

# Refugee Novel Study Unit



**2 Peas and a Dog**  
Middle School Teaching Resources



## RESOURCE INCLUDES



- ✓ Print & Digital Formats
- ✓ Detailed Lesson Plans
- ✓ Chapter Questions
- ✓ Lesson Slideshows
- ✓ Graphic Organizers
- ✓ Answer Keys
- ✓ Final Project
- ✓ PDF & Google Slides™ Formats

# LESSON OVERVIEW



- 1 – Activating Prior Knowledge Brainstorm and Discussion
- 2 – Elements of a Novel Notetaking
- 3 – Modelled Practice of the Elements of a Novel and Reading Strategies
- 4 – Refugee Novel Introduction Activities
- 5 – Refugee Novel Study
- 6 – Refugee Chapter Questions
- 7 – Refugee Final Project

**WHOLE CLASS  
LESSONS**

**GROUP WORK**

**FINAL PROJECT**



# NOVEL HISTORICAL BACKGROUND



Cuba

## Isabel's Story

In the first part of the 1990s, Cuba was in a deep recession. Living standards went down, there were calls for political change and social tension was rising. Thousands of Cubans took to the streets in Havana in early August 1994 and demonstrators were beaten or shot.

The Cuban government, run by the Communist Party, decided to allow anyone who wanted to leave the country to do so, and thousands of people fled to the nearby United States. People left in flimsy rafts and homemade boats, and in one month of the "Balsero crisis," more than 30,000 rafters were stuck at

The US government ordered the rafters, the majority of whom came from Havana, to be sent to military bases in Guantánamo. The Cubans were eventually allowed to emigrate and it took until 1996 for the last person to be flown into the U.S.

Due to the crisis, U.S. immigration policy when it came to Cubans was changed. It became known as "wet foot/dry foot," meaning anyone found at sea has to qualify for asylum or be sent back to Cuba, but people who get to U.S. soil usually are able to stay. This policy was eliminated in 2017.

## MAP OF WORLD ASSIGNMENT

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Your Task: To help visualize the different places each character visits, create a world map following these instructions.

### MAP REQUIREMENTS

- |  |   |                                    |
|--|---|------------------------------------|
| Water Bodies                               | Countries   | Countries                          |
| <input type="checkbox"/> Pacific Ocean     | <input type="checkbox"/> Canada                   | <input type="checkbox"/> Syria     |
| <input type="checkbox"/> Atlantic Ocean    | <input type="checkbox"/> United States of America | <input type="checkbox"/> Greece    |
| <input type="checkbox"/> Mediterranean Sea | <input type="checkbox"/> Cuba                     | <input type="checkbox"/> Macedonia |
|  | <input type="checkbox"/> Germany                  | <input type="checkbox"/> Serbia    |
|  | <input type="checkbox"/> France                   | <input type="checkbox"/> Hungary   |

### MAPPING SKILLS SUCCESS CRITERIA

- Map has a proper title
- Neat printing of labels
- Use of ruler
- Proper spelling
- Accurate placement of countries
- Includes a compass rose

LEVEL 1	Map of the World does not meet requirements.
LEVEL 2	Map of the World is approaching requirements.
LEVEL 3	Map of the World meets requirements.
LEVEL 4	Map of the World exceeds requirements.

# ENGAGING LITERACY LESSONS

# DETAILED TEACHER PAGES

## LESSON 1



**Lesson Overview:** Students will activate their prior novel study knowledge through an opinion activity and class discussion.

### Materials Needed:

- Question Poster Slips or QR Code Questions (select one)
- Your Thoughts graphic organizer (photocopy double-sided)
- Timer or [Digital Timer](#)

### Teacher Instructions:

1. Print off each discussion question prompt (select the tech or non-tech version).
2. Hang up each discussion question prompt in a different part of the classroom.
3. Explain to the students how to participate in this silent brainstorm. Each student gets a graphic organizer and rotates around the classroom reading each discussion prompt. The students record their thinking about each question on the "Your Thoughts" graphic organizer.
4. Assign each student to a discussion question to start their rotation. Set a 1-minute timer for each rotation. Allow students time to write their thoughts on paper, then once the timer goes off, rotate the students clockwise around the classroom to each new discussion question prompt.
5. At the end of the rotations, take time to share students' answers in a class discussion format.

