

Lesson Guidance 13	
Grade	7
Unit	Refugee
Selected Text(s)	Pages 74 - 92
Duration	1 Day

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

Learning Goal(s)	
Analyze how traditions and future hopes impact the refugee experiences of Josef, Isabel, and Mahmoud.	
CCSS Alignment	<p>RL 7.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL 7.3: Analyze how particular elements of a story or drama interact</p> <p>W.7.9: Draw evidence from literary or informational texts to support analysis, reflection and research.</p>
End of lesson task <i>Formative assessment</i>	Choose a character (Mahmoud, Joseph, or Isabel) and use the template to create an Instagram post that captures a moment in the text where their past or future is impacting how they navigate their present. Include a caption written from their perspective that explains why this moment is significant.
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"> Refugees are forced to flee their homeland due to economic and political persecution. Although they leave their homeland to escape trauma, they are continually faced with new challenges. Cuban refugees escaped Cuba in 1995 due to the economic crises led by Fidel Castro. Syrian refugees escaped Syria due to political persecution and turmoil. Jewish refugees escaped Germany due to political persecution and racism led by Adolf Hitler and the Nazi party. <p>Key Terms: <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> Setting: The time and place a story takes place. The setting affects the conflict and theme of a story. External Conflict: struggle with a force outside one's self; character vs character, character vs nature, character vs society, character vs fate/the Supernatural Internal conflict: struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc <p>(ELD Support)</p>



Vocabulary Words *(words found in the text)*

Explicit Instruction (Before Reading)

- **Lure:** to tempt a person to do something or to go somewhere, especially by offering some form of reward
- **Diminutive:** Extremely or unusually small

[\(ELD Support\)](#)

Implicit Instruction (while reading)

- **Thickheaded:** unintelligent, stupid
- **Synagogue:** house of worship for Jewish people
- **Nuremberg Laws:** laws that deprived Jews of rights
- **Smuggler:** someone who sneaks things in

Core Instruction

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

Opening Activity:

Either have students journal or discuss the following question:

- What are some family or cultural traditions that you hold near and dear to your heart? Would it be easy or difficult to carry out these traditions while you were away from home? Why or why not?

Review the historical context of *Refugee*:

- This story takes place in three different time periods (Cuba 1995, Nazi Germany 1939, and Aleppo, Syria 2015).
- Refugees are forced to flee their homeland due to economic and political crises, so their new, unfamiliar settings can make it difficult to celebrate cultural traditions.

[\(ELD Support\)](#)

Explicit Vocabulary Instruction

1. Introduce each word with these student-friendly definitions.
 - a. **Lure:** to tempt a person to do something or to go somewhere, especially by offering some form of reward
 - b. **Diminutive:** Extremely or unusually small
2. Model how each word can be used in a sentence.
 - a. The sneaky man **lured** the child away by offering him candy.
 - b. The **diminutive** man had to buy his clothes from the boy's section of the store in order to find something that fit.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. What activity would you have to **lure** your sibling or cousin to do? What reward would you have to offer?
 - b. Would you be happy to receive a **diminutive** piece of candy as a reward? Why or why not?

Content Knowledge:

Go over the terms:

- **Setting:** The time and place a story takes place. The setting affects the conflict and theme of a story.



- **External Conflict:** struggle with a force outside one's self; character vs character, character vs nature, character vs society, character vs fate/the Supernatural
- **Internal conflict:** struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc

NOTE: Students should place all material from this lesson in their portfolio.

Shared Reading:

Pages 74-80

1. What is *Shabbos*? Describe the internal conflict that Josef feels about this day.
2. When Josef says "But maybe this is what becoming a man is..." – what does he mean by "this"?
3. Describe the setting of the *Shabbos* on the ship; what is the significance of this moment in light of what the Jewish people have recently gone through (Kristallnacht, Nuremberg Laws)? Use textual evidence to support your response.
4. Consider the rabbi's request to Captain Schroeder. What emotions does this moment trigger for Josef?
5. "Today," Josef said, "I am a man." – What moments in this chapter capture the tension between Josef being an adult and being a child?
6. Why do you think the ship's engine is being maxed out?
7. Why does the chapter end with Josef having "already forgotten about the stalls in the women's bathroom"?

