

Grade/Unit #	6th Grade Unit 4: <i>Refugee</i>
Lesson #	12
Objective:	- Students will review the components of a strong analysis section in writing - Students will peer edit their writing responses <u>Grammar Focus:</u> Clause Review Throughout this unit, students are investigating the experiences of refugees and the causes and effects of forced migration in order to understand how displacement shapes identity, resilience, and reveals universal truths about courage, loss, and hope.
Standards:	RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.6, W.6.2, W.6.4, W.6.5, G.11e-v
Materials:	<i>Refugee</i> pages 99-109 6th Unit 4 Knowledge Tracker- Refugee - Read pg 81, start to about "...practically sitting on top of each other."- Day 2 6.4.12 6.4.12 Target Task 6.4.12 Student Packet
Lesson Summary:	- Fluency - Do Now- Vocab - Review of Pgs. 99-109 - Clave Discussion - Writing - Peer Review and Revision - Start Homework Reading - Homework
Lesson Flow and Big Idea	In this lesson, students begin with a vocabulary review to ensure they understand words like <i>pandemonium</i> and <i>recoil</i> and can apply them in context. The class then reviews pages 99–109, examining conflicts on the boat and analyzing how Lito’s perspective on leaving Cuba contrasts with the rest of his family, highlighting themes of hope, fear, and cultural preservation. Students explore the significance of <i>clave</i> as a symbol of Cuban heritage and discuss Lito’s concern that moving to the United States may distance Isabel from her cultural roots. Finally, students engage in a writing activity analyzing Lito’s perspective, participate in peer review, revise their work, and begin homework reading, reinforcing comprehension and analysis skills while connecting refugee experiences to cultural identity.
Summative Writing Prompts	<u>Informational Essay</u> - How does the mood contribute to the characterization of Josef and Mahmoud? (6.4.6-6.4.8) <u>End of Unit Essay</u> - What message does Alan Gratz share about refugees in <i>Refugee</i>, and how is it similar or different from the message in Brian Bilston’s poem “Refugees”? Explain your ideas using examples from both the book and the poem. (6.4.24)
Homework :	Finish reading pages 110-128 and answer comprehension and grammar questions Note: Students will begin reading pages 110–128 in class and complete the reading for homework.

Teacher Note:

The list below outlines the key writing and grammar focuses for this unit. Use these as a guide during individual student conferences, and look for opportunities throughout the unit to highlight when these skills appear in the text or in students' work.

- Writing Focuses:
 - Argumentative/Informational:
 - Uses quotes intentionally and judiciously.
 - Uses a variety of transitions to move from one idea to another and/or to combine ideas.
- Grammar Focuses:
 - G.11e-v Identify and use dependent clauses.
 - G.11f-i Use commas to separate an introductory element from the rest of the sentence.

Note: Student work will be attached at the end of the lessons to show the expected level of writing. A teacher example will also be provided to guide instruction and demonstrate how to answer the prompt.

Fluency Routine (5 minutes)

Read pg 81, start to about "...practically sitting on top of each other."- **Day 2**

Directions:

- Step 1: (1 minute) Teacher reads aloud
- Step 2 (1 minute) Partner A reads aloud to Partner B for 1 min
- Step 3 (1 minute) Partner B reads aloud to Partner A for 1 min

Note: Students should aim to finish the sentence, "...and with Luis and his girlfriend, they were practically sitting on top of each other." (81).

Do Now- Vocab (12 minutes)

- **(3 minutes)** Show slide 2 and discuss the definitions of "pandemonium" and "recoil."
- **(4 minutes)** Students work with partners to complete the Do Now in their student packet
- **(5 minutes)** Review answers as a class
 - **Note:** Ensure students are using the words correctly in their sentences. For example, Mahmoud standing in line at the border is not pandemonium because, while there was a lot of uncertainty and confusion, it was not disorderly or chaotic. The moment when Isabel's family launches the boat is full of pandemonium. With recoil, students could bring up that Josef's father recoils at the thought of going to his bar mitzvah.

