

ARTS-INTEGRATED PROJECT BASED LEARNING UNIT

for grade 7 (adaptable for grades 5-12)

by MNPS Educator Jennifer Presson and TPAC Teaching Artist Robyn Berg

I ON THE SKY

presented by DYNAMO THÉÂTRE



Photo © Robert Etcheverry

ESSENTIAL QUESTION:

How do we cope with stressful situations, and how does that help us develop empathy for others?



TPAC Education PBL units integrate Humanities Outreach in Tennessee performances and Tennessee State Standards, and include Teaching Artist classroom visits.

For more information, contact LJones@TPAC.org or 615-687-4285.

About TPAC Education Arts-Integrated Project Based Learning Units

TPAC Education, working with MNPS educators, has created Project Based Learning Units that incorporate specific performances from the 2015-16 *HOT Season for Young People*. We believe that the arts offer a unique catalyst to spark student curiosity and learning.

Each unit is created to address Social Emotional Learning goals through standards-based interdisciplinary instruction. The unit aligns with Essential Elements for PBL units identified by the Buck Institute and also includes three elements that make it unique: 1) a field trip to see a live performance of this work of art; 2) two Teaching Artist Visits to the classroom; and 3) an optional teacher orientation.

The Live Performance

Attending the performance at TPAC is a key element of these PBL units. School Reservations for each performance must be made well in advance. To request a reservation for your students, please contact Cassie LaFevor: clafevor@tpac.org / 615-786-4288

Teaching Artist Classroom Visits

The PBL unit includes two lessons led by a TPAC Teaching Artist, before and after the performance. One lesson prepares students for the performance, the other facilitates active reflection after the experience. To make arrangements for the TA visits: send preferred dates and times, and number of classrooms and students the TA will work with to Leigh Jones: ljones@tpac.org / 615-687-4285

Unit Orientation Workshop

TPAC Education and partner schools will offer a fun, hands-on orientation to this PBL unit approximately six weeks before the performance. Watch your email for orientation date, time and location. The orientation will include a preview of the performance and a lesson from the PBL unit demonstrated by a Teaching Artist.

PBL Unit Outline for *I on the Sky*

10-day Unit

- I. Introduction to Unit:
 - Driving Question, procedures, etc.
 - Hook Lesson – *The Arrival* by Shaun Tan
 - Compare immigration and exile
- II. Dealing with Stressful Situations :
 - Compare sympathy and empathy
 - Developing empathy
 - Revisit Driving Question
- III. Refugees and Asylum:
 - Video clip analysis
 - Examination of countries of asylum
 - Revisit Driving Question
- IV. Experiencing Exile through Movement as guided by Teaching Artist
 - Creating a bond amongst group members
 - Physically experiencing theme through group activities
- V. Asylum Rules/Laws and Project Introduction:
 - Guided questionnaire on Asylum.
 - Present Product Board, Rubric, Procedures for completing the project
 - Teacher conferences with students during this time
 - Students select and commit to a project, select collaborators, etc.
- VI. Creating a Work of Art as guided by a Teaching Artist
 - Collaborating to explore exile aesthetically
- VII. Performance:
 - Students view the piece of art
 - Ask students to “think about themes and concepts while watching”
- VIII. Reflect/Connect/Begin Project
 - Students reflect/connect with performance through discussion, accountable talk, writing
 - Driving Question continues to be explored
- IX. Project Work Day:
 - Students create projects

- Teacher conferences with students
- Continue to refer to Driving Question

X. Presentations:

- Students present projects to one another and offer critical feedback
- Class addresses how the Driving Question was answered through an exit ticket, class discussion, etc.

See Resources section at the back of this unit for the following materials:

Lesson II – Suitcase handout, Lyrics and video link for “Walk a Mile” by Joe South; Sympathy / Empathy

Lesson III – Link to You Tube clip referenced in lesson; World Map handout

Lesson V – Questionnaire on asylum; Product Menu; Product Rubric

I on the sky PBL Unit - Lesson Plan I

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| Teacher: |
| Class: |
| Course Unit: PBL using <i>I on the Sky</i> , Lesson I, Day I |
| Duration of Lesson: 45 - 60 minutes |

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will be introduced to the PBL unit:

- Students will be asked to watch the Vimeo animation of “*The Arrival*” by Shaun Tan.
- Students will create a 3 -5 minute quick write on their initial thoughts regarding “*The Arrival*”.
- Students will discuss their thoughts with partners in a think pair share activity.
- Teacher will post the connecting statement from the play and driving question for further discussion.
- Teacher will guide students in a discussion of the vocabulary terms empathy and exile. Teacher may want to elicit thoughts on how those two concepts may relate; depending upon student levels.
- Teacher and students will create an anchor chart about student observations and discussion points regarding exile to be used for later reference throughout the unit.
- Students will create a reflective writing piece regarding the connecting statement and personal experience/thoughts.
- Students will be given the timeline and expectations for the unit.
- Students will be given a short synopsis of the play.

STANDARDS

Identify What You Want to Teach: *Content Standards, CCSS, College Readiness and/or State Competencies*

Geography:

- WG.19 Analyze past and present trends in human migration and cultural interaction ...

Psychology:

- P.55 Describe the effects of others’ presence on individuals’ behavior.

Sociology:

- S.35 Describe major social problems and social issues.
- S.36 Analyze causes and effects of social problems and issues.

Reading Literature:

- RL.7.2 Determine a theme of a story, drama, or poem from details in the text...
- RL.7.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. Graphic novel...)
- RL.7.10 ...Read and comprehend literature, including stories, dramas, and poetry...

Speaking & Listening:

- SL.7.1 Engage effectively in a range of collaborative discussions...
- SL.7.4 Report on a topic or text or present an opinion...

Writing:

- W.7.1 Write opinion pieces...
- W.7.4 Produce clear and coherent writing...
- W.7.8 Recall relevant information from experience; summarize....

Language:

- L.7.1 Demonstrate command of the conventions...
- L.7.3 Use knowledge of language and its conventions...
- L.7.5 Demonstrate understanding of figurative language....
- L.7.6 Acquire & use academic and domain-specific words....

Art:

- 3.2 Evaluate subject matter that reflects personal experiences and environments.

OBJECTIVE

Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; "I Can...." Statements

In this lesson students will be able to:

- analyze theme and subject matter
- create a written statement based on analysis of subject matter and personal experience
- discuss historical and personal experiences of exile in cooperative discussion groups
- use an essential question to drive discussion within a group

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in cooperative learning discussion.
- Students journal entries on analysis of text (formative) and personal reflections (summative).

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- Chart paper to chart student response.
- Writing journals for student quick writes, notes, and reflections.

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

How do we cope with stressful situations, and how does that help us develop empathy for others?

Connecting statement (from the script of *I on the Sky*):

"Wherever I find myself, the sky will always be the same."

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Scripting

Modeling Expectations – "I Do"

High Yield Activities

Assessment

Activity I (approximately 20 - 25 minutes):

1. Teacher will distribute student journals and guide students on daily page setup. Teacher may want to display example on chart paper. Each day's journal should include a prewrite/quick write section, note section, and reflection section. (see resources for example page)
2. Teacher posts the Essential Question: **How do we cope with stressful situations, and how does that help us develop empathy for others?** and Connecting Statement: **"Wherever I find myself, the sky will always be the same."**
3. Essential question and connecting statement should be clear and present throughout the entire 10 days of the unit.
4. Students will view the Vimeo animation of *"The Arrival"* by Shaun Tan
5. Students will be given 3-5 minutes to create a quick write regarding their initial thoughts/analysis of the images/story. This should be done in student journals under the labeled QW section.
6. Students will participate in a think, pair, share activity with an elbow partner using their QW as the think. Students will be instructed at this point to turn to an elbow partner and share their thoughts (1 min. each)
7. Teacher should also point out here the use of a picture book and illustrations to relay theme; perhaps spend a minute or two eliciting student's thoughts on that vs text.

Activity II (approximately 20 minutes):

1. Teacher instructs students to skip a line in their journals and label the next section notes.
2. Students should recreate the charts from this activity in their note section and copy the group notes throughout discussion.
3. Teacher will share background information on *“The Arrival”*; it should be pointed out that *“The Arrival”* is an illustration of immigration. Teacher will then ask students to take 1 minute to think about what they already know regarding the words immigration and exile. Teacher and students will create a venn diagram comparing and contrasting immigration and exile.
4. Teacher will ask the students to take 1 minute to think about examples of situations of exile; encourage students to connect to historical events, personal events, and current events.
5. Students take turns sharing as teacher charts responses in the examples column.
6. Teacher will guide discussion regarding situations of exile and elicit student thoughts on what types of feeling/emotions are experienced by individual in such stressful situations; charting in EF column.

| <i>Examples of Exile</i> | <i>Emotions/Feelings</i> | <i>Coping Mechanisms</i> |
|--------------------------|--------------------------|--------------------------|
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Chart will be completed throughout unit and should remain posted for reference.

