

REFUGEES AND FORCED MIGRANTS

By Elisheva Cohen

The Middle East and North Africa (MENA) faces continuing violence and conflict throughout the region. As a result, it is both a leading producer of and host to growing populations of refugees. At the time of writing (Summer/Fall 2015) we are witnessing seemingly unprecedented numbers of Syrian and other migrants and refugees embarking upon extreme and risky journeys across the Mediterranean in hopes of finding a safe and more prosperous future in Europe and beyond. While most migrants have landed in Greece and other eastern European nations, their overwhelming presence has raised the volume on the international call for the United States and other wealthy nations to grant these traumatized populations asylum. Germany has made unprecedented overtures to accept refugees, and President Barack Obama has pledged to resettle 10,000 refugees in the coming year, a massive increase over the 1500 Syrians the country has accepted since 2011. While this influx of migrants into Europe has brought the issue into intense focus globally, we must remember that the bulk of the displaced remain within the Middle East. For example, relative to their native populations, Lebanon and Jordan currently host alarming numbers of refugees (25% and 10% of their respective populations). In these countries and the presence of refugees and migrants is not merely a current event, but a relentless history.

Chapter Glossary

Asylum Seeker: A displaced person applying for official recognition of refugee status.

Forced Migrants: Persons forced to leave their homes due to environmental or poverty reasons.

Home Country: Refugee's country of origin.

Host Country: Country of refugee transit or resettlement.

Internally Displaced Persons (IDPs): Individuals who have fled their homes but not crossed international borders.

International Refugee Regime: a set of institutions, legal instruments, principles, policies and procedures designed to regulate the protection, assistance, and management of refugees.

Non-refoulement: Forcible return to the home country.

Prima Facie Refugees: Persons who are presumed to be refugees until they are officially granted official refugee status or unless it is proven otherwise.

Repatriation: Return to the home country.

UNHCR: UN office charged with providing aid and protection to refugees.

UNRWA: UN agency charged with providing services to Palestinian refugees.

Who is a Refugee?

While forced migration has occurred throughout time, the unprecedentedly large number of refugees created by World War II sparked an international effort to institutionalize legal rights and assistance for refugees. In 1950, the United Nations established the UN High Commission for Refugees (**UNHCR**), the UN office mandated to provide humanitarian aid and international protection to refugees. The following year, the United Nations approved the 1951 Convention Relating to the Status of Refugees, a multilateral treaty that laid out the rights of refugees and the responsibilities of states providing them asylum. The 1951 Convention and its 1967 Protocol serve as the basis for the **international refugee regime**, a set of institutions, legal instruments, principles, policies and procedures based on humanitarian and human rights law designed to regulate the protection, assistance, and management of refugees. 148 countries have signed either the 1951 Refugee Convention or the 1967 Protocol and committed to providing rights to refugees seeking asylum within their borders.

Article 1 of the 1951 Convention defines a refugee as an individual outside his/her country of nationality with a well-founded fear of being persecuted because of his/her race, religion, nationality, membership in a particular social group or political opinion. Those who meet the definition are afforded rights, including:

- the right of **non-refoulement** (being forcibly returned to the **home country**)
- the right to education, healthcare, and other social services
- the right to work

It is considered the obligation of the **host country** to work in cooperation with UNHCR to uphold these rights. Several UN agencies, bilateral and multilateral agencies, donors, international and local non-governmental organizations (NGOs) provide varying forms of assistance to the host countries.

Once an individual leaves his/her home country and enters the country of asylum, s/he becomes an **asylum seeker**. An asylum seeker must apply for refugee status, a process that can take many months. During and in the aftermath of a large-scale crisis where persecution and violence is evident, it is nearly impossible to process every individual asylum claim, nor is it necessary. In these cases, groups of asylum seekers are declared **prima facie refugees** and automatically granted refugee status and protection. Once registered as refugees, individuals and families must remain in the country of asylum until they are



Two Iraqi girls remove clothes from a clothesline at a refugee camp in 2006, near the Iraqi-Jordanian border. Despite attempts, they were unable to cross the border into Jordan, meaning they are classified as internally displaced persons and are not legally refugees.

repatriated (able to return to their home country) or resettled to a third country, usually in Europe, Australia or the United States.