Review of Pgs. 99-109 (11 minutes)

- **(5 minutes) Ask:** What do Lito and the other people on the boat argue about?
 - Lito and the others on the boat argue about whether they should continue their journey to the United States or return to Cuba. Lito believes they made a mistake by leaving and argues that they should return, insisting that things in Cuba have always changed and might improve. He also criticizes Isabel's father, calling him a fool for risking their lives without a clear plan for survival in the U.S. Isabel, however, strongly disagrees and refuses to turn back, knowing that if they return, her father will be arrested and the family's safety is in danger.

- **Optional Follow-Up:** What bigger conflict does this argument highlight?
 - The conflict between hope for a better future and fear of the unknown.
- **(3 minutes)** Students do the multiple-choice practice question on page 1 of their student packet
- **(3 minutes)** Review answers as a class, emphasizing that when you have a 2-part question, the answers must match each other. So, the evidence you chose for Part B should match what you put for Part A.
 - Part A: A
 - Part B: C

Clave Discussion (13 minutes)

- **(2 minutes) Say:** In lesson 6.4.10, we watched a clip that showed us what a clave is. Clave, the “hidden heartbeat of the people” (102), was first brought up in yesterday’s reading on page 86, but as you read for homework, Lito says on page 102, “How are you ever going to learn to count clave in Miami?” We are going to take a moment to dig into what Lito actually means by this statement, and dig deeper into what he is concerned about with going to the United States.
- **(3 minutes)** Show this video, which describes the history of the clave. Tell students to pay attention to what clave means and what its history is.
 -  **The Heart of Afro-Cuban Rhythms | Danny Collazo | TEDxColumbusHS** (play 0:00-2:30)
 - Video is on slide 3
 - **Note:** Teachers can play more of the video if they would like, but the first 2.5 minutes are the most important for the rest of the discussion.
 - **Note:** The speaker, Danny Collazo, is a Cuban-Jamaican musician from Miami.
- **(4 minutes) Ask:** Based on what Collazo said, what does *clave* mean? Where does it come from?
 - **Clave:** The rhythmic pattern that is central to Afro-Cuban music. It serves as the “key” to the music’s style and structure.
 - **Origins:** The rhythm comes from West African musical traditions and was brought to Cuba through the transatlantic slave trade between the 16th and 18th centuries.
 - **Note:** Explain to students that the Spanish colonized Cuba and brought enslaved people to Cuba to grow and harvest sugar cane, which was then shipped to the United States and Europe.
 - **Note:** Emphasize that when Collazo says “unlike the United States,” he is highlighting that enslaved people in Cuba sometimes had slightly more opportunity to maintain cultural practices, but this in no way minimizes the cruelty of slavery under Spanish rule. Spain’s enslavement of people was still deeply oppressive and exploitative, and it is not to be seen as morally “better” than other countries that enslaved people.
- **(4 minutes) Ask:** Knowing the significance of clave a bit more, thinking back to what Lito said, “How are you ever going to learn to count clave in Miami?”, what deeper concern is Lito expressing about Isabel?
 - Lito is worried that Isabel might lose touch with her Cuban heritage and the cultural practices, like music and rhythm, that connect her to her roots, as living in the United States could distance her from the traditions that shape her identity.
 - **Optional Extensions:**
 - **Ask:** How does music, like the *clave* in Cuban culture, help people maintain a connection to their heritage? Can you think of other examples of music in different cultures that serve a similar purpose?
 - Show  **700 Years of the Son Clave Rhythm ("Bo Diddley Beat")**, starting at 4:15-5:03, which highlights popular songs and artists and their use of clave. As students

listen, ask them to listen for where they hear the clave beat.

