

Lesson Guidance 4	
Grade	6
Unit	2
Selected Text(s)	“ 5 Facts about Dadaab ” Intro to <i>When Stars are Scattered</i> (p. 4-11)
Duration	1-2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s) <i>What should students understand about today's selected text?</i> Examine the unique experiences and struggles of refugees who live in the Dadaab camps	
CCSS Alignment	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
End of lesson task <i>Formative assessment</i>	Choose one panel from the pages we covered today and write a short paragraph about what you see and what you read, and how they both work together to illustrate an aspect of refugee life in the Dadaab camps.
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> The Somali refugee crisis <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> Splash Panel: large images that take up most or all of a page. They are often used to establish location or mood Mood: the overall feeling of a scene for the reader created by the author <p>Vocabulary Words <i>(words found in the text)</i></p> <p><i>Explicit Instruction (before reading)</i></p> <ul style="list-style-type: none"> Drought: a prolonged period of no rainfall, which leads to a shortage of water Humanitarian: concerned with promoting human welfare Cultural norm: rules or expectations of behavior based on shared beliefs within a group Logistics: the organization of moving, housing, and supplying troops and equipment <p><i>Implicit Instruction (while reading)</i></p>



- **Galab Wanaagsan:** “good afternoon” in Somali
- **Salaam Alaykum:** “peace be upon you” in Arabic
- **Alhamdulillah:** “praise be to God” in Arabic
- **Aman:** means protection and safety, typical a name for males
- **Munira:** means light and sunshine, typically a name for females

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Have students complete this review worksheet: [Lesson Guidance 5 | Opening Activity](#)

For Part 2, a possible sentence could be:

Since 1991, many people have left Somalia and moved to refugee camps in Kenya because of the civil war in their home country.

Explain that the position of the star is where the Dadaab refugee camps are located in Kenya.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Drought:** a prolonged period of no rainfall, which leads to a shortage of water
 - b. **Humanitarian:** concerned with promoting human welfare
 - c. **Cultural norm:** rules or expectations of behavior based on shared beliefs within a group
 - d. **Logistics:** the organization of moving, housing, and supplying troops and equipment
2. Model how each word can be used in a sentence.
 - a. The **drought** caused all of the farmer’s crops to wither and die.
 - b. The **humanitarian** went to Ukraine to help the refugees.
 - c. He followed the **cultural norms** of his religion by not eating meat on Fridays during Lent.
 - d. The general arranged for **logistical** coordination between the platoons.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that citizens hope for a **drought**?
 - b. Should you arrest a **humanitarian**? Why or why not?
 - c. How is it different to state that something is a **cultural norm** as opposed to say, a habit?
 - d. Would it be normal to coordinate **logistics** if you are moving to a new house? What would that entail?

[\(ELD Supports\)](#)

Independent Reading:

Have students read the first section of the article, “[Dadaab: 5 Facts About the World’s Biggest Refugee Camp in Kenya](#)” (see below). While reading, have students highlight words and phrases that help them visualize a map of this camp.

DADAAB IS NOT A USUAL REFUGEE CAMP, IT HAS FIVE SECTORS AND IS MORE LIKE A SMALL CITY.

Established in 1991, Dadaab is the biggest refugee camp in the world. Originally constructed for 90,000 people fleeing civil war in Somalia, the camp would eventually host over 460,000 refugees



during one of the worst droughts ever recorded in East Africa in 2011. Today, more than 275,000 refugees live in five camps, around 95 per cent from Somalia and the rest from South Sudan, Eritrea, Ethiopia, Burundi and Uganda among others. Each of the camps is divided into different blocks according to nationality. The two biggest camps are Hagadera and Dagahaley with a population of nearly 150,000 followed by Ifo and the two newest camps Ifo II and Kambioos established in 2011. Throughout the camps refugees have their own markets where they can buy fruit, rice or sugar to upgrade their monthly food rations distributed by CARE and other aid agencies or spend what little money they have on clothes, mobile phones and other daily necessities.

Activity: Making it Graphic

Give each student a blank sheet of paper and colored pencils or crayons. Have them create a map of the Dadaab camp based on the words and phrases that they highlighted in the paragraph.

Afterwards, have students share their maps with each other and explain how they used details from the text to make their maps.

Partner Reading:

In pairs, have students read the rest of the article, "[Dadaab: 5 Facts About the World's Biggest Refugee Camp in Kenya](#)." While reading, have the pairs create two questions for sections 2-5: one question that the section answers (think Jeopardy) and one lingering question that is prompted by reading the section.