Many criticize the definition of refugee outlined in the 1951 Refugee Convention as being overly narrow, arguing that the definition excludes large numbers of individuals who are forced to flee their homes. In particular, the definition does not provide protection to **internally displaced persons**, individuals who have fled their homes but not crossed international borders. It is often argued, too, that the definition excludes those forced to leave their homes due to environmental reasons or extreme poverty. While frequently referred to as refugees, individuals who do not meet the conditions of the formal definition are considered **forced migrants** and are not eligible for the same services as those with refugee status.

Where do Refugees in the Middle East Come From?

The Middle East and North Africa is a region of origin, destination and transit for many refugees. In this section, I will explore the flows of refugees *from* MENA as well as the populations of displaced people being hosted *in* the region.

Palestinians

The longest refugee situation in the MENA region, which continues to this day, is that of the Palestinian refugees who were displaced from their land by the 1948 war. Over 5 million Palestinian refugees receive support from the United Nations Relief and Works Agency for Palestine Refugees in the Near East (**UNRWA**), the UN agency mandated to provide them social services. Palestinian refugees live primarily in the West Bank, Gaza Strip, Syria, Lebanon and Jordan, either in one of the 58 official refugee camps or in urban and rural areas. The Palestinians' unresolved national ambitions and fight for the right of these refugees' return continue to fuel the seemingly intractable conflict between Israel and its neighbors today.



The entrance to the Aida Palestinian Refugee camp in the West Bank reminds residents and visitors of its 1948 origins.

Syrians

At the time of writing (Summer/Fall 2015) the largest active flow of Middle Eastern refugees originates in Syria. Violence began following the 2011 protests and quickly erupted into a civil war. This crisis has been exacerbated by the presence of Islamic State militants (ISIS) in the country, ultimately leading to the flight of over 4 million Syrian refugees registered with UNHCR. This number does not include those who have not registered for refugee status with UNHCR or the nearly 7 million internally displaced Syrians.



Two Syrian pre-teens attend a temporary UNICEF “tent” school in northern Lebanon, outside the official school system.

Iraqis

The U.S.-led invasion of Iraq in 2003 produced a large number of refugees, and then again in 2006 the onset of heavy sectarian violence in Iraq displaced large numbers of people. While departures out of Iraq slowed around 2010, the deteriorating security situation and armed conflict in 2014 have forced new waves of Iraqis to flee.



Some of the 12,000 Iraqi Yazidi refugees that arrived in Northeastern Syria after fleeing ISIS militants. The International Rescue Committee provides medical care and supplies at the camp.

Afghans

Violence in Afghanistan has displaced much of the population repeatedly. The Soviet invasion in 1979 forced the migration of thousands of Afghans. By 1981, almost 4 million people had fled to neighboring Iran and Pakistan. While a small number of refugees repatriated following the Soviet retreat in 1988, the infighting among the *mujahideen* and subsequent civil war displaced thousands more. When the Taliban came to power in 1996 many Afghans fled their strict interpretation of Islamic rule. A final flow of refugees left the country in 2001, when the U.S. invaded the country after 9/11. In 2002, UNHCR worked with the governments of Afghanistan, Pakistan, and Iran to establish a framework for repatriation. While millions of Afghan refugees have returned to their country since then, millions more remain in Pakistan and Iran.



In 2004, a truck filled with Afghan refugees returning from Pakistan after years in exile arrive at the UN center in Kabul. Photo by USAID.

Other Refugee Populations

Other large refugee populations from the Middle East come from the Western Sahara and Yemen, among other locales. The Sahrawi situation is one of the most protracted displacements in the world. Forced from the Western Sahara in 1975, they ultimately settled in southern Algeria. Today this population is concentrated in four Algerian refugee camps.

Yemenis have been fleeing recent violence since March of 2015. In addition to the thousands of internally displaced people, 100,000 Yemenis have sought protection in Somalia, Ethiopia, Djibouti, and other countries.