Activity III (approximately 10 minutes) :

1. Teacher introduces students to the unit: “We’re going to begin a Project Based Learning Unit today. You will be spending the next 10 days developing opinions and answering questions about stressful situations, coping skills, and empathy. For the next several days we will be exploring our essential question through writing, observation and discussion. We will be making connections in Social Studies/Geography, ELA, Psychology/Sociology, and personal experience. Next week, we will be taking a field trip to see a play about a girl’s experience with exile and how that changed her life and relationships. We will also have a guest teacher (or teaching artist) join us for two lessons that go with our unit. We will end our unit with each of you creating a product or project that represents your views and your understandings of coping with stressful situations and empathy for others based on what you already know (your schema) and what you learn throughout this unit.”
Teacher may want to introduce product choice board and rubrics to older students at this point.
2. The teacher will introduce students to the play. “We will go to TPAC to see a play called *I on the Sky*. It’s a play about... (You may want to read the synopsis provided). One line from the play that we will be referencing each day is: *“Wherever I find myself, the sky will always be the same.”*
3. Students should be instructed to copy the EQ and CS into the header section of their journal at this time. This will be how they head their journal each day; along with name and date.
4. Teacher should instruct students to skip a line under their notes section and label the next sections reflection.
5. Students will complete a three minute reflective writing regarding the CS and their thoughts on how that connects with today’s activities. They should also reflect on their personal feelings regarding the statement.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

Suggested Procedures for Group Sharing:

- If time and resources allow, students may view the video on individual pc’s in order to pace themselves and “re-watch” sections during the QW.
- Students with accommodations for writing may have a scribe
- Students with modifications for writing may draw/sketch QW’s and/or reflections.
- Teacher models using sample responses.

- Teacher models procedural expectations for students.
- Teacher may assign higher level students to research at home and find further information on causes of exile and regions where exile has been prominent in history etc.

CLOSURE

Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

Wrap up Activity (approximately 1-2 minutes).

1. QW in student journal (formative)
2. Reflective writing in student journal (exit ticket/summative).
3. Teacher will ask 1 or 2 students to share their thoughts; if time allows.

CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students/Teacher will make connections regarding historical events including exile.

Students will make connections with prior experience in their writing.

Students/Teacher will make connections to the use of art/images to relay theme.

NOTES:

I on the sky PBL Unit - Lesson Plan II

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| Teacher: |
| Class: |
| Course Unit: PBL using <i>I on the Sky</i> , Lesson 2, Day 2 |
| Duration of Lesson: 45 - 60 minutes |

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| LESSON OVERVIEW |
| Summary of: <i>the task, challenge, investigation, career-related scenario, problem, or community link</i> |
| Students will be introduced to the PBL unit: <ul style="list-style-type: none">• Students will create a 3 -5 minute quick write based on personal experiences.• Class will discuss personal experiences and make text to self connections.• Teacher will guide continued discussion of the vocabulary terms immigrant, exile, and empathy.• Students will reflect upon personal experiences and the emotions that stressful situations elicit.• Students will reflect upon their previous coping mechanisms.• Students will discuss the concept of empathy.• Students will analyze song lyrics for theme.• Students will create a reflective writing piece with the purpose of connecting personal relevancy to themes and concepts. |
| STANDARDS |
| Identify What You Want to Teach: <i>Content Standards, CCSS, College Readiness and/or State Competencies</i> |
| SEL/Guidance: <ul style="list-style-type: none">• 9.1 analyze stress and its effects on all aspects of health and wellness.• 9.3 evaluate how choices impact health, safety, personal goals, educational opportunities, and career choices.• 9.4 utilize skills to recognize, report, and protect against threats to personal safety. Psychology: <ul style="list-style-type: none">• P.52 Describe the relationship between attitudes (implicit and explicit) and behavior.• P.54 Describe the power of the situation.• P.55 Describe the effects of others' presence on individuals' behavior. Reading Literature: <ul style="list-style-type: none">• RL.7.2 Determine a theme of a story, drama, or poem from details in the text...• RL.7.10 ...Read and comprehend literature, including stories, dramas, and poetry... Speaking & Listening: <ul style="list-style-type: none">• SL.7.1 Engage effectively in a range of collaborative discussions...• SL.7.4 Report on a topic or text or present an opinion... Writing: <ul style="list-style-type: none">• W.7.1 Write opinion pieces...• W.7.4 Produce clear and coherent writing...• W.7.8 Recall relevant information from experience; summarize.... Language: <ul style="list-style-type: none">• L.7.1 Demonstrate command of the conventions...• L.7.3 Use knowledge of language and its conventions...• L.7.5 Demonstrate understanding of figurative language....• L.7.6 Acquire & use academic and domain-specific words.... |

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| OBJECTIVE |
| Clear, Specific, and Measurable: <i>NOT ACTIVITIES; Student-Friendly; "I Can...." Statements</i> |
| In this lesson students will be able to: <ul style="list-style-type: none">• analyze theme and subject matter• create a written statement based on analysis of subject matter and personal experience |

- discuss the relationship between attitude and behavior
- discuss the power of situations; and how both situations and other people affect our behavior
- discuss empathy; including how it is developed and why it is important
- use an essential question to drive discussion within a group

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in cooperative learning discussion.
- Student journal entries both formative and summative.
- Student reflective analysis of concepts and theme.
- Exit ticket personal example of empathy.

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- Chart paper to chart student response.
- Writing journals for student quick writes, notes, and reflections.
- Glue
- Post it Notes
- Suitcase handout
- Lyrics to “Walk a Mile” by Joe South; copy of song on You Tube etc.

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

How do we cope with stressful situations, and how does that help us develop empathy for others?

Connecting statement (from the script of *I on the Sky*):

“Wherever I find myself, the sky will always be the same.”

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Scripting

Modeling Expectations – “I Do”

High Yield Activities

Assessment

Activity I (approximately 10 – 15 minutes):

1. Teacher will distribute student journals and guide students on daily page setup. Teacher will remind students to write their EQ and CS in the header section along with their name and date.
2. Teacher posts the essential question: **How do we cope with stressful situations, and how does that help us develop empathy for others?** and connecting statement: **“Wherever I find myself, the sky will always be the same.”** Essential question and connecting statement should be clear and present throughout the entire 10 days of the unit.
3. **Daily QW:** Students will be given 3-5 minutes for today’s write. Teacher should display the following prompt: Discuss a time when you were forced to deal with something that was unfair. How did you feel? Did you wish someone else understood? How did you cope with (or handle) the situation?
4. Teacher will recap lesson one’s main points and ask students how they think the immigrant family felt in *“The Arrival”*. Make sure to refresh students on the meaning of the word exile and the similarities and differences between exile/immigration. You may even want to add a class derived, or dictionary,

definitions to their journals.

5. Class will discuss how their personal experiences may/may not be similar to the experience of the immigrant family in *"The Arrival"*. Teacher will guide students to discuss the emotional aspect of their experiences as compared to the emotions/feelings from yesterday's chart. You may have students refer to the chart as a starting point for discussing how their feelings were similar etc.
6. Teacher will ask students to share some of the ways they coped with their stressful situation; whether positive or negative and add them to the coping mechanism column of the class chart. Students should copy responses onto their chart as well.

Activity II (approximately 25 - 30 minutes):

1. Teacher will pass out a copy of the student suitcase handout. (See resources)
2. Teacher will pose the following scenario and instructions to students: Imagine that you were exiled from (forced to leave) your home in the middle of the night. You only have time to grab whatever can fit into an average small suitcase. Write inside the suitcase, what items you would take and outside the suitcase what emotions you believe you would experience. Students should be given approximately 3-5 minutes to do so.
3. Teacher will then explain that students are about to participate in an activity that will require them to remain silent and only do their communication through writing. Each student will be given a stack of post it notes equal to the number of students in the class.
4. Students will silently walk the room reading the items on others suitcases and posting either an "I wonder" statement/question or an "I understand why, because" statement on suitcases. For example: "I understand why you would take your _____, because I also _____"; "I wonder why you chose _____"; "I wonder what is special about your _____".
Remind students that they are only commenting in these two ways and therefore should offer no comments on the items of someone's suitcase in any other way.
5. After returning to their seat, teacher will allow students to read over the statements on their suitcase and share answers/thoughts with the class. You may also want to have students glue their suitcase and post it responses into today's note section of their journals.
6. Teacher will explain to students that connecting with another's feelings is called empathy. You may want to add a definition to today's journal. Lead class to discuss empathy and why it is important, when we/others might need it, etc. You may want to discuss the difference between sympathy and empathy (see resources); focusing on the fact that even if we have not experienced a specific situation we can empathize with others by "putting ourselves in their shoes" or connecting in some way. Make sure to point out how student's connected their personal experiences from today's QW with the feelings of the immigrant family; although they may have never experienced their actual situation for themselves.

