

**Torn From Home and The NC Standard Course of Study
For 6th Grade**

Sixth Grade Social Studies Connections and Lesson Ideas	
<p>1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in South America and Europe.</p>	<p>After visiting the exhibit students can create maps, charts and graphs about refugee camps (past locations and present) students can discuss where camps existed in Europe and South American and <i>when</i> they existed.</p>
<p>1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of South America and Europe and to identify patterns as well as similarities and differences among them.</p>	<p>Students can compare and contrast refugee camps to identify patterns and similarities and differences.</p>
<p>2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in South America and Europe.</p>	<p>Students can explore the migration patterns of people being forced to leave their homes in countries where refugee camps exist or have existed in the past.</p>
<p>3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.</p>	<p>Why have people been forced to leave their homes? What is the human cost of deforestation, urbanization and industrialization? Students will explore the fact that not all refugees are forced to flee because of war.</p>
<p>4.01 Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, and social development of selected societies and regions.</p>	<p>Students can look for answers to questions such as: How have refugee camps impacted the political, economic and social development of societies and regions?</p>
<p>6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.</p>	<p>Students can explore questions about living conditions, literacy rate and life expectancy of people forced to flee their homes to live in refugee camps for several years.</p>

<p>7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.</p>	<p>Students can explore causes of some of the world's refugee camps today (war, conquests, etc) and can discuss how these events have influenced migration to refugee camps</p>
<p>13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of South America and Europe and evaluate their influence on local, state, regional, national, and international communities.</p>	<p>Students can compare and contrast the past historical movements with movements and migration patterns of the present.</p>

<p align="center">Sixth Grade Language Arts Connections and Lesson Ideas</p>	
<p>1.02 Explore expressive materials that are read, heard, and/or viewed.</p>	<p>Students can read about the refugee experience and then visit the exhibit to hear and view accounts of refugees</p>
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> • describing personal learning growth and changes in perspective. • identifying changes in self throughout the learning process. • interpreting how personal circumstances and background shape interaction with text. 	<p>After visiting the exhibit students will be able to describe learning growth and changes in their perspective about refugees and how they live (K-W-L activities)</p>
<p>4.01 Determine the purpose of the author or creator by:</p> <ul style="list-style-type: none"> - monitoring comprehension for understanding of what is read, heard and/or viewed. - exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. - identifying and exploring the underlying assumptions of the author/creator. 	<p>Students can share their ideas about why the exhibit was created, who was the intended audience, why do they think that it was effective / not effective or relevant. Students will be able to discuss or write how the exhibit affected them.</p>