This overview has focused on large waves of political refugees who fled their homes due to mass conflict. There are refugees from these and other Middle Eastern countries who have been forced from their homes for other reasons, including persecution based on race or religion. Some refugees may not have left their home in a large wave and so have not been covered here, but their experiences as refugees are equally significant. For comprehensive statistics and more information UNHCR has posted useful data here [<http://www.unhcr.org/pages/49e45ade6.html>] and here [<http://www.unhcr.org/pages/49e45ac86.html>]

Where Do They Go?

Refugees from MENA and beyond seek asylum throughout the region. According to UNHCR, as of December 2014, the largest number of refugees is found in Lebanon. Other countries hosting large populations of refugees and asylum seekers include Jordan, Turkey, Egypt, and Yemen. At the time

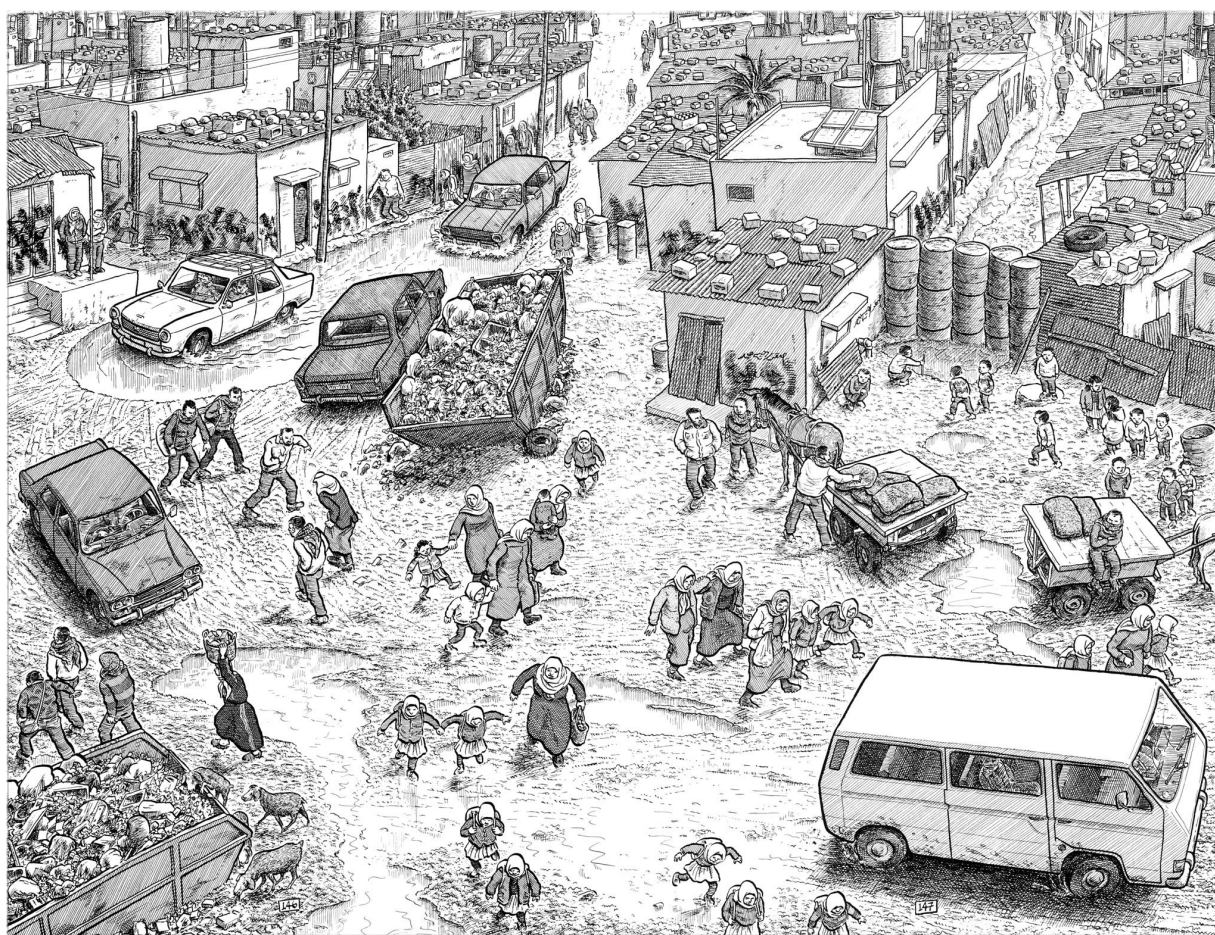
The largest refugee camp in Jordan, Zaatari, is now considered the fourth largest city in the country.

