

This is an older resource which can provide ideas for teaching the Standards for student mastery using *Of Beetles and Angels*, but it is aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests.

<p><b>Course/Grade</b>          Grade 7 Novel Unit <i>Of Beetles and Angels</i> (850L)</p>	<p><b>Text Type</b>          Informational/Explanatory (22 days)  <b>Portfolio Writing Prompt:</b> After reading <i>Of Beetles and Angels</i>, write an essay that defines refugee camps and explains the conditions found in various camps. Support your discussion with evidence from the text and other sources. What conclusions can you draw about the effects of these camps on human beings?</p>
<p><b>Common Core Writing: Text Types, Responding to Reading, and Research</b>          The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)</p>	
<p><b>Informational Text</b>          Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (<i>What are the different types of poetry?</i>) and components (<i>What are the parts of a motor?</i>); size, function, or behavior (<i>How big is the United States? What is an X-ray used for? How do penguins find food?</i>); how things work (<i>How does the legislative branch of government function?</i>); and why things happen (<i>Why do some authors blend genres?</i>). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and precise writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. (CCSS, Appendix A, 23)</p>	
<p><b>Expectations for Learning</b>          Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.</p> <p>To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)</p>	

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**Strands: Topics**  
**Standard Statements**

**Reading for Informational Text: Key Ideas and Details**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
3. Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Reading for Informational Text: Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Reading for Informational Text: Integration of Knowledge and Ideas**

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Writing: Text Types and Purposes**

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from or supports the information or explanation presented.

**Writing: Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience has been addressed.
6. Use technology, including the Internet, to produce and publish writing, and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**Writing: Research to Build and Present Knowledge**

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for

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further research and investigation.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

**Speaking and Listening: Comprehension and Collaboration**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts and issues*, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**Language: Conventions of Standard English**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore and old [,] green shirt*).
  - b. Spell correctly.

**Language: Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
6. Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Instructional Strategies**

**Novel Vocabulary:** fatigue, malnourished, vagabonds, chaos, adobe, retrospect, casualties, mischievous, immobile, famine, emphatically, liberation, conjure, transatlantic, refugee, plight, sponsors, infamous, malignant, lorry, exude, malaria, coherence, dignity, sporting, clad, trekked, uncharacteristic, appalled, vandalizing, finagled, malnourished, indentured servant, declarations, infinitely, synagogue, plundered, monastery, shanty, epidemics, traverse, regime, emitted, explicit, morphed, guerrilla, millennia, toil, marginal, tenants, fruition

**Day 1**

- Introduce the book *Of Beetles and Angels* by Mawi Asgedom. Read the **Book Overview (appendix 2)**. When building background knowledge with students, review the focus question from Unit 3: *What should we learn?* Ask students to share ideas about what they might learn from traveling to another country. What if you were a refugee?
- **Quickwrite: Going to a Refugee Camp (appendix 3)**. What would it be like to travel to a refugee camp?
- Look at a map together ([link to world atlas Ethiopia and Sudan](#)) and point out important places in the autobiography. Ask students to recall their quickwrite assignments from earlier in the period and then read Chapter 1: “Memories” pages 1-3 out loud to the students as they follow along in their books. Use the **pronunciation guide (appendix 2)**. Have students write a summary of the chapter on **Going to a Refugee Camp**.
- Students discuss in groups how their quickwrites compare to what actually happened to Mawi. They then highlight words or phrases in common between their two paragraphs.
- Groups reread the last two paragraphs from Chapter 1 and discuss what is meant by the metaphors on pages 2-3 (fishermen; chaos). They finish **Going to a Refugee Camp** by analyzing a metaphor from the chapter.
- **Exit ticket: Vocabulary card (appendix 4-8)**.

