

## MCAA STEAM Unit Planner

Unit Title: Refugee Survival Kits

Grade: 5

Duration: Q3

### Driving Question/Problem/Phenomenon

How can we design a survival kit to help refugees while they relocate?

### Focus Standards

SS5H1 Describe how life changed in America at the turn of the century.

d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

SS5H4 Explain America's involvement in World War II.

b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.

f. Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.

SS5H5 Discuss the origins and consequences of the Cold War.

b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.

SS5H7 Trace important developments in America from 1975 to 2001.

a. Describe the collapse of the Soviet Union, including the role of Ronald Reagan.

For display: [Standards](#)

#### ELA

ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

#### Arts

Digital Design Principles  
Protest Art


## Planning the Unit

<p><b>Launch</b></p>	<p>Whole Group introduction and discussion on what a refugee is / reasons why people flee their home countries / what countries are currently affected</p> <p><a href="https://www.un.org/en/our-work/protect-human-rights">https://www.un.org/en/our-work/protect-human-rights</a> (purpose of UN)</p> <p><a href="https://www.youtube.com/watch?v=shAB-z01DY">https://www.youtube.com/watch?v=shAB-z01DY</a> (launch)</p> <p><a href="https://www.youtube.com/watch?v=7GdDnbNpRNE">https://www.youtube.com/watch?v=7GdDnbNpRNE</a> (follow up)</p> <p><a href="http://images.mapsofworld.com/headlinesworld/2017/01/REFUGEE-CRISIS1.jpg">http://images.mapsofworld.com/headlinesworld/2017/01/REFUGEE-CRISIS1.jpg</a> (map of refugee countries/host countries)</p> <p><a href="https://app.discoveryeducation.com/learn/search?q=refugee">https://app.discoveryeducation.com/learn/search?q=refugee</a> (Disc Ed activities)</p> <p><a href="https://www.usglc.org/coronavirus/refugees/#:~:text=While%20refugees%20have%20so%20far,employment%20opportunities%20for%20displaced%20people">https://www.usglc.org/coronavirus/refugees/#:~:text=While%20refugees%20have%20so%20far,employment%20opportunities%20for%20displaced%20people</a> (COVID-19 and the effects of pandemic on refugees)</p> <p><a href="https://venngage.com/blog/refugee-infographic/">https://venngage.com/blog/refugee-infographic/</a> (Infographic)</p> <p><a href="https://www.unhcr.org/innovation/7-videos-guaranteed-to-change-the-way-you-see-refugees/">https://www.unhcr.org/innovation/7-videos-guaranteed-to-change-the-way-you-see-refugees/</a> (videos that change the way you see refugees)</p> <p>Introduce project requirements and rubric</p>						
<p><b>Unit Summary</b></p>	<p>Students are researching the reasons why people leave their home countries in search of a better life. As a United Nations representative, they will create a survival kit for these refugees. In light of the global pandemic, the instability that these groups of refugees face is now acutely magnified and compounded.</p>						
<p><b>Real World Connections</b></p>	<p>Refugee resettlement for a variety of reasons is a part of our students'/community's everyday lives. They hear about it on the news and sit next to peers who may be first-generation Americans. By researching the reasons people flee their home countries and consider the hardships the refugees may encounter on their trek to a new country, our students will become more compassionate and knowledgeable about this issue that continues to divide our country and our world.</p>						
<p><b>Vocabulary Acquisition</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Content Vocab</th> <th style="width: 50%; text-align: center;">Arts Vocab</th> </tr> </thead> <tbody> <tr> <td>legal, ethnicity, regulations, discrimination, region</td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;"><a href="#">Activity</a></td> </tr> </tbody> </table>	Content Vocab	Arts Vocab	legal, ethnicity, regulations, discrimination, region		<a href="#">Activity</a>	
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<b>Hands-on Activities to Support the Driving Question/ Problem/Phenomenon</b>	<ul style="list-style-type: none"> <li>-Research regions from where the refugees originate (Central America, Mexico, Sudan, Syria, etc</li> <li>-Explore items brought in by experts</li> <li>-Research items necessary for survival</li> <li>-Multiple prototypes of materials for survival kit</li> </ul>	
<b>Specialists Integration</b> <i>Art, Music, Tech, PE</i>	PE - Simulation carrying pack prototypes	
<b>Experts/Community Partnerships/ Related Field Trips</b>	Scout leader, military personnel, employee of a refugee resettlement center, refugee, someone who can speak to the materials best suited for nomadic lifestyle (REI, Dick's), doctor/nurse/health department employee, Gasbar (MCS Hispanic liaison), someone who knows about alternative energy sources Initial Expert Ideas: <ul style="list-style-type: none"> <li>-Brad Smith (military)</li> <li>-Megan/Kat (hiking - dietary, water needs)</li> <li>-Amy Crandall (resettlement expert contact - Holly Love)</li> <li>-Al - Parent of Layla Jarbil (immigration lawyer)</li> <li>-Stacy - Stephen McCullers - immigration experience</li> <li>-Stacy - Hannah Schug - medical side of infectious disease</li> <li>-Al - Nick Smith - medical</li> <li>-Stacy - Tim Denney</li> <li>-Stacy - Lynn Boyd - pharmacist</li> </ul>	
<b>Possible Products</b>	TV Commercial detailing the kit Shoebox/tote bag survival kit (not for 2021-2022) Slideshow Poster with swatches of kit materials Create a song	
<b>Teacher and Student Self-Reflection</b>	Teacher Self-Reflection	*make a copy of the teacher reflection form from the Templates folder to link here*
	Student Self-Reflection	I exhibited (Creativity, Communication, Collaboration, Critical-Thinking) when.... The most important thing I learned in this project is... I wish I had spent more time on ... <b>OR</b> One thing I wish I had done differently is...
<b>Materials</b> <i>Provide a list of materials needed for donation to Dr. Patterson 2-3</i>	Chromebook, STEAM Store materials, string bags/tote bags/shoeboxes from home (no other materials are needed for 2021-2022 except the Chromebook)	

