BOOKS NOT BOMBS

INCREASING EDUCATION ACCESS FOR DISPLACED SYRIAN STUDENTS

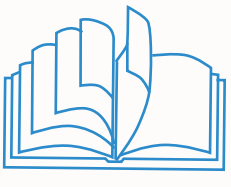
LESSON PLAN
STUDENTS & EDUCATORS

CONTEXT

SINCE 2011, THE WORLD HAS EXPERIENCED AN UNPRECEDENTED WAVE OF DISPLACEMENT AND MIGRATION, MUCH OF IT CENTERED IN THE MIDDLE EAST AND NORTH AFRICA. CHIEF AMONG THE CAUSES HAS BEEN A SUCCESSION OF REVOLUTIONS, CIVIL WARS & PROXY WARS THROUGHOUT THE REGION. THE LARGEST AND BLOODIEST BY FAR IS THE SYRIAN CRISIS, WHICH HAS RESULTED IN MORE THAN 500,000 DEATHS AND THE DISPLACEMENT OF MORE THAN 6 MILLION SYRIAN REFUGEES. IN 2016, THE UNITED NATIONS HIGH COMMISSIONER ON REFUGEES ESTIMATED THAT MORE THAN 21 MILLION PEOPLE WERE REFUGEES OR ASYLUM SEEKERS. AT LEAST A QUARTER OF THAT NUMBER ARE YOUNG PEOPLE UNDER THE AGE OF 21. THE VAST MAJORITY ARE NOT ENROLLED IN SCHOOL.

PURPOSE

THIS UNIT IS DESIGNED TO PROVIDE STUDENTS WITH A BROAD OVERVIEW OF THE SYRIAN REFUGEE CRISIS AND THE RARELY DISCUSSED OR RECOGNIZED IMPLICATIONS THAT IT HAS ON EDUCATION. STUDENTS WILL ENGAGE WITH THE KEY QUESTIONS OF MORAL RESPONSIBILITY TO INTERVENE AND PROVIDE REFUGE AND WILL COMPARE THEIR EDUCATIONAL EXPERIENCES WITH THOSE OF THEIR REFUGEE PEERS. STUDENTS WILL BE ABLE TO IDENTIFY RESTRICTIONIST AND GLOBALIST ARGUMENTS FOR REFUGEE EDUCATION AND TO DETERMINE THEIR OWN VIEWS RELATIVE TO THEM. THEY WILL BE ABLE TO COMPARE THE CURRENT SITUATION FOR REFUGEE YOUTH WITH HISTORICAL EXAMPLES. LASTLY, THEY WILL BE ABLE TO ARGUE FOR OR AGAINST POLICY ACTION TO ADDRESS THIS ISSUE, ADOPTING THE POINT OF VIEW OF A KEY DECISION-MAKER.



L 1 BACKGROUND: THE SYRIAN CRISIS

STANDARDS CCSS.ELA-LITERACY.RH.11-12.1; CCSS.ELA-LITERACY.RH.11-12.2; CCSS.ELA-LITERACY.RH.11-12.9; CCSS.ELA-LITERACY.WHST.11-12.8

OBJECTIVES Students will be able to describe the Syrian Crisis, its principle causes, and its major phases. Students will be able to define "refugee."

VOCABULARY Arab Spring, Revolution, Civil War, Regime, Opposition, Civil Society

TOPICS The Syrian Crisis and its effects

RESOURCES Primary Source Documents

ACTIVITIES Document Analysis

DELIVERABLE Paragraph summary of the crisis

L 2 A GENERATION OF INNOCENCE: THE REFUGEE STUDENT EXPERIENCE

STANDARDS CCSS.ELA-LITERACY.RH.11-12.1; CCSS.ELA-LITERACY.RH.11-12.2; CCSS.ELA-LITERACY.RH.11-12.9; CCSS.ELA-LITERACY.WHST.11-12.8

OBJECTIVES Students will be able to list some of the major challenges that refugee students face and to compare them with challenges that domestic students face. Students will take a position on whether they think providing space for refugee students disadvantages other students.

VOCABULARY Access, opportunity, student visa

TOPICS Attacks on schools and universities in Syria, Syrian educational experiences abroad

RESOURCES Seinan and Khalid videos, Primary source documents, student images

ACTIVITIES Big Paper Gallery Walk

DELIVERABLE Issue Brief

L 3 OPEN WINDOWS AND CLOSED DOORS: THE LESSONS OF THE PAST

STANDARDS CCSS.ELA-LITERACY.RH.11-12.1; CCSS.ELA-LITERACY.RH.11-12.2; CCSS.ELA-LITERACY.RH.11-12.9; CCSS.ELA-LITERACY.WHST.11-12.8

OBJECTIVES Students will be able to compare and contrast the Syrian Refugee Crisis with similar crises- in particular, the German Jewish refugee crisis prior to World War II, the Cuban refugee crisis, and the Vietnamese refugee crisis. Students will be able to define "refugee."

