



Carolina Center for the
Study of the Middle East
and Muslim Civilizations

Duke
UNIVERSITY

MIDDLE EAST STUDIES
Center

CAROLINA
www.CarolinaK12.org

K-12

Refugee Survival and Success

Overview

Through five station activities, students will deepen understanding of attitudes towards immigration and refugees in the United States over time, with a focus on the Syrian refugee crisis. Students will analyze maps, political cartoons, videos, and primary source documents to synthesize information about refugees.

Essential/Compelling Question(s)

- What is the value of understanding others' experiences?
- How have attitudes changed over the past century regarding immigration and refugees?
- What characteristics of immigrants and refugees are harbingers of their success?

Grade(s)

9-12

Subject(s)

ESL, History, Geography

Essential Standards

- RH.9-10.6 Compare point of view of two or more authors for how they treat the same or similar topics.
- RH.9-10.7 Integrate and evaluate content presented in diverse formats and media, in print or digital text.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- W.9-10.6 Use technology to produce and publish writing and to interact and collaborate with others.
- W.9-10.7 Conduct short research project based on focused questions, synthesize multiple sources on the subject.
- SL.9-10.2 Integrate and evaluate information presented in diverse media and formats.
- SL.9.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.
- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Materials

- *Syria for the Syrians* and questions
- Immigration map handouts x3 (1870-1900, 2015, Syria)
- Political cartoons, paper, markers
- Worksheet packet/ answer sheet
- Writing rubric
- Digital platforms: polleverywhere and Padlet

Duration

- 2-3 90-minute blocks **OR** individual lessons at 45-60 minutes each PLUS writing assessment

This lesson was created by Wendi Pillars as part of the Middle East and African Cultures Teacher Fellows Program. For more information about the program, please visit ncmideast.org/meac-teacher-fellows

- This lesson was designed with stations in mind, but you may decide to use each station for mini-lessons, depending on your students. Provide 30 minutes per station on day one, then students can focus on areas they need more time in subsequent days. There is a mix of both digital and analog products for a blended learning experience.

Procedure

Quickwrite on Refugees and Immigrants

1. Prior to releasing students in small groups/ triads/ pairs to the stations, have students complete a Quickwrite on the following question: (10-15 minutes) *What do you know about refugees and immigrants? What questions do you have?*

Station Rotation (5 stations)

2. *Depending on student need, these could be whole class lessons, or set up as stations for students to rotate through independently. These stations could also be blended, with a mix of digital and analog representations. The teacher should explain station expectations and model what to do at each station if necessary.

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#### 1. STATION ONE: Syria Map Analysis

Analyze the maps provided. With your group, discuss how they differ and how they are the same. What do you notice? What do the arrows represent? What is the time-period for each? What accounts for the different patterns? Which push/ pull factors impact decisions for people in different areas to migrate the most? Also familiarize yourself with the map of Syria, noting neighboring countries and geographic features that may aid or thwart travel away from Syria.

#### Task: (2 tasks)

- 1) In poll everywhere, list what you think are the top 5 push/ pull factors for migrants to risk their lives on such long journeys.
- 2) Respond to the questions below each map on the handouts.

**Possible extension if you have time:** Discuss geographic differences Syrians would need to consider when moving to another country. Write a brief (2-3 sentence) weather forecast and travel advisory, indicating the specific time of year and destination for the Syrians.

#### Materials:

- a) Immigration Map 1870s--1900
- b) Immigration Map 2 2015
- c) Syria map handout (I highly suggest [following the link](#) to the interactive map where students can annotate their responses directly onto the map.) (This map could also be displayed on one computer at the station, and the whole group could use the interactive map, then write responses on the other 2 immigration maps.)
- d) Students will need to look up weather/ climate/ travel information on their own if that extension is provided
- e) Teacher will need to set up the [poll everywhere](#) ahead of time

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2. STATION TWO: Political Cartoon Analysis

Students will examine political cartoons about refugees. (These are ideas for different levels of students. Make sure you have enough copies of different cartoons, as well as blank paper for those who will draw their own complete cartoon.)

Task: (4 tasks)

- 1) Spread the cartoons out and number them. In small groups or pairs, students should examine the visuals and take 2–3 minutes to **discuss** whether the source indicates that immigrants are welcome, somewhat welcome, or not welcome. (maybe have students order the cartoons from not welcome → welcome on a spectrum)
- 2) Include the article to skim: [Closing the Door on Immigration](#) with the Immigration Act of 1924 and The Emergency Quota Act of 1921 paragraph highlighted.
- 3) **Respond:** To what extent were immigrants welcome in the United States in the late 1800s and early 1900s? Have students share their thinking with their group, using agree/disagree sentence stems to build on one another's responses. ***This could be a writing task or discussion task. Or students could choose to respond to #3 or #4 for their extended response for this station.***
- 4) **Choose one of the political cartoons provided**, consider what was happening at the time of the cartoons, and build upon or create your own political cartoon.
Beginner: Think about the main point of the cartoon. What did the cartoonist persuade you to think? Provide specific evidence. What could you add to help you make a decision about immigration during the late 1800s/ early 1900s?
Intermediate: Identify methods used to persuade the audience. What symbols, allusions, exaggeration, etc., helped persuade your thinking? What could you add or take away to help the audience make a decision about immigration?
Advanced: Select one political cartoon and consider the artist's point of view. Draw the cartoon from someone else's perspective, as someone with a different point of view. Ensure your drawing uses specific evidence and context.

Materials:

- a) various political cartoons from late 1800s/ early 1900s/ current
- b) Article: [Closing the Door on Immigration](#)

3. STATION THREE: Read *Syria for the Syrians*.

Task:

- 1) Students will be able to **briefly summarize p. 21-24** of the article in their own words. Teacher may need to read aloud depending on student level, or have a recording available. Teacher can also highlight 10-12 vocab words in the article that will help students write a brief summary.

Materials:

Provide the GIST template or Supporting the Main Idea template to guide students if needed.

- a) Supporting the Main Idea
- b) GIST Summary with ReadWriteThink Template
- c) *Syria for the Syrians* article

4. STATION FOUR: Read the editorial from *Syria for the Syrians*

Task:

- 1) **Write a postcard.** If Dr. Shadid were to write home, what do you think he would say about America? Would he be more likely to encourage or discourage others from coming? Use the

text as evidence to support your opinion as assume the role of Dr. Shadid. Include the relation of the postcard recipient for context for your advice.

