



Dear Educator,

Welcome to *Teachers' Corner*! Here you will find educational resources provided by the UN Refugee Agency (UNHCR). Created by the UN General Assembly in 1950 to help more than one million European refugees still homeless in the aftermath of World War II, today the UN Refugee Agency works in 126 countries assisting some 36 million refugees and other forcibly displaced persons.

*Teachers' Corner* is specifically designed for educators and students in grades K-12. We provide curricula and games, as well as print and electronic resources to 1) help teach the history of refugees and the work of the UN Refugee Agency, 2) further understanding of issues surrounding refugees, internally displaced persons (IDPs), human rights and tolerance, and 3) demonstrate the relationship between the protection of forcibly displaced populations and human rights.

The following lesson plan is specifically designed for middle school English and Language Arts students. The standards-based activities utilize various elements, including the video *To Be a Refugee*, which captures the refugee experience and UNHCR's work, and LEGO posters that help students understand the prejudices faced by refugees. Through these activities students will, among other things, learn new vocabulary, understand the challenges faced by refugees (such as learning to read and write in a new language), and learn the difference between rights and privileges.

The *Teachers' Corner* website features lesson plans targeted to students from elementary through high school. We encourage you to review all of the material in *Teachers' Corner* with the understanding that resourceful teachers will find instructional aids in many different places. In this regard, all of the material is presented as options to fit teachers' instructional needs. Captioning on some material can augment instruction in ESL and hearing impaired classrooms and for remedial readers. Learning objectives and key concepts are reinforced with assessment tools and extension activities. We also provide ideas for how your students can get involved in the refugee cause on our Students Helping Refugees page ([www.UNrefugees.org/students](http://www.UNrefugees.org/students)).

We hope that you find this content of value to your teaching and for your students. We invite you to subscribe to our monthly E-Alert, [www.UNrefugees.org/subscribenow](http://www.UNrefugees.org/subscribenow), visit our Facebook group at [Refugee Connection](#) and follow us on Twitter [@RefugeesConnect](#), to learn about the latest refugee news from around the world.

We also encourage you to consider that there might be refugees in your own classroom and to tailor your lesson plans accordingly. Many refugees have experienced physical and/or psychological distress that should be taken into account.

We want to hear from you. If you have comments or suggestions about *Teachers' Corner* and E-ALERTs please contact us at [USAWAEDU@UNHCR.ORG](mailto:USAWAEDU@UNHCR.ORG).

Sincerely,

Lilli Tnaib  
Teachers' Corner  
UNHCR



## Refugees: Real People...Real Stories...Real Life

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# Refugees: Real People...Real Stories...Real Life

**Grade Level: Middle School (5-8)**

**Concept Area: English / Language Arts**

## KEY CONCEPTS

During this unit, students will learn about refugees around the world. Using various forms of texts including video media, posters, advertisements, and essays, students will explore and reflect upon the experiences of refugees across the world. Students will learn who is a refugee, why and how people become refugees and what their lives are like before and after becoming refugees.

## KEY OBJECTIVES

By the end of this lesson students will be able to:

1. Explain who is a refugee
2. Explain why and how people become refugees
3. Reflect on a refugee's sense of alienation
4. Analyze the living conditions of refugees
5. Evaluate the rights of refugees

## KEY VOCABULARY

- **Refugee:** someone who has been forced to flee his or her country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group; a refugee either cannot return home or is afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries. (Source: the 1951 Convention relating to the Status of Refugees)
- **UNHCR:** the Office of the United Nations High Commissioner for Refugees; office established in 1951 to protect the human rights of refugees and provide for their protection and assistance through legal, social, economic aid. (Source: "Protecting Refugees & the Role of UNHCR" pamphlet)