VOCABULARY Restrictionism, globalism, xenophobia, boat people, refugee convention

TOPICS German Jewish refugee students, the Rockefeller scholars program, Cuban and Vietnamese refugees

RESOURCES Primary source documents, chronology worksheets (teacher created)

ACTIVITIES Chronology exercise

DELIVERABLE Short essay

L 4 UNITY, DISASTER FATIGUE, APATHY, AND INTERVENTIONISM: THE WAY WE RESPOND TO CRISIS

STANDARDS CCSS.ELA-LITERACY.RH.11-12.1; CCSS.ELA-LITERACY.RH.11-12.2; CCSS.ELA-LITERACY.RH.11-12.9; CCSS.ELA-LITERACY.WHST.11-12.8

OBJECTIVES Students will be able to critically analyze common national and international responses to crisis and to identify them in primary source documents (news articles). Students will analyze how these trends have contributed to responses to the refugee education crisis. Students will take a position on what they think is the proper role of various institutions in responding to refugee crises.

VOCABULARY Disaster fatigue, responsibility to protect

TOPICS Moral responsibility to respond and protect civilians, psychological responses to news and becoming inured to outrage

RESOURCES Primary source documents

ACTIVITIES Jigsaw

DELIVERABLE NA

L 5 ARTICLE 26: EDUCATION AS A HUMAN RIGHT

STANDARDS CCSS.ELA-LITERACY.RH.11-12.1; CCSS.ELA-LITERACY.RH.11-12.2; CCSS.ELA-LITERACY.RH.11-12.9; CCSS.ELA-LITERACY.WHST.11-12.8

OBJECTIVES Students will be able to explain the history of human rights law and how education fits in to that framework. Students will use primary source documents to argue for or against education as a human right.

VOCABULARY Universal Declaration of Human Rights, Article 26, Syria Consortium, Refugee Education Gap

TOPICS The UDHR's provision for education, the uses of education

RESOURCES Primary source documents

ACTIVITIES Barometer, Simulation

DELIVERABLE Policy presentations, NA

BOOKS NOT BOMBS

THE REFUGEE EDUCATION CRISIS

GRADE LEVEL: High school and college.
LESSON TITLE: Lesson 1 - Background: The Syrian Crisis
LENGTH: Session 1.
60-70 minutes: The Syrian Conflict: Revolution and Civil War
Teacher may extend or break into two class periods, to allow for more in-depth exploration

STATE THE TOPIC & WHY THIS LESSON IS NEEDED

In this lesson, students will explore the origins and causes of the Syrian Conflict, beginning with the Syrian Revolution, the subsequent civil war, and refugee crisis. They will be able to chart the events that have led to the mass displacement of Syrians around the world, and will be able to define and understand the meaning of the words "revolution" "civil society" and "refugee."

COMMON CORE STATE STANDARDS ADDRESSED:

- CCSS.ELA-LITERACY.RH.11-12.1
- CCSS.ELA-LITERACY.RH.11-12.2
- CCSS.ELA-LITERACY.RH.11-12.9
- CCSS.ELA-LITERACY.WHST.11-12.8

STUDENT LEARNING OBJECTIVE(S)

- Students will critically analyze and evaluate primary sources related to a historical event (the Arab Spring, the Syrian Crisis).
- Students will be able to describe the Arab Spring and the Syrian Crisis, its principle causes, and its major phases.
- Students will be able to describe how the Arab Spring led to the Syrian Revolution and how the Syrian Revolution, in turn, led to the Civil War.
- Students will be able to define the words "revolution," "civil society" and "refugee."

VOCABULARY

Arab Spring	Civil Society	Assad	Extermination	Rebels
Revolution	Civil War	Regime	Mass Atrocity	Displacement
Popular Movement	Syria	War Crime	Detention	Refugee

MATERIALS REQUIRED BY INSTRUCTOR & STUDENTS:

INSTRUCTOR: Computer; copies of primary source documents; white board or chart paper
STUDENTS: Pen and/or pencil

LESSON OUTLINE

INTRO: ENTRANCE/DO NOW AND SHORT GROUP DISCUSSION (10 MINUTES)

1. Instructor will write the standards, objectives, and entrance question "In one word, explain, to the best of your ability, what is currently happening in the Middle Eastern country of Syria. Explain, in three to five sentences, why you chose this one word and what sources of information informed your response."
2. Instructor will introduce the subject of the lesson and ask students to respond to the do now or entrance question on a half sheet of paper.
3. Instructor will have students share their one word, popcorn style. Instructor will scribe words on the board and tally duplicate responses.
4. [Optional] Instructor may ask three or four students to share their rationale for choosing their one word and what information they based their choice on.