Materials:

- a) *Syria for the Syrians* article
 - b) Postcard template
-

5. STATION FIVE: Video Analysis: Watch 3 of the linked videos. Synthesize how a community’s response determines the success and survival of refugees. Include actions of the refugees, as well. Specify the 1) video title(s) and 2) 2-3 specific facts from the videos to support your thinking. Write your response in the [Padlet](#) for your classroom. Respond to at least one classmate’s thinking with a comment that builds upon the other’s.

Task:

1) **View 3 of the following videos and synthesize** how community responses impact success and survival of refugees. (They could be linked in Google Classroom, Canvas, or on individual computers for a video gallery walk. Each video is about 2-3 minutes long.) Complete the sentence starters in Padlet.

- (a) [Syrian Refugees Welcomed in Norway](#)
- (b) [Newcomer Kitchen: how Syrian refugees took over a Toronto restaurant](#)
- (c) [Syrian Refugees: A Human Crisis Revealed in a Powerful Short Film | Short Film Showcase](#)
- (d) [Barbara Walters Asks Donald Trump About Banning Syrian Refugees](#)
- (e) [The Lost Syrian Neighborhood In Boston, Part 1](#)
- (f) [A Little Bit of Aleppo in Durham](#)

Use this Sentence Frame (or something similar) for those who need writing support:

Beginner: In the videos _____ and _____, I understood/ inferred/ gathered that refugees in _____ are/ are not successful in their new home. Two specific reasons for my understanding include:

- 1)
- 2)

Advanced Sentence Frame: (guideline, an idea): According to (three different videos), it is evident that a community influences how successful refugees are as they settle in. Although there are many reasons for this success, or lack thereof, two are particularly critical. One reason is _____ and is critical because _____. The second greatest reason for their success/ lack of success is _____ because _____.

Materials:

- a) Computers for students to view the videos
 - b) Set up the Padlet ahead of time
-

Culminating Writing Assessment Options

Possible writing prompts:

- 1) If you suddenly found out that you and your family needed to move to a new country, how would you feel about it? How would you hope to be treated by the people of your new country? How do you imagine moving like that would change your life goals? Use parallels from the information you have learned the last 3 days during your station rotation.

- 2) After reading primary and secondary texts on attitudes towards immigrants and immigration during the late 1800s / early 1900s and Syrian immigration in 2015, write a concise 2-3 paragraph essay in which you argue the extent to which immigrants were or are welcome in the United States. Support your position with evidence from the text/s. Be sure to acknowledge competing views.
- 3) After reading and viewing primary and secondary sources, evaluate key characteristics of refugees / immigrants that determine their success. Include how community responses influence the survival and success of refugees as well. Support at least 8-10 traits with specific evidence and anecdotes from your readings and the videos.

Pre-writing on the above prompts: (particularly helpful for struggling or reluctant writers)

- Students will engage in a Paper Pass, a type of silent debate that allows them to begin to verbalize and synthesize their thinking, to develop a bridge between their reading and writing.
- **(5 min)** Give students 5 minutes to write an initial response to the task prompt: *To what extent were immigrants united in their purpose for migrating in the late 1800s/ early 1900s? How have push/ pull factors changed for current migrants, specifically those from Syria? Compare how immigrants were received a century ago with how they are welcomed now. How have those feelings evolved as evidenced by the experiences of those fleeing Syria? OR To what extent were immigrants welcome in the United States in the late 1800s and early 1900s? How have those feelings evolved as evidenced by the experiences of those fleeing Syria?*
- **(5 min)** Students can use their notes to cite and explain at least one piece of evidence to support their claim. After 5 minutes, students exchange papers and read the response they've received, take five more minutes to respond, citing and explaining a **new piece of evidence** as part of their response:
 - I agree because...
 - I disagree because...
 - I partially agree because...however...

Repeat passing the paper 1-3 more times. Have students return the papers. Ask them to read through the responses on their own papers and conclude by writing an "original thinking statement" with one of the following sentence starters:

- My original thinking was confirmed because...
- My original thinking has changed because...
- My original thinking has been partially confirmed because... however...

Possible Extensions: Taking Informed Action

- 1) Students can collect data from their community or school to determine whether it is "welcoming". If so, what makes it so, and how could it be even more welcoming? If not, what can be done to make it more welcoming? (This could include writing and sending out surveys, community visits, guest speakers from key community businesses or officials, and research into local immigrant or refugee centers.)
- 2) Students can create booklets or resources for peers or younger learners who are new to the community to help them and their families adjust, understand which businesses are immigrant-friendly, key phrases, favorite places for kids to go, and all other sorts of ideas!
- 3) Students can also research known Middle Eastern and Northern African immigrants, and create a basic report, either digitally or analog. Include push/ pull factors, method of transportation, important or notable facts, 3 questions you have for that person, etc. Ideally, students could interview someone from a local refugee center or community members.

QUICKWRITE:



5 PUSH-PULL FACTORS (most powerful)

- 1.
- 2.
- 3.
- 4.
- 5.

NAME: _____

DATE: _____

Checklist:



STATION 1

- Polleverywhere (5 factors)
- Immigration Map (1870-1900s)
- Immigration Map (2015)
- Syria Map

STATION 2

- Discuss political cartoons
- Discuss/write response
- Build upon OR create own political cartoon

STATION 3

- Summarize p. 21-24
"Syria for the Syrians"

STATION 4

- Write a postcard "home" to Syria based on the article & information from other sources

STATION 5

- Watch 3 videos:

- 1.
- 2.
- 3.

