

Refugee Pathfinder



By Melissa Majewski, Carolyn McMenamin, Rebecca Oberhauser, and Rebecca Strang

Inquiry Question:

What experiences do children and teens go through as refugees and how can we help?

Grade Band: 5-12

Introduction

According to the [United Nations High Commissioner of Refugees](#) (UNHCR) there are currently 70.8 million forcibly displaced people around the world. Unfortunately, this seems to be a growing trend. This Explore Pathfinder is meant to be a guide for you as you gain awareness about this growing problem, and focus on the experiences of children and teens as refugees. The goal of this guided inquiry unit is to go beyond understanding and move towards action. The topics have been organized by geographic location so you can explore refugees from around the world, throughout different points in history.

Connections to Student Standards

School Libraries

Our refugee guided inquiry design unit meets the needs of each [ISAIL standard](#). Throughout this unit, students will be gaining knowledge about refugees and how to provide assistance (Standard 1). Through this, the information they are researching will be critically evaluated and this new information will be applied in a productive way (Standards 2 and 3). Beyond reading informational text, students will read literature about refugees to bring a more personal perspective to their understanding (Standard 4). As we research together, we will address internet safety and digital citizenship (Standard 5).

This Pathfinder also satisfies the Social Studies standards outlined by the [National Council for the Social Studies' C3 Framework](#) (C3 stands for College, Career and Civic Life). Just like Guided Inquiry Design (GID), the C3 Framework is based on an inquiry model. Using inquiry as a base, the Framework includes three more dimensions: disciplinary concepts and tools, evaluating sources and using evidence, communicating conclusions and taking informed action. The disciplinary tools and concepts focus on civics, history, economics and geography, all of which are included as major themes and content within the resources of this pathfinder.

Public Libraries

[The Young Adult Library Services Association \(YALSA\)](#) outlines six programming outcomes in their Teens First: Basic Learning Outcomes Guide. This guided inquiry design unit aims to meet the following outcomes: 1) Community: this unit specifically addresses community in its essential question and provides tools for young people to get involved with their communities by providing help, showing empathy, and gaining cross-cultural understanding; 2) Creativity: this unit gives young people room to explore the essential question on their own, come up with their own questions, and seek out further resources via research; 3) Digital Citizenship: digital resources are included in this unit's pathfinder, some of which include online communities that young people can join to learn and collaborate with their peers; 4) Leadership: this unit puts the learner in the driver's seat so they can take control of their inquiry path by developing their own questions and giving them the resources to create their own community projects; 5) Learning: learning is at the core of this inquiry unit as its main purpose is to provide resources for young people to explore in an effort to answer the essential question; 6) Literacies: this unit includes texts in various media (print, digital, video) and the nature of this guided inquiry requires young people to use and gain literacy skills with each text they explore.

Book and Resource Connections

The books and resources in this pathfinder represent information about our global refugee crisis. These resources present information about refugees all over the world, in both the present day and throughout history. These resources were chosen to give students a rounded perspective of what can cause a person to flee their home and take on refugee status, to show what life is like in a refugee camp and after resettlement, and to show how refugees can be assisted. These resources are organized by geographic locations. The nonfiction books included are narrative

nonfiction, expository nonfiction, and biographies. The resources include websites of nonprofit organizations, subscription databases, and news sources. Documentary films have been included in this pathfinder as well as fiction books that will help students understand the lives of refugees from a more personal perspective. By using a combination of different resources across genres and formats, students should be able to paint a broad picture of what life is like for children and teen refugees. They should also be inspired to think of creative ways that refugees in their communities, in the United States, and throughout the world can be assisted.

Gathering Process

The resources compiled in this pathfinder were obtained through a variety of methods and locations. The [Worlds of Words Website](#) was used as a starting point to find high quality sources under their list of [Refugee Experiences in Literature](#). We also searched for nonfiction/information books through the catalogs at the [Springfield Public Library](#), [Champaign Public Library](#), [Aurora Public Library](#), and the [Naperville Public Library](#). Additionally, [Barnes and Noble](#) was used to find a broad list of titles. Fiction chapter books were found through [Colorin Colorado](#) and [The Booklist Reader](#).

Resource Pathfinder



AFRICA

Sango, Laurent. "Practicing for My First Day of School." 28 Sept. 2018. Medium. <https://medium.com/s/youthnow/practicing-for-my-first-day-of-school-1e3aa00d8f21>.

The article is written in first-person as it is the author's own perspective. He shares what it was like to grow up in a refugee camp and how he and his friends would dream about what it might be like to live in America where they might be able to get an education, have a job, and maybe even own a house. Sango candidly shares his hopes and dreams and explains the difficult elements of living in a refugee camp that has little access to the world. Eventually his mother tells him that they have been approved to move to the United States – Sango shares how he felt about moving to North Carolina and what his initial experiences living in the state were like.

Graphics in the article are sparse: a stock photo of a classroom at the top of the page and a photo of the author later in the article. Adding photos from the author's experience in the refugee camp would likely have been difficult due to the lack of access to supplies and technology in the camp.