GROUP WORK: DOCUMENT ANALYSIS (30 MINUTES)

5. Instructor will connect the do now to the idea that our perceptions of events like what is happening in Syria is limited and is informed by the information that we receive from news. News is a source, and, like any source, must be dealt with critically and with attention to the author's point of view, intent, and audience.
6. Instructor will break students into 5-7 groups of 2-5 students (depending on the class size). Each group will receive a folder, in which the instructor will have placed document analysis worksheets (from the National Archive) and copies of primary sources related to a different year of the Syrian Crisis (2011-). If the number of groups is fewer than the number of years in the crisis, the instructor should try to make sure that groups are assigned articles from particularly relevant years and from 2011 and the most recent year of the crisis.
7. Instructor will tell students to read through their assigned article and to jot down quick reflections on the document analysis worksheet. Students should expect to report out on the most important aspects of their assigned article and to share the article title, source name, date, topic, main takeaways, point of view, intent, and intended audience. Instructor will time students for 15 minutes.
8. Instructor will circulate, monitor, and assist students as they proceed with the group work. Instructor will write the years of the articles assigned to the student groups on the dry erase board.
9. Instructor will call students back together, reintroduce the topic, and have student groups identify the person they have designated to share out to the class.
10. Students designated to share out will share their relevant information. Intructor will scribe this information on the board, under the relevant years.
    Instructor will call students' attention to the fact that the information on the board represents a fragmented and incomplete picture, which is what we have when we look at events as they are happening, from different perspectives and with incomplete information.
11. Instructor will collect group work and folders.

DISCUSSION (15 MINUTES)

13. For a more complete view, instructor will introduce an overview video (such as the one from Vox) that runs through the major events in the Syrian Crisis.
14. Instructor will then ask three or four students to tell, to the best of their ability, a complete story of the Crisis, using the provided source information. Instructor will scribe key words/takeaways on the board. Instructor will illustrate how events can happen concurrently, in other words, that the Syrian Revolution exists alongside the Syrian Crisis and the refugee crisis.
15. Instructor will then then ask three or four other students to describe potential effects of this that we are dealing with currently. Instructor will gear discussion toward the Refugee Crisis, if a student does not bring it up.

CLOSING: EXIT TICKET AND ASSIGNMENT (10 MINUTES)

16. Instructor will ask students to consider what they've learned today from the perspective of those most directly effected by the events, in particular, those displaced by war, refugees.
17. Instructor will ask students to complete a short summary of the Syrian Crisis, from the perspective of a refugee. Students will have to invent a persona to complete this assignment and to write as though they are that person. Students will be asked to provide a name, age, city or town of origin, occupation, and family information for their persona. A persona can be an actual person (found through research) or an invented one. This assignment will be due next class.

EVALUATION TYPE (HOW THE INSTRUCTOR WILL CHECK FOR UNDERSTANDING) AND DELIVERY

- Document Analysis Worksheet (National Archive)
- Paragraph Summary of the Crisis (see prompt)

SOURCE DOCUMENTS

1. Civil Society: Networking, Mapping https://citizensforsyria.org/syrian-cso-capacity/map/
2. 2011: Outline of first year of Syrian Revolution- http://www.aljazeera.com/news/middleeast/2011/11/201111111134404907 91.html
3. 2011: Syria Escalates Crackdown as Tanks Go to Restive City- https://nyti.ms/2oX58Jv
4. 2011: One One One, The Syrian People Are One- https://www.youtube.com/watch?v=RjEwoZ6rZlY
5. 2012: In Syria, Some Places Are Already Living in Civil War- http://www.npr.org/sections/thetwo-way/2012/06/07/154535404/in-syria-some-places-are-already-living-the-civil-war
6. 2013: The United States Needs to Stay Out of Syria- http://www.huffingtonpost.com/steve-siebold/the-united-states-needs-t_1_b_3867507.html
7. 2014: Would Arming Syria's Rebels Have Stopped Assad?- https://www.washingtonpost.com/news/monkey-cage/wp/2014/08/11/would-arming-syrias-rebels-have-stopped-the-islamic-state/?utm_term=.65be2b0b21e6
8. 2014: Syria's Revolution Through the Banners of Kafranbel: https://english.alarabiya.net/en/perspective/analysis/2014/01/11/Syria-s-revolution-through-the-banners-of-Kafranbel-.html

BOOKS NOT BOMBS

THE REFUGEE EDUCATION CRISIS

GRADE LEVEL: High school and college.
LESSON TITLE: Lesson 2- A Generation of Innocence: The Refugee Student Experience
LENGTH: Session 1.
60-70 minutes: Background: The Syrian Crisis
Teacher may extend or break into two class periods, to allow for more in-depth exploration

STATE THE TOPIC & WHY THIS LESSON IS NEEDED

In this lesson, students will consider the implications of the Syrian Crisis on the lives, educations, and ambitions of displaced students and to compare them with their own experiences as students. Students will consider whether or not they consider education to be a right and will justify their position based upon textual evidence.

