

**Unit Title: Refugee Research Service Learning Project**

**Grade Level:** 12th grade

**Subject Area:** ELA

**Duration/Length/Number of class periods:** 2 weeks

**Description:**

Students will conduct research on a specific “refugee” group somewhere in the world and create a project follow specific guidelines and then present in a gallery walk format.

**Established Goals (National, State, Local):**

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**What Enduring Understandings are desired?**

To understand the planet’s refugee’s point of view helps you to make the world a better place.

One must understand other people’s stories to be an informed, active citizen of the world.

By understanding the needs of others plight, service learning can make a difference in the world.

**What Essential Questions will be considered?**

What is a refugee?

What is a stateless person?

Is fleeing from your home(refugee) different to leaving for a better life (immigrant)?

Why do some countries accept refugees whilst others don't?

Do we have an obligation to help refugees?  
 What knowledge can we draw from exploring the refugees' stories?  
 What solutions are being put forward by the international community?

**Students will know / be able to:**

The planet's refugee crisis has been exploding since 2015. The world needs to both understand this crisis and its implications, in addition to finding real solutions for addressing it.  
 Understand and explain the vocabulary of the refugee crisis.  
 Conduct research using reliable sources.  
 Paraphrase information learned.  
 Prepare 4-part presentation board.  
 Present information to multiple audiences.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1: Teacher model of project, explanation of expectations and rubric. Students choose topics, partners, receive a class calendar and begin to make a plan.			X			X	
Day 2: Students meet with librarian to understand and learn how to use library resources.			X				
Days 3-8: Students begin work with their partner. Students split up tasks and begin to work on checklists					X		
Days 9-10: Students begin to conduct one-on-one "check-ins" with teacher, sharing completed work and checklists. Students also teach new information to the teacher and are required to share next steps.	X						
Day 11: Teacher will present website and student expectations for creating their own.						X	
Day 12: Students will create their own website following the teachers model.					X		6a
Days 13-14: Students prepare poster project board.				X			
Day 15: Students present in a Gallery Walk format to entire school.		X					

**Materials, tools and resources**

IPads, 3 part poster boards, paper, glue, scissors, printers, library resources.  
(I have a rubric already created, but it is not in my Google drive)

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**Additional credit given to**