weeks prior to the unit starting

## Project Timeline/Checkpoints

Date/Week	Tasks for Teachers	Tasks for Students
Jan 28	Prepare presentation for introduction  Compile a list of links for safe research on the topic  Chart for choices of hot zone area decided by student  Graphic organizer for basic info on each region	Take notes in STEAM journal  Research refugee hot zones: include why they are fleeing, characteristics of the region-weather, landforms, big cities, etc (decide on hot zone by 2/1 - add a rationale for choice)  <a href="#">Student Research Links</a> <a href="#">Refugee Research Doc</a>
Feb 4 (tentative)	Schedule an expert to talk about the resettlement process  (Holly Love - UNICEF)	
Feb 11	Make a graphic organizer (reasons why refugees flee, temperature, physical barriers, food/water requirements, etc)  Schedule an expert to talk about materials	Research items available/needed for survival  <a href="#">Brad's presentation on survival materials</a>
Feb 18	Guide the discussion to include the basic items that should be included.	Students compile a list based on their research of what they feel would be most needed in the survival kits.  Look for existing products to fit the needs of the refugee  <a href="#">Weight List</a>
Mar 4	Help students set up their STEAM journals to reflect the different steps in the engineering design process.  Make an organizer for the materials list (for students)	Make a plan for what the final project will be, and compile a list of specific materials needed (to be reviewed by the teacher)  Visit the STEAM Store
Mar 11	Facilitate	Create digital survival kit
Mar 18	Facilitate	Last work day

Mar 25	Facilitate	Present to the class
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## Reflecting on the Unit

How well did this unit support student exploration of the problem/driving question?

How could you improve or adapt the unit to promote a deeper level of student exploration and engagement?

Teacher Notes