COMMON CORE STATE STANDARDS ADDRESSED:

- CCSS.ELA-LITERACY.RH.11-12.1
- CCSS.ELA-LITERACY.RH.11-12.2
- CCSS.ELA-LITERACY.RH.11-12.9
- CCSS.ELA-LITERACY.WHST.11-12.8

STUDENT LEARNING OBJECTIVE(S)

- Students will be able to list some of the major challenges that refugee students face and to compare them with challenges that domestic students face.
- Students will take a position on whether they think providing space for refugee students disadvantages other students.

VOCABULARY

Access
Opportunity
Student Visa

MATERIALS REQUIRED BY INSTRUCTOR & STUDENTS:

INSTRUCTOR: Computer; copies of primary source documents; white board or chart paper
STUDENTS: Pen and/or pencil

LESSON OUTLINE

INTRO: ENTRANCE/DO NOW AND SHORT GROUP DISCUSSION (10 MINUTES)

1. Instructor will write the standards, objectives, and entrance question "Continuing to adopt the point of view of a refugee who is similar in age to you, what are three things that you as a refugee have experience with that young people who are not refugees might not understand or have experience with."
2. Instructor will introduce the subject of the lesson and ask students to respond to the do now or entrance question on a half sheet of paper, while also collecting or reviewing their assignment from the last class session.
3. Instructor will ask students to share with their elbow partner and to note commonalities. Pairs will report out to the class one or two unique ideas.
4. Instructor will ask for these responses, will scribe words on the board and tally duplicate responses.
5. [Optional] Instructor may ask three or four students to share their rationale for choosing the experiences that they did.

BIG PAPER GALLERY WALK (20 MINUTES)

6. Instructor will connect the do now to the question of perspective and the limits of our own understanding of what others go through. The definition of empathy is trying to break through this wall of understanding. Some people call the wall that we encounter in trying to understand the perspectives of those who are impacted by economic or racial or other struggles that we don't have to encounter "privilege."
7. Instructor will tell students that they're now going to go through an exercise in empathy. All around the room, they'll find four easels or stations. At each easel or station, they will find an image and a piece of chart paper. The image will either be of a refugee student or domestic student. They are to examine each image and to write three opportunities and three challenges that the student in the image might face, based upon what they see in the image. Students will write their reflections in their journals or on another sheet.
8. [Optional] The Instructor may put up an image and have the class go through the exercise together.
9. Students will circulate around the room and examine the image. After 10 minutes, give five minute warning.
10. Instructor will circulate, monitor, and assist students as they proceed with the group work.
11. Instructor will call students back together, reintroduce the topic, and have student groups identify opportunities that they identified, sorting them according to whether the responses pertain to refugee or domestic students.
12. Instructor will do the same for challenges.
13. Instructor will call students' attention to the differences between the groups and will make the obvious observation that students' material and physical condition and their access to things like security and housing may be more influential on their opportunities and challenges than we recognize on a day to day basis.
14. [Optional] Instructor will collect work.

DISCUSSION (15 MINUTES)

15. For a more complete view, instructor will introduce an short video featuring a refugee student sharing his/her experience (an example: https://www.youtube.com/watch?v=JZHufNKfjKU)
16. Instructor will then introduce the topic of whether or not education is a human right. Common examples of what we consider human rights include the right to safety, to liberty, and to the pursuit of happiness (think the Declaration of Independence)
17. Instructor will introduce the basic contours of common arguments for (one example: https://www.theguardian.com/global-development/2015/apr/23/education-is-a-basic-human-right-why-private-schools-must-be-resisted) and against (http://www.patheos.com/blogs/janetheactuary/2017/03/education-not-positive-human-right.html; https://afuturefree.com/2015/01/21/education-isnt-a-human-right/). The basic argument for is that education is a necessary element of a successful, livable life. Those who are citizens of developed, stable societies have free access to education. Those who don't have to struggle to access it. This fundamental difference in access, the argument goes, is unjust. The basic argument against is that, fundamentally, people have a responsibility to see to own their basic needs. Just as people do not have a right to clothing purchased for them or to food purchased for them or to books purchased for them, so do they not have a right to education. The responsibility for educating herself falls on each individual.
18. Instructor will then divide the room into sides. Each side will have a different perspective on this issue, informed by the source materials provided by the teacher (each side will get the same source materials, with articles on the issue). Each side should be prepared to marshall arguments for their position and to advocate for it. They will have ten minutes to read and prepare. In the discussion that will follow, each student will get only 1 opportunity of less than 30 seconds each to speak in favor or against the proposition that education is a human right.
19. Instructor will go around, monitor, and answer any questions.
20. Instructor will then open the floor to debate, each side will get one go at a time, each student will get one opportunity to speak, limited to 30 seconds each.
21. Instructor will let this run for approximately 15-20 minutes, time permitting.
22. Time permitting, instructor will briefly debrief the exercise with students, and will ask them what they've learned from this exercise.