- **Asylum Seeker:** When people flee their own country and seek sanctuary in another country, they apply for asylum – the right to be recognized as a refugee and receive legal protection and material assistance. An asylum seeker must demonstrate that his or her fear of persecution in his or her home country is well-founded. (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
- **Migrant:** a wide-ranging term that covers most people who move to a foreign country for a variety of reasons and for a certain length of time (usually a minimum of a year, so as not to include very temporary visitors such as tourists, business travelers, etc.) (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
- **Economic Migrant:** someone who leaves their country of origin for financial reasons, rather than due to persecution or violation of human rights like refugees (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
- **Immigrant:** someone who takes up permanent residence in a country other than his or her original homeland (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
- **Internally Displaced Person (IDP):** someone who has been forced to flee his or her home for the same reason as a refugee, but remains in his or her own country and has not crossed an international border. Unlike refugees, IDPs are not protected by international law or eligible to receive many types of aid. As the nature of war has changed in the last few decades, with more and more internal conflicts replacing wars among countries, the number of IDPs has increased significantly. (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
- **Stateless Person:** someone who is not a citizen of any country. Citizenship is the legal bond between a government and an individual, and allows for certain political, economic, social and other rights of the individual, as well as the responsibilities of both government and citizen. A person can become stateless due to a variety of reasons, including sovereign, legal, technical or administrative decisions or oversights. The Universal Declaration of Human Rights underlines that “Everyone has the right to a nationality.” (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
- **Asylum:** the right to be recognized as a refugee and receive legal protection and material assistance. An asylum seeker must demonstrate that his or her

- fear of persecution in his or her home country is well-founded. (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
- **“Prima Facie” Refugees:** Refugees who are recognized as needing human rights protection on a group basis, rather than recognized on an individual basis (for example, a mass movement of refugees across a border during a widespread conflict) (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
  - **Repatriation:** the process of returning to one’s home country. The majority of refugees prefer to return home as soon as it is safe to do so, after a conflict and the country is being rebuilt. UNHCR encourages voluntary repatriation, or return, as the best solution for displaced people. The agency often provides transportation and other assistance, such as money, tools and seeds. Occasionally, UNHCR helps rebuild homes, schools and roads. (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
  - **Resettlement:** the process of helping a refugee find a new, permanent home when they cannot safely reside in a country of first asylum or return home. The United States resettles more refugees than any other country. (Source: “Protecting Refugees & the Role of UNHCR” pamphlet)
  - **NGOs:** non-governmental organizations
  - **Rights:** a just claim or title, whether legal, prescriptive, or moral (Source: Dictionary.com)
  - **Rules:** a principle or regulation governing conduct, action, procedure, arrangement, etc. (Source: Dictionary.com)
  - **Farsi:** the modern Iranian language of Iran and western Afghanistan, written in the Arabic alphabet (Source: Dictionary.com)

## **MATERIALS**

- “Pictures Tell a Story” Worksheet (Handout 1)
- “KWL” Chart (Handout 2)
- “Defining Refugee” Worksheet (Handout 3)
- “Reading Pictures: Predication” Worksheet (Handout 4)

- “To Be a Refugee” Video Worksheet (Handout 5)
- “What’s Wrong Here” Poster (Handout 6)
- “Learn to Read a New Language” Worksheet (Handout 7)
- “Learn to Write a New Language” Worksheet (Handout 8)
- “Classroom Rules” Worksheet (Handout 9)
- “Free Write” Worksheet (Handout 10)
- “Perspective of a Refugee” Group Capture Sheet (Handout 11)
- “Perspective of a Refugee” Individual Capture Sheet (Handout 12)
- “To Be Refugee” Video (15 minutes, 30 seconds)
- “The Universal Declaration of Human Rights” Document  
<http://www.un.org/en/documents/udhr/>
- Refugee Essays [http://www.unrefugees.org/site/c.lflQKSOWFqG/b.4950721/k.9B5E/Refugee\\_Stories.htm](http://www.unrefugees.org/site/c.lflQKSOWFqG/b.4950721/k.9B5E/Refugee_Stories.htm)
- “Spot the Refugee” Poster
- “What’s Wrong Here” Poster
- “How Does it Feel?” Poster
- Time Frame: Five, 60 minute class periods

## **BACKGROUND**

Millions of people worldwide are considered refugees, living in virtually every country in the world. Unfortunately, the experience faced by refugees is often misunderstood. A refugee is a person who leaves his/her country for fear of persecution due to race, religion, nationality, political opinion or membership in a particular social group. Normally, a government guarantees the basic rights of their citizens; however, people become refugees when their human rights have been violated or threatened and the government is unable or unwilling to protect those rights. The leading causes of refugees fleeing their countries are war and ethnic, tribal or religious violence.