Activity III (approximately 15 minutes) :

1. Teacher will distribute copies of the lyrics to "Walk a Mile in My Shoes" by Joe South. (See resources)
2. Students will be asked to listen to the song; focusing on the lyrics and marking the text as they listen. Students should mark (highlight; circle etc) any words or phrases that stand out to them in some way.
3. Students will complete today's activities with their daily reflective writing. This should be done in their journals under the daily reflection section.
4. Students/Teacher may select to focus on any (or all) of the following for today's reflection: analyze the meaning of the song by Joe South; what message is the artist relaying?; how does that connect to today's activities and our unit?; what are your thoughts about empathy?; do you find it hard or easy to empathize with others?

The most important thing about today's reflection is to assess student's understanding of concepts thus far. Teacher may wish to create his/her own reflection questions; keeping in mind the goal of assessment as well as tying together all concepts thus far for better understanding of the upcoming work of art; *"I on the Sky."*

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| DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION |
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| <i>Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual</i> |
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| Suggested Procedures for Group Sharing: |
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| <ul style="list-style-type: none">• Students with accommodations for writing may have a scribe• Students with modifications for writing may draw/sketch QW's and/or reflections.• Teacher models using sample responses.• Teacher models procedural expectations for students.• Students with limited mobility may post it note comment on backpacks within reach. |
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| CLOSURE |
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| <i>Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket</i> |
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| Wrap up Activity (approximately 1-2 minutes). |
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| <ol style="list-style-type: none">1. Exit Ticket: Students will write, on an index card, one time when they “walked a mile” or showed empathy.2. Teacher will ask 1 or 2 students to share their thoughts; if time allows. |
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| CROSS-CURRICULAR CONNECTIONS |
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| <i>Other areas of the curriculum where connections were made</i> |
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| Students/Teacher will make connections regarding historical events including exile and immigration. Students will make connections with prior experience in their writing. Students will make connections to the use music to relay theme. Students will describe and discuss psychology concepts. |
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NOTES:

I on the sky PBL Unit - Lesson Plan III

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| Teacher: |
| Class: |
| Course Unit: PBL using <i>I on the Sky</i> , Lesson 3, Day 3 |
| Duration of Lesson: 45 - 60 minutes |

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| LESSON OVERVIEW |
| Summary of: <i>the task, challenge, investigation, career-related scenario, problem, or community link</i> |
| Students will be introduced to the PBL unit: <ul style="list-style-type: none">• Students will create a 3 minute QW making inferences based on a movie clip.• Class will discuss inferences and new vocabulary.• Teacher will guide continued discussion of the vocabulary term exile.• Teacher will introduce new vocabulary terms: refugee and asylum.• Students will work in cooperative learning groups.• Students will map refugee countries of origin and asylum.• Students will present information orally.• Students will create notes.• Students will create a reflective writing piece with the purpose of connecting the unit CS with today's themes and concepts. |
| STANDARDS |
| Identify What You Want to Teach: <i>Content Standards, CCSS, College Readiness and/or State Competencies</i> |
| World Geography: <ul style="list-style-type: none">• WG.2 Apply geographic thinking in addressing global issues.• WG.19 Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors. Sociology: <ul style="list-style-type: none">• S.35 Describe major social problems and social issues.• S.36 Analyze causes and effects of social problems and issues. Speaking & Listening: <ul style="list-style-type: none">• SL.7.1 Engage effectively in a range of collaborative discussions...• SL.7.4 Report on a topic or text or present an opinion... Writing: <ul style="list-style-type: none">• W.7.1 Write opinion pieces...• W.7.4 Produce clear and coherent writing...• W.7.8 Recall relevant information from experience; summarize.... Language: <ul style="list-style-type: none">• L.7.1 Demonstrate command of the conventions...• L.7.3 Use knowledge of language and its conventions...• L.7.6 Acquire & use academic and domain-specific words.... |

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| OBJECTIVE |
| Clear, Specific, and Measurable: <i>NOT ACTIVITIES; Student-Friendly; "I Can...." Statements</i> |
| In this lesson students will be able to: <ul style="list-style-type: none">• analyze theme and subject matter• create a written statement based on analysis of subject matter and personal experience• discuss the relationship between exile, refugee, asylum• analyze trends in human migration due to social issues/problems• map migration of refugees• report on a topic clearly and concisely using command of the English language and domain specific vocab• use an essential question to drive discussion within a group |

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in cooperative learning discussion.
- Student journal entries both formative and summative.
- Student reflective analysis of concepts and theme.
- World Map of refugee migration.

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- YouTube clip from Hunchback of Notre Dame.
- Writing journals for student quick writes, notes, and reflections.
- Highlighters
- String/ Tape (optional)
- World Map handout
- Access to technology

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

How do we cope with stressful situations, and how does that help us develop empathy for others?

Connecting statement (from the script of *I on the Sky*):

“Wherever I find myself, the sky will always be the same.”

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Scripting

Modeling Expectations – “I Do”

High Yield Activities

Assessment

Activity I (approximately 15 - 20 minutes):

1. Teacher posts the essential question: **How do we cope with stressful situations, and how does that help us develop empathy for others?** and connecting statement: ***“Wherever I find myself, the sky will always be the same.”*** Essential question and connecting statement should be clear and present throughout the entire 10 days of the unit.
2. Students should be given 2-3 minutes to set up today’s journal page.
3. Students will view YouTube clip from The Hunchback of Notre Dame (see resources for link)
4. **Daily QW:** Students will be given 3-5 minutes for today’s write. Teacher should display the following prompt: Based on the video clip make an inference about what it means to “claim sanctuary”. Give an example of a time when someone may need to “claim sanctuary”.
5. Students will share thoughts/examples as chosen by teacher or voluntarily.
6. Teacher will remind students of yesterday’s definition of exile and inform students that someone who is exiled is referred to as a refugee.
7. Teacher will prompt students’ critical thinking by asking students to turn to an elbow partner and discuss what they think the connection is between exile, refugee, and claiming sanctuary. Each partner should be given one minute to share their thoughts.
8. Class will discuss concepts and make connections. Teacher will guide students to add in their note section the term refugee. At this time the teacher will also introduce students to the term asylum. Explaining that when

exiled refugees must claim asylum (like claiming sanctuary) in another country. This would be a good time to add definitions for refugee and asylum to the note section of journals. Teacher will explain that for the next several days we will be participating in activities to help us better understand more about refugees.

Activity II (approximately 25 - 30 minutes):

1. Students will break into small groups (around 4 per group) for a total of 6 groups.
2. Teacher will pass out a copy of the world map handout to each group.
3. Teacher will assign each group one of the countries listed at the bottom of the page. Students should highlight or circle their group's country.
4. Teacher will explain that each of these is a country that has given asylum to refugees. Share the facts from the *I on the Sky* lesson guide regarding the number of refugees each country has accepted. (Iran: 1,306,000, Pakistan: 1,227,000, United States of America: 485,000, Sudan: 328,000, Kenya: 233,000, Canada: 129,000)
5. Students will use laptops or personal devices to research their country with a goal of finding out where the refugees that were given asylum have come from.
6. Students will locate the countries of origin on the map and either draw an arrow from the country of origin to the country of asylum, or use string or some other object to connect them.
7. Students should each enter the information regarding their country into the notes section of their journal and prepare to enter other group's information during presentations. Students may wish to create a chart; method should be left up to students based on personal preference.

Activity III (approximately 10 minutes) :

1. Student groups will report out on their findings.
2. Students should enter each group's information into the note section of their journal.
3. Teacher will explain that tomorrow will be the first visit from their TA. You may wish to review expectations and explain that the activities tomorrow, and in the days to come, will provide students with greater understanding of refugees etc. This would also be a good time to remind students that all of these things will help them better understand the play that they will view, and that they should keep in mind these concepts and ideas during the performance.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

Suggested Procedures for Group Sharing:

- Students with accommodations for writing may have a scribe
- Students with modifications for writing may draw/sketch QW's and/or reflections.
- Teacher models using sample responses.
- Teacher models procedural expectations for students.
- Teacher may group students for activity in order to create heterogeneous groups.

CLOSURE

Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

Wrap up Activity (approximately 2 - 3 minutes).

1. Exit Ticket/reflection:
Students should reflect on the CS and how/why that concept might be important for a refugee.
2. Teacher will ask 1 or 2 students to share their thoughts; if time allows.

CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students/Teacher will make connections regarding historical events including exile and migration.

Students will make connections with prior experience in their writing.

Students will make connections to theme/concepts in visual art (video).

Students will describe and discuss the global impact of exile.