Optional Extension- Freedom Flights

- If time allows in this lesson or future lessons, consider using the following resource with students to build background knowledge around the Freedom Flights Lito mentions.
 - On page 100, Lito mentions that his brother left Cuba in the Freedom Flights of the 1970s. Share the [following excerpt from the Cuban Studies Institute](#). To provide students with a better understanding of this reference. Optional to watch the video as well. Have students apply their research to respond to the questions:
 - Why did so many people flee Cuba at this time?
 - Based on what you learned in The Unwanted, how did the United States government's response to Cuban refugees in the 1970s compare to the response to Syrian refugees in 2014 and beyond?
 - Explain to students that despite being displaced, the families and communities in the text continue to honor the traditions and values that are important to them. To help students engage in making thematic connections across the three storylines, have them respond to the questions:
 - Find examples of how each family or community continues to honor the traditions and values that are important to them.
 - Why do you think they continue to honor these traditions or values?

Writing (27 minutes)

- **(2 minutes) Say:** In lesson 6.4.11, we focused on how our protagonists' feelings, behavior, and perspectives have been impacted by their experiences. We will continue that work in this lesson, specifically focusing on Lito's perspective and what has caused that perspective in terms of his views on going to America.
- Show slide 4
- **(5 minutes) Ask:** We've been working on the analysis. Looking at this prompt, what key connections will you need to make in your response? How can you deepen your ideas to strengthen your analysis?
 - You'll need to compare Lito's perspective with the rest of the family's, focusing on how his past influences his views.
 - Deepen your analysis by exploring why he feels this way, how his perspective evolves, and what this contrast reveals about themes like sacrifice or regret.
- **(20 minutes)** Students respond to the writing prompt, focusing on writing a strong analysis. Note that students will have 15 minutes of peer editing and reviewing what strong revision looks like after they finish their paragraphs
 - **Note:** Student samples are included at the end of the lesson

Prompt: How does Lito's perspective on going to America differ from the rest of the family's?

Example Plan

Introduction (Skip in Planning):

Topic Sentence (direct answer to prompt):

Lito is hesitant to leave because he values his homeland deeply, whereas his family sees leaving as necessary for their safety and future.

- **Evidence:** Lito chooses to stay in Cuba because it's his home (100)
- **Evidence:** Thinks Cuba will change (101)
- **Evidence:** Worried about losing Cuban culture, "Clave is the hidden heartbeat of the people" 102

Concluding Sentence (Skip in Planning):

Example Response:

Lito's perspective on leaving Cuba is different from that of his family because he prioritizes preserving Cuban culture and history, while the others focus more on escaping danger and seeking a better life. Lito is hesitant to leave because he values his homeland deeply, whereas his family sees leaving as necessary for their safety and future. He reminds them that he has always chosen to stay in Cuba for their sake because it is his home (100). His strong loyalty to Cuba goes beyond its political struggles, as he believes that home is more than just a place. It is a fundamental part of one's identity and past. Lito argues that change is inevitable, meaning he does not believe Cuba's current situation will last forever (101). This perspective suggests that patience and endurance will eventually lead to improvement, reflecting his hope that Cuba can recover without drastic action. His long-term outlook contrasts with his family's urgency to leave, showing his belief in facing hardship rather than abandoning home. Additionally, Lito treasures Cuban culture and warns of the risk of losing it. He explains that "Clave is the hidden heartbeat of the people" (102). He brings this up because Isabel has not yet mastered the clave. He sees her struggle to keep the rhythm as a sign that she is already drifting away from her Cuban identity, and he fears that moving to the United States will cause her and the rest of the family to lose even more of their cultural roots. Having already watched many Cubans leave and lose their connection to their heritage, he is afraid the same will happen to his own family. While Lito is deeply attached to Cuba's culture and history, his family—especially Isabel—still values Cuban culture, but they are more focused on survival and the hope of a safer, more stable life in America, which ultimately drives their decision to leave.