of writing, the Syrian refugee population represents the largest number of refugees in any of these countries, but Egypt and Yemen in particular also host refugees from Somalia, Sudan, and Ethiopia.

Patterns of refugee settlement are as diverse as refugee populations themselves. While at one time refugees settled primarily in camps designated by UNHCR or UNRWA, today more refugees live in cities or towns than in camps. In Jordan and Turkey, where there are many camps, more refugees remain settled in urban areas where they generally receive fewer direct services. Cairo, the capital of Egypt, hosts the country's largest refugee population while in Lebanon, more refugees have settled in the Bekaa valley than in the capital, Beirut. The largest refugee camp in Jordan, Zaatari, is now considered the fourth largest city in the country and, at one point, hosted over 150,000 refugees. Refugee camps that become more or less permanent are common throughout the Middle East. The next paragraphs will describe the benefits as well as the challenges of living in both camps and urban areas.

The Camps

Refugee camps are often crowded with large numbers of people living in very poor conditions. Although food, water, and shelter are provided to each family, large families are often confined to small spaces. The camps experience frequent power outages, and many have a limited water supply. Services such as health care and education are accessible, though a large number of children remain out of school. For those children who complete their schooling in a refugee camp, the options for higher education are limited. Additionally, despite health care and hygiene campaigns, poor sanitation in camps often breeds disease. Finally, due to poor living conditions, high poverty rates, feelings of boredom, restlessness and hopelessness, there often is a high rate of crime and violence in refugee camps.



Acclaimed comic journalist Joe Sacco's *Palestine* depicts the crowded and bleak conditions in a West Bank refugee camp.

Rather than settling in camps, many refugees in the Middle East flee their country and settle in urban areas. Some join family members, while others receive support from international organizations. Despite their mandate to support urban refugees, too, international aid organizations experience unique challenges with this urban population, which is by nature harder to identify and monitor. By settling in an urban area, refugees have more control over where they live and what they do. Unlike in the regimented camps, refugees can rent apartments, find jobs, and go to school as they choose. Many refugees claim that settling in urban areas provides better educational opportunities and economic prospects. While this may be true, most refugees in the Middle East are not allowed to work. Those who get jobs must work illegally, thereby being subjected to high levels of exploitation. Most countries in the Middle East have opened their schools to refugees, but refugee children face numerous challenges in the school system, including acclimating to a different curriculum, often in an unfamiliar dialect or a completely different language, bullying from other students, and a generally low quality of education. Finally, refugees in Middle Eastern countries often experience discrimination and harassment from country nationals. As they are not protected by the country's laws, they have little recourse.

Durable Solutions

While many agencies and organizations offer protection and services to refugees, the ultimate goal is to find permanent solutions for individuals and families who have fled their country. UNHCR works with communities towards three durable solutions: voluntary repatriation, local integration, and third-country resettlement.

Refugees are protected under non-refoulement and cannot forcibly be sent home; however, they may voluntarily repatriate, that is, choose to return to their country of origin. In the Middle East, many refugees engage in circular migratory patterns—fleeing their country, returning, and then leaving again. For example, from 2006-2009, Iraqi refugees in Jordan often traveled to Iraq for short periods of time, but then returned to Jordan. Voluntary repatriation demands a permanent return to the country of origin, requiring an end to conflict and violence. Some scholars argue that more emphasis must be placed on addressing the root causes of the refugee situation to enable repatriation, instead of just ensuring that refugees are protected. However, as violent conflict persists, fewer refugees have the option of repatriation and other solutions are necessary.