Sango's article is a first-hand account about life as a refugee and uses a tone and style that feels very natural. His hopes and dreams are relatable for other teens. The article was published on [Medium](#), a platform that presents "ideas and perspectives you won't find anywhere else."
(Strang)

ASIA

Keat, Nawuth, Martha E. Kendall. *Alive in the Killing Fields: Surviving the Khmer Rouge Genocide*. 2009. 125pp. National Geographic. \$15.95. (978-1426305160).

Alive in the Killing Fields is Nawuth Keat's memoir of his life during the Khmer Rouge genocide. The Khmer Rouge was a guerilla communist group in Cambodia who came to power and enslaved citizens, making them work in rice fields with poor living conditions and little to eat. The Khmer Rouge killed people who were handicapped, people who had gunshot wounds, people who tried to run away, people who tried to steal extra food, and anyone who seemed too smart. Many other Cambodians died of starvation or by stepping on landmines.

The story opens in 1973, when Nawuth's home is attacked by the Khmer Rouge and follows him while he is enslaved by the group. Eventually he and his family flee to a city that is protected by the Vietnamese and then to a refugee camp in Thailand. In 1982, he makes it to America where he still lives today.

This book is Nawuth's story but was co written by one of his college teachers, Martha E. Kendall, to help with formatting the story in English. The center of the book contains an insert with pictures of Nawuth and his family, Cambodian rice fields, life in the refugee camp, and a map of Cambodia. The back of the book contains a timeline of the Khmer Rouge's history in Cambodia from 1962-2009 (2009 is when members of the Khmer Rouge were tried for their crimes). This book is a great historical example of refugees and a good study on how being a refugee can impact a person's whole life. (Oberhauser)

GERMANY and EASTERN EUROPE

Hodge, Deborah. *Rescuing the Children: the Story of the Kindertransport*. 2012. 64pp. Tundra Books. \$17.95. (978-1770492561).

In the book *Rescuing the Children: The Story of the Kindertransport*, we follow the lives of eight out of the nearly ten thousand children who were rescued during the holocaust. These children were separated from their parents and homes for the chance to survive. Some were old enough to understand the dangers if they stayed, while others were told they were going on "holiday" to keep them from being too scared. In this book you'll learn about the terror that was building in Nazi Germany, and the lack of help from countries (such as the US). You'll get to experience saying goodbye to everything you know, and hearing what the train and boat ride was like from the kids' point of view. You'll read about amazing heroes who saved these children and gave

them a home. They continue to describe their new lives and where they are now. I especially love the section about the reunion of the kindertransport fifty years later.

The book is laid out in a chronological sequence that is easy to follow. In the foreword, we meet one of the children up close and learn more about her experience. Hearing this account provides cultural authenticity. The book uses photos, illustrations (which were mostly done by a Jewish teenager who fled Berlin in 1939), and quilt squares from memory quilts to create a visual for the reader. The book also features a helpful glossary, map, and timeline to provide more information and understanding. Overall, this is a meaningful resource that can be used to help us gain knowledge about the refugee experience during the holocaust. (Majewski)

MIDDLE EAST

Syria

Al Jazeera. “Life on Hold.” 2015. <http://lifeonhold.aljazeera.com/#/en/portraits/home>.

According to the [United Nations](#), “refugees are persons who are outside their country of origin for reasons of feared persecution, conflict, generalized violence, or other circumstances that have seriously disturbed public order and, as a result, require international protection” (United Nations n.d.). *Life on Hold*, an interactive web documentary made by Al Jazeera, aims to broaden that definition. Visitors to the site are able to navigate between the stories of ten Syrian refugees now living in Lebanon. Stories can be viewed in a linear order or the viewer can jump around. The ten featured Syrians include men and women of all ages and socio-economic backgrounds. They lead varied lives in Lebanon while all taking on the stigma and difficulties of refugee status. On each page, the sights and sounds of their new lives in Lebanon can be experienced through videos, photographs, text, maps and audio.

Life on Hold is sophisticated and personal. The design leaves no blank spaces; instead, each page is entirely filled with rectangular portraits inviting viewers to step into the world of each refugee. What results is a realistic experience that takes the viewer through many doors. From a map and audio description, one learns of each refugee’s journey to Lebanon. Through a mini documentary one learns about life in Syria and why each person eventually left. Each refugee’s story is augmented with additional photographs, text and videos. Aside from the storytelling aspect of the web documentary, the website gives some basic facts about the Syrian refugee crisis, it’s effects on Lebanon and the purpose of the website through the welcome screen and an information window. The website can be viewed in four different languages and each video is accompanied with subtitles. Due to its sophisticated design, thoughtful details and ability to be interactive, it’s no surprise that *Life on Hold* has won numerous prestigious awards. While exploring the site, viewers will be able to expand their definition of who a refugee is and better understand how that status impacts their lives. (McMenamin)

BBC. “Syrian Journey: Choose Your Own Escape Route.” 2015.

www.bbc.com/news/world-middle-east-32057601.