The UN Refugee Agency (UNHCR) was established in 1950 and works to protect and assist millions of refugees and other forcibly displaced persons, who are mainly women and children. UNHCR assists not only refugees, but also asylum seekers (when a person flees his/her country and seeks sanctuary in another country), refugees returning home (when a refugee returns to his/her home country), and internally displaced persons (when a person has been forced to flee his/her home for the same reason as a refugee, but remains in his/her own country and has not crossed an international border)<sup>1</sup>. UNHCR works in places such as Afghanistan, Colombia, Sri Lanka, Sudan, Kenya, Iraq, Syria and many other countries across the globe. UNHCR provides support in the way of shelter, food, clean water, education and medical care. UNHCR not only works to ensure basic human rights for refugees, but it also works to find solutions to the major issues faced by refugees.

## UNIT PLAN

### LESSON 1: AN INTRODUCTION TO REFUEES *(one 60 minute class period)*

ACTIVATOR: Pictures Tell a Story

Students will use the “Pictures Tell a Story” worksheet to predict what they think the lesson will be about based on the pictures from the worksheet. After students write their sentences, the teacher should do a group share out of class ideas. The teacher should then inform students of the topic of the lesson: refugees.

LESSON: Defining Refugee

The teacher should activate prior knowledge by asking students what they already know about refugees. Ideas should be captured on the board.

Students should copy the ideas discussed onto the KWL (Know, Want to Know, Learned) chart.

After activating prior knowledge, students will be use the “Defining Refugee” worksheet to come up with their own definition of the word refugee.

#### MATERIALS:

“Pictures Tell a Story” Worksheet (Handout 1)

“KWL” Chart (Handout 2)

“Defining Refugee” Worksheet (Handout 3)

“To Be Refugee” Video: Timestamps 00:12 – 00:21 ; 00:30 – 00:38 ; 01:09 – 01:18 (segments referenced above)

“Spot the Refugee” Poster

Popsicle Sticks/Index Cards

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<sup>1</sup> Reference Facts and Figures sheet

**INSTRUCTIONAL STRATEGY:** The teachers should use calling sticks (popsicle sticks or index card with students' names) to allow students to share out the definitions they created.

Students will then view segments from the "To Be a Refugee" video (see materials list below) and define who is a refugee. Students should capture the definitions stated by the children on the "Defining Refugee" worksheet. The teacher should allow students to share out the definitions they captured. The teacher should then provide the UNHCR definition of refugee to be recorded in the last definition box on the worksheet.

**POSTER ACTIVITY:** "Spot the Refugee"

Now that students have an idea of who is a refugee, allow them to use the poster "Spot the Refugee" to see if they can identify who they believe is the refugee. Students should be given small circular dot stickers to place on the LEGO figure they believe to be the refugee. (NOTE: Use the version without text) After all students have placed their stickers, the teacher should have a brief discussion on how/why students selected the LEGO figure they did. After students have shared out, the teacher should reveal the text that corresponds with the poster.

**CLOSURE/ASSESSMENT:**

Teacher should ask students to complete the following assessment:

"Record one thing you want to learn about refugees on the "W" section of the KWL chart."

## **LESSON 2: THE LIFE OF A REFUGEE** *(one 60 minute class period)*

**REVIEW:** Review the exit cards (one thing students want to learn) as a class and record responses on board. Have students record their classmates' questions onto their KWL charts.

**ACTIVATOR:** Reading Pictures Prediction (see attached handout)

To activate this lesson, students will predict what the life of a refugee is like by examining pictures. Students will record their predictions on the "Reading Pictures Prediction" worksheet.