Notes:

I on the sky PBL Unit - Lesson Plan IV

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| Teaching Artist: |
| Class: |
| Course Unit: PBL using <i>I on the Sky</i> , Lesson 4, Day 4 |
| Duration of Lesson: 45 - 60 minutes |

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will continue their experiences with the PBL unit:

- Students will connect to their bodies via a warm-up of statues that represent themes from the play
- Students will bond with an assigned “family” of 4-6 through visual art, pantomime and physical tableau exercises
- Families will share each artistic product, and audiences will reflect
- Students will deepen the bond by moving about space as guided by TA, periodically upon cue finding family members to create tableaux. TA enriches family bonds with visualization between each tableau
- TA and/or Classroom Teacher will tap out a single member of each family, in essence, exiling them to create solo statues while the other members create a tableau on the next cue
- Students will observe all statues and tableaux
- Students will reflect on the feelings of being exiled or having a member removed

STANDARDS

Identify What You Want to Teach: *Content Standards, CCSS, College Readiness and/or State Competencies*

Psychology:

- P.52 Describe the relationship between attitudes (implicit and explicit) and behavior.
- P.54 Describe the power of the situation.
- P.55 Describe the effects of others’ presence on individuals’ behavior.

Sociology:

- S.35 Describe major social problems and social issues.
- S.36 Analyze causes and effects of social problems and issues.

Speaking & Listening:

- SL.7.1 Engage effectively in a range of collaborative discussions...
- SL.7.4 Report on a topic or text or present an opinion...

Art:

- 3.2 Evaluate subject matter that reflects personal experiences and environments.

Theatre:

- Standard 1.0 Script Writing

Students will write scripts through improvising...

- 1.2 Explore dramatic situations within script.
 - 1.2.2 Improvise character in a given conflict situation.
 - 1.2.3 Improvise multiple characters in various situations.

- Standard 2.0 Character Acting

Students will develop basic acting skills by portraying characters in improvised...

- 2.2 Develop characters through facial expressions, body language, and voice.
- 2.3 Create characters based on a given situation.
- 2.4 Explore physical and emotional depths of characters.
- 2.5 Employ improvisational skills using appropriate guidelines to develop a character.
- 2.6 Implement movement and vocal techniques to express character traits.

- Standard 7.0 Scene Comprehensions

Students will analyze, evaluate, and construct meanings from improvised scenes...

- 7.1 Analyze and respond to a variety of theatrical experiences.

OBJECTIVE

Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; "I Can..." Statements

In this lesson students will be able to:

- use the body as a means of expression
- work cooperatively as an ensemble, both with and without words
- analyze experiences of exile
- use an essential question to drive exploration and discussion

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in artistic exploration of theme.
- Student reflective analysis of theme in a group discussion.

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- Suitcase with multiple colored scarves (one scarf per student, one color per group of 4-6 students)
- Large paper tablets and markers for groups to draw on
- Cueing device (such as a tambourine) for TA
- Space for students to move that is clearly defined with colored tape

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

How do we cope with stressful situations, and how does that help us develop empathy for others?

Connecting statement (from the script of *Walking the Tightrope*):

"Wherever I find myself, the sky will always be the same."

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Scripting

Modeling Expectations – "I Do"

High Yield Activities

Assessment

Activity I (approximately 10 minutes):

1. Teaching Artist brainstorms with students briefly on their experiences with the unit before his/her arrival.
2. Teaching Artist warms-up students by first asking them to spread about the space, and next to create individual statues that represent or express the words home, journey, exile, sky, connection.
3. Essential question ***How do we cope with stressful situations, and how does that help us develop empathy for others?*** and connecting statement ***"Wherever I find myself, the sky will always be the same"*** should be clear and present throughout the entire 10 days of the unit.

Activity II (approximately 45 minutes):

1. Teaching Artist opens prop suitcase in center of circle of students, emptying multiple scarves on the floor (there should be enough scarves so that groups of 4-6 students can be made by finding

others with the same color scarf). Students chose a scarf, don it in some way and then are guided to find “family” members who have the same colored scarf.

2. Teaching Artist encourages these students to bond by having them discuss the home they might live in together and draw it.
3. Teaching Artist furthers the bond by asking the group members to pantomime a family meal.
4. Teaching Artist solidifies the bond by having the group form a tableau that portrays a typical day for the family.
5. Each group shares their drawing, pantomime and tableau with the others, who act as an audience and simply “notice what they notice” about the family.
6. Group members now mill about the space independently. When tambourine starts to shake, students are to find family members and create an impromptu, more abstract tableau before the tambourine stops. After peeking at other tableaus, group members go back to milling about the space independently. This cycle repeats multiple times with the TA side coaching in between, encouraging students to visualize things about their family (“imagine family vacations or holidays with this group”, for example).
7. On the last round, the Teaching Artist and Classroom Teacher tap out a member of each group, informing them to make an independent statue this time. Once the tambourine starts, the group members will likely search for their missing member, but be forced to create a tableau without them ultimately.
8. Everyone returns to a sitting circle to discuss the activity...specifically what it felt like to be exiled or to have a member of your family exiled.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

Suggested Procedures for Group Sharing:

- Students with physical limitations may adapt the movement activities as needed...making statues with only the arms etc.
- Teaching Artist models using sample responses.
- Teacher Artist models procedural expectations for students.

CLOSURE

Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

Wrap up Activity (approximately 5 minutes).

The lesson closes by reuniting the group and asking them what one word might describe their bond? This is now their family name!

CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students/Teacher will make connections regarding historical events including exile.

Students will make connections to activities in previous lessons of unit.

Students/Teacher will make connections to the use of art/images to relay theme.

NOTES: There is some flexibility in materials within this lesson.

The scarves do not have to be scarves, for example. Stickers, necklaces and anything "wearable" will work. Likewise, what the students draw on and draw with (listed as tablet and markers), is flexible too. Students could draw on a chalkboard or white board or notebook. Classroom teacher will supply these items and the Teaching Artist will supply suitcase and cueing device of their choice (listed as tambourine).

I on the sky PBL Unit - Lesson Plan VI

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| Teacher: |
| Class: |
| Course Unit: PBL using <i>I on the Sky</i> , Lesson 5, Day 5 |
| Duration of Lesson: 30 minutes each activity |

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will be introduced to the Product portion of the unit:

- Students will be reminded of the EQ: **How do we cope with stressful situations, and how does that help us develop empathy for others?**, and the CS: (From the script of *I on the Sky*): ***“Wherever I find myself, the sky will always be the same.”***
- Students will work through assessment/learning piece from *I on the Sky* guide to further understand exile and asylum. (Student’s may wish to change selection after working with TA; keep in mind initial choice should be flexible until the last two working days)
- Students will choose how they want to represent their understanding of the essential question using the Product Menu.
- Students will work individually or in pairs or small groups on their product.
- Students will understand what is expected using a rubric.
- Students will research, plan, use technology, and present final product.

STANDARDS

Identify What You Want to Teach: *Content Standards, CCSS, College Readiness and/or State Competencies*

World Geography:

WG.2 Apply geographic thinking in addressing global issues.

WG.19 Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

WG.28 Analyze ways cooperation among political jurisdictions is used to solve problems and settle disputes.

Speaking & Listening:

SL.5.1 Engage effectively in a range of collaborative discussions...

SL.5.4 Report on a topic or text or present an opinion...

SL.5.5 Include multimedia components and visual displays in presentations...

Writing:

W.5.1 Write opinion pieces on topics or texts...

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequence of events

W.5.4 Produce clear and coherent writing...

W.5.8 Recall relevant information from experience; summarize....

Language:

L.5.1 Demonstrate command of the conventions...

L.5.3 Use knowledge of language and its conventions...

L.5.5 Demonstrate understanding of figurative language....

L.5.6 Acquire & use academic and domain-specific words....

Theatre:

2.1 Use improvisational skills and techniques in creating a character.

2.4 Portray characters in a performance setting

Art:

- 1.3 Create visual art that communicates ideas through the use of media, techniques, and processes.
- 6.2 Integrate ideas, issues, and themes in the visual arts and other disciplines.

OBJECTIVE

Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; "I Can...." Statements

In this lesson students will be able to:

- Use technology to research and understand asylum.
- Use a rubric.
- Create a product representing an answer to an essential question.
- Work individually or collaboratively to create a product.

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Completion of assessment/learning piece questionnaire.
- Participation in collaboration or individual work.
- Presentation of final product.

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- Assessment/learning piece questionnaire.
- Various materials for final products: art supplies, space for movement, paper for writing and art
- Access to technology

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

How do we cope with stressful situations, and how does that help us develop empathy for others?

Connecting statement (from the script of *I on the Sky*):

"Wherever I find myself, the sky will always be the same."

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Scripting

Modeling Expectations – "I Do"

High Yield Activities

Assessment

Activity I

1. Teacher will explain that students will be doing research today to find information regarding asylum.
2. Teacher will pass out copies of questionnaire (see resources), and allow students time to work in pairs to research the answers.
3. Class will share and discuss answers to questionnaire and the rules/laws regarding asylum.
4. Teacher may want to use this time to add some new thoughts to the emotion and coping columns of the unit chart to help students analyze new ways to cope with stressful situations and develop empathy for others in such situations.
5. Teacher will transition students into project introduction.

