



## *Searching for Home: Nasrin's Journey* Curricular Connections

### Social Studies

<b>Grades 6–10</b> Determine which causes most influenced decisions, actions, or events, and assess their short- and long-term consequences.	<b>Grade 11</b> Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments.	<b>Grade 12</b> Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments.
<b>Grade 6</b> Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations.	<b>Grades 7–12</b> Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places.	<b>Grades 9–12</b> Recognize implicit and explicit ethical judgments in a variety of sources.
<b>Grades 6–10</b> Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past.	<b>Grade 11</b> Make reasoned, ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond.	<b>Grade 12</b> Make reasoned, ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond.

### English

<b>Grades 6–9</b> Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages.	<b>Grade 10</b> Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact.	<b>Grades 11–12</b> Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages.
<b>Grades 6–12</b> Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.	<b>Grades 6–12</b> Construct meaningful personal connections between the self, the text, and the world.	
<b>Grades 6–10</b> Recognize and identify the role of personal, social, and cultural contexts, values, and	<b>Grades 11–12</b> Recognize and identify personal, social, and cultural contexts, values, and	

perspectives in texts.	perspectives in texts, including gender, sexual orientation, and socio-economic-factors.	
<b>Grades 6–9</b> Exchange ideas and viewpoints to build shared understanding and extend thinking.	<b>Grades 10–12</b> Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking.	

## Lesson plan for Grades 6–12

### Pre-reading

The ideas below are intended to help introduce *Searching for Home: Nasrin’s Journey* and the topic of displacement/refugees. Choose any of the ideas from the list based on your specific demographic and objectives.

- **Prediction**  
Based on the opening image, do a picture word induction model (PWIM) and/or story behind the picture. This could mean having students work in groups to create a batch of thematic words connected to one of the frames in the zine, a list of predictions or questions, or a predictive drawing of the next frame.
- **Thematic connection questions**
  - a. What are the reasons for a person being driven from their country? Some possible reasons to include: environmental (climate refugees), government persecution for various identity factors (ethnic background, gender identity, sexuality, religious beliefs), political beliefs, etc.
  - b. What do you think Nasrin needs to know in order to “function” in Canada? How do you think Canadians might respond to Nasrin and her family?
- **Personal or literary connections**  
Does anyone know a person who has been displaced, or have they read any pieces in which a person has been displaced?
- **Choral voices**  
Give seven to eight student volunteers in your room a quote from a refugee. These can be powerful quotes from various areas of the world that you have collected, or quotes pulled from the characters in the zine. Ask the students who were not given quotes to put their heads down. Turn the lights off, and ask the student volunteers to read their quotes. Repeat this reading so that each quote is heard twice. Debrief with the entire class. How did it feel to hear these voices? Why is it important to hear them? (see Appendix A for a list of possible options).
- **Picture books to introduce themes**
  - a. *The Island*, by Armin Greder
    - picture book that engages themes of refugees, xenophobia, and fear

- mature images and subject matter
- available on YouTube as a read-aloud.
- b. *The Arrival*, by Shaun Tan
  - wordless story that engages the themes of migration.

## Reading activities

Below we have provided a list of varied ideas for exploring the text. Choose any of the following based on your specific demographic and learning goals.

### 1. Getting to know the text

- a. Have pictures cut out, and then have students put them in the proper order to tell the storyline.
- b. Do a reading that is only looking at the pictures.
- c. Hand out text split into separate lines. Have students attach lines to pictures.

### 2. Interpreting and producing from the text

- a. Read aloud in reader's theatre style, with specific students attached to certain characters.
- b. Write found poems—given script on one page, students create a found poem (middle years/senior).
- c. Mapping the journey—students create an anecdotal map outlining the journey of the characters in the zine.

### 3. Understanding the sociocultural context of the zine

- a. Have students read the provided historical background information and write three “on the line” questions (where the answer is explicitly found in the text), and two “between/beyond the lines” (how or why questions that require analytical thinking and interpreting the text).
- b. Have students create a visual for each of the subheadings on the background sheet. These visuals can be in the same style as the zine, or they can use any visual medium (take photos, create digital art, form tableaux). Through this, they are translating traditional literacy into visual literacy. In turn, this will increase understanding.