### **MATERIALS:**

"Reading Pictures: The Life of a Refugee Predication" Worksheet (Handout 4)

"To Be a Refugee" Video Worksheet (Handout 5)

"To Be a Refugee" DVD

Discussion Question Table Tents

Talking Chips

"KWL" Chart (Handout 2)

"What's Wrong Here" Poster (Handout 6)



**INSTRUCTIONAL STRATEGY:** To share out, students will use the “Stand Up, Hand Up, Pair Up” Strategy. Students should all stand up at their seats. They should then put their hands up in the air and locate a partner by “high fiving”. If there is an odd number of students the person who remains with their hand up may form a triad with a pair or may share his/her predictions with the teacher. Students will take 30 seconds to share their predictions and then everyone will put their hands up again and locate a new partner. (Repeat until students have shared at least 3 times.)

Next, students will view the video “To Be a Refugee” and complete the “To Be a Refugee” worksheet.

**DISCUSSION:** After viewing the video, students will participate in small group discussions of the video. The students will share out their ideas using talking chips.

**INSTRUCTIONAL STRATEGY:** Students will use “talking chips” to ensure that each group member contributes to the discussion. Each student should receive a “talking chip” (which can be a penny, a bingo chip or any small chip-like object). When a student would like to share, he/she will place his/her chip in the center of the discussion table.

**DISCUSSION QUESTION:** In your opinion, is life in a refugee camp easy or difficult? Explain why you think it is easy/difficult based on the information you captured from the video on shelter, food and school.

**NOTE:** Teacher should monitor students actively participating in the group discussion using the talking chips.

**POSTER ACTIVITY:**

Now that students have learned more about the lives of refugees, they will examine the poster “What’s Wrong Here”. All students should view the poster and decide what they think is wrong with the poster? After each student has come up with a response, they should share out their ideas. After ideas are shared, the words that correspond with the text should be revealed. Students should reflect on the statement from the poster: “But we are asking you to keep an open mind. And a smile of welcome.” Students should consider what they think it means to keep an open mind and give a smile as it relates to refugees and why it is important.

**CLOSURE/ASSESSMENT:**

Teacher should ask students to complete the following assessment:

“Write one thing you learned about life as a refugee on your KWL chart.”

**LESSON 3: IN THEIR SHOES** *(one 60 minute class period)*

**REVIEW:** Review the exit cards (one thing students learned) as a class and record responses on board. Have students record their classmates' responses onto their KWL charts.

**ACTIVATOR:** Poster Activity

Now that students have experienced a bit of what it is like to be a refugee, they will examine the poster "How Does It Feel?" Students should view the poster and record one thought on how they think the woman in blue stripes feels. After reflecting and sharing responses, the teacher should reveal the text that corresponds with the poster.

**LESSON:** To Be a Refugee Rotations: 10 minute rotations

Students will participate in three rotations that will allow them to experience things as a refugee might experience them. The teacher should explain the activities for each rotation before beginning the rotation activities.

**Rotation 1:** Learning to Read a New Language

In this rotation students will experience learning a new language, Farsi. Students will be using the "Learning to Read a New Language" worksheet during this rotation.

**Extension Activity:** Students may reflect on what they would bring if they had to flee their home. They may record their list on the back of their worksheet.

**Rotation 2:** Learning to Write a New Language

In this rotation students will experience what it is like to write a new language in school. They will use the "Writing a New Language" worksheet.

**Extension Activity:** Students may write the name of a group member using the new alphabet.

**Rotation 3:** Creating Your Own Fun

In rotation students will use the materials provided in a brown bag to create a toy that can be used for fun by the children in their refugee camp. The teacher should write the directions for the activity on the paper bag of materials or on an index card inside the bag.

**MATERIALS:**

"How Does It Feel" Poster

"Learn to Read New Language" Worksheet  
(Handout 7)

"Learn to Write a New Language" Worksheet  
(Handout 8)

Bag of Materials for Toys (such as yarn,  
surgical glove, thread spool, any  
recyclables)

NOTE: To add a little fun/competition, the teacher may inform students that the class will vote on the toy they would be most likely to play with and that group will win a prize.

#### CLOSURE/ASSESSMENT:

For the closing assessment, students will reflect on their experiences as a refugee after participating in each rotation.

