



PACIFIC CANADA HERITAGE CENTER - MUSEUM OF MIGRATION SOCIETY (PCHC-MOM)

UBC Community Field Experience Assignment

Task 1b.: Lesson plan focusing on thematic elements of a migration story from PCHC Archives

Tariq Malik's Migration Story: Decolonizing the Mind and Reclaiming the Spirit		
<p>Grade: 5 and up Subject: Social Studies, English Language Arts and Socio-emotional learning (SEL) (to be used with the re-designed BC curriculum 2016) Resources: <i>Tariq Malik's Migration Story: Decolonizing the Mind and Reclaiming the Spirit</i> by Patara McKeen <i>When Stars are Scattered</i> by Victoria Jamieson and Omar Mohamed</p>		
Curricular Connections		
<p>Big Idea (Understand):</p> <ul style="list-style-type: none"> • Canada's policies and treatment of minority peoples have negative and positive legacies. • Immigration and multiculturalism continue to shape Canadian society and identity. 	<p>Content competencies (Know):</p> <ul style="list-style-type: none"> • The development and evolution of Canadian identity over time • the changing nature of Canadian immigration over time • past discriminatory government policies and actions, such as the Head Tax, the 	<p>Curricular Competencies (Do):</p> <ul style="list-style-type: none"> • Continuity and Change: Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present • Ethical judgment: Make ethical judgments about



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	Komagata Maru incident, residential schools, and internments <ul style="list-style-type: none"> • human rights and responses to discrimination in Canadian society 	events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond
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Ways to access these resources

Tariq Malik's migration story has been featured on PCHC-MoM's website in their Digital Stories > Thematic Collections archives.

- It can be found [here](#)

When Stars are Scattered, can be used **as a novel study** (with each student getting a copy of the novel to follow along with their teacher) or as a **whole- class read-aloud** (one copy for the teacher and individual pages displayed on the overhead projector for students to follow images).

Other ways to make this resource accessible:

- Borrowing a copy from your local city, community or university library, or school district resource collection centres
- Having the resource accessible for students to take home on a rotating, weekly basis so each student may get a chance to read along with their adult caregiver
- Having the resource accessible during silent reading times during the school day
- Having access to e-text versions for accessible reading on classroom e-readers
- Subscribing to a readily available YouTube channel for [virtual read-alouds](#)

Nature of Tasks

The following three tasks are meant to be used before, during and after reading to develop a deeper understanding of the story, characters and themes displayed in the book, *When Stars are Scattered*:



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<p align="center">Task 1 Language Objective:</p>	<p align="center">Task 2 Language Objective:</p>	<p align="center">Task 3 Language Objective:</p>
<p><i>Language Functions</i> refer to the ways students use language in the lesson, i.e.,</p> <p>Students will be able to make predictions from the visual hook using personal experiences.</p>	<p><i>Language Skills</i> are the reading, writing, listening, and speaking skills students need to learn.</p> <p>Students will be able to record one or more main event(s) from the text using bulleted notes they made while reading.</p>	<p><i>Presentation of learning</i> refers to how students are expected, or prefer to, explain or display their learning.</p> <p>Students will be able to summarize one or more overarching themes from the text and organize it into a visual format.</p>

Some things to note

Considerations for Language Objectives:
 Learning more about descriptive language, particularly the importance and impact of feeling words and being able to actively use them in day-to-day lives, especially as displayed through Tariq's poetry.

Genre of school:
 Tariq's video is a factual and autobiographical narrative that layers poetry and prose. *When Stars are Scattered* is an autobiographical graphic novel that aims to paint a picture of what life looks like in one the world's biggest refugee camps (Dadaab, Kenya).

Purpose:
 To understand more about what the main characters are experiencing, why, and how they are feeling as this is all happening; what propels them to leave their home and/or family behind and move to a new place; is this a 'normal' experience for some groups of people; what might be some historical factors that influence a person's decision to move.

Technical or challenging vocabulary (e.g. scientific and/or abstract concepts):



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- Refugees
- Food insecurity
- Being orphaned
- Adoption
- Displacement
- Disabilities
- Resettlement
- Lack of resources
- Human Rights
- Shadeism
- Melanin
- Subcutaneous
- Corpuscular
- Electrons
- Dendrites
- Octogenarian
- Modulating
- Flux

Types of Verbs (processes – sense, saying, doing, stative, etc. *commonly used and that might be challenging to students*):

- Thinking/feeling/ sensing
 - Obsessed/ obsessing
 - Remembering (past)
 - Longing (future)
 - Believing (in yourself)
- Stative Verbs
 - Feelings of stress/pressure (when in the refugee camp)
 - "reveals with a disarming smile" (Malik, T., 2021)

Phrases that situate these verbs (circumstances – where, why, how, when):

- at the refugee camp
- in our tent
- at school
- at the mud pit
- at Kotli



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- in Vancouver
- at Cypress lookout
- in the Kuwaiti desert

Task 1: Pre-reading

Activities you might engage the students with before reading.

Please consider students' interests and identities, funds of knowledge, home languages, and other resources that children bring with them to school as a means to situate the practice.



