet/wideangle/episodes/crossing-heavens-border/video-refugee-escape-stories-from-around-the-world/5039/>  
Refugee escape stories from around the world.
- <http://www.ausref.net/cms/resources/refugee-stories/>  
Refugee stories from the Australian Refugee Association
- [http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4950721/k.9B5E/Refugee\\_Stories.htm](http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4950721/k.9B5E/Refugee_Stories.htm)  
UN Refugee stories from different countries

## RESOURCES FOR REFUGEE ORGANIZATIONS

- <http://www.unhcr.org/>  
The UN Refugee Agency
- <http://www.irco.org/>

- Immigrant and Refugee Community Organization
- <http://www.brycs.org/>  
Bridging Refugee Youth and Children's Services
- <http://www.refugee-rights.org/NGODirectory/ListofOrganizations.htm>  
List of refugee organizations in Africa
- <http://www.rcusa.org/>  
Refugee Council USA

## **STANDARDS**

Mid-continent Research for Education and Learning [www.mcrel.org](http://www.mcrel.org)

### **Geography**

**Standard 1:** Understands the physical and human characteristics of a place

Level I (Grades K-2)

- Understands the globe as a representation of the Earth

Level II (Grades 3-5)

- Knows the basic elements of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, grid, principal parallels, meridians, projection)

**Standard 4:** Understands the physical and human characteristics of place

Level I (Grades K-2)

- Knows natural features of the environment (e.g., hills, mountains, oceans, rivers)
- Knows that places can be defined in terms of their predominant human and physical characteristics (e.g., rural, urban, forest, desert; or by types of land forms, vegetation, water bodies, climate)

Level II (Grades 3-5)

- Knows how the characteristics of places are shaped by physical and human processes (e.g., effects of agriculture on changing land use and vegetation; effects of settlement on the building of roads; relationship of population distribution to land forms, climate, vegetation, or resources)

**Standard 5:** Understands the concept of regions

Level I (Grades K-2)

- Knows areas that can be classified as regions according to physical criteria (e.g., land form regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (e.g., political regions, population regions, economic regions, language regions)

Level II (Grades 3-5)

- Knows the characteristics of a variety of regions (e.g., land form, climate, vegetation, shopping, housing, manufacturing, religion, language)

**Standard 10: Understands the nature and complexity of Earth's cultural mosaics**

Level I (Grades K-2)

- Knows the basic components of culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities, education systems)

Level II (Grades 3-5)

- Knows the similarities and differences in characteristics of culture in different regions (e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs, schooling, what girls and boys are allowed to do)
- Understands how different people living in the same region maintain different ways of life (e.g., the cultural differences between Native Americans and Europeans living along the eastern seaboard in the 17th century; differences among Sikhs, Hindus, and Muslims living in India today)

- Understands how cultures differ in their use of similar environments and resources (e.g., comparing how people live in Phoenix, Arizona with how people live in Riyadh, Saudi Arabia)
- Understands cultural change (in terms of, e.g., the role of women in society, the role of children in society, clothing styles, modes of transportation, food preferences, types of housing, attitudes toward the environment and resources)

**Standard 13: Understands the forces of cooperation and conflict that shape the divisions of Earth's surface**

Level I (Grades K-2)

- Knows examples of world conflict or cooperation (e.g., countries in trade pacts, areas of the world with refugee problems)

Level II (Grades 3-5)

- Knows how and why people compete for control of Earth's surface (e.g., ethnic or national differences, desire for political control, economic inequalities)

**Behavioral Studies**

**Standard 1: Understands that group and cultural influences contribute to human development, identity, and behavior**

Level I (Grades K-2)

- Understands that people are alike in many ways and different in many ways
- Understands that people often choose to do the same kinds of things that their friends do (e.g., dress, talk, act), but that people also often choose to do certain things their own ways

Level II (Grades 3-5)

- Understands that people can learn about others in many different ways (e.g., direct experience, mass communications media, conversations with others about their work and lives)
- Understands that people might feel uncomfortable around other people who dress, talk, or act very differently from themselves

**Standard 2: Understands various meanings of social groups, general implications of group membership, and different ways that groups function**

Level II (Grades 3-5)

- Understands that people often like or dislike other people because of membership in or exclusion from a particular social group
- Understands that different groups have different expectations for how their members should act