**Day 2**

- Students silently read Chapter 2: “The Camp.” Students now do a **close reading** on a section of this chapter.
- After students have read the entire chapter, give them copies of **Student Handout: Close Read #1 (appendix 9)** so that they can annotate the text. If you prefer, students can use post-it notes to annotate pp. 10-11 in the text instead.
- Students reread the text in question (pp. 10-11) and annotate as they read.
- Teacher or proficient student reads the text in question as students follow along to further annotate.
- In cooperative groups, students answer text-dependent questions. Each question is asked separately, so the groups can discuss and come to consensus on this one question before sharing with the class. After the class shares, then the next question is asked. The questions can be typed utilizing SmartBoard or an overhead so that one question can be revealed at a time.
- The last text dependent question is a **formative assessment** for students to demonstrate their learning. It can be an individually written response, an oral response, or a group response.

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Teacher or proficient student reads aloud as students follow along	Vocabulary	Text-dependent questions
<p>Unfortunately, my family had much more to fear than imaginary snakes. Sudanese rebel groups waged their own war against the Sudanese government, and though the fighting never reached our camp, the Sudanese armies were always looking for new soldiers. They didn't hesitate to draft refugees.</p> <p>We also didn't know how long we could dodge the diseases that had conquered so many of our countrymen.</p> <p>One thing was certain: We could not seek safety in our homeland of Ethiopia. The <b>Eritrean</b> liberation groups continued their quest for independence and were joined by other Ethiopian liberation forces. If we returned home, my parents believed, we would be wiped out by the rebel group or by the <b>Dergue</b> army of Ethiopian dictator Mengistu Haile Mariam. <b>(Q1)</b></p> <p>So it was that my father started talking about a paradise called <b>Amerikha</b>, a distant land where everyone had a future. He told us that money grew on trees in <b>Amerikha</b>. Everyone was rich. Everyone had a home. Everyone had food. And everyone had peace.</p> <p>Everyone lived to be one hundred years old. And had access to free education. And no wars—no wars! Yes, everyone had cars, and no one had to work more than two hours a day. <b>(Q2)</b></p> <p>What a country! What a paradise!</p> <p>But such a faraway paradise included no relatives, no friends, and no one who spoke our language. Some villagers encouraged my parents to go; others begged them to stay.</p> <p>"Have you lost your mind, Haileab? Don't you care about your children? Don't you care about yourself?"</p> <p>"Don't believe all the stories, Tsege. You will be lost if you go there. You and your children will be lost. You'll end up washing their mules and other <b>livestock</b>." <b>(Q3)</b></p>	<p><b>Eritrean:</b> people from the country of Eritrea in Africa</p> <p><b>Dergue:</b> the socialist ruling body of Ethiopia</p> <p><b>Amerikh:</b> The United States of America</p> <p><b>livestock:</b> farm animals</p>	<p><b>Teacher Directions:</b> Check for comprehension of the bold-faced words in the text.</p> <p><b>(Q1)</b> Besides snakes, name three fears the family has about staying in the refugee camp.</p> <p><b>(Q2)</b> Father says about America: "...a distant land where everyone has a future." What are some of the positive visions of America that Father has? Analyze one of those positive aspects from the viewpoint of an American student. How true is that vision? Will Father be disappointed when he comes to America?</p> <p><b>(Q3)</b> What are some of the negative aspects of coming to America? Analyze one of those negative visions from the viewpoint of an American student. How true is that vision?</p>

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<p>“Go, Haileab. Don’t listen to them. Go, and take your family with you. Even if you remain poor, your children will become educated, and at the very least, you will have peace.”</p> <p>Would you go to paradise if it meant knowing no one? Would you give up everything you had ever known? <b>(Q4), (Q5)</b></p>	<p><b>(Q4)</b> Mawi asks, “Would you go to paradise if it meant knowing no one? Would you give up everything you had ever known?” Based on the information so far in the text, how do you think Mawi would answer those questions? Cite textual evidence that supports your response.</p> <p><b>(Q5)</b> Mawi calls America a “paradise.” Compare the refugee camp to the knowledge you have of the United States of America. Is this word an accurate word for him to use to describe this country? Explain, using evidence from the text to support your response.</p>
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- **Exit ticket: Vocabulary card (appendix 4-8).**