Activity II

1. Students spend 1 – 2 minutes setting up today's journal page
2. Today's QW will be a 2 – 3 minute brainstorm. Students should be given directions to write down concepts, ideas, thoughts, words etc. that come to mind when reading the EQ. You may want to encourage students to list words or short phrases. As the goal will be to use this brainstorming list to springboard project ideas/concepts. Remind students that this is a brainstorm, so they should keep writing whatever things come to mind to keep the thoughts flowing. Teacher may want to model a few ideas to show how thoughts can link and flow.
3. Teacher will introduce product menu and rubric for students to use.
4. Teacher gives clear direction for procedures and expectations during individual/ small group work time.
5. Students are given time to take notes in their journal on project ideas. Students should include information on what materials they would need etc. as this will help them to select an achievable project for them.
6. Teacher logs student selections for products; also notes which students are working individually or as groups and makes note of what supplies/materials will be needed.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

- Teacher offers clear directions and expectations.
- Teacher offers varied levels of support during independent work time.
- Students may work in cooperative teams/pairs.
- Student self-selection of projects

CLOSURE

Reflection/Wrap-Up: *Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket*

Students begin to prepare for presentations..

CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students/Teacher may make connections within geography, psychology, sociology, art, music, theater, and perhaps other content areas.

Students will make connections with prior experience.

NOTES:

I on the sky PBL Unit - Lesson Plan VII

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| Teaching Artist: |
| Class: |
| Course Unit: PBL using <i>I on the Sky</i> , Lesson 6, Day 6 |
| Duration of Lesson: 60-90 minutes |

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will work with a Teaching Artist a second time as a part of the PBL unit:

- Students will reconnect to their physical bodies and to their Lesson 4 groups with a tableau warm-up.
- Students will collaborate to create a movement piece titled “Wherever I find myself, the sky will always be the same”—the connecting statement they have been exposed to from the beginning of the unit.
- Teaching Artist will provide guidelines for the creation of this piece and students will ultimately perform them for one another.
- Students will reflect on what each group has shared, using vocabulary and themes examined thus far in the unit.

STANDARDS

Identify What You Want to Teach: *Content Standards, CCSS, College Readiness and/or State Competencies*

SEL/Guidance:

- 9.1 analyze stress and its effects on all aspects of health and wellness.
- 9.3 evaluate how choices impact health, safety, personal goals, educational opportunities, and career choices.
- 9.4 utilize skills to recognize, report, and protect against threats to personal safety.

Psychology:

- P.52 Describe the relationship between attitudes (implicit and explicit) and behavior.
- P.54 Describe the power of the situation.
- P.55 Describe the effects of others’ presence on individuals’ behavior.

Speaking & Listening:

- SL.5.1 Engage effectively in a range of collaborative discussions...

Language:

- L.5.1 Demonstrate command of the conventions...
- L.5.3 Use knowledge of language and its conventions...
- L.5.5 Demonstrate understanding of figurative language....
- L.5.6 Acquire & use academic and domain-specific words....

Theatre:

- Standard 1.0 Script Writing

Students will write scripts through improvising...

- 1.2 Explore dramatic situations within script.
 - 1.2.2 Improvise character in a given conflict situation.
 - 1.2.3 Improvise multiple characters in various situations.

- Standard 2.0 Character Acting

Students will develop basic acting skills by portraying characters in improvised...

- 2.2 Develop characters through facial expressions, body language, and voice.
- 2.3 Create characters based on a given situation.
- 2.4 Explore physical and emotional depths of characters.
- 2.5 Employ improvisational skills using appropriate guidelines to develop a character.
- 2.6 Implement movement and vocal techniques to express character traits.

- Standard 7.0 Scene Comprehensions

Students will analyze, evaluate, and construct meanings from improvised scenes...

- 7.1 Analyze and respond to a variety of theatrical experiences.

OBJECTIVE

Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; "I Can..." Statements

In this lesson students will be able to:

- analyze theme and subject matter in a collaborative group setting.
- create a theatrical movement piece based on analysis of subject matter and personal experience.
- re-examine the power of situations and empathy.
- use both an essential question and a connecting statement to drive artistic expression.

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in cooperative learning discussion and creation of performance piece.
- Student reflective analysis of concepts and theme.

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- Bach music, playback device, suitcases

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

How do we cope with stressful situations, and how does that help us develop empathy for others?

Connecting statement (from the script of *Walking the Tightrope*):

"Wherever I find myself, the sky will always be the same."

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Scripting

Modeling Expectations – "I Do"

High Yield Activities

Assessment

Activity I (approximately 5-10 minutes):

1. Teaching Artist will reunite the "families" created in Lesson IV. Each group will create a tableau inspired by the connecting statement "Wherever I find myself, the sky will always be the same."
2. The groups will share their final image, and audience members will make observations.

Activity II (approximately 35-45 minutes):

1. Teaching Artist explains that groups will now create a movement piece inspired by the same connecting statement, in essence bringing their tableau to life in a 5 minute performance to further examine unit themes.
2. Teaching Artist will talk through and hand out the following "Rules of Play" so that students have written guidelines while creating.

RULES OF PLAY

-The title of today's warm-up ("Wherever I find myself, the sky will always be the same") will also be the title of your movement piece—allow it to further inspire what you create. Also, draw on how memories might serve as a coping device.

-Group members are no longer bound to playing families. One person must serve as the exiled (it doesn't have to be the one exiled in Lesson IV however) and they will be given a prop suitcase as indicator, but others may serve the story the group wishes to tell in any way.

-NO WORDS can be spoken. The piece must be conveyed entirely through movement. Don't feel you must *dance*, however. This is absolutely not about dance technique. This is about body language, space, tempo, connection (or not) and what all of those things say without words.

-There will be some level of improvisation to the final performance, but try to use the rehearsal time to craft a definite beginning, middle, end. If you are stuck, talk through the story you want to tell first and then create 3 tableaux that express that beginning, middle, and end. Then, work to find how those moments connect to each other.

-While you create, two tracks will be playing. You may do your final piece without music. Or you may choose one of the two tracks. Up to your group!

-Performers can certainly make entrances and exits—there is no need to keep every body on stage the entire time—again, whatever serves the story you wish to tell.

-You may use chairs if you wish (levels are always nice). You may use your scarves if you wish (or other simple props that happen to be in the room). Exiled member has the suitcase to use as the group sees fit.

-Have fun! Don't stress! Tell a story—without words!

Activity III (approximately 15-25 minutes):

Groups share their movement pieces and audience reflects on each one immediately afterwards.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

- Students with physical limitations may adapt the movement activities as needed.
- Teacher/TA models using sample responses.
- Teacher/TA models procedural expectations for students.

CLOSURE

Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

Wrap up Activity (5-10 minutes):

Teaching Artist preps students to see show the following day and fields questions about theatre etiquette etc.

CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students/Teacher will make connections regarding historical events including exile and immigration.

Students will make connections with prior experience with tableau and movement exploration.

Students will make connections to the use music to relay theme.

Students will describe and discuss psychology concepts.

NOTES: Teaching Artist will find and supply the Bach music and should collaborate with Classroom Teacher on playback devices in the classroom (iPod dock, blue tooth speakers etc.). Multiple suitcases will be utilized in this lesson. Teaching Artist and Classroom Teacher should collaborate on bringing these props. If necessary, bags or backpacks could replace the suitcases.

I on the sky PBL Unit - Lesson Plans VIII & IX

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| Teacher: |
| Class: |
| Course Unit: PBL using <i>I on the Sky</i> , Lesson 8/9, Day 8/9 |
| Duration of Lesson: 60 minutes each day |

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will be introduced to the Product portion of the unit:

- Students will be reminded of the EQ: **How do we cope with stressful situations, and how does that help us develop empathy for others?**, and the CS: (from the script of *I on the Sky*): ***“Wherever I find myself, the sky will always be the same.”***
- Students will choose how they want to represent their understanding of the essential question using the Product Menu.
- Students will work individually or in pairs or small groups on their product.
- Students will understand what is expected using a rubric.
- Students will research, plan, use technology, and present final product.

STANDARDS

Identify What You Want to Teach: *Content Standards, CCSS, College Readiness and/or State Competencies*

Speaking & Listening:

SL.5.1 Engage effectively in a range of collaborative discussions...

SL.5.4 Report on a topic or text or present an opinion...

SL.5.5 Include multimedia components and visual displays in presentations...

Writing:

W.5.1 Write opinion pieces on topics or texts...

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequence of events

W.5.4 Produce clear and coherent writing...

W.5.8 Recall relevant information from experience; summarize....

Language:

L.5.1 Demonstrate command of the conventions...

L.5.3 Use knowledge of language and its conventions...

L.5.5 Demonstrate understanding of figurative language....

L.5.6 Acquire & use academic and domain-specific words....

Theatre:

2.1 Use improvisational skills and techniques in creating a character.

2.4 Portray characters in a performance setting

Art:

1.3 Create visual art that communicates ideas through the use of media, techniques, and processes.

6.2 Integrate ideas, issues, and themes in the visual arts and other disciplines.

OBJECTIVE

Clear, Specific, and Measurable: *NOT ACTIVITIES; Student-Friendly; “I Can....” Statements*

In this lesson students will be able to:

- Use a rubric.