**Language Arts**

**Standard 1: Uses the general skills and strategies of the writing process**

Level I (Grades K-2)

- Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)
- Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)
- Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; uses available, appropriate technology to publish work; use legible handwriting, shares finished product)

- Evaluates own and others' writing (e.g., asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions)
- Uses strategies to organize written work (e.g., includes a beginning, middle, and ending; uses a sequence of events)
- Uses writing and other methods (e.g., using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences
- Writes in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experience narratives, messages, responses to literature)
- Writes for different purposes (e.g., to entertain, inform, learn, communicate ideas)

#### Level II (Grades 3-5)

- Prewriting: Uses prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas; organizes information according to type and purpose of writing)
- Drafting and Revising: Uses strategies to draft and revise written work (e.g., elaborates on a central idea; writes with attention to audience, word choice, sentence variation; uses paragraphs to develop separate ideas; produces multiple drafts)
- Uses strategies (e.g., adapts focus, organization, point of view; determines knowledge and interests of audience) to write for different audiences (e.g., self, peers, teachers, adults)
- Uses strategies (e.g., adapts focus, point of view, organization, form) to write for a variety of purposes (e.g., to inform, entertain, explain, describe, record ideas)
- Writes narrative accounts, such as poems and stories (e.g., establishes a context that enables the reader to imagine the event or experience; develops characters, setting, and plot; creates an organizing structure; sequences events; uses concrete sensory details; uses strategies such as dialogue, tension, and suspense; uses an identifiable voice)
- Writes autobiographical compositions (e.g., provides a context within which the incident occurs, uses simple narrative strategies, and provides some insight into why this incident is memorable)
- Writes expressive compositions (e.g., expresses ideas, reflections, and observations; uses an individual, authentic voice; uses narrative strategies, relevant details, and ideas that enable the reader to imagine the world of the event or experience)

### **Standard 8: Uses listening and speaking strategies for different purposes**

#### Level I (Grades K-2)

- Makes contributions in class and group discussions (e.g., reports on ideas and personal knowledge about a topic, initiates conversations, connects ideas and experiences with those of others)
- Follows rules of conversation and group discussion (e.g., takes turns, raises hand to speak, stays on topic, focuses attention on speaker)
- Uses level-appropriate vocabulary in speech (e.g., number words; words that describe people, places, things, events, location, actions; synonyms, antonyms; homonyms, word analogies, common figures of speech)
- Gives and responds to oral directions

#### Level II (Grades 3-5)

- Contributes to group discussions
- Asks questions in class (e.g., when he or she is confused, to seek others' opinions and comments)

- Responds to questions and comments (e.g., gives reasons in support of opinions, responds to others' ideas)
- Listens to classmates and adults (e.g., does not interrupt, faces the speaker, asks questions, summarizes or paraphrases to confirm understanding, gives feedback, eliminates barriers to effective listening)
- Uses strategies to convey a clear main point when speaking (e.g., expresses ideas in a logical manner, uses specific vocabulary to establish tone and present information)
- Uses level-appropriate vocabulary in speech (e.g., familiar idioms, similes, word play)

## **Economics**

### **Standard 1: Understands that scarcity of productive resources requires choices that generate opportunity costs**

#### **Level I (Grades K-2)**

- Knows that goods are objects that can satisfy people's wants, and services are activities that can satisfy people's wants
- Understands that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants
- Knows that a cost is what you give up when you decide to do something, and a benefit is something that satisfies your wants
- Knows that choices about what goods and services to buy and consume determine how resources will be used.

## **LESSON DESIGNER**

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## **STUDENT HANDOUTS**

### **ACTIVITY 2 HANDOUTS**

- "Why Carly Left Home" Student Handout

### **ACTIVITY 3 HANDOUTS**

- "Who Does Carly Meet" Student Handout

### **ACTIVITY 4 HANDOUTS**

- "What Are They Thinking?" Student Handout

### **ACTIVITY 5 HANDOUTS**

- "Remembering A Time Pre-writing" Student Handout
- "Remembering A Time Rubric"

### **ACTIVITY 6 HANDOUTS**

- "Social Groups" Student Handout

### **ACTIVITY 8 HANDOUTS**

- "My Backpack" Student Handout

### **ACTIVITY 9 HANDOUTS**

- "Carly and Me" Student Handout
- "Compare and Contrast Rubric"