While local integration may seem like a reasonable option, given the shared Arab culture and language throughout the Middle East, host countries already have limited resources and the influx of



In 2013, a Syrian woman adds a float to a fishing net, part of a training project to help refugees earn an income in Lebanon. Photo by the International Rescue Committee (IRC)

people has strained those resources further. At the time of writing, Lebanon has officially closed its borders to refugees as Syrian refugees already make up 1/3 of the current population. The pressure on local economies has contributed to a tense atmosphere. Local populations blame refugees for social, economic and political struggles, creating a hostile environment for urban refugees. As many host country governments are not signatories to the 1951 Refugee Convention they have made it clear that refugees are welcomed as temporary guests only.

That leaves third-country resettlement as the remaining durable solution for refugee crises. According to UNHCR, only a small number of countries even accept refugees for resettlement, including the United States, Australia, Canada and the Nordic States. Approximately one percent of the world's refugees will be resettled in any given year. By 2015, UNHCR had commitments from over 25 countries to collectively settle 100,000 refugees out of the 4 million displaced Syrians in the Middle East. As places of resettlement, countries are expected to ensure the refugees the same rights as guaranteed to host-country nationals and place the refugee on a path to citizenship. While third-country resettlement may be the only option for some refugees, it should not be assumed that refugees want to leave their home country and settle in a new place. Although services are provided to assist with integration, it is a difficult transition that often involves drastically changing one's way of life, including learning a new language, acclimating to a new culture, often struggling to find employment and/or fitting into new school systems.

Conclusions: Words of Caution

Rather than trying to tie together the various threads of the complex refugee situation in the Middle East, we will conclude with some words of caution about the common ways of discussing (and teaching about) refugees. It is easy to represent refugees by statistics: 4 million Syrian refugees, 350,000 Iraqi refugees or 1,100,000 refugees currently living in Lebanon, for example. While these numerical snapshots help to convey the gravity of the situation, there is a danger in reducing refugees to mere numbers. This dehumanizes them and helps the public forget that they are actual people with real-life experiences.

Further, embedding refugees in a conversation using terms like 'crisis' and 'humanitarian disaster,' perpetuates the idea that refugees are helpless victims who need saving. While refugees have faced terrible tragedies and often live in derelict conditions, they are not merely passive victims and recipients of aid. They are active agents in their lives who have made courageous decisions and bravely face horrible conditions while taking steps to secure a peaceful and prosperous future. While refugees often gave up material possessions to flee their country and now require assistance, they are active decision-makers in their own lives. As you go forth and teach your students about refugees, use the tools below to highlight the human element of refugee situations.

