



### Refugee and Immigrant Children: A Comparison

Refugee and immigrant children in Canada have significant similarities. Both groups must deal with migration, which represents a disruptive loss to one's life. Once in Canada, they both have to endure the "push-and-pull" forces of home and school, which often work in opposite directions. At school they share with other adolescents the desire to be accepted by their peer group. At home, both groups may experience a role and dependency reversal in which they may function as interpreters and "cultural brokers" for their parents. Both refugee and immigrant children may encounter society's discrimination and racism, and both have to accomplish the central task of childhood and adolescence – developing a sense of identity – while trying to bridge generational and cultural gaps. Perhaps the greatest threat to these children is not the stress of belonging to two cultures but the stress of belonging to none (Lee, 1988).

Successful adaptation can bring with it the opportunity for growth. How well children adapt is influenced by several factors, including age at arrival, individual resiliency, and reception by the host community and society. One key factor in determining success is the reception of newcomers by the host society. Settlement support services, schools, health and social services, and the community at large play a crucial role in assisting and supporting children to adjust and integrate into Canadian society (Task Force on Mental Health Issues Affecting Immigrants and Refugees, 1988).

Several key characteristics affect the adaptation of refugee children to a larger extent than immigrant children. First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape – including atrocities against family members. Others have been forced to serve as soldiers. Some have lost many members of their families and many have lost everything that was familiar to them.

Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot. It is not only natural that refugee children, along with their families, go through a process of mourning those losses. The grieving process in refugee children, however, is seldom recognized as such. This may be attributed to a long-held belief that children adapt quickly, bolstered by the tendency of children to not express their sadness and mourning in words. Although these children may not know the concept of being homesick; they feel it all the same. Although some would not talk about their experience for fear of upsetting their parents, perhaps it is also true that many do not talk because we do not listen.

"Refugee Children in Canada: Searching for Identity" by Ana Marie Fantino and Alice Colak (CHILD WELFARE, Vol. LXXX, #5, September/2001 Child Welfare October, © League of America; pages 587-596).

Monday



Name:

Date:

Questions	Notes
<p>The second paragraph begins with: “Successful adaptation can bring with it the opportunity for growth.”</p> <p>What does <i>adaptation</i> mean?</p>	
<p>The text says: “Settlement support services, schools, health and social services, and the community at large play a crucial role in assisting and supporting children to adjust and integrate into Canadian society.”</p> <p>What does <i>at large</i> mean here? How do the words <i>at large</i> change the meaning of community?</p>	
<p>The text says: “Several key characteristics affect the adaptation of refugee children to a larger extent than immigrant children.”</p> <p>What does <i>to a larger extent</i> mean here?</p>	



Questions	Notes
<p>The text says: “First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape—including atrocities against family members.”</p> <p>What does <i>prolonged stays</i> mean?</p>	
<p>What are <i>atrocities</i>?</p>	

Tuesday



Name:

Date:

Questions	Notes	Connections: Specific Details from Inside Out & Back Again
<p>1. The text says: “How well children adapt is influenced by several factors, including age at arrival, severity of previous traumatic events, family background, individual resiliency, and reception by the host community and society.” What does <i>severity</i> mean? What are <i>traumatic events</i>? So what does the <i>severity of previous traumatic events</i> mean?</p>		
<p>2. What does reception by the host community mean?</p>		



Questions	Notes	Connections: Specific Details from Inside Out & Back Again
3. What is individual resiliency?		
4. Paraphrase that section of the text.		
5. What are the factors that affect how well children adapt?		

Synthesis Question: How do some of the challenges described in these two paragraphs about adaptation differ from Ha’s experiences as a refugee?

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**Background:**

Remember that for the end of unit assessment, you will be writing about how the novel's title, *Inside Out and Back Again*, relates to the universal refugee experience and how Ha is an example of this universal experience.

In order to describe how Ha turns “inside out” and comes “back again,” we first need to describe who she was before she had to flee her home country. When we read Part 1 of the novel, we spent a lot of time discussing: “Who is Ha?” Now it is time to refresh your memory.

**Directions:**

1. Reread pages 1–17 of the novel.
2. Collect the strongest evidence you can find to answer the question: “Who was Ha before she was forced to flee her home?”





Who Was Ha?	Strongest Evidence from the Text

Wednesday



Name:

Date:

Questions	Notes
1. The first sentence of this paragraph of the text says: “Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot.” What does <i>envision</i> mean? So what does <i>envision the possibility</i> mean?	
2. How do the words <i>typically</i> and <i>at least</i> change what the sentence means?	
3. The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.” What does <i>mourning</i> mean?	
4. The text says: “The grieving process in refugee children, however, is seldom recognized as such.” Explain this sentence in your own words. [Hint: Think about what <i>however</i> indicates.]	



**Homework**

The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.”

What do Ha and her family mourn the loss of? How do you know?

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Name:

Date:

Questions	Notes	Connections: Specific Details from Inside Out & Back Again
1. The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.” What is a <i>process of mourning</i> ?		
2. In the phrase “those losses,” what does the word <i>those</i> refer to?		



<b>Questions</b>	<b>Notes</b>	<b>Connections: Specific Details from Inside Out &amp; Back Again</b>
<p>3. The text says: “Although these children may not know the concept of being homesick, they feel it all the same. Although some will not talk about their experience for fear of upsetting their parents, perhaps it is also true that many do not talk because we do not listen.” Explain these two sentences in your own words.</p>		
<p>4. How does the word <i>perhaps</i> change the meaning of the second sentence?</p>		



Synthesis Question: Look back at the predictions you made a few lessons ago about the similarities and differences between how refugee and immigrant children adapt. What similarities or differences can you now add to your original list? Which of the differences seem most important? Why?

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Thursday





Forming Evidence-Based Claims

Name ..... Task .....

<b>FINDING DETAILS</b> I find interesting details that are related and that stand out to me from reading the text closely.	Detail 1 (Reference):	Detail 2 (Reference):	Detail 3 (Reference):
<b>CONNECTING THE DETAILS</b> I re-read and think about the details, and explain the connections I find among them.	What I think about detail 1:	What I think about detail 2:	What I think about detail 3:
<b>MAKING A CLAIM</b> I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.	How I connect the details:		
My claim about the text:			

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Forming Evidence-Based Claims

Name ..... Task .....

<b>FINDING DETAILS</b> I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.	Detail 1 (Reference):	Detail 2 (Reference):	Detail 3 (Reference):

<b>CONNECTING THE DETAILS</b> I re-read and think about the details, and <u>explain</u> the connections I find among them.	What I think about detail 1:	What I think about detail 2:	What I think about detail 3:
How I connect the details:			

<b>MAKING A CLAIM</b> I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.	My claim about the text:

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Name:

Date:

Prompt: Analyze how the meaning of the novel’s title, *Inside Out & Back Again*, relates to the universal refugee experience of fleeing and finding home and how this experience is revealed in Ha’s story.

Introductory Paragraph
Part 1: What is the essay about? What point will you, the author, be making? What evidence will you be using? Why?
Part 2: Who is Ha before she flees her home? Why do we need to know this to understand how she turns “inside out and back again”?



Body Paragraph 1

How do the lives of refugees turn “inside out” when they are forced to flee and find home?  
What claims are you making? What evidence are you using?





**Concluding Paragraph**

What was your essay about? What are the main points you made? What is your final thought that you want to leave the reader with? Why?