

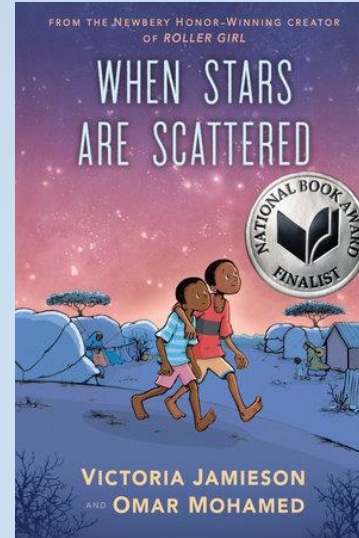
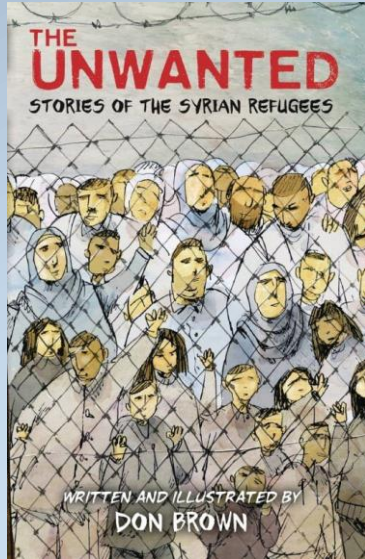


Paired Texts Teacher's Guide on Immigration

7th Grade

By Melissa Boies

Paired Texts



Brown, Dan. (2021). *The unwanted: stories of the Syrian refugees*. Illus. by Dan Brown. Clarion Books. 112 p.

Jamieson, Victoria and Mohamed, Omar. (2020). *When stars are scattered*. Illus. by Victoria Jamieson and Iman Geddy. Dial Books. 264 p.

Synopsis of *The unwanted: stories of the Syrian refugees*

The Unwanted: stories of the Syrian refugees is a nonfiction graphic novel that depicts the plight of Syrians leaving their country and why they had to leave. The book includes how the refugees get to other countries, what they face when they get there and what they faced if they stayed.

The book uses maps, graphs and numbers to provide information to the readers. The illustrations are dark and capture the despair of the refugees. The back of the book includes a journal summary from the author about his experience researching this book as well as an extensive bibliography.

The unwanted: stories of the Syrian Refugees

Awards:

Sibert Informational Book Honor
YALSA Award for Excellence in Nonfiction
New York Public Library Best Of 2018
Kirkus Best Books of 2018

Book Review:

“The issues surrounding the ongoing Syrian refugee crisis are numerous and complex, and this insightful and compassionate graphic novel does an excellent job of presenting them for a young audience.”

Berry, Michael. (2018). *The unwanted: Stories of the Syrian Refugees*. Retrieved from Common Sense Media: <https://www.common sense media.org/book-reviews/the-unwanted-stories-of-the-syrian-refugees>

Author Information: Don Brown

Don Brown lives in New York. He is an author and illustrator who has written numerous non-fiction for young readers as well as older readers. He has also written a few historical fiction books. Don's books include biographies and books capturing historical events.

Other works:

Brown, Don. (2015). *Drowned city: Hurricane Katrina and New Orleans*. Illus. by Don Brown. HMH Books for Young Readers. 96 p.

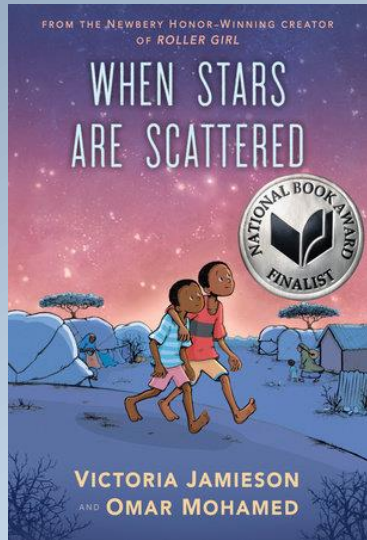
Brown, Don. (2019). *Fever year: the killer flu of 1918*. Illus. by Don Brown. Clarion Books. 96 p.