The BBC has created an interactive website which allows you to see what choices the Syrian refugees were faced with as they escaped their country. The website, [Syrian Journey: Choose](#)

[*Your Own Escape Route*](#) guides you through various scenarios. With the background knowledge they provide and your own problem solving, you decide what to do. The journey begins by first choosing which gender you are. From there, you decide whether you will take the route through Egypt or Turkey to get to Europe. They both have their drawbacks, so it is a tough decision to make. This is where your choices will really branch out. If you take the Egypt route, you have to travel by sea. If you go through Turkey, you will have more choice.

I recommend going through the interactive choices multiple times, changing your selection to see how your choices can impact your journey. It is important to then reflect on the fact that people actually experienced these difficult dilemmas; with the consequence possibly resulting in death. What brings meaning to this website is the narrative that goes along with each decision. The fact that extensive research was done to determine these routes and stories brings an understanding of what these people have gone through. The BBC did an Arabic digital project that focused on the immigration from Syria. Since this interactive is based on real stories, it is much more powerful. I also find comfort in trusting the information because the researcher is clearly identified. If you would like to better understand what these refugees faced, I recommend checking out this fantastic interactive website. (Majewski)

Fitzgerald, Ali. *Drawn to Berlin: Comic Workshops in Refugee Shelters and Other Stories from a New Europe*. 2018. 200pp. Fantagraphics Books, Inc. \$24.99. (978-1683961321).

The Syrian Civil War has resulted in one of the most severe refugee crises since WWII. According to [Pew Research Center](#), as of 2018, over six million Syrians have been internally displaced, more than five million have sought asylum in nearby countries like Turkey, Lebanon and Jordan, and about one million have fled to Europe where over 500,000 reside in Germany (Connor 2018). It's within this context that Ali Fitzgerald's *Drawn to Berlin: Comic Workshops in Refugee Shelters and Other Stories from a New Europe* takes place. As an American comic artist and writer living in Berlin, she documents the triumphs, fears, hopes and realities of refugees living in a "New Europe" through her 2018 graphic novel. Most of *Drawn to Berlin* takes place at a large refugee shelter in Berlin called "The Bubble." It's inflatable and serves as short term emergency housing, although many who reside there are stuck longer due to complicated paperwork and language barriers. Fitzgerald teaches an art class at the shelter once a week to all ages--mostly young people from Syria.

Part journalism, part memoir, *Drawn to Berlin* gives excellent insights and asks deep questions without feigning the experience of refugees themselves; Fitzgerald acknowledges her privileged position while giving a voice to those who often go unheard. Aside from the text, *Drawn to Berlin* contains 200 fully illustrated pages. Entirely black and white, they capture the stark reality of the refugee crisis while detailing the individuals who survive it. Her research of 1920s Berlin is cited with four references and she includes a short list of organizations at which to donate or volunteer. As young adults explore their own role in the refugee crisis, *Drawn to Berlin* will help readers situate themselves in the global response. Fitzgerald asks questions about what it means to work with refugees: how can one tell the stories of refugees without colonizing them? How does one report without exploiting someone else's experience? (McMenamin)

Frontline. “Children of Syria.” WGBH Educational Foundation. April 19, 2016. Produced by Marcel Mettelsiefen. <https://www.pbs.org/wgbh/frontline/film/children-of-syria/>.

A commercial plane flies over a playground in Istanbul. For many children, the response is to wave at the far away people and imagine a wave in return. But for five year old Sara, the reaction is different. She hides behind a large bush until her sister convinces her it’s safe. After living her formative years in Aleppo, the sounds of planes don’t mean vacationers and business people in transport, for Sara it means war and shelling. In this episode of *Frontline*, viewers follow four siblings and their parents as they fight in Syria, leave as refugees and rebuild a new life in Germany.

Filmed over the course of three years, the episode gives a realistic overview of the decisions and transitions that families of war-torn countries are forced to make. While “Children of Aleppo” is structured as narrative non-fiction, occasional facts and figures are provided by the narrator as the refugee crisis evolves. The episode includes subtitles and a written transcript. Viewed through the Frontline website, related articles and videos are easily accessible. “Children of Syria” provides an excellent opportunity for viewers to hear and see how being a refugee impacts the lives of young people. Further, it prompts us to ask ourselves how we should respond. What is the role of governments, community organizations, schools, teachers and classmates when presented with refugees who seek asylum? (McMenamin)

Matziaraki, Daphne. “4.1 Miles.” 2017. 25 mins. PBS. Full-length short film. English subtitles. www.pbs.org/pov/4point1miles.

Kyriakos Papadopoulos is a captain for the Greece Coast Guard. He and his crew have helped save the lives of thousands of refugees. *4.1 Miles* is an oscar-nominated short film that follows Kyriakos and his crew off Lesbos Island in Greece. The title *4.1 Miles* comes from the 4.1 mile dangerous sea journey from Turkey to Greece. For people fleeing Syria, Iraq, and Afghanistan, this is the entry point to Europe they have been searching for.