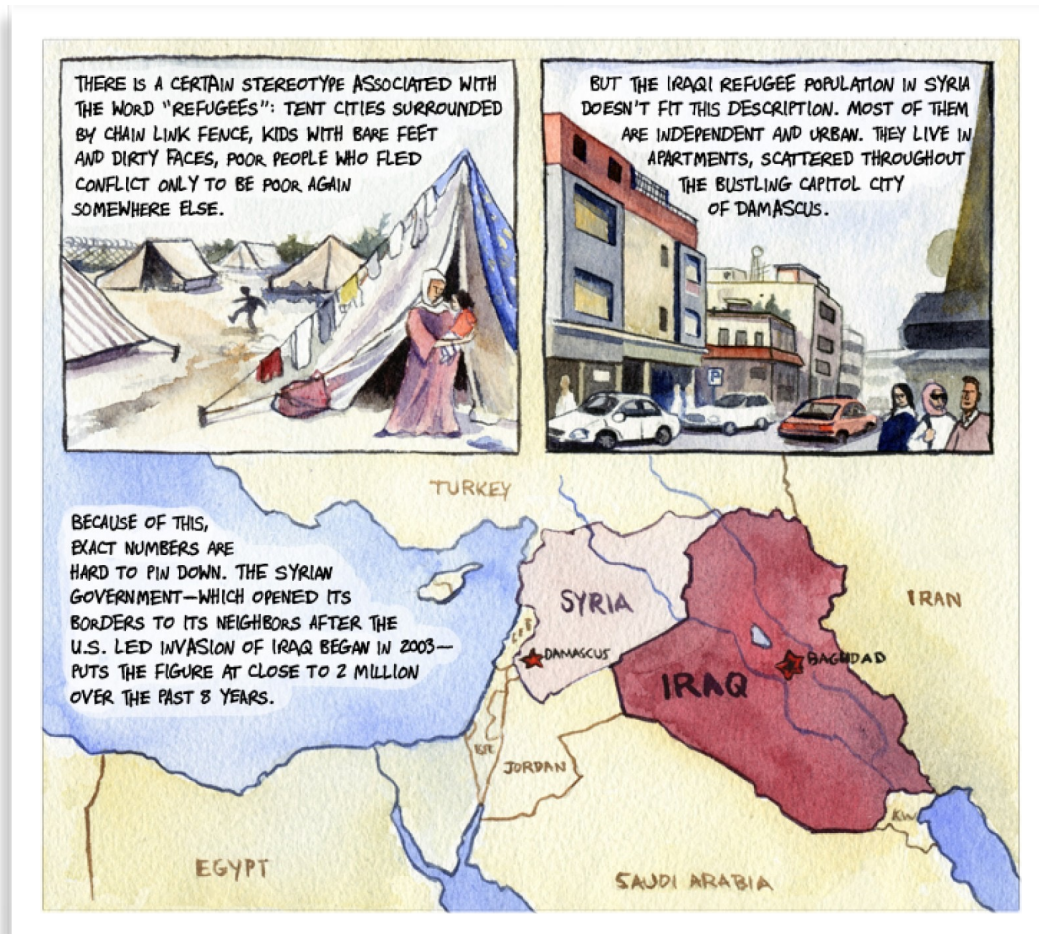
Teaching Tool

The Waiting Room by Sarah Glidden

Read the full comic here: <http://sarahglidden.com/the-waiting-room-3/>

Following the US invasion of Iraq in 2003 and the subsequent sectarian violence in the country, thousands of Iraqis fled to neighboring countries, including Jordan, Lebanon and Syria. Iraqi refugees settled primarily in urban areas where they awaited repatriation to Iraq or resettlement in a third country.

This comic, by Sarah Glidden, tells the story of Iraqi refugees in Syria, through the voices of three female refugees, Maraj, Noor and Dina. Their stories illuminate the challenges they face as refugees, ranging from long periods of waiting for services to lack of employment and education opportunities. The comic can be used to discuss Iraqi refugees specifically, but also to highlight the lives and struggles of urban refugees throughout the Middle East.



The Waiting Room: Refugees must cross many bureaucratic hurdles to find a new place to call home. Sarah Glidden's graphic depiction of post-2003 Iraqi refugees in Syria gives us a window into the experience common to all refugees—waiting.

Discussion Questions:

1. In the comic, Glidden writes that Iraqi refugees don't meet the stereotype of refugees living in camps. Instead, "most of them are independent and urban. They live in apartments scattered throughout the bustling capital city of Damascus." What are the benefits of living in urban areas? What are the challenges? What are the benefits of living in refugee camps? Cite evidence from the text to support your claim (CCSS.ELA-LITERACY.RL.9-10.1)
2. Throughout the comic, there is an emphasis on the idea of waiting (including in its title). What is the significance of waiting? What are the refugees waiting for? CCSS.ELA-LITERACY.RL.9-10.2
3. What are some of the challenges listed in enrolling in and completing education? How does the Iraqi Student Project help Iraqis overcome those challenges? Cite evidence from the text to support your claim.
4. The comic focuses on adults enrolling in higher education. What sorts of challenges might children face in accessing primary or secondary education?
5. What are different strategies used by Iraqi refugees in Syria to financially sustain themselves? Cite evidence from the text to support your claim.
6. How might the text of this comic have changed if it had been presented as a short story? As a newspaper article? Would it have had different themes and ideas? What would be gained? What would be lost? CCSS.ELA-LITERACY.RI.9-10.7

Essay Questions:

1. Many people say that humanitarian aid is non-political. Based on what you know of refugees, and the information in the comic, do you agree? Why/not?
2. In the comic, Glidden indicates that most of the funding for Iraqi refugees in Syria comes from the US. Given the current situation, including the outpouring of Syrian refugees (and other refugees from Syria), how do you think the US should be spending their aid funding? Write a letter to the US government outlining what their funding priorities should be and where the Iraqi refugees in Syria fit into them.