Potential Scaffolds:

- Why does Lito think they should not have fled Cuba?
- Considering Lito's past, why might he have a different perspective than the rest of the family? What do his choices reveal about what he values most?
- What does Lito mean when he says it was a mistake to leave on this "sinking coffin" (p. 101)? What are the connotations of this phrase? What does this reveal about his perspective?
- What does Lito think would have happened if they had stayed in Cuba? What does Lito worry will happen to Isabel in the United States?
- What does Lito mean when he says, "He's taking you away from who you are. What you are" (p. 102)?

How does Isabel respond to this?

Evidence to Consider:

- "We stayed because Cuba was our home. [...] I didn't leave when Castro took over in 1959, I didn't leave when the US sent planes in the '70s, and I didn't leave in the '80s when all those people sailed out of Mariel Harbor." (p. 100)
- "It was a mistake, leaving on this sinking coffin. I should have stayed put. All of us should have. How is Cuba worse now than it ever was? We've always been beholden to somebody else. First it was Spain, then it was the US, then it was Russia. First Batista, then Castro. We should have waited. Things change. They always change." (p. 101)
- "He doesn't even know. He can't say. Ask him why he wants to go to the States, and all he can say is 'freedom.' That's not a plan. How is he going to put a roof over your head and food on your table any better than he did in Cuba?" (p. 102)
- "He's taking you away from who you are. What you are. How are you ever going to learn to count clave in Miami? The US has no soul. In Havana, you would have learned it without even trying. Clave is the hidden heartbeat of the people, beneath whatever song Batista or Castro is playing." (p. 102)
- "'No, Lito,' Isabel said. No—as much as she feared the loss of her music, her soul, she wouldn't trade that for family. She grabbed Lito and held him back. 'Don't. We can't go back. They'll arrest Papi!'" (p. 103)

Peer Review and Revision (15 minutes)

- **(6 minutes)** Have students exchange their writing with a partner and provide feedback.
 - Optional peer review prompts are on slide 5
 - Peer Editing Checklist
 - Clarity of Analysis: Does the analysis clearly explain the significance of the evidence? Are any points unclear?
 - Connection to the Prompt: Does the analysis directly answer the prompt and stay focused on Lito's perspective versus the family's?
 - Depth of Analysis: Does the analysis go beyond summary? Are key ideas explored in depth?
 - Use of Evidence: Does the analysis explain why each piece of evidence matters to the argument?
- **(6 minutes)** Students revise their writing based on the feedback they receive from peers. Remind students that sometimes revising does not mean writing more. We will talk more about making our points in a strong yet concise way in future lessons, but it's not always best to use revision time to add more "stuff" to our writing, as it can detract from what our argument is.
- **(3 minutes)** Have a few students share the feedback they received from their peers and explain how they used it to revise and strengthen their responses.

Start Homework Reading (7 minutes)

- Students should read pages 110–128 for homework. Because this is a long section, they can use the last few minutes of class to get started, so the reading at home is more manageable.

Homework

Directions: Read pages 110-128 and answer comprehension and grammar questions

- 1) How is Papa doing? Provide evidence from the text to support your answer
 - a) Not well. He is frantic and in a state of pandemonium. He is paranoid that the Nazis are trying to kill everyone on board. “We have to *hide*”, “it was the Nazis who did it!”
- 2) What does Josef’s father argue with Mr. Shiendick about? Explain the significance of what Mr. Shiendick wants to do and why that would upset Josef’s father.
 - a) They argue about placing the Nazi flag on the deceased man.
- 3) What happens to Señor Castillo? What does Isabel do?
 - a) He is thrown from the boat. Isabel jumps in after him
- 4) Where is Mahmoud at the start? Why is he still there?
 - a) They are still waiting for the boat. They keep getting told a boat is coming “tomorrow,” but have been told that many times already.
- 5) Who does Mahmoud and his family meet on page 126? What happens?
 - a) They meet Mr. Nasser, and he offers to let them sleep at his car dealership. He drives them to the boat that is going to Greece.