This documentary follows one day for the coast guard. In this documentary you will see the dangers of the sea. You will watch the coast guard rescue many, but be unable to save them all. You can see the panic and the fear in these families as they do everything they can to survive. The style of the documentary really conveys the chaos of the rescue. The director, Daphne Matziaraki, is originally from Greece. After hearing the stories on the news, she wanted to bring these stories to life and make people question how we treat refugees. She explains that no family would choose to leave their home. They are desperate. This is a useful resource for both learning about what it is like to be a refugee as well as ways to help. (Majewski)

Iraq

Ellis, Deborah. *Children of War: Voices of Iraqi Refugees*. 2009. 128pp. Groundwood Books. \$19.28. (978-0888999078)

Deborah Ellis’ book *Children of War* is comprised of interviews from Iraqi children and teen refugees. This book contains 20 chapters, each focusing on a child’s story of how war in Iraq affected their lives and eventually forced them and their families to leave. In her introduction,

Ellis discusses political situations between 1932 and 2003 that lead to wars, both civil and with America, which resulted in 5 million people becoming refugees. The interviews in this book come from children and teens who were from Iraqi and were living in Jordan as Refugees. A few of the interviews come from refugees who have been placed in other countries, like Canada.

Each chapter starts with a bolded introduction written by Ellis that explains background information readers will need to understand that chapter's interview. Each interview is then told from the perspective of the child or teen who experienced it. The interviews were conducted with the help of interpreters from the Mandaean community (a religious sect) and from the Collateral Repair Project. The interviews follow a format where each child says what life was like before they left Iraq, what life is like now that they have left, what school is like, what they want to be when they grow up, and ends with what they want American children to know. When describing what forced them to leave their homes, children give examples that include homes being bombed, people threatening their families to leave or be murdered, and a fear of being kidnapped. On page 16, readers will find a map of Iraq and surrounding countries that labels regions and cities mentioned in interviews. Many of the chapters include a picture of the child or teen who was interviewed, and the end of the book includes a glossary and a "For Further Information" section with links to helpful websites. Deborah Ellis is an award-winning author of many other non fiction books, her reputation and the use of interviews makes this book a reliable resource.

The stories in this book are very engaging, saddening, and frightening. Each story can stand on its own as an example of refugee life, or the whole book can be used to study conflict in Iraq. (Oberhauser)

MIXED GEOGRAPHY

***Global Issues in Context* (Gale Publishing). Subscription prices vary.**

<https://go.gale.com/ps/start.do?p=GIC&u=cenhsl>.

For those ready to start their own research, Gale provides an excellent resource with the *Global Issues in Context* database. One can enter their own search terms or use the thousands of resources already collected in the "Refugee" issue page. This page includes summary information to give students a basic understanding of the history of international law on refugees, refugees in the 21st century, and the current global impact. In addition to this overview, there is a variety of content to explore including biographies, statistics, primary sources, images, videos, news articles, websites, academic journals, over 3,000 "viewpoint" articles and more. Viewers are able to sort searches with content level restrictions so that results are appropriate for any reader. Additionally, Gale makes saving sources, marking text and creating citations easy. This resource is ideal for those who want to go deeper with their research and investigate specific aspects of the refugee crisis. (McMenamin)

Leatherdale, Mary Beth, and Eleanor Shakespeare. *Stormy Seas Stories of Young Boat Refugees*. 2018. 56pp. W. Ross MacDonald School Resource Services Library. \$12.95. (978-1554518951).

Each of the stories in *Stormy Seas: Stories of Young Boat Refugees* takes place during a different time period, but they are connected by the journey's across water they took to find hope and safety. In this book, you will follow Ruth as she attempts to leave Germany for Cuba at the start of World War II. Phu is another person you will meet as you learn about how he survives pirate attacks on his boat as he flees Vietnam after the war. Jose is a teenager in Cuba when Castro grants permission to leave. Najeeba escapes Afghanistan at only eleven years old. The book finishes with Mohamed's story of leaving the Ivory Coast in Africa. Each of their stories shares what happened in their own words along with background information to bring meaning to their story. We see a timeline of their voyage, and a description of what happened to them. Their stories are heartbreaking as we learn about the challenges they faced to get where they are, and also the discrimination they experienced as refugees.

The layout of this book is very engaging. The author hooks me right away in the introduction by talking to the reader. Following the introduction you will find a timeline of early examples of refugees fleeing by boat leading up to our first story. The book finished with a timeline as well, picking up where the author left off. Each story features mixed-media images done in an interesting and artistic way to convey the meaning of each story. At the end of the book you will find a bibliography of resources to see where the author got her information from, and where you can turn if you'd like more information. This is a fantastic book to learn about a variety of refugee experiences. (Majewski)

Linderman, Juliet and Stabile, Gabriele. *Refugee Hotel*. 2012. 296pp. McSweeney's and Voice of Witness. \$25.00. (978-1936365623).