**Day 3**

- Students review Chapter 2: “The Camp” in order to complete **Description of a Refugee Camp Part 1 (appendix 10)**. This can be done as a class, small group, partners, or individually. Tell students to keep this paper as we will be adding to it throughout this unit. It will then become a reference sheet for the writing prompt. Give students the portfolio writing prompt: *After reading Of Beetles and Angels, write an essay that defines refugee camps and explains the conditions found in various camps. Support your discussion with evidence from the text and other sources. What conclusions can you draw about the effects of these camps on human beings?* Discuss the informational/explanatory rubric that is printed on the writing portfolio folder.
- Give students a list of the vocabulary words, **Student Handout: Vocabulary Pages 1-12 (appendix 12)**, from the two chapters “Memories” and “The Camp.” This is a partner activity. Students talk with their partner to predict the meaning of each word based upon their knowledge of root words and affixes. Next, they check the meaning in the dictionary and correct any errors as well as discover the origin of the affix. Discuss any similarities between words of the same origin that the students uncover.
- **Formative Assessment:** After reading Chapters 1 and 2 in the book, contrast American teachers and Sudanese teachers. Based on textual evidence and your observations, would it be better to have an American or Sudanese teacher? Why?
- **Exit ticket: Vocabulary card (appendix 4-8).**

**Day 4**

- Read Chapters 3 and 4 (15-26). Review vocabulary words (*conjure, transatlantic, refugee, plight, sponsors, infamous, malignant, lorry, exude, malaria, coherence, dignity, sporting, clad, trekked, uncharacteristic, appalled*). Model how to determine a word’s meaning by using context clues to figure out the unknown word. Check by replacing new meaning into original text (e.g., conjure: call up. That definition would work to

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replace the word *conjure* in the first sentence of Chapter 3. But if students said to trick or create spells, those definitions would not work in the context of the sentence). Spend time with each vocabulary word when it is encountered in the text.

- **Formative Assessment:** After reading Chapters 3-4, students should be prepared to answer and discuss the following questions. Students should try to incorporate new vocabulary into their response. This discussion can be whole class or group discussion. Question 4 should be a written paragraph.
  1. Explain why Mawi's trip to America was delayed, using evidence from the text. Is this a valid reason to delay his trip?
  2. Why did Tsege, Mawi's mother, "retreat to the other room" when the caseworker, Beth, came to visit? Use evidence from the text to support your response.
  3. The mother and father have different reactions to seeing television for the first time. Using evidence from the text, describe how each of them reacts to what they see on television.
  4. Summarize the major details of either Chapter 3 or 4.
- **Portfolio Writing:** Research: *The Write Source* (363). Discuss the primary reason for using research.
- **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 5**

- Read Chapter 5 "God's Angels" (28-31). In this chapter, the author discusses the meaning of the title *Of Beetles and Angels*. He then further describes one angel disguised as a beetle, and one obvious angel. Students will work in assigned groups to create a skit to show either the obvious angel or the angel described as a beetle. Students can also recall previous chapters to show other characters who were beetles. Students should use vocabulary and events from the book in their skits.
- **Formative Assessment:** Each group performs their informal skit at the end of the period. The audience guesses whether the skit portrays an angel or beetle.
- **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 6**

- Complete **Student Handout: Word Quadrants (appendix 13)**. This can be done as partners or individually. After the activity is complete, each student or pair shares one of their three words with the class.
- Students silently read Chapter 6 "Playground Warfare" (32-44). This chapter tells about school life for the newly arrived refugees.
- After reading, the teacher hands out slips of paper to students. See **Teacher Handout: Chapter 6 Points of View (appendix 14)**. Students will reread the section and role assigned to them and be prepared to tell the story from that character's point of view. Each student should write a rough draft paragraph of what they will say during the story retelling. The paragraph may be finished as homework if necessary.
- **Portfolio Writing:** *The Write Source* (364). Discuss whether *Of Beetles and Angels* is a primary or secondary source. How do you know?