CLOSING: EXIT TICKET AND ASSIGNMENT (10 MINUTES)

23. Instructor will ask students to continue to consider the proposition and the arguments for and against it.
24. Instructor will ask students to complete a short issue brief on the question/problem of refugee education, from the perspective of a U.S. policymaker. See issue brief template (attached here)

EVALUATION TYPE (HOW THE INSTRUCTOR WILL CHECK FOR UNDERSTANDING) AND DELIVERY

- Issue brief

SOURCE DOCUMENTS

1. Education isn't a Human Right- https://afuturefree.com/2015/01/21/education-isnt-a-human-right/
2. Education is a Fundamental Human Right- https://www.theguardian.com/global-development/2015/apr/23/education-is-a-basic-human-right-why-private-schools-must-be-resisted
3. Images (separate attachment)

BOOKS NOT BOMBS

THE REFUGEE EDUCATION CRISIS

GRADE LEVEL: High school and college.
LESSON TITLE: Lesson 3- Open Windows and Closed Doors: The Lessons of the Past
LENGTH: (1-2 SESSIONS) Session 1:
60-70 Minutes: Open Windows and Closed Doors: The Lessons of the 100 Years of Refugees. Teacher may extend or break into two class periods, to allow for more in-depth exploration

STATE THE TOPIC & WHY THIS LESSON IS NEEDED

In this lesson, students will consider the history of refugees and of displacement in the 20th and 21st centuries and will critically analyze whether anything has truly changed in the way that the world approaches these crises. They will form opinions on what is the proper response of various institutions to refugee crises.

COMMON CORE STATE STANDARDS ADDRESSED:

- CCSS.ELA-LITERACY.RH.11-12.1
- CCSS.ELA-LITERACY.RH.11-12.2
- CCSS.ELA-LITERACY.RH.11-12.9
- CCSS.ELA-LITERACY.WHST.11-12.8

STUDENT LEARNING OBJECTIVE(S)

- Students will be able to compare and contrast the Syrian Refugee Crisis with similar crises- in particular, the German Jewish refugee crisis prior to World War II, the Cuban refugee crisis, and the Vietnamese refugee crisis.
- Students will be able to define "refugee."
- Students will take a position on what they think is the proper role of various institutions in responding to refugee crises.

VOCABULARY

Restrictionism
Globalism
Xenophobia
Boat people
Refugee convention

MATERIALS REQUIRED BY INSTRUCTOR & STUDENTS:

INSTRUCTOR: Computer; copies of primary source documents; Refugee History Chronology; white board or chart paper
STUDENTS: Pen and/or pencil

LESSON OUTLINE

INTRO: INTRO ACTIVITY (20 MINUTES)V

1. Instructor will write the standards and objectives on the board. While s/he is doing that, s/he may want to collect reflection assignments from the previous class session.
2. Instructor will introduce the subject of the lesson and will set up the idea that we need to look at the problem of the present refugee crisis with the history of the 20th and 21st centuries at the front of our minds. In the last 100 or so years, we've seen at least a few dozen refugee crises around the world, and at least 100 or 200 million people have had the experience of displacement due to persecution or war. Much of what we see today in terms of refugees, in terms of causes and consequences, in terms of challenges and even in terms of the way that the movement of people looks, all of these things have been seen before. And we've also heard many of the same arguments that we have today in the past, both for and against taking refugees. Critically analyzing this history and these arguments may help us to better understand what we should think about the present. To start on this, we're going to view three short clips, from three people who had experiences as refugees in the past.
3. Instructor will introduce the first video. Should be a video related to the early 20th century. May focus on the Armenian experience or the Jewish experience in Europe during World War II (https://www.youtube.com/watch?v=b-9AWjOSnU0)
4. Instructor will introduce the second video. Should be a video related to the middle of the 20th century. May focus on the Hungarian, Vietnamese, Cuban, El Salvadorean, Guatemalan, or Nicaraguan experience. (https://www.youtube.com/watch?v=UQTviKM9Mx0)
5. Instructor will introduce the final video. Should be a video related to the end of the 20th century or the 21st century. May focus on Iraq, Afghanistan, Syria, Darfur or Yugoslavia (https://www.youtube.com/watch?v=sn1amvR6Fgk)
6. Instructor will ask students for their observations. What are some common features that we can notice across these experiences. Instructor will scribe words on the board.
7. Instructor will introduce the topic of international responses. Across all of these events and times in the last 100 years, obviously, countries have had different responses to helping refugees. There have basically been two schools of thought: one, in favor of countries taking in refugees, that we can call globalist; one, generally against countries taking in refugees, that we can call restrictionist. We're going to go a bit more in depth on these schools of thought in a bit, but, on the face of it, what are some of the arguments that you can imagine the two groups making?
8. Instructor will elicit three or four students' opinions.

HUMAN TIMELINE (25 MINUTES)

9. Instructor will tell students that the class is now going to delve a bit more deeply into the refugee history of the past 100 years. Each student will get a piece of paper, on which (on the front side) they will find a specific date and a a sentence or two on a past refugee-related event or crisis that occurred in that year. On the other side, they will find a full list of dates or a chronology. The instructor will want to create these sheets using the Refugee History Chronology provided in this toolkit.