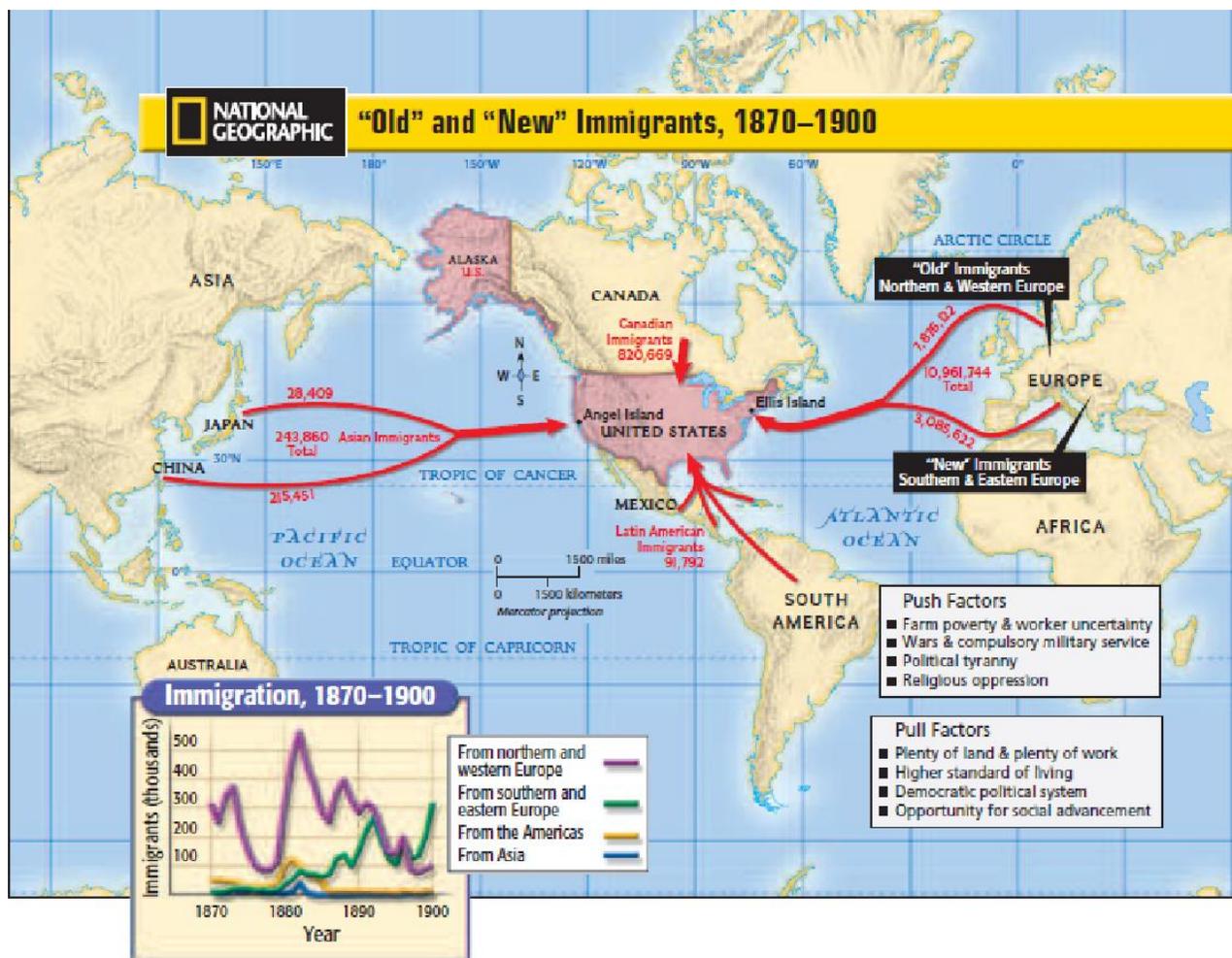
- Synthesize videos on Padlet

★ CULMINATING WRITING ASSESSMENT

POSTCARD "HOME" TO SYRIA

NAME: _____

DATE: _____



Notice:

What do you notice about immigrants and immigration to the United States from 1870-1900? List as many data-based from the map as you can in the time allotted.

Questions:

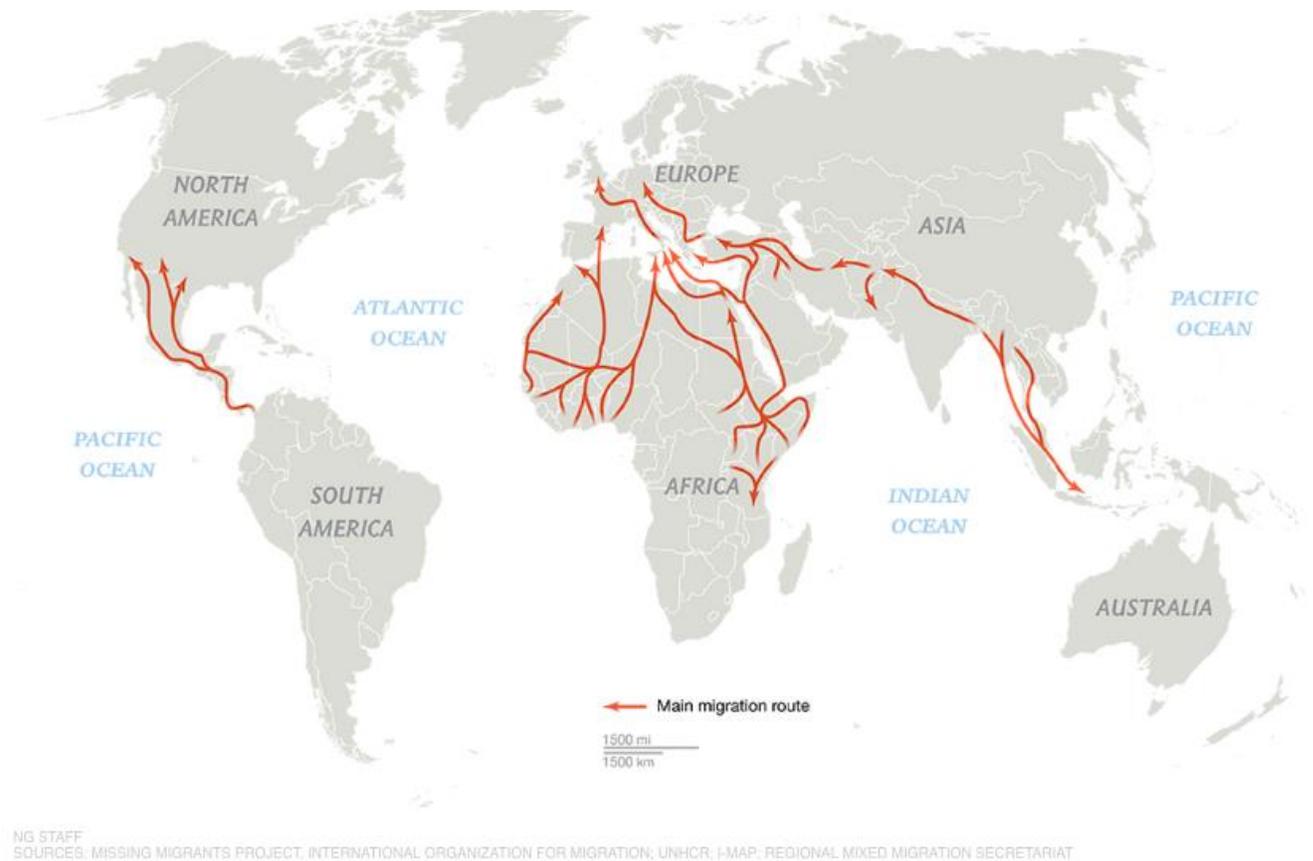
After looking at the map and the graph, write two data-based questions about the information provided.

1.

2.