Afterward, have each pair discuss their questions with another pair.

Whole Group Discussion:

1. What makes Dadaab "not a usual refugee camp"?
2. Describe the role that humanitarian organizations have in Dadaab.
3. What is significant about the fact that "nearly 14,000 students are attending CARE-run schools and classrooms are almost completely gender balanced"?
4. What are some challenges that refugees in Dadaab might face that are not explicitly mentioned in the article, but implied?

Key Terms:

Go over the following terms for text analysis

- **Splash Panel:** large images that take up most or all of a page. They are often used to establish location or mood
- **Mood:** the overall feeling of a scene for the reader created by the author

Shared Reading:

Pages 4-5

Have students first describe what they see without reading the captions and word balloons. Then have students read the text.

5. What can we infer from these two statements?
 - "I'm afraid we'll never be found."
 - "I don't see her, Hassan."
6. Describe these two pages using a term to describe graphic novel elements. How does this layout help tell the story?

Independent Reading:

Pages 6-9

7. While reading these pages, think about the earlier article that we read and connect some of the overlapping details about life in the Dadaab camps. What are some details that are specific to these pages that further illustrate life in these camps?

Whole Group Discussion:

Draw a Venn Diagram on the board and have students share details that are overlapping or distinct between the article and pages 6-9.

[\(ELD Supports\)](#)

Shared Reading:

Pages 10-11

Have students first describe what they see without reading the captions and word balloons. Then have students read the text.

8. What is the mood of these two pages? What details support this mood?
9. What are three experiences captured in these panels that shed light on the hardships of the refugee experience?
10. Why do you think parts of these pages are not in panels? What are the authors trying to convey?
11. "Judging by the sounds all around us, I'm not the only one with bad dreams." What might they be dreaming about?

Formative Assessment:

Choose one panel from the pages we covered today and write a short paragraph about what you see and what you read, and how they both work together to illustrate an aspect of refugee life in the Dadaab camps.

[\(ELD Support 1\)](#) [\(ELD Support 2\)](#)

Fluency, Comprehension and Writing Supports

Fluency	Practices and strategies to support fluency practice and a recommended passage
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence

Additional Supports

ELD Practices	Practices to promote Tier 1 access Vocabulary Scavenger Hunt Venn Diagram Storyboard Instructions Storyboard Graphic Organizer
SpEd Practice	Practices to promote Tier 1 access



- Prior to engaging in the lesson, share [this video](#) to build background knowledge about the Somali refugee crisis
- During opening routine, host a small group discussion with students who may need additional support reading and interpreting the map
 - Break down task into smaller steps
 - Answer clarifying questions for students
- During opening routine and the completion of the map, provide students who may need additional support following written and oral directions with a visual model
 - Develop small groups of students and provide visual models/ exemplar for completion
 - For students who need less support, develop small groups with strong peer mentors
- During opening routine discussion, provide students with sentence starters/ frames to support academic conversation and focus content related material
 - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content
- Pre teach new and unfamiliar vocabulary by engaging students in an [explicit vocabulary instruction routine](#)
 - Students can complete a [vocabulary log](#) or [Word Study](#) activity to increase understanding
- Prior to reading, model for students how to access information from the text
 - Use the strategy Think Aloud
- During Make it Graphic Activity, it may be appropriate to provide students with a [stock image](#) and ask students to label
 - Host small group discussions with students to brainstorm words/ phrases that can be used to label photo
- Prior to assigning partner reading, pre assign questions for students to answer to focus student attention and increase engagement
 - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content
- During reading, pause and ask standards based questions to check for student understanding
 - In paragraph (x), what evidence supports (x)?
 - What can be inferred from this portion of the text
What is explicitly stated in the text about (x)?
 - Which piece of evidence supports your analysis?
 - How does the photo and caption add to the understanding of the topic?
 - What are the features of the (x) on this page?
 - Why does the author include the (x) in this text?
- Prior to engaging in the formative assessment, provide students with an exemplar
 - Post exemplar and allow students to access throughout the completion of the task
- During formative assessment, provide students with [graphic organizer](#) to support their writing



	<ul style="list-style-type: none">○ It may be appropriate to provide students with pre filled graphic organizers in which they have to provide a limited amount of information<ul style="list-style-type: none">■ For students who may need additional support, pair with a peer mentor who understands the task and grasps the content<ul style="list-style-type: none">● It may be appropriate to allow students to dictate their responses● During formative assessment, allow students to use digital writing tools
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access