HUMAN TIMELINE CONTINUED (25 MINUTES)

10. Without actually showing others their piece of paper with their unique date and event, they will need to find a way to put themselves in order, from the earliest event to the most recent, by asking questions of their peers. They cannot show the actual sentence or date on their piece of paper, or say it aloud. They will have 15 minutes to do this.
11. Instructor will circulate, monitor, and assist students as needed.
12. When the students are done, the instructor will have the students recite their events from earliest to most recent.
13. The instructor will ask students their immediate responses to this activity. Did it help them understand the refugee crisis and refugee history better?

DISCUSSION AND INDEPENDENT WORK (20 MINUTES)

14. Instructor will now reconnect students to the idea that this long history of refugees in the 20th and 21st century has generally occasioned two different responses: a globalist response and a restrictionist response.
15. Instructor will ask students to remind the class what restrictionism is, and will solicit two or three responses. S/he will do the same for globalism.
16. Instructor will introduce the class to two representative arguments for each of the two groups: Angelina Jolie for the globalists; Peggy Noonan for the restrictionists. Each student will get one or the other (50/50). Instructor will hand out the articles.
17. Students will review the article and write a response of 3-5 paragraphs to it (with proper essay organization and form), arguing in agreement or in opposition to the writer's argument, based upon what they themselves think. Students will present their arguments in the next class session.
18. Instructor will respond to any questions from students and will assist them in beginning to write their responses during class time.

EVALUATION TYPE (HOW THE INSTRUCTOR WILL CHECK FOR UNDERSTANDING) AND DELIVERY

- Refugee History Chronology Exercise
- Short Essay

SOURCE DOCUMENTS

1. Globalist Article- Angelina Jolie- https://www.nytimes.com/2017/02/02/opinion/angelina-jolie-refugee-policy-should-be-based-on-facts-not-fear.html
2. Restrictionist Article- Peggy Noonan- http://www.peggynoonan.com/how-global-elites-forsake-their-countrymen/

BOOKS NOT BOMBS

THE REFUGEE EDUCATION CRISIS

GRADE LEVEL: High school and college.

LESSON TITLE: Lesson 4- Unity, Disaster Fatigue, Apathy, and Interventionism: The Way We Respond to Crisis

LENGTH: (1-2 SESSIONS) Session 1:
60-70 Minutes: Unity, Disaster Fatigue, Apathy, and Interventionism: The Way We Respond to Crisis.
Teacher may extend or break into two class periods, to allow for more in-depth exploration

STATE THE TOPIC & WHY THIS LESSON IS NEEDED

In this lesson, students will critically examine the way that society responds to crisis. They will consider the roles of national and international unity, disaster fatigue, apathy, and interventionism in responses to crises, and will form opinions on how those responses have played a role in the global actions to address mass atrocities, including what has occurred in Syria since 2011. They will form opinions on what is the proper role of the United States and the international community in responding to global crises.

COMMON CORE STATE STANDARDS ADDRESSED:

- CCSS.ELA-LITERACY.RH.11-12.1
- CCSS.ELA-LITERACY.RH.11-12.2
- CCSS.ELA-LITERACY.RH.11-12.9
- CCSS.ELA-LITERACY.WHST.11-12.8

STUDENT LEARNING OBJECTIVE(S)

- Students will be able to critically analyze common national and international responses to crisis and to identify them in primary source documents (news articles).
- Students will analyze how these trends have contributed to responses to the refugee education crisis.
- Students will take a position on what they think is the proper role of various institutions in responding to refugee crises.

VOCABULARY

Unity	Restrictionism	Interventionism
Apathy	Disaster fatigue	Humanitarian aid
Globalism	Responsibility to protect	

MATERIALS REQUIRED BY INSTRUCTOR & STUDENTS:

INSTRUCTOR: Computer; copies of primary source documents; enough dry erase pens and chart paper for 5-7 groups working independently
STUDENTS: Pen and/or pencil

LESSON OUTLINE

INTRO: INTRO ACTIVITY (20 MINUTES)

1. Instructor will write the standards, objectives, and entrance question "What is an appropriate way to respond to a crisis or disaster? Think both in terms of individual responses and societal responses." on the board. Students will respond to the entrance question on half sheets or in reflection journals. While students are responding, instructor may want to collect assignments from the previous class session.
2. Instructor will have students share their responses, popcorn style.
3. Instructor will ask students if they can remember a crisis or disaster that they themselves have experienced or witnessed in the news and how they remember the world or the country responded to it. S/he will have students share their responses, whole class.
4. Instructor will tie together the entrance and follow up questions with the topic of today's class: that individual and collective psychology plays a role in the way that the world responds to disaster, and that responses can differ across time and events.