Analyze:

How do the push/ pull factors align with those mentioned in the article *Syria for Syrians*?



Link to article: <https://news.nationalgeographic.com/2015/09/150919-data-points-refugees-migrants-maps-human-migrations-syria-world/>

Notice:

What do you notice about immigrants and immigration on this map created in September 2015? List as many data-based from the map as you can in the time allotted.

Questions:

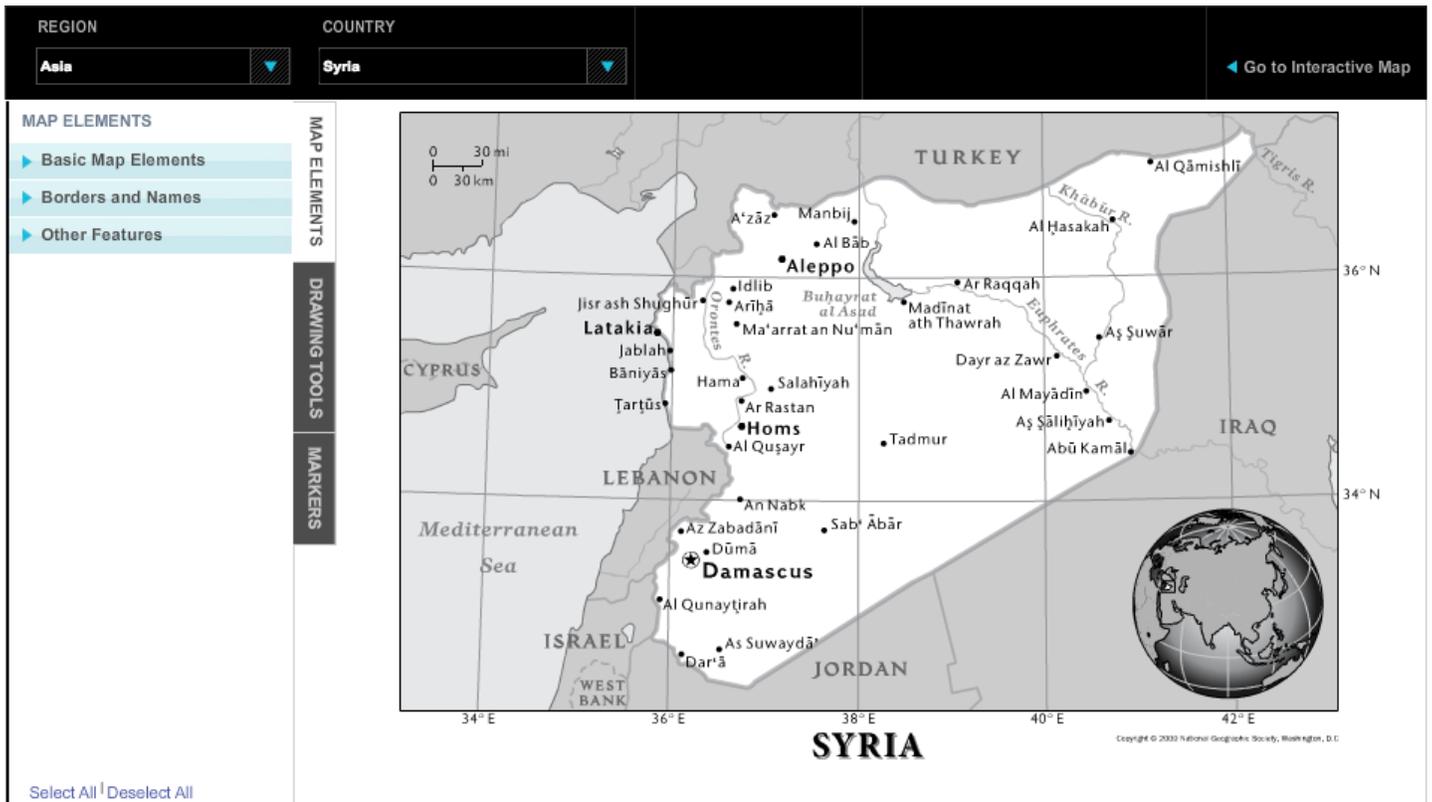
After looking at the map, write two data-based questions about the information provided.

1.

2.

Analyze:

How are the push/ pull factors different from those on the 1870-1900 map? How are they similar?



Link to interactive map: https://www.nationalgeographic.org/education/mapping/outline-map/?ar_a=4&map=Syria

Notice:

What countries neighbor Syria?

Questions:

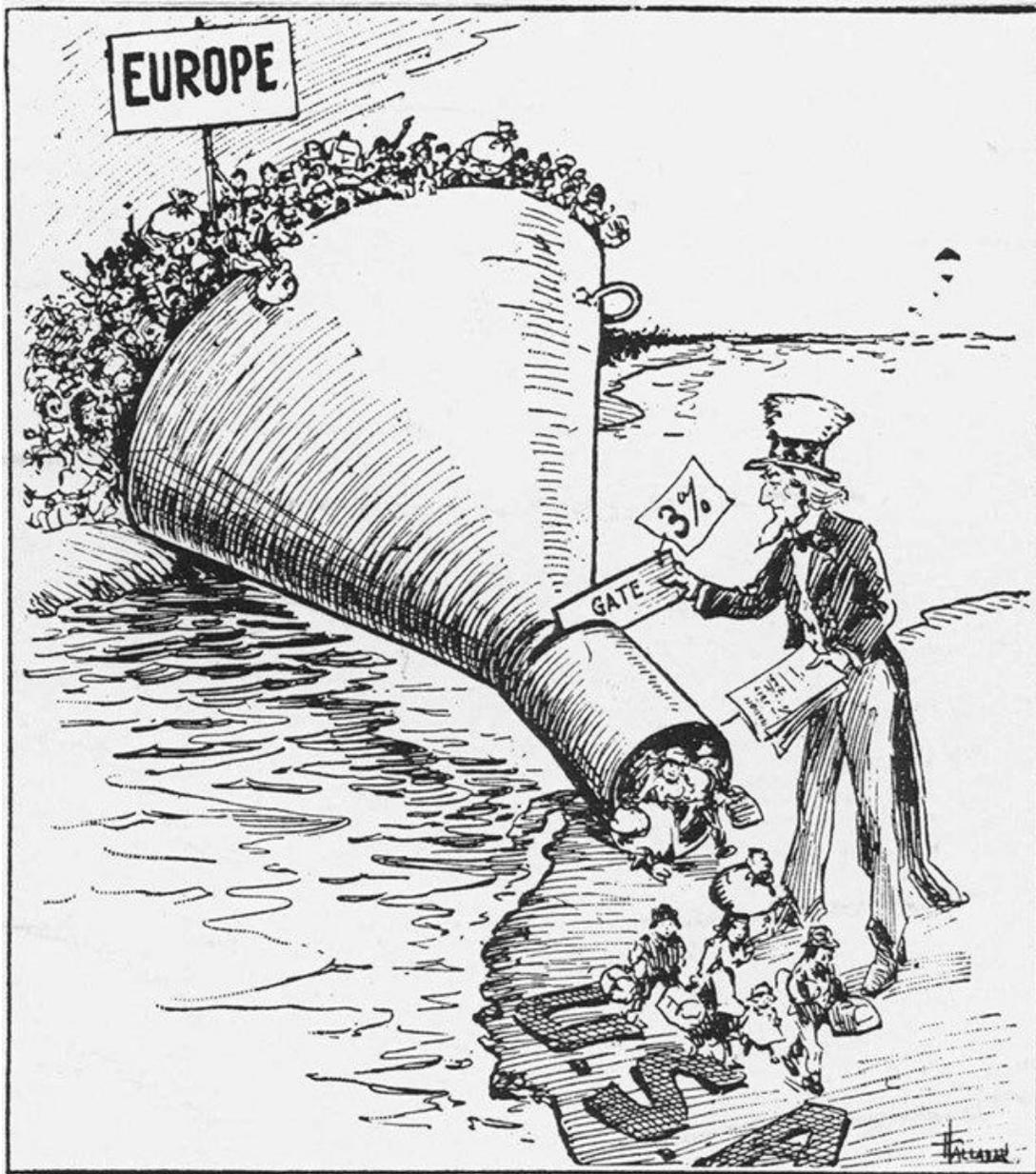
After looking at the map, write two data-based questions about the information provided.