### 4. Looking beyond the text: discussion essay prompts or final project ideas

- a. Discussion/essay prompts
  - Explain the reasons why someone may be pushed out of their country: environmental, social, mineral exploitation, civil war, religion, gender identity, sexuality, or government persecution. You can choose a specific case study/region/nation to explore.
  - Class debate: Why are climate refugees not considered refugees by political bodies? Should people displaced by climate change be considered refugees?
    - Follow up: Write a rant or letter. People displaced by climate change should be considered refugees!
  - How does a government determine who should be offered refuge?
  - Research: What is the refugee process in Canada?
  - Opinion: What criteria should be used to determine who is granted refuge?
  - What do they teach in the Canadian information session for new immigrants? What do you think they should teach that isn't mentioned?

b. Final project ideas

- Write a prequel. What circumstances could have existed that made it possible for Nasrin's father and brother to go to Canada before them?
- Write a sequel. What is life like for Nasrin and her family once they are in Canada? What challenges might they face? Complete research and find out common challenges refugees face in Canada.
- What options exist for families fleeing conflict, apart from becoming a refugee abroad?
- Create an infographic outlining Canada's rules for admitting refugees.
  - Response: What do you think of Canada's refugee policies?
- Research refugees who have made a difference. Look up several Canadians who came to Canada as refugees and have made a positive impact on Canadian society, or the world at large (e.g., The Right Honourable Adrienne Clarkson, and the Right Honourable Michaëlle Jean, Canada's 26th and 27th Governor Generals).
  - Suggested resource: Radio Canada International "Finding Refuge in Canada": <https://tinyurl.com/yb6camsq>.
- Research the meaning of the names of the characters. What do they mean, and how does the name fit the character (or not)?
- Write a newspaper opinion article about a theme from the zine from the point of view of one of the characters.
- Have students research another group that has been made homeless by their own state. CBC has compiled a list of the top 25 countries admitted to Canada, if you would like to focus on refugees who have come to Canada: <https://tinyurl.com/y7fz5j5e>. Or you could look at the resources provided by The UN Refugee Agency: [www.unhcr.ca](http://www.unhcr.ca).
  - Follow up: Students create their own background sheet, similar to the style of the background sheet used in the lesson.
  - Follow up: Create a Venn diagram to demonstrate understanding of similarities between refugee experiences of characters in the zine and the group that students have researched.
  - Follow up: Create a visual representation of the refugee group that students have independently researched. This could be in the form of their own zine, or in any other visual medium (film, photo essay, digital art).
- Historical comparisons: Compare the plight of a current group seeking refuge with that of a historical group.
- Look into local initiatives, and explain why they are necessary: No One is Illegal and sanctuary schools are two examples.
- Media literacy: Decode articles for the representation of refugees in the media. What terms are used to describe refugees? What facts and statistics are included? What salient information is excluded? Are the voices of refugees included in the account?
- Novel study: Read a novel written by or about a refugee experience.

**Suggested resources**

- High Commission for Refugees
- Radio Canada Finding Refuge in Canada [www.rcinet.ca/refugies-canada-en](http://www.rcinet.ca/refugies-canada-en)
- Canadian Council for Refugees [www.ccrweb.ca](http://www.ccrweb.ca)
- World Refugee Day [www.unhcr.org/refugee](http://www.unhcr.org/refugee)
- #WithRefugees

- Canadian Orientation Abroad Planning for Canada Program
- Suggested regions: Central America, Central Africa
- CCR Youth Network [ccrweb.ca/en/youth/welcome](http://ccrweb.ca/en/youth/welcome)—helps newcomer youth feel connected.

## Appendix A

Quotes from Zine	General Quotes
“Mother no. But I don’t want to go.”	“Peace cannot be kept by force; it can only be achieved by understanding.” —Albert Einstein
“Hush, Diyari. We can’t stop. Here, take my bread. We’ll stop when we’re safe.”	“No one leaves home unless home is the mouth of a shark.” —Warsan Shire
“Baba, I miss you! When will I see you again?”	“Taking Mum's hand, I whispered "Are we really safe, here?"” — <i>Walk in My Shoes</i> by Alwyn Evans
“My children and my wife are in Turkey. They are not safe. Can you help our family be together again?”	“For those I come from, there is nothing more devouring than the feeling of want for home, the feeling of need for home. We are all waiting for a form of transport, a ship, a saucer to carry us out of the too-dark night.” — <i>Sonora</i> by Hannah Lillith Assadi
“I miss my bedroom, I miss my garden, I miss my friends. Three years is forever. I thought we would be with Baba by now.”	“In the midst of migrants in search of a better life there are people in need of protection: refugees and asylum-seekers, women and children victims of trafficking...Many move simply to avoid dying of hunger. When leaving is not an option but a necessity, this is more than poverty.” —Antonio Guterres, U.N. Secretary-General
“In order to emigrate to Canada, you all need to have a thorough check-up.”	“No human being is illegal. That is a contradiction in terms. Human beings can be beautiful or more beautiful, they can be fat or skinny, they can be right or wrong, but illegal? How can a human being be illegal?” —Elie Wiesel
“Life in Canada is going to be very different from what you’re used to. Here are some basic tips that will help you understand what’s going on around you in your first few months.”	“To the guys that draw lines and make the borders real But then bend the rules when there's more to drill Don't turn away the stateless, think of the waste If one in 3 refugees is a Lauryn Hill” —Shad, hip hop recording artist