- Create a product representing an answer to an essential question.
- Work individually or collaboratively to create a product.

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: *Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective*

- Participation in collaboration or individual work.
- Presentation of final product.

MATERIALS

Aligned with the Lesson Objective: *Rigorous & Relevant*

- Various materials for final products: art supplies, space for movement, paper for writing and art
- Access to technology

ACTIVATING STRATEGY

Motivator/Hook: *Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions*

How do we cope with stressful situations, and how does that help us develop empathy for others?

Connecting statement (from the script of *I on the Sky*):
“Wherever I find myself, the sky will always be the same.”

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Scripting

Modeling Expectations – “I Do”

High Yield Activities

Assessment

Day 8

1. Teacher allows students time to work on presentations/final products.
2. Teacher circulates and conferences with students about their work offering various levels of support based on need.

Day 9

1. Teacher allows students time to work on presentations/final products.
2. Teacher circulates and conferences with students about their work offering various levels of support based on need.
3. Teacher encourages students to complete projects and begin presentations (hanging art work, etc.)

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

- Teacher offers clear directions and expectations.
- Teacher offers varied levels of support during independent work time.
- Students may work in cooperative teams/pairs.
- Student self-selection of projects

CLOSURE

Reflection/Wrap-Up: *Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket*

Students begin to prepare for presentations.

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| CROSS-CURRICULAR CONNECTIONS |
| <i>Other areas of the curriculum where connections were made</i> |
| Students/Teacher may make connections within geography, psychology, sociology, art, music,theater, and perhaps other content areas. Students will make connections with prior experience. |

NOTES:

I on the sky PBL Unit - Lesson Plan X

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| Teacher: |
| Class: |
| Course Unit: PBL using <i>I on the Sky</i> , Lesson 10, Day 10 |
| Duration of Lesson: 60 minutes * <i>Please note: we have reserved one day for presentations in this PBL model; you may want to plan for an additional presentation day if not all students get to share in one class period or if you plan to invite an outside audience.</i> |

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| LESSON OVERVIEW |
| Summary of: <i>the task, challenge, investigation, career-related scenario, problem, or community link</i> |
| Students will present PBL products: <ul style="list-style-type: none">• Students will be reminded of the EQ: “How do we cope with stressful situations, and how does that help us develop empathy for others?”, and the CS: (from the script of <i>I on the Sky</i>): “Wherever I find myself, the sky will always be the same.”• Students will be asked to present their understanding of the essential question to the class through their selected project.• Students will attentively observe other presentations and displays.• Students will offer feedback to classmates regarding presentations.• Students will reflect on their own presentation and the learning gained in this unit of study. |

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| STANDARDS |
| Identify What You Want to Teach: <i>Content Standards, CCSS, College Readiness and/or State Competencies</i> |
| Speaking & Listening: SL.5.1 Engage effectively in a range of collaborative discussions... SL.5.4 Report on a topic or text or present an opinion... SL.5.5 Include multimedia components and visual displays in presentations... Writing: W.5.1 Write opinion pieces on topics or texts... W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequence of events W.5.4 Produce clear and coherent writing... W.5.8 Recall relevant information from experience; summarize.... Language: L.5.1 Demonstrate command of the conventions... L.5.3 Use knowledge of language and its conventions... L.5.5 Demonstrate understanding of figurative language.... L.5.6 Acquire & use academic and domain-specific words.... Theatre: 2.1 Use improvisational skills and techniques in creating a character. 2.4 Portray characters in a performance setting Art: 1.3 Create visual art that communicates ideas through the use of media, techniques, and processes. 6.2 Integrate ideas, issues, and themes in the visual arts and other disciplines. |

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| OBJECTIVE |
| <i>Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; "I Can...." Statements</i> |
| In this lesson students will be able to: <ul style="list-style-type: none"> • Present a product to the class reflecting understanding of an essential question. • Offer constructive feedback to classmates. • Reflect on their own, individual work and knowledge. |
| ASSESSMENT/EVALUATION |
| <i>Students show evidence of proficiency through a variety of assessments: Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective</i> |
| <ul style="list-style-type: none"> • Participation in presentations: Both in presenting and observing others. • Preparation, planning, and presentation of material. |
| MATERIALS |
| <i>Aligned with the Lesson Objective: Rigorous & Relevant</i> |
| <ul style="list-style-type: none"> • Writing journals (optional) for student responses to observations. |
| ACTIVATING STRATEGY |
| <i>Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions</i> |
| <p>How do we cope with stressful situations, and how does that help us develop empathy for others?</p> <p>Connecting statement (from the script of <i>I on the Sky</i>): <i>"Wherever I find myself, the sky will always be the same."</i></p> |
| INSTRUCTION |
| <p>Step-by-Step Procedures-Sequence: <i>Sample Scripting</i> <i>Modeling Expectations – "I Do"</i> <i>High Yield Activities</i> <i>Assessment</i></p> |
| <ol style="list-style-type: none"> 1. Teacher asks students to present individually or in small group. Art work and some other presentations may be presented in gallery walk style but students should be available to talk about their work and answer questions. 2. All students observe others' presentations as well as present their own work. 3. Teacher is clear about expectations for presentations and for audience behavior. 4. Teacher encourages/requires students to offer feedback based on classmate presentations through open discussion or feedback sheets provided by teacher. Teacher may also wish to have students take notes during presentations in their journal. This often helps students articulate thoughts when sharing feedback. 5. Teacher encourages/requires students to reflect on their own work and on the essential question through discussion or exit ticket; perhaps in today's reflection section of student journal. |
| DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION |
| <i>Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual</i> |
| <p>Teacher is clear about expectations for presentations.</p> <p>Teacher offers varied levels of support as appropriate for students to feel successful in the final presentations of the PBL unit.</p> |

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| CLOSURE |
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| <i>Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket</i> |
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| Wrap up Activity (approximately 1-2 minutes). |
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| Students complete a feedback sheet on a classmate's presentation. For example: |
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| "I liked..... |
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| "I wonder..... |
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| Student completes a reflection sheet on their own work. |
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| "I liked..... |
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| "Next time, I'd change..... |
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| CROSS-CURRICULAR CONNECTIONS |
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| <i>Other areas of the curriculum where connections were made</i> |
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| Students/Teacher may make connections about change with math, science, or social studies. |
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| Students will make connections with prior experience in their writing. |
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NOTES:

I on the sky PBL Product Menu

Directions for implementation:

1. Choose from one of the product choices below or create your own product with teacher permission.
2. Choose to work individually or with a partner or team.
3. Design your presentation. You will have 2 class periods to complete your project.
4. Be prepared to present your masterpiece to the class.
5. Be prepared to answer questions about your project and accept feedback from your classmates.

Note to teacher: Students may present in a variety of ways. Some products will be performed for whole class or small group; others may be displayed so class can do a gallery walk to observe student work.

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| <p><u>Technology:</u> Create a video (think YouTube style) that relays your message of how we cope with stressful situations and develop empathy. Be creative! You may want to use ProShow, IMovie, or your video phone feature. Remember, you must be able to show it to the class.</p> | <p><u>Psychology Brochure:</u> Create a brochure that might be used by a psychologist to explain how to positively cope with stressful situations. Be sure to include information on how coping with stressful situations help produce character through the development of empathy.</p> | <p><u>Picture Book/Graphic Novel:</u> Create a picture book or graphic novel based on a character that endures a stressful situation and how that helps him/her develop empathy. Remember that we must see/understand the message you are relaying; stay focused on the theme/concept.</p> |
| <p><u>Newspaper Review:</u> "Everyone's a critic", or so they say! Write a newspaper review for <i>I on the Sky</i>. Be sure to keep in mind that you must relay the answer to our EQ. You may want to critique the work of art; emphasizing both likes and dislike, but you also MUST analyze how the play represented coping through stress and empathy. You might also consider discussing the CS from our unit/the play. "Wherever I go the sky..."</p> | <p><u>Create Your Own:</u> Have a great idea for representing how we cope with stressful situations and develop empathy? Talk with your teacher about creating your own product!</p> | <p><u>Song/Poetry:</u> Write and perform a song or a poem (with poetic reading) about coping with stress and developing empathy. Consider words and phrases from earlier assignments in the unit to build your song/poem.</p> |
| <p><u>Visual Art:</u> Represent a theme of empathy, developed by coping with stress, through a painting, mural, comic strip drawing, sketch, sculpture, or other visual art form.</p> | <p><u>Narrative Essay:</u> Write a short story about a character that endures a stressful situation and as a result develops empathy. You may create a character for a fictional story or you may write a non-fiction, personal essay.</p> | <p><u>Theater:</u> Write and perform a short script that utilizes improvisation and delivers a message about how we cope with stressful situations and how that helps us develop empathy.</p> |