JIGSAW SOURCE ANALYSIS (40 MINUTES)

5. Instructor will tell students that they're now going to take a historical, source based view of how we as individuals and societies respond to major crises.
6. Instructor will break the class up into 5-7 smaller groups and will give each group a piece of chart paper, a source document, and a jigsaw outline. Each group will be asked to designate a discussion leader, a scribe, a presenter, and a close reader. All members of the group will first read the article. The discussion leader will lead the group through the questions on the Jigsaw Outline. The scribe will write the groups responses to the questions on a piece of chart paper with a marker. The close reader will pay particularly close attention to the reading and will provide her/his unique insights on the writer's perspective. After the exercise is concluded, the presenter will present the group's insights to the class.
7. Instructor will respond to any individual or group questions that come up. If there are none, the instructor will circulate, monitor, and assist students as needed. Activity should take 15-20 minutes.
8. When the students are done, the instructor will have the groups share their findings with the whole class.
9. The instructor will ask students their immediate responses to this activity. What are some of the common trends or insights that we can see after reviewing several historical events.

DISCUSSION AND CLOSING (10-15 MINUTES)

10. Instructor will connect the activity that the class has just gone through with the previous class sessions. Today, the class went through common responses to crisis, including disaster fatigue, interventionism, national unity, and apathy. In the last class session, the class discussed globalism and restrictionism. The common trends across all of these concepts, globalism, restrictionism, national unity, apathy, disaster fatigue, and interventionism is a single question. What is that question?
11. Instructor will solicit two or three responses.

DISCUSSION AND CLOSING (10-15 MINUTES)

12. Instructor will tell students that, broadly speaking, the connecting question across all of these concepts is the question of "Who are we responsible for and to? To what extent, in light of or despite our obvious differences, do we have a duty to others, especially in times in crisis."
13. Instructor will solicit student opinions on this question, time permitting.
14. Instructor will close the lesson by telling students that they will analyze this question further in the final class that they will have on the topic of the refugee education crisis.

EVALUATION TYPE (HOW THE INSTRUCTOR WILL CHECK FOR UNDERSTANDING) AND DELIVERY

- Jigsaw Exercise
- Discussion

SOURCE DOCUMENTS

1. Disaster Fatigue- http://www.washingtontimes.com/news/2008/may/27/disaster-fatigue/
2. France, at war, fears the future- http://www.cnn.com/2015/11/20/europe/paris-attacks-fear-for-the-future/
3. Officials told to avoid calling Rwanda killings 'genocide'- http://www.nytimes.com/1994/06/10/world/officials-told-to-avoid-calling-rwanda-killings-genocide.html
4. The lessons of Libya- http://www.economist.com/node/18709571
5. U.N. details its failure to stop '95 Bosnia massacre- http://www.nytimes.com/1999/11/16/world/un-details-its-failure-to-stop-95-bosnia-massacre.html
6. Responsibility to Protect: Empty Words After Aleppo- http://www.cnn.com/2016/12/14/opinions/aleppo-the-right-to-protect-opinion/
7. 2014- Aid Fatigue in Hurting Displaced Syrians- http://www.newsweek.com/aid-fatigue-hurting-displaced-syrians-289718
8. 2015- As Syria Refugee Crisis Grows, Donors Lose Interest- http://www.voanews.com/a/syria-refugee-crisis-donor-fatigue-diminished-aid/2855350.html
9, 2016- For Kids Trapped in Aleppo, Public's Crisis Fatigue Poses Obstacles- http://www.nbcnews.com/storyline/aleppos-children/kids-trapped-aleppo-public-s-crisis-fatigue-poses-obstacle-n637296

BOOKS NOT BOMBS

THE REFUGEE EDUCATION CRISIS

L 5

GRADE LEVEL: High school and college.
LESSON TITLE: Lesson 5- Education as a Human Right
LENGTH: Session 1:
(1-2 SESSIONS) 60-70 Minutes: Education as a Human Right
Teacher may extend or break into two class periods, to allow for more in-depth exploration

STATE THE TOPIC & WHY THIS LESSON IS NEEDED

In this lesson, students will critically examine the concept of a "right to education" and the institutions and documents that lay it out. They will consider the laws and processes involved in international decision making, and will marshall source materials to make a normative argument for or against refugee rights to education.

COMMON CORE STATE STANDARDS ADDRESSED:

- CCSS.ELA-LITERACY.RH.11-12.1
- CCSS.ELA-LITERACY.RH.11-12.2
- CCSS.ELA-LITERACY.RH.11-12.9
- CCSS.ELA-LITERACY.WHST.11-12.8

STUDENT LEARNING OBJECTIVE(S)

- Students will be able to explain the history of human rights law and how education fits in to that framework.
- Students will use primary source documents to argue for or against education as a human right.

