



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

UBC Community Field Experience Assignment

Task 2.: Educational resources linked to Tariq Malik’s migration story – for use with the re-designed BC Curriculum (2016)

Tariq Malik’s Migration Story: Decolonizing the Mind and Reclaiming the Spirit
Resource 1 - <i>When Stars are Scattered</i>
Bibliographic Information <u>Authors:</u> Victoria Jamieson and Omar Mohamed <u>Illustrator:</u> Victoria Jamieson <u>Colorist:</u> Iman Geddy <u>Year:</u> 2020 <u>Publisher:</u> New York : Dial Books for Young Readers
Format Book – can be found at https://webcat.library.ubc.ca/vwebv/holdingsInfo?bibId=12026200



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Suggested teaching approaches

- *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) and a set of questions or exercises that can be done individually by each student.
- It can be used as a guided reading instructional novel in small group settings. Here also students would benefit from having a set of questions or exercises that can be done as they progress through the novel.
- This resource can also be used as a whole-class read-aloud, with one copy for the teacher and individual pages displayed on the overhead projector for students to follow images.
- As part of arts education and co-curricular with ELA, it can be used as inspiration for comic-book fiction writing. The students will make their own story and illustrate panels in comic-book style.
- As a re-telling or end of unit assignment, students can present their learning by writing a non-fiction summary of the novel (or individual scenes/chapters for differentiation) and illustrate panels in comic-book style.

Brief description

- *When Stars are Scattered* is a coming-of-age novel about a boy, Omar and his brother Hassan growing up in the world's biggest refugee camp, Dadaab in Kenya. They were separated from their family after war broke out in Somalia and have since lived with a foster adult in the camp.
- The novel can be used co-curricular with content competencies of ELA ('exploring stories and other texts helps us understand ourselves and make connections to others and to the world' and Social Studies ('human rights and responses to discrimination in Canadian society').



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Analytic critique

- The novel talks about mature topics such as losing one's family and being forced out of one's home because of the threat of violence, which might be difficult for some young readers.
- The themes of being a refugee and being forced to live in a foreign country away from your family, especially sequences where Omar and his brother replay what happened to their family, can be scary and/or frightening for some young readers.
- The bittersweet ending where Omar gets to bring his brother with him to America but leave his foster mother behind at Dadaab, may also be isolating for some students, especially those with past trauma relating to forced migration, immigration or violence.

Resource 2 – South Asian Migration Unit Plan

Bibliographic Information

Author: Dr Sundari Anitha and Professor Ruth Pearson

Year: 2013

Publisher: Striking Women

Reference: Anitha, S. and Pearson, R. (2013) Striking Women. Lincoln: University of Lincoln. [Online] Available from: www.striking-women.org [Accessed: 23 July 2022]



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Format

Teacher Resource (unit plan) – can be found at

https://www.striking-women.org/sites/default/files/SW_Mod01_WB1_FINAL.pdf

Suggested teaching approaches

- The module can be broken into sections with each section taught as a single lesson. The lessons are best taught over multiple days for a deeper appreciation of strong themes (such as slavery, forced labour etc.)
- The module can be downloaded from the website (please seek permission for reproduction from authors before using in your classroom – you can email the authors from the website) and then projected onto a whiteboard.
- The module can also be printed and given to students as an individual copy. This can then be used in conjunction with the projected stories/maps/visuals so students are able to follow along; or it can be used for small group instruction (differentiated learning).

Brief description

- The unit plan and its corresponding modules provide a great way to explore the history of migration from South Asia, occupation of the Indian subcontinent by the British and movement patterns from South Asia to all over the world.
- Certain modules such as the comic books can be used co-curricular with content competencies of ELA ('exploring stories and other texts helps us understand ourselves and make connections to others and to the world' and Social Studies ('human rights and responses to discrimination in Canadian society').



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Analytic critique

- This resource was developed in the United Kingdom by educators who may not be familiar with the BC curriculum. Therefore, care must be taken to ensure that subject matter aligns with content objectives for grades 5 and up.
- Some themes such as slavery, indentured labour and forced migration may be difficult for some learners, especially those who may have experienced the struggles of migrating from home.
- Since this resource is not BC-based, it includes terminology that may not be familiar or is outdated in the Canadian context.
- The module has a very narrow focus - South Asian migration – and while that ties in very well to Tariq and his family's migration story, it may be seen as too narrow as not all minorities from South Asia are represented.



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Resource 3 – Ms. Marvel by Bisha K. Ali

Bibliographic Information

Creator: Bisha K. Ali

Release year: 2022

Based on: Marvel Comics

Production Company: Marvel Studios

Distributor: Disney Platform Distribution

Format

TV Series – can be found at

<https://www.disneyplus.com/series/ms-marvel/45BsikoMcOOo>

Suggested teaching approaches

- The show can be shown, one episode at a time, so it can fit the 40 minute times-lot of a typical instructional period.
- It is best to show the show after students have had a chance to watch Tariq's migration story and the class has completed the migration module (highlighted in resource 2), so they can develop a deeper understanding of South Asian migration.
- The resource can be used to teach arts education and co-curricular with ELA: it can be used as an inspiration for comic-book fiction writing. The students will make their own story and illustrate panels in comic-book style. Optional: imaginative story writing from the point of view of students imagining themselves as being superheroes.
- As a re-telling or end of unit assignment, students can present their learning by writing a non-fiction summary of the TV series (or individual scenes/chapters for differentiation) and illustrate panels in comic-book style.

Brief description

- *Ms. Marvel* is a TV series from Marvel Studios that introduces Kamala Khan, a Muslim American teenager growing up in Jersey City, as the first South-Asian superhero. She is also the first female superhero of South Asian descent.



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- The show tackles issues of migration, seeking refuge in a foreign country, tackling discrimination such as racism when emigrating to a new country from the lens of a 16 year-old woman of colour (ties into the content competency of 'human rights and responses to discrimination in Canadian society').
- The themes of finding your own identity and staying in touch with your traditional roots or fulfilling your parents' desires is a recurring theme that students may identify with (ties into social and personal identity theme of the SEL core competency)

Analytic critique

- This resource was developed first and foremost as an entertainment piece and therefore may not be perfectly aligned to the BC curriculum. Therefore, care must be taken to ensure that subject matter aligns with content objectives for grades 5 and up.
- Some themes such as British occupation of the Indian subcontinent, forced migration, and Partition may be difficult for some learners, especially those who may have experienced similar struggles of forced migration.
- Since this resource is not BC-based, it includes terminology or slang that may not be familiar or is outdated in the Canadian context.
- The module has a very narrow focus - South Asian migration – and while that ties in very well to Tariq and his family's migration story, it may be seen as too narrow as not all minorities from South Asia are represented.