A hotel is not the typical image associated with the topic of refugees. However, for most refugees in the United States, the first night is spent at a hotel next to an international airport. These airports serve as the port of entry for refugees and the hotel provides the first night's sleep before flying to the next destination for resettlement. This brief transitional space is described in the introduction to *Refugee Hotel* by authors Juliet Linderman and Gabriele Stabile. The introduction is also where readers learn about how the project began in 2007 when Stabile started taking pictures and getting to know the refugees at those hotels. In 2010, Linderman and Stabile decided to track down some of the families from those hotel photographs. The authors interviewed those families with the support of translators and took updated photographs. Their oral histories constitute the middle section of the book and the photographs of their lives in America occupy the next. The final section of the book includes a guide to the resettlement process in the United States, key vocabulary, and historical summaries about each country of origin.

Using photography and oral history, *Refugee Hotel* frames the refugee story in a whole new way. While respecting the diverse backgrounds of refugees, this 2012 narrative non fiction book uses photographs to show the commonalities that emerge when refugees are in transition and the

diverse ways they construct a new life in America afterward. While most of the photography is shot in black and white or in the shadows of dimly lit spaces, there is still hope in much of the film. Sharp contrasts between lightness and darkness indicate the severity of what's at stake for these refugee families while also acknowledging the future that lies ahead. The oral histories give first hand accounts of the refugee journey. Additionally, the informational text in the final section is thoroughly detailed as it provides historical profiles on Burma, Somalia, Ethiopia, Iraq, Burundi, and Bhutan. For readers who want to know more about global history, what leads people to refugee status, the process of resettlement, and crave a sense of humanity throughout, *Refugee Hotel* is the perfect source. (McMenamin)

Matthews, Jenny. *Children Growing up with War*. 2014. 48pp. Franklin Watts. \$17.99. (978-0763669423).

As a photojournalist, Jenny Matthews has seen a lot. Feeling desperate to make a difference, she publishes her photographs as a way of sharing the stories of refugee children and teens. The book is organized by how children are impacted by war. Perhaps they are displaced from their homes. In some stories, family members are killed, whereas in other families, young girls are “sold” for marriage. Health is another factor that often hurts these young people. On page 22 there is a shocking image of two young ladies with no hands. Although this book is factual, some of the information presented can be upsetting, but it is important to be aware of what war does to children. We also learn about how young ones are forced to work and miss school to help their family survive. Education is so crucial for these children, but it is rare. The author sees value in not only informing the reader, but getting the reader to think about how he or she can make a difference.

The layout of the book is similar to a DK Eyewitness book. The author and photographer first introduces herself and her experience with photography and being on location. This book is interesting not only because of the information and images, but also for the perspective of a professional photographer. Beyond photographs, the book also features diagrams, graphs, infographics, maps, and a glossary. There are several conflicts described in this book. As you are exposed to the different countries, you might want to know more about the cause of war. At the end of the book there is a description of each conflict and a list of helpful websites for more information. Overall, this is a rich book for its multi-layered elements. Depending on your interest, you can decide what element you want to focus on most: children of war, photojournalism, conflicts, or history. (Majewski)

McPherson, Stephanie Sammartino. *The Global Refugee Crisis: Fleeing Conflict and Violence*. 2019. 128pp. Twenty-First Century Books. \$ 37.32. (978-1541528116).

The Global Refugee Crisis is an 8-chapter expository nonfiction book. The book discusses topics such as: reasons for refugees throughout history, how the process of accepting refugees in the U.S. became much stricter after the 9/11 terrorist attacks, what life is like in refugee camps, how hard it is for refugees to get placed for resettlement, the dangers refugees face when traveling, the risks of sexual assault for refugees, the extensive 14 step process of vetting refugees before

they are allowed in the United States, finding employment in American, different groups and organizations that have assisted refugees, and things students can do to help refugees or raise awareness, such as volunteering to help tutor refugee students.

With clear chapter and section headings, highlighted facts, pictures with detailed captions, and separated sections with extra details, this book is easily browsable and could be read in full or used to find more information about a specific subject. The book includes a table of contents, glossary, bibliography, and a section of further information where you can find books, films, and websites with more information about refugees. This book is a great starting point when exploring information about refugees and how to help them. It can give readers a good overview and help them narrow their curiosities. This book has accurate information but doesn't dive as deep into the struggles of refugees as other resources. It also focuses a lot on the United States' relationship with refugees and doesn't discuss resettlement into other countries. (Oberhauser)

St. John, Warren. *Outcasts United Adapted for Young People*. 2012. 226pp. Delacorte Press. \$8.37. (978-0375990335).

Outcasts United is a Narrative Nonfiction story of the Fugees soccer team, an all refugee soccer team based in Clarkston, Georgia. The story outlines how the team's coach, Luma Mufleh, discovered the high population of refugees in Clarkston and created a soccer team for them. Mufleh faces many obstacles as coach, like worrying about gangs and violence, team members going hungry, and unfriendly community members. Multiple times, the mayor of the town displaced the soccer team from their practice location and they practiced in a field that was not covered in grass, but instead was made of a dusty chalk-like soil and littered with glass bottles. Warren St. John paints a vivid picture of different soccer games the boys competed in. St. John describes the games in action-filled sports writing that will have readers on the edge of their seats as the boys make game-saving goals. This story shares the circumstances that cause someone to become a refugee, what life is like living in a new country, and how most refugees live in poverty. This inspirational story shows how one woman, Luma, had the dedication and persistence to help these refugees and how a soccer team taught these boys to be responsible and gave them a purpose in their new lives.