Grammar Review

Part 1:

- 1) Ind
- 2) Dep
- 3) Ind
- 4) Dep
- 5) Dep

Part 2:

- 1) B
- 2) C
- 3) B

Student Writing Samples 25/26 SY

Student Sample 1:

Prompt: How does Lito's perspective on going to America differ from the rest of the family's?

Introduction (Skip in Planning):

Topic Sentence (direct answer to prompt): Lito's perspective is different from the rest of the family because he feels that it's bad for the family while everyone else thinks it's good.

- Evidence: (page 102) "We should go back,' Lito said."
- Evidence: (page 102) "How are you ever going to learn to count *clave* in Miami?"
- Evidence: (page 103) "No, Lito,' Isabel said. No— as much as she feared the loss of her music, her soul, she wouldn't trade that for her family."

Concluding Sentence (Skip in Planning):

Lito's perspective is different from the rest of the family because he feels that it's bad for the family while everyone else thinks that Miami is better. Initially, on page 102, it says, "We should go back,' Lito said." This suggests that Lito thinks that leaving Cuba is not a good decision because it is not going to benefit his family. Furthermore, on page 102, it states, "How are you ever going to learn to count *clave* in Miami?" This exemplifies that Lito feels that if their family goes to Miami then he thinks that their family will forget about their heritage, and they won't practice, learn, or celebrate their old Cuban traditions. On the contrary, on page 103, it says, "No, Lito,' Isabel said. No— as much as she feared the loss of her music, her soul, she wouldn't trade that for her family." This demonstrates that the family feels as if going to Miami is a good decision for their family because they would be much safer. Additionally, the rest of the family believes that even though they won't be in Cuba, where most of the celebrations and traditions happen, they can still learn and grow their knowledge on Cuban heritage. Consequently, Lito and the rest of the families perspective is different because Lito believes that their family won't learn their heritage, but the rest of the family believes that they can still learn.

Student Sample 2

Prompt: How does Lito's perspective on going to America differ from the rest of the family's?

Thesis: Lito's perspective differs from the rest of the family's, since he feels that all the culture they had was left behind in Havana, whilst the rest of the family believes that they had no choice and that America had new opportunities awaiting them.

Evidence:

- 1) Page 101 "It was a mistake, leaving on this sinking coffin. I should have stayed put. All of us should have."
- 2) Page 102 "Oh, hush, Papi,' Isabel's mother said sleepily. She had been awake enough to hear them after all...'Miami is just North Cuba.'"
- 3) Page 103 "No—as much as she feared the loss of her music, her soul, she wouldn't trade that for her family."

Response:

Isabel's grandfather and the rest of the people on the boat have differing opinions on moving to America. Lito's perspective differs from the rest of the family's, since he feels that all the culture they had was left behind in Havana, whilst the rest of the family believes that they had no choice and that America had new opportunities awaiting them. Lito soon realizes after contemplating, that "It was a mistake, leaving on this sinking coffin. I should have stayed put. All of us should have." (101). He feels that by just waiting, they wouldn't have been put through such a situation that would make them leave their home. He believes that staying in Cuba was the best option, instead of taking a risk that could put them all in danger. After Isabel's mother hears him, she replies, "Oh, hush, Papi,' Isabel's mother said sleepily. She had been awake enough to hear them after all...'Miami is just North Cuba.'" (102). Isabel's mother likes to think of their destination, Miami, as 'North Cuba' to stay positive and not let feelings of regret get to her. She believes that moving to America isn't as bad as Lito paints it to be. Isabel is stuck in the middle, but after thinking, she comes to the conclusion that "No—as much as she feared the loss of her music, her soul, she wouldn't trade that for her family." (103). Isabel understands and considers Lito's choice, but she knows that they wouldn't have another option. She believes that right now, saving Papi from the police was the main priority. In conclusion, Lito's and the rest of the boat's decisions differ drastically when it comes to their idea of moving to the United States.