Objective: Students will explain the impact of refugee movements on neighboring countries such as Jordan, in the areas of economics, environment, human rights, society, and security.

This lesson is aligned to the following World Geography TEKS:

- 1A: analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today
- 7B: analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today
- 18A: analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion
- 23C: use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Lesson Introduction:

https://youtu.be/RBQ-IoHfimQ Most shocking second a day (by Save the Children)

https://youtu.be/nKDgFCoTT8 Still the most shocking second a day (by Save the Children)

“Just because it isn’t happening here, doesn’t mean it isn’t happening.”

After watching the two short videos, have students respond to the quote above for 2 minutes. Before they begin writing, be sure to let students know that they will be sharing their thoughts with a few peers. After the two minutes, have students pass their paper to the person next to them. (Tables can rotate clockwise, rows could pass forward or backward, etc.) Each student will have 2 minutes to add to the thoughts of the original author of the paper. (You know your students. If a primer on respectful discourse is necessary, build that in.) Pass the paper to a different person and repeat. Then, on the fourth rotation, the original author should get their paper back. Give them 2 minutes to read the comments of their fellow authors and respond.

Lead a brief class discussion by asking for students to share their favorite thoughts they read from their peers. Be sure that students fully understand the quote, and give them space to agree or disagree with the sentiment (using thoughtful arguments, of course).
**Building context:**

Present students with brief information about the Syrian refugee crisis, if they have not already studied the situation (slide presentation: [http://tiny.cc/refugeelesson](http://tiny.cc/refugeelesson)). This video is a good one (about 10 minutes long): [http://tiny.cc/johngreensyria](http://tiny.cc/johngreensyria). Explain that Jordan will be used as a case study to examine the impact of the refugee crisis. This is a great article if you want to have students do pre-reading on the topic: [http://carnegieendowment.org/sada/58979](http://carnegieendowment.org/sada/58979).

**Optional extensions for student engagement:**


This is a neat resource that allows students to navigate through the types of decisions that many refugees have to make. Device and internet access are required.


**Making Connections:**

Give each small group a sheet of poster/butcher paper. Post the following terms on the board/projector screen. Challenge them to create a mind map, showing connections between the following topics. Remind them that they are looking at this through the lens of refugee issues, so their connections must be related to that. Arrows should be annotated to explain relationships as much as possible.

After students have brainstormed on their mind maps for 10-15 minutes, ask groups to share their connections and create a map on the board.

Example:

```
War in Iraq in 2003 ➔ Influx of refugees to Jordan, Syria, Lebanon

Push Factor
```

Mind mapping migration topics to include:

1. Resources (can use specific examples- water, oil)
2. ISIS/terrorism/violent extremism
3. Jobs
4. Education
5. Discrimination
6. Human rights
7. Religion
8. Environment
9. War/conflict
10. National Security

*Feel free to add to or deduct from this list for purposes of time, scaffolding, etc.

** Encourage groups to add more topics
Research:

Divide students into 5 groups. You could have these groups pre-assigned, or have students number off 1-5. Each group will become the issue specialist on one topic: economic, security, social, humanitarian, environment. Each group should use the provided articles to begin their research. (Depending on what technology is available, you could have each group research to find their own supplementary sources in addition to the provided articles.)

As students read each article, they should fill out a section of the Research Knowledge Depository handout (see appendix at the end of document). (Other reading/research strategies can be substituted here, too.)

After completing their research, students should feel confident enough in their specialty area to inform members who have not read the articles about the major issues related to their topic.

Issue Specialist Research Topics and Resources: (can be supplemented with additional sources)

Economic issues


http://www.mei.edu/content/article/jordan-s-syrian-refugee-economic-gamble

https://www.brookings.edu/blog/future-development/2015/02/25/jordans-syrian-refugees/


Security issues


Social issues (discrimination, religion, gender issues)


Humanitarian and Human Rights issues


https://www.hrw.org/report/2016/08/16/were-afraid-their-future/barriers-education-syrian-refugee-children-jordan


Environmental issues


Discussion Groups:

Shuffle students into new groups of 5, making sure that each issue area is represented in each group (or as close as you can divide it evenly). Each person should take turns leading the discussion, explaining the major issues related to the topic they studied in their research groups. Students should record information on each of the five impact areas in their notes.

After completing the discussion, students be able to identify and explain the major issues related to each of the five topic areas (economic, security, social, humanitarian, environment).

Reflection:

Have students reflect on the five major areas of impact, and answer the following prompt:

After learning about the five areas of impact of the Syrian refugee migrations, which area most impacts Jordan today, and why?

Call to action:

Encourage students to brainstorm ways that they can be part of the solution.

Suggested actions:

- Write letters to government officials
- Organize awareness campaigns at the school or community level
- Write letters to young refugees (http://www.care.org/emergencies/syria-crisis/special-delivery)
Bibliography

Abdel Elah Al Khatib. Personal Interview. 1 August 2016.


“Understanding the Refugee Crisis in Europe, Syria, and around the World,” YouTube, uploaded by Vlog Brothers, 8 September 2015, https://youtu.be/KVV6_1Sef9M.

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