Brown, Don. (2021). *In the shadow of the fallen towers: The seconds, minutes, hours, days, weeks, months, and years after the 9/11 attacks*. Illus. by Don Brown. Clarion Books. 128 p.

Brown, Don. (2017). *The great American dust bowl*. Illus. by Don Brown. Clarion Books. 80 p.



Synopsis of *When stars are scattered*



The *When stars are scattered* is a fictional graphic novel based on the real life of Omar Mohammad's experiences in a refugee camp with his brother. The book follows Omar and his brother's experience from leaving their home in Somalia to their long journey waiting for resettlement in the United States. Omar's schooling, caring for his brother with disabilities and day-to-day life at the refugee camp provoke emotion and empathy for what refugees' experience.

The books colorful illustrations highlight the geography's contrast of the large blue sky to the bleak, dry surroundings of the refugee camp. The illustrations also capture the emotions that the people experience at the refugee camp.

When stars are scattered

Awards:

National Book Award Finalist
Schneider Family Book Award, Middle School Honor
YALSA Great Graphic Novel for Teens
2021 ALSC Notable Children's Books List
2021 Children's Africana Book Award Honor Book
2021 Josette Frank Award Winner

Book Review:

“Devastating, humorous, frustrating, and hopeful, this intimate and stunningly illustrated memoir expands our empathy for all those yearning for a new beginning.”

National Book Foundation. (2020). *When Stars are Scattered*. Retrieved from National Book Foundation: <https://www.nationalbook.org/books/when-stars-are-scattered/>

Author & Illustrator Information: Victoria Jamieson

Victoria Jamieson is from Havertown, PA and still resides in Pennsylvania. She has been writing since the third grade. Victoria attended Rhode Island School of Design. She worked as a book designer at HarperCollins Children's Books. She bases many of her books on her real-life experiences.

Other Works:

Jamieson, Victoria. (2015). *Roller girl*. Illus. by Victoria Jamieson. Dial Books 240 p.

Jamieson, Victoria. (2017). *All's faire in middle school*. Illus. by Victoria Jamieson. Dial Books. 248 p.

Jamieson, Victoria. (2016). *The great pet escape*. Illus. by Victoria Jamieson. Henry Holt and Co. 64 p.

Jamieson, Victoria. (2016). *The great art caper*. Illus. by Victoria Jamieson. Henry Holt and Co. 64 p.



Author Information: Omar Mohamed

The book, *When stars are scattered* is based on the experiences of co-author Omar Mohamed. Omar took care of his brother after his father was killed and he was separated from his mother in Somalia. He spent his childhood at the Dadaab camp. Omar currently lives in Lancaster, PA with his wife and five children. He founded Refugee Strong, a nonprofit dedicated to helping students in refugee camps. This book is the first book he has authored.