VOCABULARY

Universal Declaration of Human Rights
Article 26
Syria Consortium
Refugee Education Gap

MATERIALS REQUIRED BY INSTRUCTOR & STUDENTS:

INSTRUCTOR: Computer; copies of simulation briefs
STUDENTS: Pen and/or pencil

LESSON OUTLINE

INTRO: INTRO ACTIVITY- BAROMETER (10-15 MINUTES)

1. Instructor will write the standards, objectives, and entrance question "Think about your views about refugees and refugee education at the beginning of this unit. Now, consider your views now. Has anything changed?" on the board. Students will respond to the entrance question on half sheets or in reflection journals.
2. Instructor will tell students that they are now going to visualize the range of opinions in the room. Remember that the classroom is a judgment-free zone, at least where political views with supporting evidence are concerned. Thinking back to a few weeks ago, with one side of the room representing "very important" and the other representing "totally unimportant," where would you place your views on the importance of refugee education to you as an issue. Instructor will take one or two student responses as to why.
3. Today, with one side of the room representing "very important" and the other representing "totally unimportant," where would you place your views on the importance of refugee education to you as an issue. Instructor will ask one or two students to explain what has
4. changed.
   Instructor will tell students to get out of their current order and to group up in a different section of the room. Now, thinking back to a few weeks ago, with one side of the room representing "very important" and the other representing "totally unimportant," where would you place your views on the need for the United States to advocate or provide refuge to refugees. Again,
5. instructor will take one or two student responses as to why.
   Today, with one side of the room representing "very important" and the other representing "totally unimportant," where would you place your views on the need for the United States to
6. advocate or provide refuge to refugees. Again, instructor will take student responses.
   Instructor will tell students that we now have an idea of the range of opinions and perspectives on some of these issues and how ones opinions may have changed in light of the sources and discussions that we had.

SIMULATION (40 MINUTES)

7. Instructor will tell students that they're now going to participate in a simulation that will draw upon all of the various strands of the refugee crisis that the class has discussed in these past five sessions. The class has seen how responses to the refugee crisis and to similar crises over time happen at both the national and the international level. The institution where much of those responses are discussed and acted upon (or not acted upon) is the United Nations.

SIMULATION (40 MINUTES)

8. Instructor will break the class up into 5 smaller groups. Each group will represent a different country impacted by the refugee crisis. The students are to serve as the United Nations delegation for that country and to represent that country's position in a debate over whether refugees have a right to education. Instructor will give each group a brief corresponding to their country. Keep in mind that, as always, news sources are of differing quality and objectivity and should be analyzed critically. Countries represented are the United Kingdom, Germany, the United States, Russia, Turkey, and Lebanon. The Instructor will tell each group to prepare to lay out their country's position and to advocate for a specific policy action that the United Nations should take as a result. The simulation will take the form of a set of presentations, with each group given 5 minutes to lay out their case and all other groups given a chance to make one objection or statement of approval for each group. Groups are to use the information provided to them, along with any pieces of research that they may gather themselves, in the short amount of time that they have to prepare.
9. [Optional] Instructor may choose to designate a group as the Secretary General, responsible for moderating the discussion.
10. Instructor will respond to any individual or group questions that come up. If there are none, the instructor will circulate, monitor, and assist students as needed. Preparation should take 10-15 minutes.
11. Instructor will lead the students through the simulation, moderating and facilitating as necessary.

DISCUSSION AND CLOSING (10-15 MINUTES)

12. Instructor will have students debrief the results of the activity. How did this activity encapsulate some of the things that we've discussed in the last five lessons. Instructor will steer the class toward the idea that perhaps there is a significant distance between international law and international action.
13. Instructor will solicit two or three responses.
14. Instructor will ask students what are one or two main ideas or learnings that they will take away from the past five sessions.

EVALUATION TYPE (HOW THE INSTRUCTOR WILL CHECK FOR UNDERSTANDING) AND DELIVERY

- Simulation

SOURCE DOCUMENTS

1. All included in the Simulation Briefs.

SOURCE DOCUMENTS (CONTINUED)

9. 2014: Radio Free Syria- https://www.nytimes.com/2014/12/07/magazine/radio-free-syria.html
10. 2015: Syria's Refugee Crisis in Numbers- https://www.amnesty.org/en/latest/news/2015/09/syrias-refugee-crisis-in-numbers/
11. 2016: Street Celebrations in Aleppo on News of Syrian Army Retaking Eastern Aleppo- https://www.rt.com/news/370084-aleppo-liberation-reports-celebrations/
    **Please note that RT is a state news agency funded by the Russian government. Students should be urged to read critically and attend to bias.*
12. 2017: World Health Organization: Syria Chemical Attack Likely Involved Nerve Agent- https://www.washingtonpost.com/world/russia-blames-syrian-rebels-for-devastating-chemical-attack-in-northern-town/2017/04/05/ba173c76-196a-11e7-8598-9a99da559f9e_story.html
13. 2017: Number of Syrian Refugees Passes 5 Million- http://www.aljazeera.com/news/2017/03/number-syrian-refugees-passes-million-170330132040023.html
14. YouTube Video Overview- https://www.youtube.com/watch?v=JFpanWNgfQY