**Day 7**

- **Formative Assessment:** Students perform a retelling of Chapter 6 "Playground Warfare" by sharing their assigned character's point of view in order of the chapter in the book. Debrief the class after the retelling by asking if this retelling from multiple points of view aids understanding of what the refugees endured when they first came to school.
- Ask students "What was the biggest obstacle Mawi and Tewelde had to overcome in school?" Any reasonable responses are acceptable.

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Some answers might be: 1) learning the language, 2) fighting, or 3) having to take the bullying because of the father's instructions.

- **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 8**

- Read Chapter 7 "Days of Mischief" (46-60).
- Discuss key elements of a summary using **Student Handout: How to Write a Summary (appendix 15-16)**.
- **Formative Assessment:** Write a summary of Chapter 7.
- **Portfolio Writing:** Sources: *The Write Source* (365-366, 368). Discuss why you would need to use the internet for your portfolio writing.
- **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 9**

- Read Chapter 8 "Libee Migbar" (62-72). Form groups to argue the question: "Is Tewolde an angel or beetle?" Cite evidence from the text to support your position. Include in your discussion what the title of this chapter means and how it relates to Tewolde. After 10 minutes of group discussion, come back together as a whole class and list Tewolde's characteristics on the Smartboard/chalkboard/overhead. Label each characteristic with a B or A (for beetle or angel).
- **Formative Assessment:** After reading Chapter 8, students should be prepared to answer the following questions:
  1. For what reasons could you classify Tewolde as an "angel"? Use textual evidence to support your answer.
  2. For what reasons could you classify Tewolde as a "beetle"? Use textual evidence to support your answer.
  3. Write a concluding sentence that states your claim as to which Tewolde is MOST like: a beetle or angel.
- **Portfolio Writing:** Evaluating Sources: *The Write Source* (376). How do we know when a source is reliable?
- **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 10**

- Read Chapter 9 "Coffee Tales" (74-82). Ask, "Why do you think the author waited until this chapter to tell more about Mawi's life in Africa?" and "What new information did we learn about Mawi and his family?"
- Distribute **Student Handout: Chapter 9 Coffee Tales Summary (appendix 17)** and **Student Handout: Compare Original Text to a Summary (appendix 18)**. Read the Chapter 9 summary and complete the graphic organizer to compare original text to a summary.
- **Portfolio Writing:** Thesis Statements: *The Write Source* (394). Students write a thesis statement for their portfolio writing.
- **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 11**

- Read Chapter 10 "The Making of a Man" (84-92). This chapter deals with Haileab (father) and his life before the refugee camp. Discuss the hardships Haileab had to overcome in order to practice medicine. Divide the students into groups to come up with the following lists:
  - Students will make a list of the hardships Haileab faced before becoming a doctor.
  - Students will make another list of the hardships Haileab faced after becoming a doctor.
  - Students will make a third list of Haileab's personality traits.



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Now students look at the hardship lists to see if they can link the hardships Haileab faced with the personality traits that he exhibits (e.g., Haileab is a religious man: Haileab was raised in a monastery). Students will need to think intuitively and understand cause-effect for this activity. It may need to be teacher-guided.

- **Formative assessment:** Student groups share their links (of hardships with personality) with entire class.
- **Portfolio Writing:** Students review their writing from **Description of a Refugee Camp Part 1 (appendix 10)** that they completed on Day 3. Students also review the portfolio writing prompt.
- **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 12**

- Read Chapter 11 “The Unmaking of a Man” (94-106). This chapter is about Haileab after he arrived in America.
- Reread the quote from Franz Kafka. **Quickwrite:** Why did the author choose to begin the chapter with this quote? Share answers and discuss. Then discuss the following text dependent questions about the chapter:
  1. On page 96, Haileab talks about doctors in America. What is his viewpoint about doctors and how are they different from doctors in Adi?
  2. What are some of the physical obstacles Haileab faced as he grew older?
  3. The author gives several pieces of evidence about how Haileab was becoming paranoid and irrational. Describe one of those scenes and how his actions are irrational.
  4. Explain Haileab’s “metamorphosis” into a beetle? Why does the author use that word on page 106? Give evidence from the text.
  5. Was Mawi proud or embarrassed by his father? Explain, using evidence from the text.
- **Formative Assessment:** Compare and contrast the author’s view of his father in Chapters 10 and 11. Write a paragraph explaining whether he is primarily an angel or a beetle. Use evidence from the text to support your opinion.
- **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 13**