1.

2.

Analyze:

What geographic features could aid or thwart travel away from Syria? Be specific in your response.



A 1921 political cartoon portrays America's new immigration quotas, influenced by popular anti-immigrant and nativist sentiment stemming from World War I conflict.

Library of Congress

"Be Just – Even to John Chinaman"

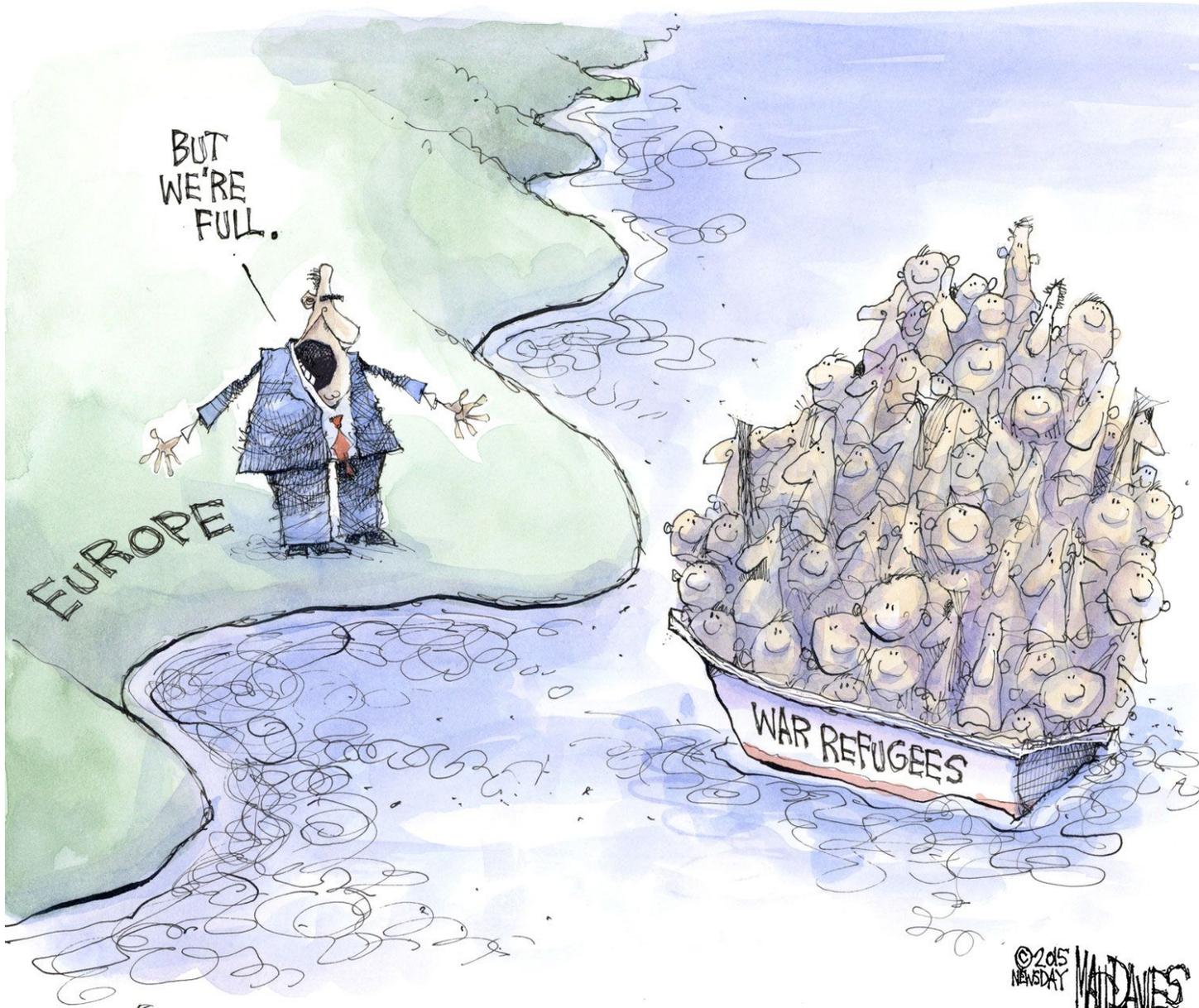


Judge Magazine, June 3, 1893. A man (Judge) says to Miss Columbia, "You allowed that boy to come into your school, it would be inhuman to throw him out now - it will be sufficient in the future to keep his brothers out." Note the ironing board and opium pipe carried by the Chinese. An Irish American holds up a slate with the slogan "Kick the Heathen Out; He's Got No Vote."

"Looking Backward"



Puck Magazine, January 11, 1893. Caption reads: "They would close to the new-comer the bridge that carried them and their fathers over."



EUROPE

BUT WE'RE FULL.