Partner Reading:

Pages 81-86

8. Describe the setting of the boat. What details help establish this setting?
9. When Lito says, "I think it's time we met the other person on the boat with us"? – who is this "other person"?
10. What is ironic about the words underneath the painting - "Fight Against the Impossible and Win"?
11. How do the people on the boat feel about Fidel Castro? What textual evidence supports this?
12. What is *piropos* and what kind of mood does this moment create?
13. Consider all the "I want" statements with regard to the United States. What do these statements imply about Cuba?
14. What role does music play in Cuban culture? How does its importance help us understand the significance of Isabel giving up her trumpet and then not being able to hear the beat?

Independent Reading:

Pages 87-92

15. How do the Syrian Refugees find a way to keep Syrian culture alive after leaving their homeland?
16. How does the setting make it difficult for the Syrian refugees to find joy? Use one piece of evidence to support your answer.
17. The theme of this section is, "finding joy in the face of hardship creates a sense of hope" find one piece of evidence from pages 87-92 to support this theme.
18. If you found yourself on a difficult journey like Mahmoud, Isabel, or Josef, what celebrations would you hope to participate in to keep your culture alive while you were away from home?

Formative Assessment:



Choose a character (Mahmoud, Joseph, or Isabel) and use [the template](#) to create an Instagram post that captures a moment in the text where their past or future is impacting how they navigate their present. Include a caption written from their perspective that explains why this moment is significant.



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 Sample The woman lurched out of the bathroom, looking more green and desperate, and wobbled away. P. 78
Writing	Pattan Writing Scope and Sequence I:Focus E: Develop focus/controlling point

Additional Supports

ELD Practices	<p>Practices to promote Tier 1 access</p> <p>Key Terms: Students who can read in their home languages can use the ELA glossary.</p> <p>Bilingual Glossaries and Cognates NYU Steinhardt</p> <p>Opening Activity: Students may need extra support with their writing.</p> <p> curr-eld-instruction-academic-language-function-toolkit (1).pdf</p> <p> 2012 all strategies 35 pages sentence frames.doc</p>
SpEd Practice	<p>Practices to promote Tier 1 access</p> <ul style="list-style-type: none">• Before engaging with the lesson, activate students' background knowledge about concepts that are critical to the lesson<ul style="list-style-type: none">○ Engage students in conversations surrounding key concepts and other important background knowledge to encourage participation in the lesson<ul style="list-style-type: none">■ Ask students to draw on their own experiences, when applicable○ Work collaboratively with students to create anchor charts and/or graphic organizers that will be beneficial in completing the lesson• Pre teach new and unfamiliar vocabulary by engaging students in an explicit vocabulary instruction routine<ul style="list-style-type: none">○ Students can complete a vocabulary log or Frayer Model activity to increase understanding• During opening activity, provide students with sentence starters to guide academic conversation/ writing and focus content related material<ul style="list-style-type: none">○ For students who may need additional support, pair with a peer

	<p>mentor who understands the task at hand and grasps the content</p> <ul style="list-style-type: none"> • Prior to engaging in Shared Reading, pre assign students questions that will be used as discussion points to increase engagement and focus <ul style="list-style-type: none"> ◦ Ensure students understand these questions will be asked at the end of the reading <ul style="list-style-type: none"> ■ Answer any clarifying questions students may have • After reading, pause and ask standards based questions to check for student understanding <ul style="list-style-type: none"> ◦ 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 pieces of evidence support your analysis? ◦ What is a summary of the text? ◦ Is your summary based only on the text? ◦ How does the theme develop over the course of the text? ◦ How does section (x) develop the theme of (x)? ◦ How do the details in paragraph (x) develop the theme of the text? ◦ What key details about the theme summarize the text? • Prior to engaging in the formative assessment, host small group discussions surrounding the prompt. <ul style="list-style-type: none"> ◦ Model for students how to gain information from the text to support • Prior to engaging in the formative assessment, provide students with an exemplar <ul style="list-style-type: none"> ◦ Post exemplar and allow students to access throughout the completion of the task • During formative assessment, allow students to use digital writing tools (ie: Google Docs or Microsoft Word, text to speech, etc) to increase engagement • During formative assessment, provide frequent check-ins and feedback
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access