

Lesson Guidance 24	
Grade	6
Unit	2
Selected Text(s)	When Stars Are Scattered Chpt. 17 Pgs. 251-257
Duration	2-3 Days

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

Learning Goal(s)

What should students understand about today's selected text?

Explore the significance of leaving Dadaab and why Omar feels complex emotions.

CCSS Alignment	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RI 6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
End of lesson task <i>Formative assessment</i>	In one paragraph, students will explain why they chose to create their particular panels, and how they represent Omar's complex emotions as he leaves his home in Dadaab, and as he begins his life in America. Inform students that they should include relevant vocabulary/ key terms in their response such as symbolism, complex emotions, and relevant graphic novel vocabulary listed in the key terms below.
Knowledge Check <i>What do students need to know in order to access the text?</i>	Key Terms: (needed for the formative task) • Spread: An image that spans two or more pages • Splash: A full-page illustration • Bleed: An image that extends to and/or beyond the edge of the page. • Foreground: The panel or part of a panel that is closest to the viewer • Midground: The center of a panel-how the author uses this space helps to create tone and mood. • Background: The backdrop of an image where illustrators will tend to place objects that help create backstory subtext, or other additional information • Speech balloons: These enclose dialogue and come from a specific speaker's mouth; they vary in size, shape, and layout and can alternate to depict a conversation. Types of speech balloons include those holding ○ External dialogue, which is speech between characters ○ Internal dialogue is thought enclosed by a balloon that has a series of dots or bubbles going up to it. • Captions: Captions are information bubbles or boxes that are



generally separate from the rest of the panel or page. Often, captions are used to create a voice-over technique for the action in front of us. They are also spaces for soliloquies, personal thoughts, and, occasionally, dialogue. Read them carefully.

- **Emanata:** This term refers to the teardrops, sweat drops, question marks, or motion lines that artists draw besides characters' faces to portray emotion.
- **Dichotomy:** Students need to understand that it is possible to have conflicting/ opposite feelings when dealing with such complex and difficult circumstances.
- **Symbolism:** Symbolism is the use of symbols in order to represent something.
***Teacher Reference:** Stars can symbolize humanity, divinity, hope, faith, guidance, god, excellence, motivation, magic, fame, and life.
- **Metaphor:** A metaphor is an imaginative way of describing something by referring to something else which is the same in a particular way. For example, if you want to say that someone is very shy and frightened of things, you might say that they are a mouse.

Vocabulary Words

Explicit Instruction

- **Valiant:** Actions marked by bravery or courage
- **Essence:** the basic and most important characteristic that gives a thing its individual identity

Implicit Instruction (while reading)

- **Chaos:** a state of complete disorder and confusion
- **Constellations:** A group of stars forming a recognizable pattern that is traditionally named after its apparent form or identified with a mythological figure. Modern astronomers divide the sky into eighty-eight constellations with defined boundaries.
- **Untrained Eye:** Used as a way of referring to someone with little knowledge or experience of a particular activity or subject

Core Instruction

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

Opening Activity:

Context:

It is important to dispel any false beliefs about the resettlement process. The United States screens and vets refugees more stringently than any other group allowed to enter the country. This is an opportunity for students to reflect on initial beliefs about this process and their current beliefs based on factual information contained in the text and the screening document below. Information about the Thinking Routine and a graphic organizer is provided.

Activity:

In the previous chapter, we discussed the process of legal immigration and the “nervousness” Omar felt as he waited for the U.N. to deliver his fate. Now that Omar and Hassan have been selected for resettlement in



the United States, “the next months were a blur of security screenings, medical examinations, and identification documents.” Project on the smartboard or/and share [this](#) document with the details of the Security Screening process for refugees. Have students share out any Notice or Wonders. Then have students use [this](#) template to reflect on their previous thoughts/opinions about the refugee screening process, and identify their **new** opinions/thoughts on the process. Students can discuss with a group how and why their thinking changed, referencing documents and/or the text.

Resources: The Process for the Thinking Routine I Used to Think, Now I Think from Project Zero can be found [here](#).

The Organizer Template can be found [here](#)

The Detailed Security Process can be found [here](#).

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Valiant:** Actions marked by bravery or courage
 - b. **Essence:** the basic and most important characteristic that gives a thing its individual identity
2. Model how each word can be used in a sentence.
 - a. The **valiant** soldier won a medal for bravery.
 - b. The **essence** of the perfume was jasmine.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that **valiance** is a positive characteristic?
 - b. Can you destroy the **essence** of a person by constantly bullying them?

Content Knowledge:

It is important to dispel any false beliefs about the resettlement process. The United States screens and vets refugees more stringently than any other group allowed to enter the country.

Immigrant Security Process: Students need to be familiar with the intense security process that legal refugees need to endure, prior to entering into a new country. This includes background checks, medical exams, document reviews, and the creation of new identification documents. ([ELD Support](#))

Shared Reading:

Pages 251-254

1. In the first panel, on page 251, what is meant by “The next months were a blur of **security** screenings”? Why is this process conducted for refugees?
2. What does Tall Salan give Omar? What does this gift symbolize and why is it important?
3. What does Omar mean by the following: “Leaving Dadaab **may** seem like the *obvious* choice...so why is it so difficult to leave?”
4. On page 253, in panels 1-4, what features does Victoria Jamieson use to express the emotions that Omar and Hassan are feeling as they leave their home?
5. Note the caption on page 254 above panel 2. “In a refugee camp, you are always reminded of the things you lost. ***It’s a valiant and agonizing struggle to focus not on what you have lost...but on what you have been given.***” Share an example of this belief in your life or a character/person in another book you have read.
6. On page 254, in panels 2 and 3, Omar refers to his mother as being “***the love that surrounds us,*** and ***the very sand beneath our feet.***” What is the significance of these references to Omar and Hassan’s mother?