Rubric for *I on the Sky* Unit Product/Presentation

| | 1 | 2 | 3 |  |
|-----------------------------------|--|---|---|---|
| SKILL | Below Standard | Approaching Standard | At Standard | Above Standard |
| Ideas and Information | Chooses inappropriate and irrelevant details and information that do not support main ideas | Chooses some details and information that support main ideas, but there may not be enough or some are irrelevant | Chooses appropriate details and information relevant and supportive of main ideas and themes | |
| Product/Presentation Organization | Few requirements included in product/presentation Presents ideas in an order that does not make sense Poorly planned | Includes most requirements in product/presentation Attempts to present ideas in order, but it doesn't always make sense Some evidence of appropriate planning | Includes all requirements in product/presentation Presents ideas in an order that makes sense Appropriate planning is evident | |
| Product/Presentation Elements | Product/Presentation does not demonstrate understanding of main ideas Visual aids and other aspects of the product/presentation are inappropriate or distracting If applicable, lack of participation/collaboration within group | Product/Presentation demonstrates a limited understanding of main ideas Visual aids and other aspects of the product/presentation are sometimes inappropriate or distracting If applicable, some participation/collaboration within group but not equal participation | Product/Presentation demonstrates clear understanding of main ideas Visual aids and other aspects of the product/presentation are used appropriately and enhance the main ideas and themes If applicable, clear evidence of equal participation and collaboration | |
| Presentation Response | Cannot answer questions Does not speak clearly or make eye contact | Answers questions but not completely Speaks clearly and makes eye contact some of the time | Answers questions completely and knowledgably Speaks clearly and makes eye contact | |

Optional Anticipatory and Extension Lesson Plan for *I on the sky* PBL

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| Teacher: |
| Class: |
| Course Unit: PBL using <i>I on the Sky</i> , Optional Anticipatory and Extension Lesson |
| Duration of Lesson: Teacher discretion – day before starting unit; follow up to unit |

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| LESSON OVERVIEW |
| Summary of: <i>the task, challenge, investigation, career-related scenario, problem, or community link</i> |
| Students will be introduced to the PBL unit: <ul style="list-style-type: none"> • Two optional anticipatory activities • One optional extension activity |
| STANDARDS |
| Identify What You Want to Teach: <i>Content Standards, CCSS, College Readiness and/or State Competencies</i> |
| These activities are meant to create anticipation and enhance experiences with upcoming unit which covers the following standards: |
| SEL/Guidance: Standard 9: Acquire Personal Safety Skills Students will understand safety and survival skills. Learning Expectations 9.1 analyze stress and its effects on all aspects of health and wellness. 9.2 utilize available resources to manage peer pressure, personal safety issues and other life stresses. 9.3 evaluate how choices impact health, safety, personal goals, educational opportunities, and career choices. 9.4 utilize skills to recognize, report, and protect against threats to personal safety. |
| World Geography: WG.2 Apply geographic thinking in addressing global issues. WG.11 Describe how humans influence the environment and are influenced by it. WG.19 Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors. WG.27 Explain and analyze reasons for the creation of different political divisions. WG.28 Analyze ways cooperation among political jurisdictions is used to solve problems and settle disputes. |
| Psychology: P.51 Describe attributional explanations of behavior. P.52 Describe the relationship between attitudes (implicit and explicit) and behavior. P.53 Identify persuasive methods used to change attitudes. P.54 Describe the power of the situation. P.55 Describe the effects of others’ presence on individuals’ behavior. P.56 Describe how group dynamics influence behavior and how an individual influences group behavior. |
| Sociology: S.35 Describe major social problems and social issues. S.36 Analyze causes and effects of social problems and issues. |
| Reading Literature: RL.7.2 Determine a theme of a story, drama, or poem from details in the text... RL.7.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (eg. Graphic novel...) RL.7.10 ...Read and comprehend literature, including stories, dramas, and poetry... |
| Speaking & Listening: SL.7.1 Engage effectively in a range of collaborative discussions... |

SL.7.4 Report on a topic or text or present an opinion...
SL.7.5 Include multimedia components and visual displays in presentations...

Writing:

W.7.1 Write opinion pieces on topics or texts...
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequence of events
W.7.4 Produce clear and coherent writing...
W.7.8 Recall relevant information from experience; summarize....

Language:

L.7.1 Demonstrate command of the conventions...
L.7.3 Use knowledge of language and its conventions...
L.7.5 Demonstrate understanding of figurative language....
L.7.6 Acquire & use academic and domain-specific words....

Theatre:

1.2 Understand the principles of improvisation.
2.1 Use improvisational skills and techniques in creating a character.
2.4 Portray characters in a performance setting

Art:

1.3 Create visual art that communicates ideas through the use of media, techniques, and processes.
3.2 Evaluate subject matter that reflects personal experiences and environments.
6.2 Integrate ideas, issues, and themes in the visual arts and other disciplines.

OBJECTIVE

Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; "I Can...." Statements

In this lesson students will be able to:

- analyze theme and subject matter.
- create interest in upcoming unit.
- engage effectively in discussion with peers.
- present information clearly and in an engaging manner.
- participate in socialization activities.
- compare cultural experiences.
- use an essential question to drive discussion within a group.

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- Computer access with Skype
- Field Trip Permission/Bus etc.
- Guest Speaker Contact Information

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

How do we cope with stressful situations, and how does that help us develop empathy for others?

Connecting statement (from the script of *I on the Sky*):

"Wherever I find myself, the sky will always be the same."

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Scripting

Modeling Expectations – "I Do"

High Yield Activities

Assessment

Activity I (Anticipatory Set):

1. October 3rd class trip; Celebrate Nashville Cultural Festival at Centennial Park (<http://celebratenashville.org/>). Teacher may arrange a class/family trip with students to attend the festival, or make arrangements for students to attend with their family and possibly assign them a scavenger hunt or bingo card to complete during the festival.
2. Encourage students to take photos and either print or be prepared to present them digitally during class discussion.
3. October 5th host class discussion for students to share out experiences, pictures, videos etc.
4. Teacher will tell students that we are going to begin spending some time studying immigration etc. Do not introduce unit, as this is anticipatory, simply give students enough information to spark interest. You may tell them that you will even have a special guest speaker etc.

Activity II (Anticipatory Set – Friday before beginning lesson one):

1. Teacher will contact Mayor's Office of New Americans (<http://www.nashville.gov/Mayors-Office/Priorities/New-Americans.aspx>), Scarritt Bennett, or a local organization of choice that works with Nashville immigrants (ie. Catholic Charities), and arrange a guest speaker. If possible you may want to contact an agency that can help pair your class with a local group of immigrant students for an extension activity later.
2. Teacher posts the Essential Question: **How do we cope with stressful situations, and how does that help us develop empathy for others?** and Connecting Statement: **"Wherever I find myself, the sky will always be the same."**
3. Teacher will explain that on Monday we are going to begin the unit that we have been anticipating. At this point you may allow students time to make inferences regarding the unit; perhaps create a chart of possible themes/topics of our unit. This will allow you to celebrate students abilities to use contextual clues to determine information after revealing the unit overview on Monday.

Activity III (Post unit extension activity) :

1. Teacher will arrange a class project collaborating with a local group of immigrant students, or an international classroom via Skype.
2. Classes will have an introductory meeting via Skype. Teachers should collaborate to prepare discussion topics prior to meeting. You may want to have students prepare questions/topics of interest.
3. Both groups of students will begin collecting items to create a small "suitcase" full of artifacts from their cultures/home country. If students represent multiple cultures classes could make multiple suitcases.
4. Teachers will mail "suitcases" and arrange an additional classroom Skype for students to discuss the "suitcases" after both groups receive them.
5. For continued collaboration students may exchange emails throughout the year.

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| DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION |
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| <i>Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual</i> |
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| CLOSURE |
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| <i>Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket</i> |
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| CROSS-CURRICULAR CONNECTIONS |
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| <i>Other areas of the curriculum where connections were made</i> |
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NOTES:

I on the Sky PBL Unit Resources

- See links to Study Guide and curriculum connections

<http://www.dynamotheatre.qc.ca/en/productions/i-on-the-sky.html> from company website

Materials:

- Student journals
- Flip chart
- Glue
- Post It Notes
- Index cards
- Highlighters

Resources for Daily Lessons:

Day One:

- The Arrival Animation – Shaun Tan

<https://vimeo.com/74292820>

Day Two:

- Backpack handout (page down)
- Walk a Mile – Joe South
 - Lyric handout (page down)

https://www.youtube.com/watch?v=x_IRzJDGiHU

- Empathy Vs Sympathy
 - Teacher handout (page down)

http://www.diffen.com/difference/Empathy_vs_Sympathy

Day Three:

- Hunchback Movie Clip

<https://www.youtube.com/watch?v=kkxE0uSTalc>

- World Map handout (page down)

Day Four:

- Suitcase with multiple colored scarfs (enough so that students will be divided evenly into groups of 4-6)
- Large paper tablets
- Markers
- Cueing device (such as a tambourine) for TA

Day Five:

- *I on the Sky* Guided Questions handout (page down)

