

**Torn From Home and The NC Standard Course of Study
For 7th Grade**

Seventh Grade Social Studies Connections and Lesson Ideas	
1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Africa, Asia, and Australia.	After visiting the exhibit students can create maps, charts and graphs about refugee camps in Africa and Asia.
1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Africa, Asia, and Australia and to identify patterns as well as similarities and differences.	Students can compare and contrast refugee camps to identify patterns and similarities and differences. Students can explore geographic regions using maps, internet and globes to compare and contrast regions where camps are located.
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 Africa, Asia, and Australia.	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 and can identify factors and causes for this migration.
3.01 Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs and evaluate the impact of their actions on the development of cultures and regions.	Students can explore ways in which refugees adapt to the environmental conditions in which they live. How do children meet their need to play? How do families adjust for harsh effects of climate? What effect does adapting to conditions for survival have on cultural traditions?
3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.	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.
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.	Students can look for answers to questions such as: How have refugee camps impacted the political, economic and social development of societies and regions?
6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as	Students can explore questions about living conditions, literacy rate and life

<p>purchasing power, literacy rate, and life expectancy.</p>	<p>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>9.04 Describe how different governments in Africa, Asia, and Australia select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.</p>	<p>What types of leaders are present in areas where refugee camps are in the world? Compare this government to that of the United States. What laws are in place to protect the rights of refugees?</p>
<p>10.03 Describe the rights and responsibilities of citizens in selected contemporary societies in Africa, Asia, and Australia, comparing them to each other and to the United States.</p>	<p>How are the lives of refugees similar or different from people in other regions of the countries where the camps exist? How are their lives similar or different to the lives of US citizens?</p>
<p>11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses.</p>	<p>What are the basic needs and wants of refugees? How are their needs and wants being met? What can citizens of other countries do to help refugees?</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 Africa, Asia, and Australia, 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. Where have refugees settled in North Carolina? How have they impacted local communities?</p>

Seventh Grade Language Arts Connections and Lesson Ideas

<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"> • analyzing personal learning growth and changes in perspective. • examining changes in self throughout the learning process. • determining 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) Narratives and projects connecting texts they have read with their experience of the exhibit.</p>
<p>2.01 Respond to informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the characteristics of informational works. • summarizing information. • determining the importance of information. • making connections to related topics/information. • drawing inferences and/or conclusions • generating questions. 	<p>Students can summarize and determine the importance of what they have learned about refugees and the global community after visiting the exhibit. They can generate questions about the rights of refugees and how the United States has responded to refugee crisis around the world.</p>
<p>3.02 Explore and analyze the problem-solution process by:</p>	<p>Students can construct essays and presentations that respond to the problem of refugee conditions and life in the</p>

<ul style="list-style-type: none">• studying problems and solutions within various texts and situations.• utilizing the problem-solution process within various contexts/situations.• constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.	<p>refugee camps after visiting the exhibit. What are some of the problems facing refugees? What are possible solutions to these problems?</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.• analyzing the effects of author's craft on the reader/viewer/listener.	<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 about how the exhibit affected them.</p>