## LESSON 2



**Lesson Overview:** Students will learn the elements of a story, as well as four key literary terms.

### Materials Needed:

- Reliable technology: computer and projector
- Literary Elements and Devices Google Drive [Slideshow](#)
- Literary Elements and Devices Anchor Charts
- Class set or digital copy of:
  - Literary Elements and Devices Note Option 1 or Option 2

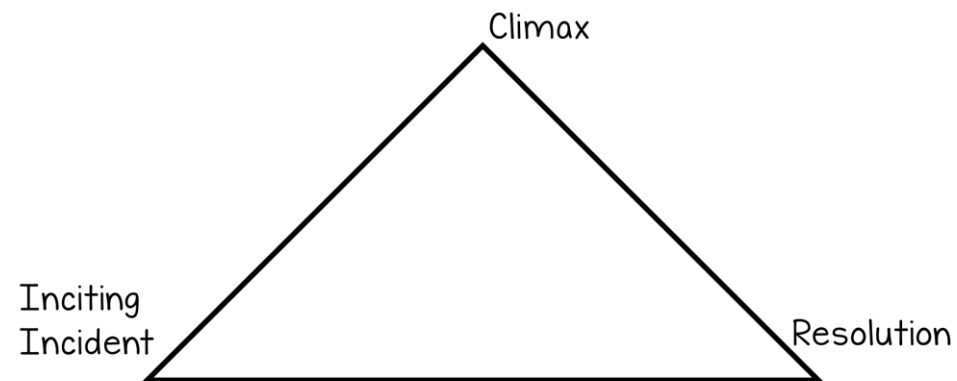
### Teacher Instructions:

1. Hand out Literary Elements and Devices Note. Select Option 1 or Option 2 or a combination of both, depending on the needs of your students.
2. Read through the [Literary Elements and Devices Google Drive Slideshow](#) as a class. Have students write down the information from the slides for Note Option 1, or highlight key information for Note Option 2.
3. Pause after each slide to provide an opportunity for students to share their thinking about each element or device. Ask students if they have something to share.
4. Print out, laminate if possible, and hang up the Literary Elements and Devices Anchor Charts around your classroom.
5. As students are copying down the notes, circulate through the classroom to provide encouragement to students who are not actively notetaking.

# ANCHOR CHARTS

## LITERARY ELEMENTS

# Plot



The plot is made up of the major events that take place during the story.

## LITERARY ELEMENTS

# Conflict



Conflict is the struggle between the protagonist and antagonist in the story. It can be internal or external.

# SAMPLE LESSONS

YOUR THOUGHTS	
#1	#2
#3	#4
#5	#6

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#1	
#2	
#3	

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# SAMPLE LESSONS

## PREDICTIONS

I THINK THIS MIGHT HAPPEN BECAUSE .....

I THINK \_\_\_\_\_ BECAUSE .....

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- Atlantic Ocean
- Mediterranean Sea

#### Countries

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- United States of America
- Cuba
- Germany
- France

#### Countries

- Syria
- Greece
- Macedonia
- Serbia
- Hungary

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## CHAPTER 2 - ISABEL

Student Name: \_\_\_\_\_

1. What world event caused the problems for Cuba?
  - A. The collapse of the Soviet Union.
  - B. The change of government in the Soviet Union.
  - C. The Soviet Union ran out of money.
  - D. A hurricane demolished the Soviet Union.
2. What food product did Cuba supply to the Soviet Union?
  - A. Cuba supplied sugar.
  - B. Cuba supplied bananas.
  - C. Cuba supplied pineapples.
  - D. Cuba supplied chocolate bars.
3. What was the punishment for trying to escape Cuba?
  - A. There was no punishment.
  - B. The punishment was a prison sentence.
  - C. The punishment was a fine.
  - D. The punishment was a fine and a prison sentence.



# LESSON FORMATS



**PDF**

✓ Individual & Whole Unit



**DIGITAL**

✓ Google Slides

**RESOURCE CAN BE USED IN-PERSON OR ONLINE**