Teacher should ask students to complete the following assessment:

“Respond to ONE of the following prompts:

1. When I was learning to read as a refugee I felt....
2. When I was learning to write as a refugee I felt...
3. When I was creating a toy as a refugee I felt...”

#### **LESSON 4: REFUGEE RIGHTS** *(one 60 minute class period)*

ACTIVATOR: Students should respond to the following prompt: Envision a classroom with new rules. Describe what that would look like: what would the teacher be doing, what would the students be doing and what would the classroom look like?

Students should share out their thoughts.

Next the teacher should pose the questions of what would help the classroom to have order. The response is rules, however if students do not state this idea the teacher may inform them.

LESSON: The Rights of Refugees

The class should work together to form a working definition of the word “rights”. Once a definition is composed, students should reflect on the rights they have as students and review as a whole class; some rights include the right to learn, the right to safety, the right to share opinions without fear of being putdown.

After students brainstorm a list of rights, they will work in small groups to devise a list of classroom rules that will help maintain order in the classroom, while also respecting the rights of students.

After students determine their rules, they should be shared out with the class. The teacher should then lead a brief discussion about the rights of refugees.

#### MATERIALS:

“Classroom Rules” Worksheet (Handout 9)

“The Universal Declaration of Human Rights” Document

<http://www.un.org/en/documents/udhr/>

The teacher should then use [“The Universal Declaration of Human Rights”](#) to review the rights of refugees.

The teacher should help students make the connection of the importance of rights. The teacher should help students see the connection between the rights they decided upon for the classroom and the rights of refugees.

NOTE: Depending on time, teacher may decide to use either the long version or the short version of “The Universal Declaration of Human Rights”.

#### CLOSURE/ASSESSMENT:

Teacher should ask students to complete the following assessment:

“In your opinion, which is the most important right from ‘The Universal Declaration of Human Rights’ and why.”

#### **LESSON 5: PERSPECTIVES OF A REFUGEE** *(one 60 minute class period)*

ACTIVATOR: “Just Imagine....” Free Write

To activate their thinking for lesson 5, students will begin by doing a free write activity.

**INSTRUCATIONAL STRATEGEY:** For the free write, students should be given approximately 2-4 minutes to respond to the free write prompt. Students should NOT stop writing until they are told by the teacher. Students should record whatever comes to their mind including mental pauses (ex: umms). The key to a free write is students are recording their feelings without stopping the thought process until the teacher calls pencils down.

NOTE: You may choose to play the video frame segment or you may read the prompt to students. If you play the video, only allow students to hear, not see the video.

“To Be a Refugee” DVD segments Video Frame: 01:33 – 01:52

Free Write Prompt: Just imagine if today you and your family were forced from your home with only the clothes on your back. You had to run for your lives not knowing

#### MATERIALS:

“Free Write” Worksheet (Handout 10)

“To Be A Refugee” DVD

Refugee Essays

[http://www.unrefugees.org/site/c.lflQKSOWFqG/b.4950721/k.9B5E/Refugee\\_Stories.htm](http://www.unrefugees.org/site/c.lflQKSOWFqG/b.4950721/k.9B5E/Refugee_Stories.htm)

“Perspective of a Refugee” (Group) Worksheet (Handout 11)

“Perspective of a Refugee” (Individual) Worksheet (Handout 12)

where to find help or safety. Once you found a place to stay you might have to start life all over again in a new country.

#### **LESSON: Reading about Refugees**

Students will work in groups to read and share out the perspectives of refugees. The class should be broken up into seven groups. Each group will need to identify the following roles: a reader—the person who will read the refugee’s essay (see reference below), a recorder—the person who will record the group’s responses on the capture sheet, and a reporter—the person who will report to the class what their group learned about the refugee’s life.

Students will work for approximately 20-30 minutes to read the refugee’s story and to discuss and answer the questions. Each group member should remember his/her role.

Afterwards, the reporter from each group will share out the experiences of the refugee by sharing out the groups’ responses to the questions. While each group is sharing, the remainder of the class should record one fact onto the “Perspective of a Refugee” worksheet (referenced below)

#### **Extension Activity:**

For high achieving students needing an extension activity, they may write their own essay as if they were a refugee. They should utilize what they have learned thus far about life as a refugee in their essay.