In the epilogue, we learn that Warren St. John was a reporter for the New York Times. He was able to write this book because he was in Clarkston, following the Fugees to write stories about them for the paper. The information provided in the book is based off in person interviews and St. John's own observations of watching the team. After St. John's newspaper article came out, the Fugees got many donations from interested people throughout the country. Now, the Fugees is more than a soccer team, but also a full-time school called Fugees Academy. The book includes a page telling readers they can find out more information at FugeesFamily.org. (Oberhauser)

The Choices Program. “Teaching with the News.” <https://www.choices.edu/teaching-with-the-news/>.

The Choices Program is a superb resource for students as well as teachers. Designed as lesson plans, “Teaching with the News” offers free resources that connect current events to the classroom. Affiliated with the Department of History at Brown University, the content is heavily researched and written in collaboration with leading scholars. Each year, about 12 lessons are added to the “Teaching with the News” page. Past years’ lessons are also available.

Lessons include contextual history, primary and secondary sources, and worksheets to accompany the content. Currently, there are many lessons available that focus on the topics of refugees, Syria, and American policy relating to both. Lessons are engaging and aimed at secondary students. For example, in a [lesson from November 2017 titled “Syrian Refugees: Understanding Stories with Comics”](#) students are able to obtain basic information about the Syrian Civil War, learn how to read comics, explore the stories of four refugees through comics, and engage in a discussion. Although these resources are designed as lesson plans, they are also a great way for students to independently obtain quality sources, organize their thoughts and investigate relevant refugee issues. (McMenamin)

Wallace, Sandra Neil; Wallace, Rich. *First Generation: 36 Trailblazing Immigrants and Refugees Who Make America Great*. Illustrated by Agata Nowicka. 2018. 96pp. Little, Brown and Company. \$18.99 (9780316515245).

First Generation is a compilation of stories about immigrants and refugees who have made great contributions to art, sports, education, journalism, civil rights, science, industry, entertainment, and more. Specifically, the stories in this book are about people who are of the first generation in their family to live in or be born in the United States. This book celebrates diversity in the United States and shares stories of courage, commitment, and celebration. The beginning of the book features a table of contents showing that the book’s subjects can be found in alphabetical order by last name. There is also a page that defines what it means to be a “first generation” American.

Each of the 36 people represented in the book have two pages dedicated to them: an illustration of their likeness and a summary of their story. The illustrations are full page and full color, depicting the subject against a background that is relevant to their achievements. For example, on page 42, Yo-Yo Ma is drawn sitting in a chair and playing the cello in the forefront while a string of musical notes slides across the background. The illustrations are lively and charismatic. The page sharing the subject’s story has their name across the top in a color that compliments the illustration, followed by a meaningful quote from the person. After the header quote, the stories are displayed in a two-column format with a colorful box at the bottom of the second column containing highlights of the subject’s achievements or awards. The stories are written in a narrative format, explaining the subject’s childhood, how they came to the United States, and what they have accomplished in their lives. Many of the stories tie the subject’s childhood experiences or interests to the achievements throughout their lives.

The end of the book includes a page titled “Be a Trailblazer!” and lists ways that young people can support their communities, learn about different cultures, and stand up for human rights. There is also a page with a bibliography on where to find more information about immigrants and refugees, including a list of books and websites. Following that is a “Selected Bibliography” section that lists the sources the authors used to research each subject in the book – this bibliography has a section for each subject, alphabetical by last name. There is also a page to share information about the authors, [Sandra Neil Wallace](#) and [Rich Wallace](#), who are investigative journalists, award-winning novelists, and nonfiction writers; and the illustrator, [Agata Nowicka](#), who also illustrates comics and immigrated to the United States from Poland. (Strang)

Weiwei, Ai. *Human Flow*. 2017. 140 mins. Participant Films/ AC Media/ Amazon Studios. Full-length Documentary Video.

Human Flow is a documentary film which portrays the migration of millions of refugees throughout the world between 2015 and 2016. The film takes place on location in Lesbos, Greece, at the Greek – Macedonian border, at the Syrian – Jordan border, in Bangladesh, in Southern Italy, in Athens, in Turkey, at the Mexican – American border and other locations where people are fleeing or temporarily sheltered. Some of the harshest conditions the movie shows are at the Greek – Macedonian border. Refugees who came to Greece via the Mediterranean Sea landed in Lesbos and then traveled by foot up to the border hoping to cross through. When they got there, the border was closed and 13,000 refugees are now staying at a camp at the border hoping it will reopen. They are sleeping in tents which are ill-equipped to withstand the weather leaving people sick with fevers and diarrhea.