Activities:

Instruct students to work in groups to write their own comic about an element of refugee life in the Middle East. Comics should be based on research about a specific refugee population and the location of asylum or resettlement. Each comic should feature the stories of at least two specific refugees, as well as information about the context. They can use The Waiting Room as a template.

Teaching Tool

1951 Convention Relating to the Status of Refugees

For the Full .pdf Document, go to: <http://www.unhcr.org/3b66c2aa10.html>

Article 1 (page 14)

Definition of the term “refugee”

A. For the purposes of the present Convention, the term “refugee” shall apply to any person who:

(2) As a result of events occurring before 1 January 1951 and owing to wellfounded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it. In the case of a person who has more than one nationality, the term “the country of his nationality” shall mean each of the countries of which he is a national, and a person shall not be deemed to be lacking the protection of the country of his nationality if, without any valid reason based on well-founded fear, he has not availed himself of the protection of one of the countries of which he is a national.

1967 Protocol Relating to the Status of Refugees

Article 1 (page 46)

2. For the purpose of the present Protocol, the term “refugee” shall, except as regards the application of paragraph 3 of this article, mean any person within the definition of article 1 of the Convention as if the words “As a result of events occurring before 1 January 1951 and ...” “and the words”... “a result of such events”, in article 1 A (2) were omitted.

Discussion Questions

1. According to the 1951 Convention, what is the definition of a refugee?
2. How does the 1976 Protocol amend the definition?
3. The definition is often criticized for being overly narrow and exclusive. Do you agree that this definition is too narrow? Why/why not?
4. How would you rewrite the definition of a refugee to be more inclusive?

Writing assignment

The Organization of the African Union (OAU) ratified a convention, Governing the Specific Aspects of Refugee Problems in Africa, in 1974 addressing refugee issues. Imagine you are a

member of the Arab League tasked with writing a convention governing specific aspects of refugees in the Middle East. Based on what you know about refugees in the region, write an outline of an Arab League refugee convention as well as a short essay justifying what you included and excluded. You may want to look at the 1951 Refugee Convention or the OAU Convention of 1974.

Teaching Tool

The Long Journey of Palestinian Refugees: A Chronology of Palestinian Displacement and Dispossession

<http://tinyurl.com/palestinianrefugee>

Preparation:

Print copies of the photographs from the UNRWA collection, The Long Journey of Palestinian Refugees without the descriptive text. You may choose to print only a selection of photographs. Number each photograph on the back so students can identify them. Make copies of the photo packets for each student.

Print the descriptive text for each photograph. Number the text so students can match the photo with the text. Make copies of the descriptive text for each student.

Activity:

1. Elicit from students the benefits of using photographs as primary sources. What sort of information can you learn from photographs? What can't you learn? Explain that in this activity, they will be using photographs to explore the lives and experiences of Palestinian refugees.
2. Hand out the Photo Analysis Worksheet to each student. Students will be working in groups, but all should have their own sheets.
3. Project on a screen one of the images from the Long Journey of Palestinian Refugees collection. As a group, walk through the guiding questions to analyze the projected image. Students should take notes in the first row, labeled Sample Photo.
4. After completing the observe, reflect, and question columns, show the description provided by UNRWA. Discuss as a class the questions in the follow up column. What parts of the observation and reflection were right? Which of the student's questions were answered or not? What new questions do students have about the photograph?
5. Distribute a photo packet to each student and give the class a couple of minutes to select a photograph that speaks to them.
6. Divide students into groups of three. Each group should have three different photographs. If two students in the group selected the same photograph, they should switch to a different group.
7. In their small groups, students will complete the following tasks:
 - a. Observe/reflect/question—independently, writing their answers on the worksheet
 - b. Discuss with other group members and share analyses.
 - c. (After teacher hands out photograph descriptions) Read them independently and complete the follow-up column.
 - d. Discuss the follow-up column together.
8. Conclude by bringing students together to discuss what they learned from the activity. What was interesting? What was surprising?