Shared Reading:

Pages: 255-257

7. **Question:** How are stars used as symbols in the panels on pages 255 and 256?

Context:

Stars are used as **symbols** throughout the book. Note the various reference to stars in Chapter 17 below:

- Page 255 Second Panel with Maryam's Poem of Stars
- Page 255 Last panel in two different captions
- Page 256 all three panels

Activity

Process: **Chalk Talk Activity** from Project Zero. Assign each group a panel from the pages/panels listed above. List the assigned Page and Panel Number on Chart paper. Have groups interpret the meaning of stars on their assigned panel in the form of words/visuals. When students are finished, they will silently rotate to other charts and add comments, or questions. Finally, students return to their original chart and share out their thoughts and the comments or questions added by other groups.

Resources: Chalk Talk can be found [here](#)

Page 257

8. **Question:** On the last page (257) Omar references the dichotomy of "the first years are lost" (heartbreak) and "find our way in America"- (hope). Explore the meaning behind these contrasting feelings/thoughts. Is this a good way to end the story?

*** This last question can be a segue to the next activity below.**

Group Work:

Context:

The graphic novel, *When Stars are Scattered* has invited us into the lives of Omar Mohamed and his brother Hassan. We are led through the loss of Omar's first family, his escape from Somalia, life in the refugee camp in Kenya, years of waiting in Dadaab, an opportunity to attend school, the grueling process for approval to be resettled, and finally leaving for America. The co-creators were able to utilize words, visuals, and graphic style elements to project the feelings of loss, hope, and uncertainty that Omar was experiencing throughout these major events.

***Show students the [Video of Victoria Jamieson](#) drawing Omar in the Graphic Novel: *When Stars are Scattered* found [here](#). Begin the video @ 13:29 minutes until the end. If you put the cursor on the red line, parts of the book will appear.

Task:

In your groups, ****You will create your own addition to the text by creating two panels!***

Panel #1 You will depict Omar's complex emotions about leaving Dadaab.

For Panel #1 NOTE: While Omar wants desperately to go to America, he leaves behind people that he loves, and heads to an unknown future in America. Can you capture Omar's complex emotions in one panel?

Panel #2 You will depict a future event after Omar and Hassan arrive in America, ***entitled, "Life in America."***

For Panel #2

NOTE: Omar's words: "I HOPE THAT IN AMERICA HASSAN AND I WILL FIND OUR WAY." What will his future life be like in America? What complex emotions might Omar experience in America?

**Be sure to include words, images, and graphic novel concepts that depict the complex emotions Omar feels in each of these events. Students will share out their end product with the entire group.*

Optional Resources:

Use can use [this](#) organizer to plan your panels (words and visuals).

A great slide deck for student reference or review entitled "Graphic Novel Basics/Parts of a Graphic Novel" can be found [here](#).

A video for reference on creating panels can be found [here](#) Stop @ 3:50.

A resource of features with visuals for graphic novels can be found [here](#).

Formative Assessment:

In one paragraph, students will explain why they chose to create their particular panels, and how they represent Omar's complex emotions **as he begins his life in America**. Inform students that they should include relevant vocabulary/ key terms in their response such as symbolism, complex emotions, and relevant graphic novel vocabulary listed in the key terms.

[\(ELD Support\)](#)

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: To the untrained eye, the night sky is a scattering of stars, a chaos of light and dark across the universe. (Chpt. 17, page 256, panel 1) See an example organizer here .
Writing	Pattan Writing Scope and Sequence II. Content • Connect Ideas to a Topic • Write a series of related sentences and elaborate on ideas • Select content to Achieve Purpose

Additional Supports

ELD Practices	Practices to promote Tier 1 access Refugee vs. Migrant Video Write a Paragraph Video
SpEd Practice	Practices to promote Tier 1 access



- During opening activity, brainstorm ideas with students
 - Create anchor charts, thought webs, and/ or other visuals and graphic organizers to aid students in completion of the activity
- During opening activity, it may be appropriate to provide students with a pre filled graphic organizer/ worksheet in which they have to provide a limited amount of information
 - For some students, it may be appropriate to limit the number of questions being asked
 - For some students, it may be appropriate to allow students to dictate their responses
- 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 engaging in shared reading, pre assign students questions to encourage student engagement and increase focus
- During shared 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 this text about (x)?
 - Which piece of evidence supports your analysis?
 - At what point in the story did the character change?
 - How does the character's reaction to (x) add to the plot?
 - What is the sequence of events?
 - What are the key details throughout the story that lead to a resolution?
 - How does the character (x) respond to the challenge presented by (x)?
 - Which event contributes to (x)?
 - How does the character change as a result of the (x) event?
 - How does the plot unfold?
 - What did you "hear" or "see" differently while reading/ watching/ listening to the text?
 - How did the (x) version change your perception of what you imagined while reading the text?
 - What did the (x) version reinforce from your reading of the text?
 - How is watching/ viewing the scene similar to reading it?
 - How would you depict this scene in a (x) version of the text?
 - How does the format of a text effect the (reader/ viewer/ listener)?
- Prior to engaging in the formative assessment, have small group discussion with students to brainstorm ideas to complete the task
 - When applicable, allow students to recall their own experiences to make text to self connections
 - Create anchor charts, word webs, and/ other visuals to support students
- 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, it may be appropriate to provide students with pre filled graphic organizers in which they have to provide a limited amount of information ○ For students who may need additional support, pair with a peer mentor who understands the task and grasps the content ■ 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