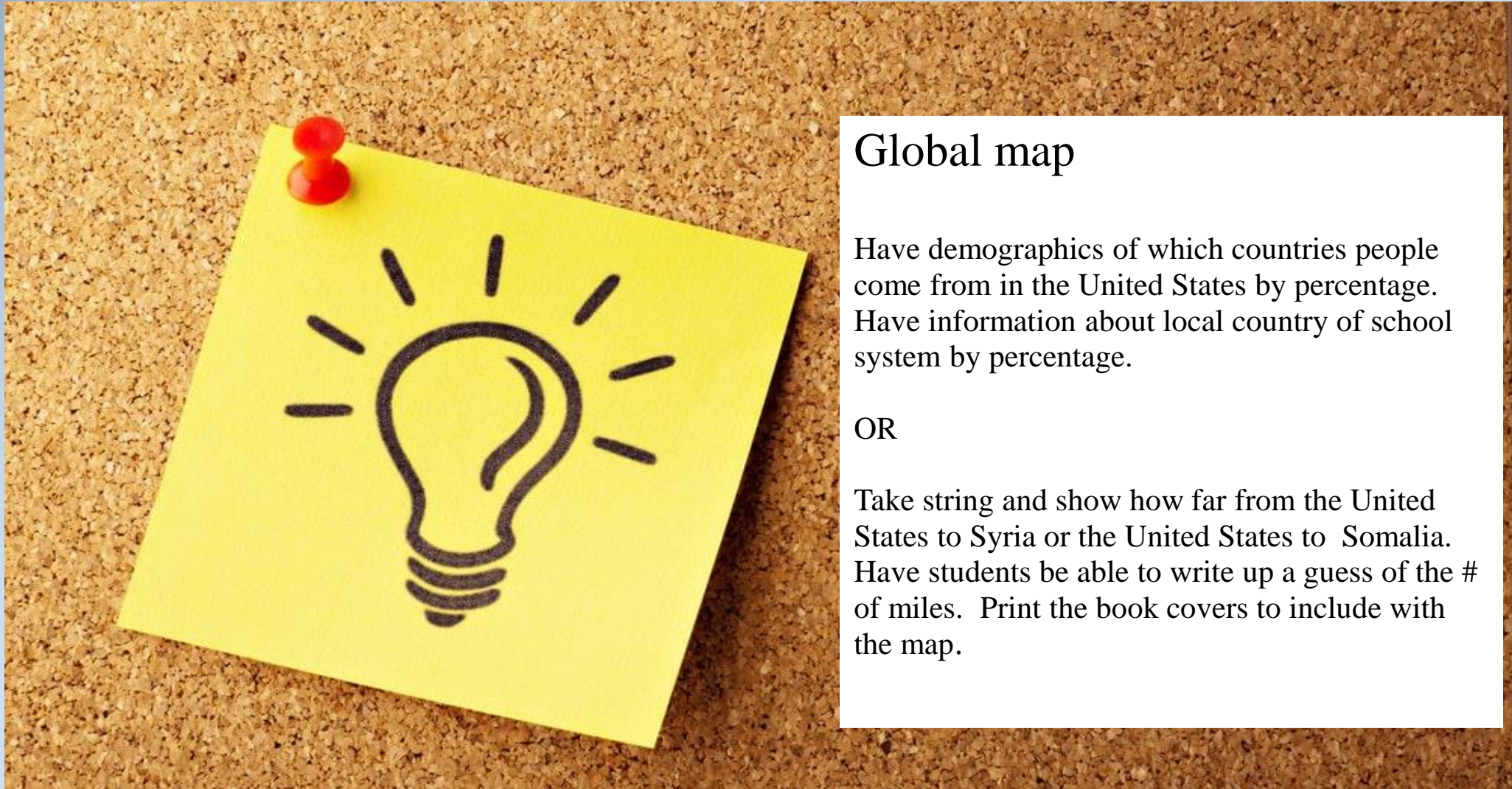


Illustrator Information: Iman Geddy



Iman Geddy is a graphic designer, illustrator and comic book colorist. She has done design and illustration projects for Ella Baker Center for Human Rights, Forward Together, and Front and Centered.

Bulletin Board Ideas



Global map

Have demographics of which countries people come from in the United States by percentage. Have information about local country of school system by percentage.

OR

Take string and show how far from the United States to Syria or the United States to Somalia. Have students be able to write up a guess of the # of miles. Print the book covers to include with the map.

Pre-reading Activity

Discussion about immigrants

1. What do you know about immigration?
2. How do people come to another country?
3. What challenges do you think they have coming to another country?
4. What do you think they feel leaving their country and coming to another country?

Scenario to write about: Imagine you must leave your home and are taken to another country that didn't speak English. How would you feel? Where do you see challenges to be? What would be opportunities?

