

**Torn From Home and The NC Standard Course of Study
For 8th Grade**

Eighth Grade Social Studies Connections and Lesson Ideas	
<p>8.01 Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.</p>	<p>Who are the refugees living in North Carolina? Where have they come from? Which areas of North Carolina have been affected the most by significant influx of immigrants and refugees? Why have they come to North Carolina?</p>
<p>8.04 Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.</p>	<p>What changes have taken place in NC law to protect the rights of immigrants and refugees that have settled here? Describe the importance of regional diversity in communities where refugees have settled in NC.</p>
<p>9.01 Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.</p>	<p>Students can explore current issues at the state and local level impacting refugees that have come to North Carolina. Identify organizations in our community that assist newcomers, immigrants and refugees. How can we become more involved with these agencies?</p>
<p>9.02 Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.</p>	<p>Students can construct projects that identify state leaders past and present from diverse cultural backgrounds and can describe their impact on lives of refugees, immigrants and other citizens of NC.</p>
<p>9.03 Describe opportunities for and benefits of civic participation.</p>	<p>List examples of opportunities for active citizenship, past and present, at the local and state levels to positively impact the lives of refugees.</p>

Eighth Grade Language Arts Connections and Lesson Ideas

<p>1.01 Narrate a personal account which:</p> <ul style="list-style-type: none">• creates a coherent, organizing structure appropriate to purpose, audience, and context.• establishes a point of view and sharpens focus.• uses remembered feelings.• selects details that best illuminate the topic.• connects events to self/society.	<p>Student can create projects that reflect what they have learned about the lives of refugees and the countries where refugees live.</p>
<p>1.03 Interact in group activities and/or seminars in which the student:</p> <ul style="list-style-type: none">• shares personal reactions to questions raised.• gives reasons and cites examples from text in support of expressed opinions.• clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.	<p>Students can participate in classroom discussions and debates about the relevance of this exhibit and express opinions and reactions to the exhibit.</p>
<p>2.01 Analyze and evaluate 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.• recognizing the characteristics of informational materials.• summarizing information.• determining the importance and accuracy of information.• making connections to related topics/information.• drawing inferences and/or conclusions.	<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>2.02 Use multiple sources of print and non-</p>	

<p>print information to explore and create research products in both written and presentational forms by:</p> <ul style="list-style-type: none"> • determining purpose, audience, and context. • understanding the focus. • researching and organizing information to achieve purpose. • using notes and/or memory aids to structure information. • supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. • noting and/or citing sources used. • recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information. 	<p>Students can create projects that include charts and graphs in response to what they have learned about refugees after visiting the exhibit.</p> <p>They may choose to present their ideas and perspective using interactive technology, video or essay format. Students can further research global connections to refugees and use maps, charts and graphs to enhance their projects.</p>
<p>3.02 Continue to explore and analyze the use of the problem-solution process by:</p> <ul style="list-style-type: none"> • evaluating problems and solutions within various texts and situations. • utilizing the problem-solution process within various contexts/situations. 	<p>Students can construct essays and presentations that respond to the problem of refugee conditions and life in the refugee camps after visiting the exhibit. What are some of the problems facing refugees? What are possible solutions to these problems?</p>
<p>4.02 Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of communication by:</p> <ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	<p>Students can evaluate the effectiveness of the exhibit and draw conclusions based on evidence and facts gleaned from participating in the Torn From Home exhibit. They can write about the implications and consequences of living conditions in refugee camps and explore ways in which they can have a positive impact on the life of someone living in a camp today.</p>
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to 	<p>Students can respond to literature which deals with immigrants, refugees and displaced persons. Literary works may draw on other events in history such as the</p>

<p>match type of text.</p> <ul style="list-style-type: none">• reading self-selected literature and other materials of interest to the individual.• reading literature and other materials selected by the teacher.• assuming a leadership role in student-teacher reading conferences.• leading small group discussions.• taking an active role in whole class seminars.	<p>Holocaust. By reading this literature and responding to it, students can make connections to what they have learned about refugees and the refugee experience while visiting the exhibit.</p>
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