- Review prefixes, suffixes, and root words. Find several examples in the book (e.g., *especially* p. 86; *attended* p.87).
- Ask students to complete with a partner or small group **Student Handout: Root Words and Affixes (appendix 19)**. Each group should share one of their words with the class.
- Read together **Student Handout: “The Life of a Teen Refugee” (appendix 20-21)**. Students should annotate the text during the first reading and take notes on **Description of a Refugee Camp Part 2 (appendix 10)**. Tell students the information from this article will be used for their portfolio writing.
- **Portfolio Writing:** Introductory paragraphs: *The Write Source* (398). Students write rough drafts of introductory paragraphs for their writing portfolio essay, incorporating their thesis statement that they wrote on Day 10.

**Day 14**

- Read Chapter 12 “Eying the Mountaintop” (108-119). Point out the foreshadowing on page 110 at the top, “I never could have imagined where those footsteps would lead me.” **Quickwrite:** Why does Mawi use foreshadowing here? What is the purpose of foreshadowing?
- **Formative Assessment:** After reading Chapter 12, students should be prepared to answer the following questions :

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1. Why was academic success so important to the author?
  2. Compare the counselor’s perception of the author’s future in college to Mawi’s perception of himself. Cite textual evidence from the book.
  3. Decide if Tewolde’s death had a positive or negative effect on Mawi’s future. Use evidence to support your opinion.
- Assign each person in a small group a different photo from the book. Students examine the photographs Mawi chose to accompany each chapter. How do the photographs enhance the reader’s enjoyment and understanding of the book? After 5 minutes, each student in the group should share his/her photo with their group, explaining how the photo impacts the story.
  - **Portfolio Writing:** Citing Sources: *The Write Source* (398-402). Create a citation as a model for students to follow. Students write a citation from *Of Beetles and Angels* to use in their portfolio writing.
  - **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 15**

- Students silently read Chapter 13 “Father Haileab” (120-131).
- Students do a **close reading** of the selected text below (125-128); distribute **Student Handout: Close Read #2 (appendix 22-23)**. They read and annotate this section, then listen as a teacher or proficient student rereads the text. Finally, in small groups, students answer a set of text dependent questions. Only one question at a time is given to students so that their group can fully explore this question before sharing the responses with the class and moving on to the next question. Students respond individually to the last question which is a **formative assessment** of the selection. (For more detailed information on close **reading**, look back to Day 2 of this unit).

Teacher or proficient student reads aloud as students follow along	Vocabulary	Text-dependent questions
<p>...the son of Tesfu called me in a panic. His family had just come to this country and had moved into their home. Then their youngest son, the big, <b>lumbering</b> one, went to take a bath.</p> <p>Well, Hailom had never taken a bath the American way and did not know how to open the water. He put his big hands on the two water openers, and instead of turning the openers, he pulled. <b>(Q1)</b></p> <p>I don’t need to tell you how strong he is. He <b>wrenched</b> both openers out of the wall. <b>(Q2)</b></p> <p>The water started trickling out at first, then rushed at him in fiercer bursts. Soon, it had flooded the bathroom and flowed to the rest of the house.</p> <p>The poor family <b>scurried</b> like a rooster with its head cut off, to the kitchen, to the basement, to the little pipes outside, looking for a way to turn the water off. But they had no idea what they were doing. The water kept climbing higher and higher, and damaging more and more of the townhouse, seeping into the</p>	<p><b>lumbering:</b> hulking; clumsy</p> <p><b>wrenched:</b> twisted and pulled</p> <p><b>scurried:</b> dashed; rushed</p>	<p><b>Teacher Directions:</b> Check for comprehension on the bold-faced words in the text.</p> <p><b>(Q1)</b> What does the phrase “open the water” mean? Why would the author write the phrase this way?</p> <p><b>(Q2)</b> Explain what Hailom did in words that make the meaning clearer to you. What happened?</p> <p><b>(Q3)</b> The author uses the idiom, “Rooster with its head cut off” to describe how the family rushed to turn off the water. Knowing what you know about the father, why might he choose that particular idiom? What in his background might enable him to think of rushing in these terms?</p>