#### **CLOSURE/ASSESSMENT:**

Teacher should ask students to complete the following assessment:

“Record one thing you learned about refugees after reading/hearing the stories of their lives on the bottom of the capture sheet.”

## RESOURCES

- State of the World's Refugees 2006  
<http://www.unhcr.org/4a4dc1a89.html>
- Time Magazine article  
<http://www.time.com/time/photogallery/0,29307,1969434,00.html>
- YouTube Video  
<http://www.youtube.com/profile?user=UNFugeeMovies#p/a/u/1/HuQgzE9DI7g>
- UNHCR Publications  
<http://www.unhcr.org/pages/49c3646c4b8.html>
- The Universal Declaration of Human Rights  
<http://www.un.org/en/documents/udhr/>
- Refugee Stories  
[http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4950721/k.9B5E/Refugee\\_Stories.htm](http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4950721/k.9B5E/Refugee_Stories.htm)
- Global Appeal 2010  
<http://www.unhcr.org/ga10/index.html#/home>

## STANDARDS

(Source: [www.mcrel.org](http://www.mcrel.org))

Language Arts

### Writing

Standard 1: Uses the general skills and strategies of the writing process

Level III (Grades 6-8)

- Writes narrative accounts, such as short stories (e.g., engages the reader by establishing a context and otherwise developing reader interest; establishes a situation, plot, persona, point of view, setting, conflict, and resolution; develops complex characters; creates an organizational structure that balances and unifies all narrative aspects of the story; uses a range of strategies and literary devices such as dialogue, tension, suspense, figurative language, and specific narrative action such as movement, gestures, and expressions; reveals a specific theme)

- Writes in response to literature (e.g., responds to significant issues in a log or journal, answers discussion questions, anticipates and answers a reader's questions, writes a summary of a book, describes an initial impression of a text, connects knowledge from a text with personal knowledge, states an interpretive, evaluative, or reflective position; draws inferences about the effects of the work on an audience)

Standard 2: Uses the stylistic and rhetorical aspects of writing

- Uses paragraph form in writing (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences, establishes coherence within and among paragraphs)
- Gathers and uses information for research purposes
- Organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations)

## **Reading**

Standard 5: Uses the general skills and strategies of the reading process

Level III (Grades 6-8)

- Establishes and adjusts purposes for reading (e.g., to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts; to discover models for own writing)
- Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts
- Uses reading skills and strategies to understand and interpret a variety of literary texts
- Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, drama)
- Uses reading skills and strategies to understand and interpret a variety of informational texts

- Uses reading skills and strategies to understand a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines)
- Summarizes and paraphrases information in texts (e.g., includes the main idea and significant supporting details of a reading selection)
- Uses prior knowledge and experience to understand and respond to new information

## **Listening and Speaking**

Standard 8: Uses listening and speaking strategies for different purposes

Level III (Grades 6-8)

- Plays a variety of roles in group discussions (e.g., critical listener, discussion leader, facilitator)
- Uses strategies to enhance listening comprehension (e.g., takes notes; organizes, summarizes, and paraphrases spoken ideas and details)
- Listens in order to understand topic, purpose, and perspective in spoken texts (e.g., of a guest speaker, of an informational video, of a televised interview, of radio news programs)
- Makes oral presentations to the class (e.g., uses notes and outlines; uses organizational pattern that includes preview, introduction, body, transitions, conclusion; uses a clear point of view; uses evidence and arguments to support opinions; uses visual media)

## **Viewing**

Standard 9: Uses viewing skills and strategies to understand and interpret visual media

Level III (Grades 6-8)

- Understands a variety of messages conveyed by visual media (e.g., main concept, details, themes or lessons, viewpoints)



- Understands the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes)
- Understands reasons for varied interpretations of visual media (e.g., different purposes or circumstances while viewing, influence of personal knowledge and experiences, focusing on different stylistic features)

**Activity Designer:**

Melanie Pilgrim is a Language Arts teacher in Maryland.