Day Six:

- Music playing device with Bach music

Walk A Mile In My Shoes

By Joe South

If I could be you, if you could be me for just one hour
If we could find a way to get inside each other's mind,
If you could see you through my eyes instead of your ego
I believe you'd be surprised to see that you've been blind,

Walk a mile in my shoes, walk a mile in my shoes
Hey, before you abuse, criticize and accuse
Walk a mile in my shoes

Now your whole world you see around you is just a reflection
And the law of Karma says you're gonna reap just what you sow
So unless you've lived a life of total perfection
You'd better be careful of every stone that you should throw

And yet we spend the day throwin' stones at one another
'Cause I don't think or wear my hair the same way you do,
Well, I may be common people but I'm your brother
And when you strike out you're tryin' to hurt me it's hurtin' you
Lord, have mercy

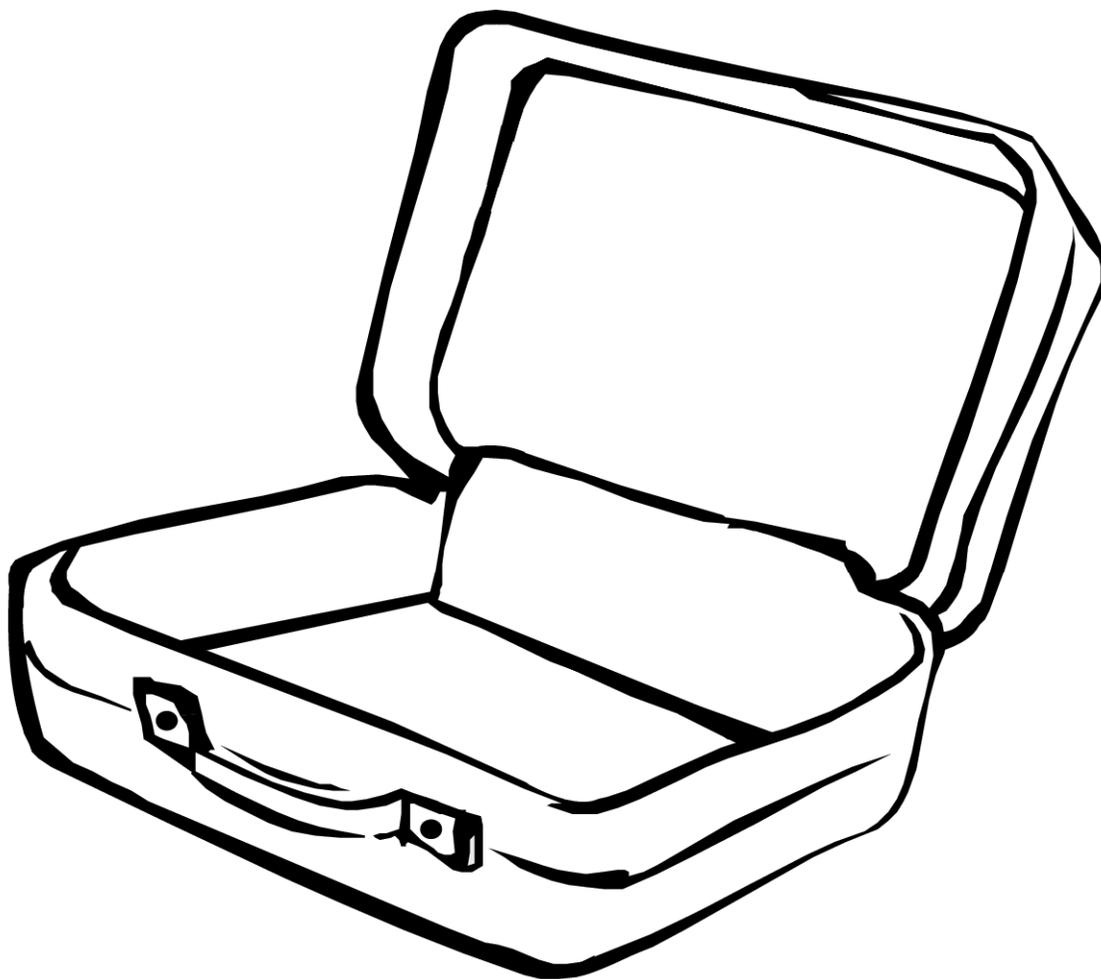
Walk a mile in my shoes, walk a mile in my shoes
Babe, before you abuse, criticize and accuse
Walk a mile in my shoes

And there are people on reservations and out in the ghettos
And brother, there, but for the grace of God, go you and I,
And if I only had wings of a little angel, well
Don't you know, I'd fly to the top of a mountain and then I'd cry

Walk a mile in my shoes, walk a mile in my shoes
Babe, before you abuse, criticize and accuse
Better walk a mile in my shoes
Try before what you're doing

Walk a mile in my shoes, walk a mile in my shoes
Oh, before you abuse, criticize and accuse
Walk a mile in my shoes...

Suitcase Pattern



Empathy vs Sympathy

Empathy is the ability to *experience* the feelings of another person. It goes beyond **sympathy**, which is caring and understanding for the suffering of others. Both words are used similarly and often interchangeably (incorrectly so) but differ subtly in their emotional meaning.

Comparison chart

| | Empathy | Sympathy |
|------------------------|--|---|
| Definition | Understanding what others are feeling because you have experienced it yourself or can put yourself in their shoes. | Acknowledging another person's emotional hardships and providing comfort and assurance. |
| Example | "I know it's not easy to lose weight because I have faced the same problems myself." | "Trying to lose weight can feel like a uphill battle at first." |
| Relationship | Personal understanding | Understanding the experience of others |
| Nursing context | A doctor relating with a patient because he or she has been in a similar situation or experience | Doctors comforting patients or their families |
| Scope | Personal; it can be one to many in some circumstances | From either one to another person or one to many (or one to a group). |



Canada

Iran

Pakistan

United States

Sudan

Kenya

I on the Sky Guided Questionnaire

1. Is there a difference between a refugee and an immigrant? If there is, what does it involve?
2. What are the reasons that can force individuals and their families to claim asylum in a foreign country?
3. True or false: unaccompanied children who leave their country of nationality without being accompanied by an adult cannot become refugees.
4. True or false: people who are forced to desert their houses due to natural disasters (floods, tsunamis, earthquakes) need to claim asylum in another country.
5. True or false: all countries must accept refugee claims.
6. True or false: developing countries do not accept refugees inside their borders.
7. True or false: all asylum claimants become refugees.
8. True or false: refugees enter the country of refuge with large suitcases and trunks filled with personal effects.
9. What are the reasons that could drive a population to massive exodus?

I on the Sky Guided Questions Answer Key

Answers:

1. *There is a huge difference between an immigrant and a refugee. Immigrants leave of their own free will and do so most often for financial reasons to have a better life for themselves and their families. For their part, refugees are forced to leave their country to protect their lives and freedom. As such, they are not protected by the country's government, which is often responsible for persecuting them.*

2. *The following reasons can prompt individuals and their families to claim asylum: being persecuted for the color of their skin, their faith (during civil wars, for instance), their social group (such as gays or women) or political views.*

3. *False. Sometimes children and teenagers are forced to flee their country on their own because their parents were killed or imprisoned. Children may be separated from their parents in the chaos of an exodus or the threat of persecution may be directed squarely at children or teenagers, e.g. when rebel armies kidnap children to make them soldier children.*

4. *False. Because governments mostly view victims of natural disasters in a favorable light, their situation is very different. They have access to humanitarian assistance on site and can be relocated without having to leave their country.*

5. *This is true of the signatory countries of the Geneva Convention (Convention relating to the Status of Refugees signed in Geneva Switzerland in 1951) who must accept and protect refugees.*

6. *False. According to the High Commissioner for Human Rights, developing countries accept 80% of refugees in the world. Why? First, because individuals fleeing their country must often do so on foot or use rudimentary transportation. They look for refuge in a neighboring country, as did Sudanese refugees in Kenya, citizens of Myanmar in Bangladesh or even Afghan refugees in Iran. Another reason is that developed countries are increasingly hesitant in accepting refugees. They bring issues relating to migration into play to justify denying more and more asylum claims.*

7. *False. For instance, half of claims are accepted in Canada. For a claim to be accepted, claimants must be facing danger in their country of origin, as described in the Geneva Convention. They must show that this is their first asylum claim in Canada, that claimants do not have a refugee status in another country, that they did not pass through a safe country able to provide asylum (the United States of America for instance) and that their presence in Canada does not endanger Canadian citizen (e.g. for reasons of health or criminality) .*

8. *False. People fleeing their country because they fear for their lives or their freedom must often leave in a hurry and only have the clothes on their backs when they leave. If they can, they may try to bring along a small piece of luggage in which they mostly stuff keepsakes and picture albums.*

9. *Political, ethnic and economic conflicts, famine, insecurity, violence, poverty, environmental degradation and violation of human rights are the most significant causes of massive exodus of populations.*