Discussion Questions: *The unwanted: stories of Syrian refugees*

1. How do you think the refugees felt going into countries that didn't want them?
2. How did the illustrator's use of the dark, muted colors match the writing and theme of the book?
3. Why do you think the author chose to write about this subject matter for this age group?
4. Why did many of the countries turn away or stop allowing refugees into their countries?
5. The author wrote this book as a call to action for its readers on the refugees' situations, what do you think you as a reader could do to help the refugees?

Discussion Questions:

When the stars are scattered

1. Why do you think was the benefit of the author using graphic novel format to tell this story?
2. How do you think the title fit with the plot of the book?
3. How did those in the refugee camp react when neighbors/friends got called for an UN interview?
4. Why did Omar and friends consider the refugee camp both boring and exciting?
5. What emotions did Omar have when leaving the refugee camp?

Discussion Questions: Comparative

1. How did the illustrations of each book capture the themes of each of the books?
2. While, *Where the stars are scattered*, focused mainly on Omar, his brother and those connected to him, *The unwanted: stories of Syrian refugees* focused on all the Syrian refugees, how were you able to relate and feel about the different individuals in each of the book? Did one book make you feel more emotion over the other and why?
3. In both books, the authors focused on the boredom of the refugees, what impact do you think boredom had on the refugees?
4. What common fears did the refugees have in both books? Were there any differences? And if so, what did you think of they were?
5. How did the processes of refugees entering countries differ from each book?

Lesson Plan Ideas: English

Lesson Activity Ideas	SOL Objective
<ol style="list-style-type: none">1. Students will read articles from various sources on immigration and highlight the facts and cross out the opinions. Students will also compare opinions of immigration to what they have learned in the books.2. Students will do an inquiry-based project in the library using electronic and hard copy nonfiction texts to find out more information immigration and why people come to the United States.3. Students will review different media sources about Syria through stations set up. Students will make notes about the media's viewpoint, purpose and intended audience. This can be done in the library. The media sources will include social media, newspaper articles, books, and videos.	<p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ol style="list-style-type: none">a) Skim materials using text features, including type, headings, and graphics, to predict and categorize information.b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.c) Make inferences and draw logical conclusions using explicit and implied textual evidence.d) Differentiate between fact and opinion.e) Identify the source, viewpoint, and purpose of texts.f) Describe how word choice and language structure convey an author's viewpoint.g) Identify the main idea.h) Summarize text identifying supporting details.i) Create an objective summary including main idea and supporting details.j) Identify cause-and-effect relationships.k) Organize and synthesize information for use in written and other formats.l) Analyze ideas within and between selections providing textual evidence.

Lesson Plan Ideas: Social Studies

Lesson Activity Ideas	SOL Objective
<ol style="list-style-type: none">1) Students will choose a figure that immigrated to the United States and write about the contributions the person has made to the U.S. This lesson can be done in library.2) Students will watch <i>Meet Young Immigrants</i> on Scholastic and compare the details of each of the immigrants' experiences and those in the books by using a comparison chart.3) Students will create a media report (video, article or social media post) on a current immigration or foreign policy issue in the news including allowing refugees into the country.4) Students will map the journey that the characters in the book took to make it to their new countries.	<p>USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <ol style="list-style-type: none">a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; andd) evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.

Lesson Plan Ideas: Visual Arts

Lesson Activity Ideas	SOL Objective
<ol style="list-style-type: none">1) Students will take a virtual museum trip to an art or cultural museum in another country. Students will write a “postcard” highlighting their experience.2) Students will create a flyer to promote a work of art from another country.3) Students will watch an interview of an artist from a different country and how the artist makes their work.4) Students will work together to create a timeline of art movements from different cultures. Students will use their own art medium to create illustrations for timeline.	<p>7.6 The student will explore and understand historical and cultural influences of art.</p> <ol style="list-style-type: none">a) Identify styles and themes in historical and contemporary works of art from a variety of cultures.b) Analyze how art and culture influence each other.