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<p>walls and even into the appliances. <b>(Q3)</b></p> <p>Finally, the son of Tesfu knocked frantically on his neighbor’s door. He could not talk with her because he did not know English, but she understood that he needed help, and she ran back with him and turned off the central water source.</p> <p>But it was too late. The water had flooded the entire house, and worst of all, it had seeped into the walls. Permanent damage had been done.</p> <p>When the landlord saw his house ruined, he became crazed and took them to the <b>house of judgment</b>, claiming some thousands of dollars. But several thousand dollars might as well have been a billion dollars—they couldn’t pay it.</p> <p>I had already translated for them during their first days...so they came to me and begged me for help. Again, I did not know how I could help, but I could not refuse them.</p> <p>I told the judge...that I could translate. Again, I took the promise. After explaining the accusations to me, the judge asked me to ask them if they were guilty. I knew that we could not completely deny our guilt. The proof was too strong. But neither could we admit our guilt because then they would punish us <b>beyond our means. (Q4)</b></p> <p>“We are poor people,” I told the judge. “We do not know your language or your ways, especially when we first come here. They came to this country from the backcountries of Eritrea and Sudan, and there, we do not have plumbing systems. Here, you can easily open the water and take a drink or a bath. There, just to drink water, you might have to drag the water from the well, empty it into a kettle, and boil it to kill the parasites.</p> <p>“When this family came here, they did not know how to open the water. In fact, you are looking at a family that knew so little about life in America that when they came, they marked the same birth date for themselves. Look at their Medicaid Card here; it says that all six of them were born on January One. <b>(Q5)</b></p> <p>“The son went to the bathroom, hoping to take a bath, and instead, he flooded</p>	<p><b>house of judgment:</b> court house</p> <p><b>beyond our means:</b> more than we can afford</p>	<p><b>(Q4)</b> The father changes his pronouns from “I” and “them” to “we” in this paragraph, when he says “I knew that we could not completely deny our guilt.” He continues to use “we” for several more sentences. Why does he begin using “we”? What does that say about the way he views Tesfu’s family?</p> <p><b>(Q5)</b> What evidence does the father provide to prove that the family did not know about life in America? Cite the text where that evidence takes place.</p>
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<p>the house. We do not deny his mistake, and it seems that he should be punished. But let’s think about this: Who really made the mistake?</p> <p>“The landlord knew that his tenants were refugees from an undeveloped country. He knew that they had just arrived. Did he give them a tour of the house and explain the necessary things to them? Did he explain how to turn the fire on? Did he explain how to open and close the heat? Did he explain how to open and close the water?</p> <p>“Whose fault is it then, Father? Does the blame lie with these poor refugees? Is it fair to punish them for being unfamiliar with their new environment? Is it right to punish them for having had to flee their homeland against their will?</p> <p>“Or is it fair to blame the landlord, who did not take even one second to show them how to take care of his home? I think that the path of rightness is that the landlord should be on trial right now for not honoring the rule of landlords. He should have to pay them money for all of the time that they spent cleaning his flood and for all of the <b>anguish</b> that this experience has caused them.” <b>(Q6)</b></p> <p><b>(Q7)</b></p>	<p><b>anguish:</b> agony; pain</p>	<p><b>(Q6)</b> The father has changed the focus of the trial from the landlord suing for his damaged property to holding the landlord liable for the damage. What claim does the father make about the landlord that would prove him guilty? Does this claim have merit?</p> <p><b>(Q7)</b> Write a one paragraph response to the following prompt: Why did the author include this story about his father? What purpose does it serve in the autobiography?</p>
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- **Exit Ticket: Vocabulary card (appendix 4-8).**

