



OWL Crew Lesson: The Human Family

Lesson Title: The Human Family	Author: Megan Hall
Grade levels: 6-12	Lesson Timeframe: 1 50-minute homeroom period
Prep work: Study the lesson, post the pronunciation of the greeting and the share question, decide which immigration stories you will share and how (digital links, hard copies, reading aloud) and decide how you will form groups of 2-4 students for step 3 of the activity.	Materials required: White board, projector, access to readings (digital or hard copy)

Long Term Learning Target
Integrity means <i>I can do what is right.</i>
Supporting Target
<p><u>Grades 6-8</u> I can advocate for myself and others. I can treat myself and others kindly.</p> <p><u>Grades 9-12</u> I can stand up and speak out for what is right, even if no one else does. I can open my heart, treating myself and others with compassion.</p>

1. Greeting	2. Share
Going around the circle, each student begins with “As-salam alaykom” (<i>Ahl sah-LAHM ah-LAY-koom</i> , or “Peace be upon you,” in Arabic). The person they greeted responds with “Wa Alykom As-slam” (<i>Wah ah-LAY-koom ahl sah-LAHM</i> , or “Peace be upon you, as well,” in Arabic). For more details: http://www.wikihow.com/Say-Hello-in-Arabic	Can you name a place from where citizens of the United States, or their ancestors, immigrated?

3. Reading
<p><u>Let This Darkness Be a Bell Tower</u> by Rainer Maria Rilke</p> <p>Quiet friend who has come so far, feel how your breathing makes more space around you. Let this darkness be a bell tower and you the bell. As you ring,</p> <p>what batters you becomes your strength. Move back and forth into the change. What is it like, such intensity of pain? If the drink is bitter, turn yourself to wine.</p> <p>In this uncontainable night, be the mystery at the crossroads of your senses, the meaning discovered there.</p> <p>And if the world has ceased to hear you, say to the silent earth: I flow. To the rushing water, speak: I am.</p> <p style="text-align: right;"><i>Sonnets to Orpheus II, 29</i></p>

4. Activity	5. Closing
<p>Step 1: Review the news. Discuss the recent decision by President Trump to suspend all refugee entry to the United States. For details, see this article from the Washington Post: https://www.washingtonpost.com/world/national-security/trump-approves-extreme-vetting-of-refugees-promises-priority-for-christians/2017/01/27/007021a2-e4c7-11e6-a547-5fb9411d332c_story.html?utm_term=.633812cfed68</p> <p>Allow space for students to share their reactions to this news.</p> <p>Step 2: Share refugee and/or immigration stories. Students may share their own stories or stories of those they know. Powerful immigration stories are available online at https://myimmigrationstory.com The story of “The New Colossus,” the poem engraved at the base of the Statue of Liberty, is also compelling: http://time.com/4652666/statue-of-liberty-give-me-your-tired-poor/</p> <p>Step 3. Call to action. Form groups of 2-4 students. Each group should discuss an action the class could take to mitigate the negative impacts of the suspension of refugee entry into the United States. For example, students could post welcoming signs throughout the school, organize a drive to collect supplies or money for organizations supporting refugees, or write letters for Amnesty International.</p>	<p>Show the Apple ad showcasing Maya Angelou’s poem, The Human Family: https://www.youtube.com/watch?v=ztMfBZvZF_Y</p> <p>Then invite groups to share out their ideas for action.</p> <p>Use consensus-based decision making to agree on an action the class can take as a whole.</p>