I Live in a Refugee Camp
After fleeing her home, a 15-year-old girl must imagine a new future

About the Article
Levels
Lexile Range: 800L-900L
Guided Reading Level: U
DRA Level: 50

Learning Objectives
Through the eyes of a teenager growing up in a refugee camp, students will learn how people become refugees and how their lives change as a result.

Content-Area Connections
Social studies: current events, geography

Key Skills
Cause and effect, vocabulary, key idea, author’s craft, compare and contrast, key details, text features, inference, critical thinking, explanatory writing

Standards Correlations
This article and lesson support the following Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, SL.2, L.6
Check our website for more standards information.

Your Teaching Support Package
Here’s your full suite of materials, all of which you’ll find at storyworks.scholastic.com:

Video: “Beyond the Story: I Live in a Refugee Camp”

Audio:
• On-level version • Lower-Lexile version

Differentiated article:
• Lower-Lexile version (printable)

Skill Builders:
• Video Discussion Questions
• Vocabulary
• Close-Reading and Critical-Thinking Questions*
• Core Skills Workout: Cause and Effect, Summarizing,* Main Idea and Supporting Details,* Inference*
• Comprehension Quiz*
• Questions for English Language Learners
*Available on two levels
Bilan in this way? (author’s craft) Lewis probably wants readers to relate and feel connected to Bilan—to understand that before she fled her home, she lived a life similar to theirs.

• According to the first section, what is life like in Somalia? What have people there done as a result? (cause and effect) The section explains that life in Somalia is “difficult—and dangerous.” The country has been torn apart by war. Droughts and famine have caused death and suffering. As a result, hundreds of thousands of Somali people have escaped to nearby countries.

• Reread “Crisis After Crisis.” How did World War II affect people in Europe? What did countries around the world do to help? (cause and effect) World War II destroyed much of Europe, killing millions of people and forcing millions more to leave their homes. In response, countries around the world joined together to create the Office of the United Nations High Commissioner for Refugees (UNHCR), an organization that would help refugees rebuild their lives.

• Based on “Life in the Camp,” how does life in the Kobe camp compare with life in other refugee camps? (compare and contrast) Life in the Kobe camp seems safer and more comfortable than life in other camps. Some camps do not have enough food, water, or supplies; shelters are flimsy, and diseases spread quickly. In contrast, the Kobe camp is clean and well organized, and has basic necessities like food, shelter, and health care, plus schools and a market.

• Reread “What’s Next?” What eventually happens to refugees after they flee their homes? (key details) Some refugees are able to return home once it is safe again—although they may have to wait many years before this is possible. Others move to countries like the U.S., Australia, and Germany to
find new homes and start new lives.

- Look at the photos on pages 6-9, “A Day in Bilan’s Life.” What do these photos add to the story? (text features) The photos show Bilan doing normal daily activities in the Kobe camp, like cooking dinner, doing homework, and hanging out with her friends. They support the idea that she has learned to live an ordinary life in the camp, despite the challenges she faces.

**Critical-Thinking Questions**
- How has becoming a refugee changed Bilan’s life? How has she responded to those changes? Explain using details from the article. (cause and effect) Becoming a refugee has made Bilan’s life more uncertain and more challenging. She used to live in a comfortable home in a big city, but she now lives in a small shelter in an empty area. She does not know where she will end up living in the future. Yet Bilan has responded to these changes with resilience and a positive attitude. She works hard at school, has made friends, and tries to make the best of her new life.
- Consider Bilan at the end of the article. How might her experience as a refugee have affected her goal to become a doctor? (inference) As a refugee from Somalia, Bilan has seen people affected by terrible violence, drought, and famine. She has gone through the pain of having to leave her home. Seeing and experiencing such suffering probably inspired her to try to help other refugees in the future.
- Why is it important to learn about refugees? (critical thinking) Answers will vary. Students might say it is important because refugees are people in crisis who need help. Learning about their lives can inspire people to feel empathy toward them and support them.

**3. Skill Building**

**Featured Skill: Cause and Effect**
- Distribute the cause and effect Skill Builder and have students complete it in groups. Then ask them to respond to the writing prompt at the bottom of page 9.

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**For Struggling Readers**

As a group, look at the map on page 6. Point out Somalia, where Bilan is from, and Ethiopia, where she lives now. Then listen to the lower-Lexile audio version of the article together. Afterward, work together to make a list of details about what Bilan’s life was like in Somalia and a list of details about what her life has been like in Ethiopia.

**For ELL Students**

Ask students to look at the vibrant photos on pages 6-9 that depict a day in Bilan’s life. Have them practice speaking skills by saying what Bilan is doing. Students with basic skills can use the simple captions to form sentences, like “Bilan is cooking dinner.” More advanced speakers can add details about what they see.

**For Advanced Readers**

Ask students to go to storyworks.scholastic.com to read our October/November 2016 paired text “Escape From War,” about a young Syrian refugee named Dania. Then have them write a short essay comparing Dania’s experience as a refugee with Bilan’s.

**For Research**

Invite students to go online to gather more information about the world’s refugees—for example, which countries they mostly come from and where they end up living. Students can then turn what they learned into an infographic.