Throughout the film, the footage is overlaid with facts and figures about refugees such as the fact that 210,000 African Refugees came to Southern Italy between 2015 and 2016 and that 1 million Syrian, Afghanistan, and Iraqi Refugees arrived in Greece between 2015 and 2016. The film has footage of children and teens specifically. A young teen who made it to an indoor refugee camp in Germany states that she is bored, that everyone she knows in the camp is bored. Most refugee children in Turkey have not gone to school at all in the past 5 years. Teenage refugees in Gaza talk about their hopes and dreams to travel the world. The film also shows volunteers helping rafts arrive in Lesbos and volunteering handing out soup and food to refugees at camps. This film seems to portray the circumstances accurately. Nothing is staged, Ai WeiWei is seen interacting with the refugees, talking to them one on one, and moving to different points to film what is going on. This movie is great for people who want to see first-hand footage of what refugees are going through. (Oberhauser)

PROVIDING HELP

Andrus, Aubre. *101 Small Ways to Change the World*. 2018. 112pp. Lonely Planet Global. \$14.99 (9781787014862).

[*101 Small Ways to Change the World*](#) is a list book made for kids who want to do some good to create change in the world. The table of contents breaks down ways to help by different sections (caring for others, the planet, and yourself). Those main sections are further broken down into categories. For example, Caring for Others breaks down into these categories: help at school, help friends, help at home, help furry friends, donate, lend a hand, and in your community.

There is a brief introduction that emphasizes how to think big, but start small, which is a good method for kids starting out with community volunteering or activism. The book then goes into the sections and categories mentioned previously. The book's pages look like infographics – lots of images and color to capture attention, with just enough text to get the idea across. There are simple suggestions like writing thank you notes and really powerful suggestions like standing up to bullies. The end of the book includes a checklist of all 101 small ways to change the world as well as a further reading section that includes books, magazines, and websites that are aimed at children who want to help change the world.

The book's production team includes professionals with a history of producing content specifically for kids. The book was commissioned and project managed by Dynamo Limited, who, according to [their website](#), are a creative team dedicated to producing content for children, including books and games. The author, [Aubre Andrus](#), is an award-winning children's author who has written over 20 books published by companies like Scholastic, American Girl, and Disney. The "Further Reading" section at the back of the book includes reliable and recognizable sources like [National Geographic Kids](#) and the [Environmental Protection Agency](#). (Strang)

Dawson, Eric David. *Putting Peace First: 7 Commitments to Change the World*. 2018. 160pp. Viking. \$7.40 (9781101997338).

[*Putting Peace First*](#) is a book aimed at young people who want to learn more about how they can create change in the world by doing good. It shares stories about real people, teens, who took on projects to help their communities. This book includes a prologue, introduction, manifesto, a chapter for each of the 7 commitments, an additional chapter titled "putting it all together," an epilogue, acknowledgement section, and an index. The manifesto is titled "the peacemakers manifesto" and offers a preview of each commitment before getting into their individual chapters. The seven commitments discussed in this book are: 1) Put peace first, every day, 2) Raise my hand, 3) Open my heart, 4) Take a stand, 5) Bring others along, 6) Work with my enemies, and 6) Keep trying.

One of the most impactful features of this book are the quotes from young people throughout each chapter. The quotes are broken out into a diary like illustration section on the page and include names and photos – this feature makes the stories in the book more real and gives readers someone to connect to as they read about how other young people did things to change the world. The end of each commitment chapter includes advice from the person whose story was

shared in the chapter and a checklist to go from commitment to action, including activities to reflect, take stock, and take action.

The author, [Eric David Dawson](#), is the CEO and co-founder of [Peace First](#), an organization that he helped start when he was 18 years old. According to their website, “Peace First is a non-profit organization dedicated to helping young people around the world to become powerful peacemakers by: 1) Investing in their ideas, 2) Providing them with tools and skills, 3) Connecting them with other awesome young people around the world, and 3) Sharing their stories and impact with the world.” (Strang)

Fleming, Melissa. “Let's Help Refugees Thrive, Not Just Survive.” 2014. 16 mins. TED. Full-length speech.

www.ted.com/talks/melissa_fleming_let_s_help_refugees_thrive_not_just_survive?language=en.

Learning about refugees is the first step, but what can we do to help? It is about more than just helping refugees survive, according to Melissa Fleming, we must also help them thrive. Fleming believes this starts with sharing the stories of refugees. She gets to these stories by asking questions such as “Who bombed your house? Who killed your son? How are you coping in your life of exile?” Throughout this TED talk, we meet multiple refugee young adults and hear their story. Fleming pushes for going beyond helping these refugees live, but helping them set up communities where education can prepare refugees for a life when they can return home. We need to invest in refugees.

The TED talk is organized in an engaging way which pulls the viewer in. You care about Hany and the other refugees you learn about through her anecdotes. The visual presentation that goes along with her speech supports the viewers understanding. The website is also very useful if you'd like to further investigate. There is a reading list full of more articles to learn more. One of the articles, [“So many ways to die in Syria now': Neil Gaiman visits a refugee camp in Jordan”](#), features author Neil Gaiman (*The Graveyard Book*), describing his experience visiting a Jordan refugee camp. TED is a great resource for learning more about refugees and learning what can be done to help refugees thrive. (Majewski)

FugeesFamily.org: Fugees Family Est. 2006. Copyright 2019 by Fugees Family, Inc.