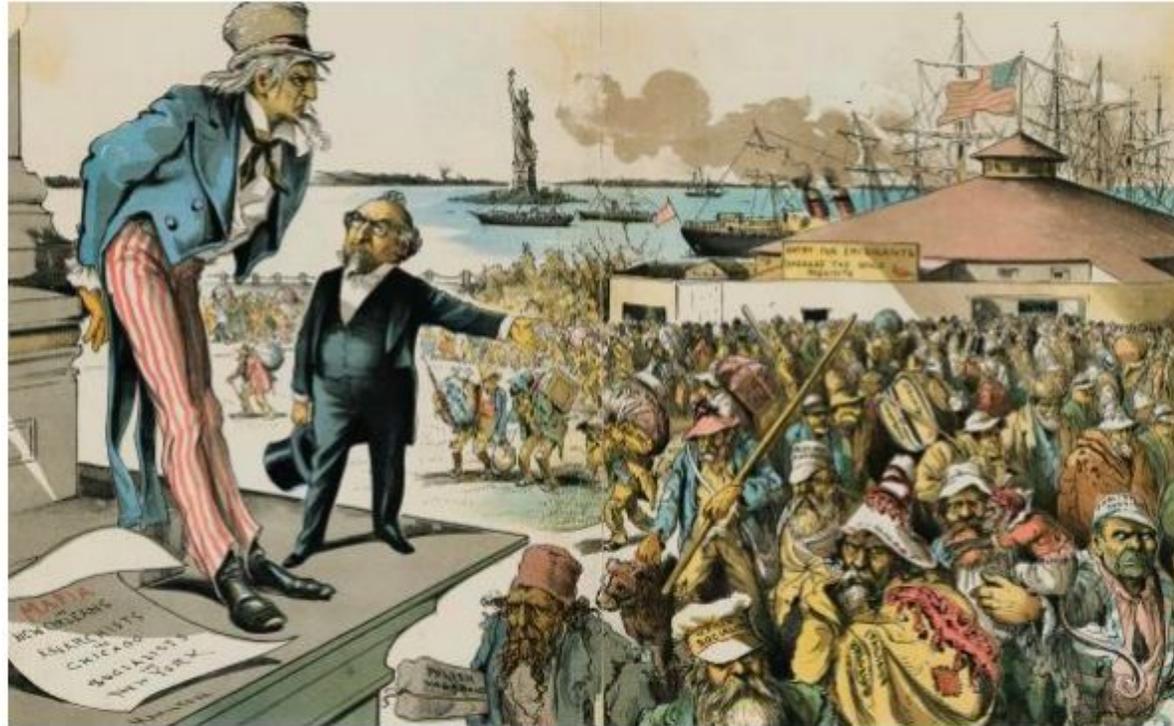
WAR REFUGEES

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NEWSDAY
MARK DAVIES



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"Where the Blame Lies"



Judge Magazine, April 4, 1891. Cartoon shows a man holding a top hat in one hand and gesturing toward horde of arriving immigrants labeled "German socialist," "Russian anarchist," "Polish vagabond," "Italian brigand," "English convict," "Irish pauper," etc., at Castle Clinton in New York City. A scowling Uncle Sam leans against a building, at his feet is a sheet of paper on which is written, "Mafia in New Orleans, Anarchists in Chicago, Socialists in New York." The man (Judge) says to Uncle Sam: "If Immigration was properly restricted you would no longer be troubled with Anarchy, Socialism, the Mafia and such kindred evils!"

FEBRUARY, 1927

OK

Syria For The Syrians

An account of the personal experiences of a Syrian physician who analyzes a condition and prescribes a remedy.

By DR. M. SHADID
of Elk City, Oklahoma.

I am a physician and surgeon, Was graduated 20 years ago and have been in the active practice of medicine and surgery ever since. Am married and have six children. I came to this country in 1898 when a mere lad of sixteen years. As a physician and surgeon, I have achieved a fair degree of success and happen to be forty-five years of age. Ever since my arrival in this country I have mingled with native Americans exclusively and can fairly say that I know America and the American mind.

Pardon the foregoing personal references, which I merely state as a preliminary to give weight to my conclusion which is succinctly stated in the caption of this communication, "Syria for the Syrians". By this I imply that of all countries Syria is the country of choice for Syrians to live in.

This conclusion has been borne upon me after a residence in the United States of America of 28 years. The reasons for this conclusion are cultural, social and economic.

The economic factor takes first rank with the average Syrian and for the very good reason that he left his native abode for economic reasons. The question therefore resolves itself into whether or not the Syrian in Syria can do as well economically as he can in the United States. I am of course speaking for the average Syrian and believe it holds true for the vast majority of the Syrians. The majority of the Syrian people in the United States will be better off economically in their native country. The needs of Syria are agricultural and Syrian agricultural possibilities have not been touched. Successful agriculture depends on available cheap land and cheap labor, and Syria has both of them.

Farming in Syria is still where it was in the middle ages. The land is plowed with a crooked stick, called a plow, drawn by a pair of oxen. The crops are harvested with the hand scythe and threshed with the same old primitive fashion. In spite of

all these primitive methods the people are still able to subsist. The land is fertile and productive and what can one not do with modern methods of farming? I am not a farmer and do not pretend to know very much about the needs of farming. But I live twenty miles from a prosperous Syrian colony where all are engaged in farming. These Syrians raise cotton, corn, wheat, poultry, and they all tell me that there is no reason in the world why they cannot go back home and engage successfully in agricultural pursuits. They seem to be awaiting the pacification of the country before returning home for that purpose.

Cotton in Syria should be a very profitable crop, indeed more so than in this country owing to the climatic conditions and to the availability of cheap land and cheap labor. And cotton is a world staple with a ready market. Egypt prospers with cotton raising, why not Syria? Corn and wheat may be produced in great abundance in Syria and I verily believe that the only way to stop emigration of our people to foreign lands lays in the educating of our people to the very great possibilities of farming. Personally I would be happy to join any group of profit-seeking and public-spirited Syrians who would band together and combine their fortunes in an effort to introduce modern methods of farming with a view to the salvation of Syria from economic ruin.

But farming, though the chief opportunity, is not the only one in Syria for the Syrians. Once agriculture is put on its feet, the country will become ready for other commercial and industrial enterprises. In this country all depend on agriculture; when farmers succeed all others succeed in proportion. When farmers fail, others fail also. The same will apply to Syrian agriculture. A Syria of prosperous farmers will mean a Syria of prosperous merchants, doctors and other technical workers. Once farming is established the needs of the country will call for telephones, railroads, manufactures of every description, mining and so forth.