Homework

Each student will conduct additional research on the people and events illustrated in the photograph they selected and complete one of the following writing assignments.

1. A 3-5 paragraph informative essay providing background information about the people and events illustrated in the photograph.
2. A short story based on your research of the people and events illustrated in your selected photograph. The photograph should serve as an illustration to match your narrative.

Follow up:

Students return to their small groups. Each student presents the photograph selected and what was learned about the people and events it illustrated.

The Long Journey of Palestinian Refugees: A Photo Analysis Activity

	Observe: What do you see in the photograph? What did you notice first? What is the physical setting? How are people and objects arranged in the photograph? What other details do you see?	Reflect: What is happening in this photograph? When do you think this photograph was taken? Why was this photograph taken—what is its significance? What does this photograph tell you about Palestinian refugees?	Question: What questions do you have about this photograph? What isn't clear? What would you like to know more about?	Follow-up: Read the short summary provided by UNRWA. What parts of your observation and reflection were right? Which of your questions were answered or not? What new questions do you have about the photograph?
Sample Photo				
Photograph # _____				
Photograph # _____				
Photograph # _____				

Sources and for Further Reading

Al Jazeera on the Syrian Crisis

<http://america.aljazeera.com/topics/topic/issue/syrian-refugees.html> (this has some good videos)

<http://america.aljazeera.com/articles/multimedia/interactive-humanitariancrisisinsyria.html>

These two sites contain interactive maps, videos, news articles, infographics and more about the Syrian conflict and refugee crisis.

Lesson Plans

I am Syria: <http://www.iamsyria.org/syria-for-educators.html>

A World Not Ours: http://www.pbs.org/pov/aworldnotours/lesson_plan.php

Teaching about Refugees—Curriculum Units and Lessons: <https://blogs.commonsgorgetown.edu/rochelledavis/refugee-video-project/>

One Story: <https://www.youtube.com/playlist?list=PLD11D1DD6D2DF49F9>

This youtube channel hosts short videos containing personal narratives from refugees, internally displaced and stateless people around the world. The collection includes several refugees from the Middle East and North Africa.

Quick Facts: What you need to know: <http://www.mercycorps.org/articles/turkey-iraq-jordan-lebanon-syria/quick-facts-what-you-need-know-about-syria-crisis>

This webpage includes basic information about Syrian refugees. This is a good backgrounder for teachers and students.

Syria Deeply: <http://www.syriadeeply.org>

This site offers up-to-date news about the conflict in Syria. It includes Syria Files, essential background information needed to understand the conflict, as well as videos and prezi presentations.

UNHCR page on Middle East and North Africa: <http://www.unhcr.org/pages/4a02db416.html>

This site provides basic information about refugees in the Middle East and North Africa and the work of the United Nations High Commission on Refugees.

UNRWA: unrwa.org

This site provides basic information about Palestinian refugees and the work of the United Nations Relief Work Agency.

Virtual Tour of Zaatari, Syrian Refugee Camp in Jordan: <http://zaatari360.martinedstrom.com/>

This site allows students to virtually explore the living conditions of refugees in Zaatari. The site includes descriptions of the different areas within Zaatari.

Common Core/Standards

Common Core/Standards/College, Career, and Civic Life (C3)

Anchor Standards Reading

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (For example, compare the 1951 Convention, the 1967 Protocol, and the OAU Convention.

Anchor Standards Writing

CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Anchor Standards Speaking/Listening

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Social Studies ELA Standards by Subject/Grade (9-10)

Reading: Literature » Grade 9-10

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of

the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading: Informational Text » Grade 9-10

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

History/Social Studies » Grade 9-10

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

NCSS Themes

2. Time, Continuity, and Change

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important.

9. Global Connections

The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology.

NCSS C3 Framework

D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.