<https://www.fugeesfamily.org/>

FugeesFamily.org is a website about Fugees Family Inc, a nonprofit organization that hosts soccer teams and schools for refugees. Opening in 2007, Fugees Academy is the first dedicated academy for low income boys and girls of refugee families. Fugees Academy has a special curriculum designed for refugees that has lead 100% of their first high school graduating class (in 2016) to enroll in college.

This website is easy to navigate and gives a lot of information about Fugees Family. Linked under the About Us > Founder tab are two videos where you can listen to the founder, Luma Mufleh, talk about how she created the Fugees and what she is continuing to do to expand services. Fugees Family has two programs, one in Atlanta, Georgia and one in Columbus, Ohio, plus plans to expand to cities in Missouri, Indiana, and Florida. On the “Get Involved” page they give ideas for fundraisers, like hosting a soccer tournament and donating the registration fees to Fugees Family.

The website doesn’t give as much information as it could. There isn’t a picture of the campus or information on how children get chosen to learn at Fugees Academy. Some of the best informational pages are only linked to from a banner on the home page, not from the tabs at the top of every page. Since the website is about the organization and created by the organization itself, the information seems accurate. However, there is not much background information on the lives of refugees. For more information on the lives of Fugees student’s, this website would be well-paired with *Outcasts United* by Warren St. John. (Oberhauser)

Tikhonovsky, Matthew. “4 Ways You Can Support Refugees.” *Voices of Youth*. 25 Jan. 2019. www.voicesofyouth.org/blog/4-ways-you-can-support-refugees.

In this article, Tikhonovsky lists four realistic ways that young people can start to help refugees right in their own community or larger metro area. He suggests tutoring refugee youth in the community, launching a clothing or toiletry drive, creating or joining a refugee advocacy club, and starting a refugee awareness campaign. In the article, each suggestion has its own section with details on how to do it and where to find help and resources. Tikhonovsky also provides links to the resources right in the article.

The [Voices of Youth website](http://www.voicesofyouth.org) in general is a good resource, as well, as it includes more articles in its blog and offers ways for young people to submit their own stories, as well. The navigation bar includes paths for Getting Inspired, Sharing, Acting, and Reacting to various cultural issues. At the top of the website, the user can toggle the language to English, Arabic, Spanish, or French.

The author of the article, [Matthew Tikhonovsky](#), is 18 years old, so he is speaking from the perspective of the target audience. According to his author profile on Voices for Youth, he is also a Student, Co-Founder of the [UNHCR](#) Walk a Campus in my Shoes campaign and Refugee Youth Voices. According to its website, Voices of Youth “seeks to create a space that will help young people develop into active global citizens equipped to communicate and collaborate effectively to make a positive difference in their countries and communities.” Voices of Youth is

“an initiative of the Youth Section in the Division of Communication at [UNICEF](#),” which is the United Nations Children’s Fund. (Strang)

wnham. “Ideas to Help Immigrants and Refugees ASAP.” *Youth Service America*. 3 Feb. 2017. <http://ysa.org/ideas-to-help-immigrants-and-refugees-asap/>.

This article was written in 2017 after the Trump Administration stopped the US refugee settlement program. It discusses four main categories of ways to help through: awareness, service, advocacy, and philanthropy. Each category lists two specific ways to help and includes direct links to resources.

The [Youth Service America website](#) itself is a good resource for youth as well. The navigation area includes sections for: Ideas & Campaigns, Grants & Awards, Resources & Trainings, the site blog, and about pages for the site. Young people can come to this site to get ideas for projects they can start or join in their communities or globally. They can also find resources for grants to fund their projects, and resources about how to affect change.

The author of the main article that I shared is not listed by full name, but the author’s name is clickable, which brings up [a list of all the articles on the site written by the same author](#), all of which revolve around youth service and engaged learning.

According to the website, YSA was founded in 1986 and “supports a global culture of engaged children and youth committed to a lifetime of meaningful service, learning, and leadership.” The YSA program model aims to: 1) Activate youth service through campaigns like Global Youth Service Day and Semester of Service; 2) Fund youth service projects with YSA Grants; 3) Train youth with resources and trainings offered in the YSA Learning Center; and 4) Recognize youth service through awards, storytelling, and visibility campaigns. (Strang)

FICTION

Arias, Patricia de, and Borràs Laura. *Marwan's Journey*. 2018. 36pp. Minedition. \$17.99. (978-9888341559).

Gratz, Alan. *Refugee*. 2018. 352pp. Scholastic Australia. \$16.99. (978-0545880831).

Ryan Pam Muñoz. *Esperanza Rising*. 2018. 262pp. Scholastic Press. \$7.99. (978-0439120425).

Senzai, N. H. *Shooting Kabul*. 2011. 288pp. Simon & Schuster Children's Publishing. \$8.99. (978-1442401952).

Image Credit

[kalhh](#). "Map of the World Human Group." *Pixabay.com*.

<https://pixabay.com/illustrations/map-of-the-world-human-group-1005413/>



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