From a social standpoint Syrians are subject to being ostracised not alone by native Americans but by all those peoples belonging to the Nordic branch of the White race. While native Americans are the worst offenders in this respect, it cannot be said that other Nordics are free from this offense. Indeed it may be said that among native born Americans there is more prejudice against foreigners in general and Syrians in particular than in any other country of the wide world, it seems.

Nor is this prejudice and social ostracism limited to any

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social stratum in American society. It permeates the mass of Americans without regard to class or station in life. The bulk of Americans is made up of the so-called middle class and this class is more emphatic in its prejudices than any other. Witness the organization of the Ku Klux Klan. It grew like a mushroom almost over night and its venom was spent more upon "foreigners" than Catholics, Negroes or Jews.

I live on Broadway, the main residential street in this provincial town of five thousand souls — all Americans — and across the street of me live two doctors, two "brother" physicians, both Klansmen. They recognize me professionally but ostracise me socially. Next door to me to the east lives an American whose father was an immigrant to this country, a Swede, who, too, is a Klansman. Next door to the west of me lives a banker, also a member of the "Invisible Empire". Needless to say these "one hundred-per-cent Americans" will have no social intercourse with men of foreign birth.

Just how an educated American, as all these men are supposed to be, can be descendants of the fathers of the American Revolution and still owe fealty to an "Invisible Empire" passes all comprehension.

I would not mind if this social ostracism affected me, and in no way affected my family, my wife and six children. Personally I do not care for society very much, my time being taken up with my daily professional duties and occasional readings and literary ramblings. But I do object to having my children feel that they are being discriminated against, they being native born, on my account. I object very strongly to my children being looked down upon or considered inferior by snobbish American children.

I have been a member of the Masonic fraternity for 24 years or thereabout, and when a year ago, after residing in this town for three years, I decided to become a member of the local lodge by sending in my demit from my home lodge, a member of the K. K. K. and an officer of the local Masonic lodge saw fit to black-ball me. I happen to know his reasons for it. I am a foreigner and therefore 'an anti-klansman and he thinks and believes it to be to the best interest of the Masonic fraternity to keep such out of the lodge.

A Syrian merchant who lived in Greer County, Oklahoma, for 15 years moved from one town to another in the same county and engaged in business. Soon after renting a store, he received

a communication on the official stationery of the hooded order warning him to keep away from the town at the risk of economic boycott and his own life. Another Syrian merchant's dry goods store was burned down soon after he received a threat by mail ordering him to move away from the town.

In this communication I am not finding fault with Americans. I am not saying that Americans are a bad people. I believe in the American people. I believe the American people are good people. I believe there is more good in the hearts of the American people than evil. I believe they compare favorably in general with other peoples. But, nevertheless, the subject of my thesis is that Syria is the proper place, the best country in the world, for the Syrian people.

I would rather live on equality with any people than to live on a basis of inequality anywhere in the wide world. I want to live in a country where I can look any man in the face as a sovereign citizen; where I would not need to be ashamed of my nativity, my ancestry, my racial traditions, etc. Where else in the world can a Syrian so live, except in Syria?

THE HUNTER'S PITY

Ibn Moussa Sheibany, one of the Arab sages, once gave the following parable on the true sense of pity:

A bird hunter went out once to spread his net on a windy day. The birds, both from being harassed by the winds and through the attraction of the grain, flocked to the net in large numbers. The hunter made a great haul and in order to hasten his work resorted to the simple method of breaking the birds' wings and throwing them alive in his bag, stopping at times to wipe the tears flowing from his eyes through the action of the wind and the dust.

Noticing this, one bird, who was glad for having his life spared, turned to one of his companions and said:

"How kind-hearted and compassionate this hunter is; see you not his flowing tears?"

To which the companion replied:

"Look you not upon the tears of his eyes, but rather upon the work of his hands!"

Readers' Forum

**SYRIANS HAVE
FAITH IN AMERICA**
Editor Syrian World.

In the case of Dr. M. Shadid the diagnosis is "Elkcitytis", that depressing affliction which overcomes so many folks, including Americans. For further information consult Sinclair Lewis' "Main Street".

Somehow, we can't forgive Dr. Shadid for his surrender and advice. We credit to him a greater degree of wisdom and culture than usually is possessed by the average man. His professional ability combined with his inherent culture should make him impregnable in the situations described in his letter. He claims twenty eight years spent exclusively with Amricians, and those should have meant a more than fair chance to attain that place in their society which apparently he craves. That he isn't the master of the situation may be due to the limited social advancement possible in a small town, half of which may be composed of cousins to the twenty-fifth degree, and feels sufficient in itself.

Despite all one's efforts to find for one's self a niche in the American community, which is American in every aspect, there is always that door through which one may not enter. The password is fourth generation Americanism. There are many who constantly feel obliged to express the opinion that to be truly American one must be able to claim a great grandfather born in the country. To a certain class this is the most vital qualification because it cannot claim any other distinction; whereas, the glory rightfully reverts to the pioneers who paved the way.

We remember that during our childhood, when we sang "America", we tried so hard to justify the fervor which we sang into the phrase "land where my fathers died". And, we also remember that we finally solved the problem satisfactorily to us. The child in us concluded that George Washington, the father of our country, must be our father because this is our country. We loved every word and phrase of "America", and no one can ever persuade us that our childish conclusion was wrong, and that we did not have as much right to sing the anthem as anyone else here.

For the foreigner who comes to these shores, imbued with the desire to be truly patriotic, there is the seemingly inevitable danger of losing his identity. Impulsively we reach out for the new things, and tend to lose sight of our own goodness. That transcendant process is naturally more difficult for Syrians. Unlike the Nordics and other Europeans, our people were not early settlers, and have yet to make their impression on the community.

There is nothing for us to conceal; on the contrary, we have much to reveal to our American brethren. Syria once led the world both in cultural and commercial pursuits, and we cannot be entirely devoid of the progressive qualities which made the name of Lebanon world-famed. We must always remember that the need for acquiring new ideals does not necessarily mean discarding the old. By dealing exclusively with Americans and excluding Syrian companionship, we will surely find ourselves betwixt and between, not a part of either group. We should be

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We

proud of being our own true selves, and we know from experience that our American friends admire us for what we are. It is difficult enough for an American housewife to convince her husband that her pies are as good as those his mother made! Why should we try to convince the husband when his own compatriot fails? Why bake pies if we can excel in kibbe? "Know thyself" is as true today as when the Greek philosopher uttered it. Before trying to be like someone else, we must know our limitations, as well as our possibilities.

It is surprising that Dr. Shadid is not grateful for having his children ignored by snobbish people. Why should anyone object to "being looked down upon or considered inferior" by snobbish Americans? To be considered inferior by an intelligent American... that is a question worthy of consideration. From Dr. Shadid's letter, we infer that he studied medicine in this country and was awarded his degree here; therefore, he certainly ought not to complain about being considered inferior.