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- **Scaffold** challenging vocabulary (as needed) by explaining concepts in advance such as:
 - a. What are refugees?
 - b. What are migrants?
 - c. What are human rights? (Refer to the challenging vocabulary list above)

- **Hook** (please choose one or two based on class needs):
 - a. Begin by throwing a soccer ball made of plastic bags onto the floor of the class as a provocation and ask students in an open ended manner: what is this?, where could this be used? who could use it? Then, introduce the novel and state this is how the main character (Omar) and his friends played soccer at the Dadaab camp for refugees in Kenya.
 - b. Show [trailer](#) for the book and ask questions such as: who is this story about?, who is seen or heard in this story?, where is this story situated?, what do you think will happen as we keep reading (i.e. ask for predictions)?
 - c. Show a [map](#) of major South Asian migration flows, and ask: what does this map represent?, what do the directions mean?, where do you think our characters/protagonists are from, and where might they be headed?

Materials/resources needed

- Soccer ball made of plastic bags
- Smart TV or projector for showing video and novel trailer
- Tariq's video
- Copy of the novel *When Stars are Scattered*
- Map of major South Asian migration flows



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Task 2: During Reading

Please carefully consider the big ideas, competencies, and language objectives outlined above.

- Have students focus on identifying descriptive language such as verbs, adverbs, adjectives (see list above, and more) as they/the class reads Tariq's poem
 - Pause periodically, stanza by stanza, to gauge student understanding of vocabulary, especially new words and terms
 - Focus on how this might help students connect with and understand the characters, their struggle and perspectives.

**Understanding this vocabulary will also help students connect to the big ideas and understand the struggles of being a migrant/refugee.

**This will also help students relate to the main characters and generalize this knowledge to the experiences of millions of refugees and migrants around the world.

- **Learning extensions** into English Language Arts:
 - Students can be encouraged to keep a journal wherein they can document their thoughts as they view Tariq's video, and note down things they found significant, thought-provoking or a wonder they may have for further research
 - Students may also be encouraged to keep an audio diary or write poetry taking inspiration from Tariq's poems (this can in itself be a stand-alone unit on poetry-writing)

Materials/resources needed

- Copies of the novel *When Stars are Scattered*
- Smart TV or projector for showing pages from the novel
- Tariq's video
- Journals



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Task 3: After Reading

Please carefully consider the big ideas, competencies, and language objectives outlined above. Focus on how students can incorporate their learned experiences (if any) or acquired knowledge in presentation of learning.

- The following is one example of how students can present their learning:
 - Students are divided into groups and invited to create a piece of art (can be a collage, painting etc.) that represents the feelings of the protagonist (Tariq) and his family, or one of the main characters in *When Stars are Scattered*.
 - Students may be given directions to either focus on how Tariq felt when leaving Pakistan or when in the Qatari desert, or his feelings of being in Canada; or how the characters felt in the Dadaab refugee camp, or when they are selected to immigrate to America.
 - Afterwards, students will be encouraged to cut out letters to spell words, or find words in magazines, which exemplify the feelings of the main character.
- Students' artwork can then be displayed in the class or elsewhere in the school. Everyone is encouraged to do a gallery walk with students taking turns explaining the significance of their project (its personal effect in their own lives or to the lives of the main characters in the novel).

Materials/resources needed

- Copies of the novel *When Stars are Scattered*
- Smart TV or projector for showing video
- Tariq's video
- Recycled magazines
- Recycled materials such as bottles, paper towel rolls etc. to make various art installations
- Paper and Paint



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Connection to First Peoples Principles of Learning

Learning is embedded in memory, history and story.

This applies to the lesson as Tariq's video story and the graphic novel both teach students about a different reality from their own through the media of poetry and childhood images, both rendered personal through the author's use of his own voice to re-tell his story. *When Stars are Scattered* provides a visually interactive graphic medium interspersed with clever use of colloquial dialogue and terms that really help to situate the reader at Dadaab, right beside the brothers.

Students learn about the story of Tariq and his family, their quest for sanctuary and greener pastures; and of Omar and his family and their experience as Somali refugees in Kenya, both of which tackle different critical historical events around the world. Additionally, this is a prescient story that can be read by students and shared amongst their friends and family as a means to spread awareness of the plight of refugees orally through the retelling of Tariq and Omar's stories.

Learning involves recognizing the consequences of one's actions.

This principle particularly applies especially in regards to the theme at hand, *refugees*. Students will have the opportunity to learn the effects that a government's actions can have on human life, i.e., how certain groups of people are persecuted simply for *being* and how that results in them being forced to leave their homes and being displaced. On the other hand, this would be juxtaposed with how some governments allow refugees to enter their borders freely, reside in their countries, and provide refugees and their families with support, on a humanitarian basis. This would be a relevant real life example of how one's actions have consequences.

References



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Jamieson, Victoria, Omar, Mohamed, and Iman Geddy. *When Stars are Scattered*. Dial Books for Young Readers, New York, 2020.

Malik, T. "Shadeism or Just Like us but With Better Tans." *Nights of Kleptomania*, unpublished poetry, 2021.

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