Further Reading for Students

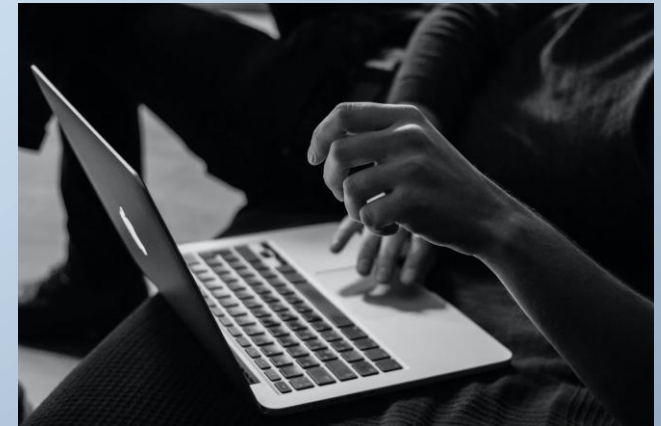


1. Adewumi, Tanitoluwa and Borlase, Craig. (2020). *My name is Tani . . . and I believe in miracles: young reader's edition*. Thomas Nelson. 208 p.
2. Agosin, Marjorie. (2015). *I lived on Butterfly Hill*. Illus. by Lee White. Atheneum Books for Young Readers. 464 p.
3. Argueta, Jorge. (2019). *Caravan to the North: Misael's long walk*. Illus. by Manuel Monroy. Groundwood Books. 112 p.
4. Flores-Galbis, Enrique. (2012). *90 miles to Havana*. Square Fish. 304 p.
5. Guerrero, Diane. (2018). *My family divided: one girl's journey of home, loss, and hope*. Square Fish. 256 p.
6. Lai, Remy. (2019). *Pie in the sky*. Illus. by Remy Lai. Henry Hold and Co. 384 p.
7. Lai, Thanhha. (2013). *Inside out and back again*. Harper Collins. 288 p.
8. Wallace, Sandra Neal and Wallace, Rich. (2018). *First generation : 36 trailblazing immigrants and refugees who make America great*. Illus. by Agata Nowicka. Little, Brown Books for Young Readers. 96 p.
9. Yang, Kelly. (2019). *Front desk*. Arthur A. Levine Books. 320 p.

Websites

Author Sites

1. Brown, D. (2012). Retrieved from Books by Brown: <http://www.booksbybrown.com/>
2. Geddy, I. (n.d.). Retrieved from Iman Getty: <https://www.imangeddy.com/>
3. Habib, J. (2021, October 16). *A refugee at 4, he felt like a lost star. Now his voice shines in a graphic memoir*. Retrieved from NPR: <https://www.npr.org/sections/goatsandsoda/2021/10/16/1044055476/a-refugee-at-4-he-felt-like-a-lost-star-now-his-voice-shines-in-a-graphic-memoir>
4. Jamieson, V. (n.d.). Retrieved from Victoria Jamieson: <https://www.victoriajamieson.com/>
5. Refugee Strong. (2022). Retrieved from Refugee Strong: <https://www.refugeestrong.org/>



Websites

Immigration Sites

1. History. (2021). *U.S. Immigration Timeline*. Retrieved from History.com: <https://www.history.com/topics/immigration/immigration-united-states-timeline>
2. History. (2022). *Immigration*. Retrieved from History.com: <https://www.history.com/topics/immigration>
3. United States. (n.d.). Retrieved from U.S. Citizenship and Immigration Services: <https://www.uscis.gov/>
4. United States. (n.d.). Retrieved from Immigration and Citizenship: <https://www.usa.gov/immigration-and-citizenship>
5. Scholastic. (2022). *Immigration: Stories of Yesterday and Today*. Retrieved from Scholastic: https://teacher.scholastic.com/activities/immigration/young_immigrants/index.html