As for the Ku Klux Klan, whose growth Dr. Shadid likens to a mushroom's, whereas it has existed for nearly one hundred years, we shall disregard its activities while we have a group of true Americans who have manifested their friendship for us by giving unstintingly to our Syrian schools and colleges. In a town the size of Elk City we suppose entertainment must be provided to break the ennui. The Klan provides it. In our opinion the Klan personifies that type of humans whose righteousness is perverted so as to magnify the faults of others and diminish its own.

We may be partly to blame for

not not having the proper entree into the American community. Dr. Shadid partly solved the reason why Syrians have been somewhat isolated, when he mentions the "Syrian colony... awaiting pacification before returning". Until we assume our share of all the community's responsibilities, we have no right to expect consideration and friendship. Who lives for himself must live by himself. As long as we have among us a group that assumes a "fly by night" attitude, we will be unable to take our position in any American community. The effect of a colony cannot be undone by one person, even though he be a professional man.

The ideas of rehabilitating Syria are splendid, and worthy of praise. From information gleaned for the past ten years, we are under the impression that there is a great number of unemployed in Syria. This number would, undoubtedly, be sufficient for undertaking the projects described by the doctor. Our presence in Syria is not as necessary as our financial assistance and the leadership of those who are qualified to be leaders.

The world as a whole does not consider a man's religion, his nationality, nor political belief with the stress that it did in former days. And the truth of this statement is unfortunately apparent only in times of disasters. Then, do nations arise to the need of their suffering brethren, just as America did at the time of the Japanese earthquake. Whether our neighbor thinks in terms as magnanimous as does the world at large is immaterial to us, for he has a right to his opinion, even though it may be bigoted. Hasty conclusions are detrimental to our welfare. Last summer we

read daily of the difficulties experienced between the American tourists and Frenchmen. Where the fault lay does not interest us as much as the fact that war was not declared. The sailing lists of Americans bound for France are as long as money will provide.

America has been too benevolent for us to permit one or one hundred bigoted so-called Americans to cause us to lose faith with our adopted country. A hegira of all Syrians to Syria may hardly be termed a remedy, and should not be considered even lightly. Dr. Shadid is a pioneer in Elk City. All the more honor to him when he reaches his goal.

E. K. S.

ANOTHER VOICE FROM THE MIDDLEWEST

Editor Syrian World.

I read Dr. Shadid's article in your February issue with great interest, also your editorial comment on same.

I live in a small town of about 2500, all Americans, with the exception of three Syrian families.

This section, unfortunately, was at one time the hot-bed of the so-called Ku Klux Klan. However, we have not been molested in any manner, and we believe we are respected as much as any of the so-called 100 per cent. Americans.

It is ridiculous to think or state that the Southwest is so infested with this propaganda that a foreigner cannot live here. There are hundreds, and safe to say, thousands, of foreign-born Syrians living in this country who are enjoying the sunshine and liberty and friendship in equal degree as the American citizen.

I have lived in the Southwest for

27 years, mingled with the Southwestern inhabitants of the United States, and I want to say that there is no better locality for a man who attends to his own business and obeys the laws of the country, to live in.

I note Dr. Shadid's article wherein he advocates emigrating back to the land of his birth, where his children may enjoy the same privileges as other children, and he will be respected among men.

I desire to say that my experience is that any Syrian conducting himself properly will be respected anywhere he goes.

My children attend the public schools of this country. They are on a par with any American-born children. They receive the same attention and courtesy as is shown any American pupil, and their scholastic and social standing is equal to that of any so called 100 per cent. American child.

If more of Dr. Shadid's type of men would emigrate back to Syria, carrying with them the ideas and civilization of America, it would be of great advantage to our mother-country, and every Syrian citizen of the North American continent would be glad to see him go back there and sow the seeds of liberty and advanced civilization which we have experienced in the United States.

The greatest trouble with the Syrians of the old country is lack of unity. If they would only unite in a common cause, they could do great things. If religious hatred and prejudices which now exist among the four factions of the mother-country could be blotted out, it would be a great godsend to the nation.

A. N. Adwon.

Wilson, Okla.

Name _____ Class _____

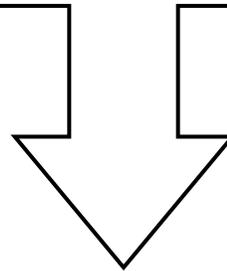
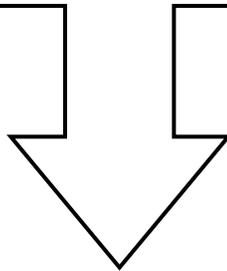
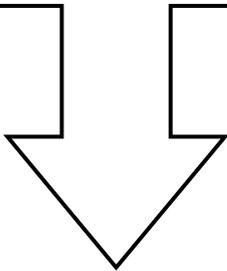
Supporting the Main Idea

Main Idea

Supporting Detail

Supporting Detail

Supporting Detail



Summary

GIST Template

Name _____

Article Title _____

Article Source _____

1. Read the article.

2. Fill out the 5Ws and H.

Who:

What:

Where:

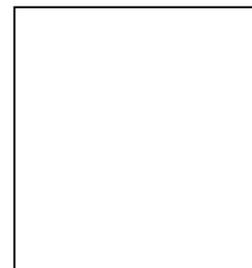
When:

Why:

How:

3. Write a 20-word GIST.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Single-point rubric for culminating writing activity

Areas of growth <i>Areas I'd like to improve or would like help with</i>	Standards to meet <i>Standards and expectations</i>	Highlights <i>Evidence of how I exceeded the standards; what I want you to notice</i>
	All parts of the prompt are clearly answered	
	The prompt is used to help write a thesis statement	
	The claim or thesis statement is clearly stated	
	Multiple details and examples support and develop the topic	
	Event sequences are organized.	
	Uses limited transitional words and phrases to signal shifts and relationships among experiences and events.	
	The idea from the claim or thesis statement is restated as part of the conclusion	
	Correct conventions are used, including punctuation and conventions	
TOTAL: ____ points	____ points	____ points

Name: _____

Date: _____

****Note:**** Teachers can build upon this single point rubric with specific criteria and point values for exceeding or not meeting the minimum standards. Alternatively, students can be coached and guided to self-assess and reflect on their own performance and write their evaluations in the respective columns. I typically provide the rubric multiple times, thereby allowing the opportunity to address their areas of growth and revise according to feedback. This type of rubric allows for a wider range of assessment values, especially useful for multiple proficiency levels.