Cultural Sites

1. Ellis Island Foundation. (2021). *National Immigration Museum*. Retrieved from Statue of Liberty-Ellis Island Foundation: <https://www.statueofliberty.org/ellis-island/national-immigration-museum/>
2. National Gallery of Art. (2022). *National Gallery of Art*. Retrieved from Uncovering America: <https://www.nga.gov/learn/teachers/lessons-activities/uncovering-america/immigration-displacement.html>

Other Reading

(Teacher sources and other age groups)



1. Bernier, Carmen. (2012). *César: ¡Sí, se puede! Yes, we can!* Illus. by David Diaz. Two Lions. 50 p.
2. Bigelow, Bill. (2006). *The line between us: teaching about the border and Mexican immigration*. Rethinking Schools, Ltd. 160 p.
3. Blohm, Judith and Lapinsky, Terri. (2006). *Kids like me: voices of the immigrant experience*. Nicholas Brealey. 296 p.
4. Daigneau, Jean. (2022). *Ellis Island and immigration for kids: A history with 21 activities*. Chicago Review Press. 144 p.
5. Khailova, Ladislava. (2018). *The stories we share: A guide to PreK-12 books on the experience of immigrant children and teens in the United States*. ALA Editions. 248 p.
6. Olson, Laurie. (2008). *Made in America: immigrant students in our public schools*. The New Press. 276 p.
7. Tonatiuh, Duncan. (2013). *Pancho rabbit and the coyote. A migrant's tale*. Illus. by. Duncan Tonatiuh. Harry N. Abrams. 32 p.
8. Tonatiuh, Duncan. (2014). *Separate is never equal: Sylvia Mendez and her family's fight for desegregation*. Illus. by Duncan Tonatiuh. Harry N. Abrams. 40 p.

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- AbsolutVision (2017) *Bulletin board*. [Picture]. Unsplash. Retrieved from https://unsplash.com/photos/82TpEld0_e4
- Berry, Michael. (2018). *The Unwanted: Stories of the Syrian refugees*. Common Sense Media. Retrieved from: <https://www.common sense media.org/book-reviews/the-unwanted-stories-of-the-syrian-refugees>
- Brown, D. (2012). Books by Brown. Retrieved from: <http://www.booksbybrown.com/>
- Brown, D. (2012). *Dan Brown*. [Photograph]. Books by Brown. Retrieved from: <http://www.booksbybrown.com/>
- Brown, D. (2012). *Book Cover*. [Photograph]. Books by Brown. Retrieved from: <http://www.booksbybrown.com/>
- Geddy, I. (n.d.). *Iman Getty*. Retrieved from: <https://www.imangeddy.com/>
- Geddy, I. (n.d.). *Artwork from When stars are scattered*. [Picture]. Retrieved from: <https://www.imangeddy.com/>
- Habib, J. (2021, October 16). *A refugee at 4, he felt like a lost star. Now his voice shines in a graphic memoir*. NPR. Retrieved from: <https://www.npr.org/sections/goatsandsoda/2021/10/16/1044055476/a-refugee-at-4-he-felt-like-a-lost-star-now-his-voice-shines-in-a-graphic-memoir>.
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- Jamieson, V. (n.d.). *Book Cover*. [Picture]. Retrieved from: <https://www.victoriajamieson.com/>
- McClung, Johnny. (2018). *My daughter reading a book*. [Picture]. Unsplash. Retrieved from: <https://unsplash.com/photos/RjdoQxJ7-5k>
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- Penguin Random House. (n.d.). *When stars are scattered*. Penguin Random House. Retrieved from: <https://www.penguinrandomhouse.com/books/599538/when-stars-are-scattered-by-victoria-jamieson-and-omar-mohamed-illustrated-by-victoria-jamieson-color-by-iman-geddy/>
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- Virginia Department of Education. (2021). *The Standards and SOL-Based Instructional Resources*. Virginia Department of Education. Retrieved from: https://doe.virginia.gov/testing/sol/standards_docs/index.shtml
- Zolkin, Sergey. (2017). *Work on notebook*. [Picture]. Unsplash. Retrieved from: https://unsplash.com/photos/_UeY8aTI6d0