**Day 16**

- Read Chapter 14 “Izgihare Yihabkoom” and Epilogue “Of Snakes, Butterflies, and Small Acts of Kindness” (132-138).
- **Formative Assessment:** After reading Chapter 14, students should be prepared to answer the following questions:
  1. Evaluate Mawi’s graduation speech given at Harvard’s commencement. Is his advice sound? Which parts of the speech did you find inspiring?
  2. How has Mawi been inspired by “beetles and angels”? Is this an appropriate name for this autobiography? Cite evidence from the text to support your response.
- Students read **Student Handout: Tragedy is Catalyst for Success (appendix 24-25)**. Complete the assignment using pink, yellow, blue and green markers and **Description of a Refugee Camp Part 1(appendix 10)**.
- **Exit Ticket: Vocabulary card (appendix 4-8).**

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**Day 17**

- [Mawi's trip to Africa](#) Note to teachers: This link takes you to Mawi's official teacher website which has lots of supplemental material including a PowerPoint presentation of Mawi's trip back to his homeland. Students should be instructed to pay particular attention to the settings in the PowerPoint, as he shows the landscape of the refugee camps. To get to the PowerPoint, click on "Mawi's Trip" in the zip files section.
- Students should take notes to add to **Description of a Refugee Camp Part 1 (appendix 10)**.
- Students read **Student Handout: Catastrophic Conditions for Sudanese Refugees in Chad (appendix 26)** and take notes in **Description of a Refugee Camp Part 3 (appendix 11)**.

**Day 18**

- Students complete their independent research of conditions in refugee camps. All information will be recorded on **Description of a Refugee Camp Part 4 (appendix 11)**.

**Day 19**

- **Portfolio Writing:** Teacher models an informative essay format using the student model from *The Write Source* (382-386).
- Complete the **Respond to the Reading** activity at the bottom of p. 386.
- Students organize the information from **Description of a Refugee Camp (appendix 10-11)**. One possible way to organize would be:
  - Body paragraph 1: Define refugee camps and the reason they exist. (green highlighter)
  - Body paragraph 2: Describe the conditions found in refugee camps using research as evidence. (blue highlighter)
  - Body paragraph 3: Explain what effect refugee camps have upon human lives, using Mawi and others from your research as evidence. (yellow highlighter)
- Other organizational structures are permitted as long as all questions from the prompt are addressed.
- Stress the importance of each paragraph having one topic or main idea. Refer to "**How to Write a Summary (appendix 15-16)**" from earlier in the unit.
- If time permits, students can create a topic sentence for each paragraph.

**Day 20**

- **Portfolio Writing:** Developing the Middle Part: *The Write Source* (399-401) and Ending Your Research Report: *The Write Source* (402).
- Students write a rough draft of their three paragraphs, using topic sentences they developed the day before and the organizational structure.
- Students write a rough draft of their concluding paragraph, using suggestions from *The Write Source*.

**Day 21**

- **Portfolio Writing:** Creating Your Works-Cited Page: *The Write Source* (403-404). Model an entry for this page using *Of Beetles and Angels* as your source. Since all students will be using this as one of their sources, students should copy your entry for their report.
- Students create a works cited page from the resources they used on **Description of a Refugee Camp (appendix 10-11)**. This will require teacher assistance to individual students.
- **Portfolio Writing:** Revising and Editing: *The Write Source* (405-407).

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- Students revise and edit their essays to prepare for their final draft.

**Day 22**

- **Portfolio Writing:** Publishing: *The Write Source* (407-408 for handwritten copies; 60 for typed copies)
- Students prepare the final copy of their essay for publication.
- **Student Handouts: Summative Assessment or Alternate Assessment (appendix 27-31).**

**Instructional Resources**

- Classroom set *Of Beetles and Angels*
- [link to world atlas Ethiopia and Sudan](#)
- [official teacher's guide](#)
- [SMART board lesson on prefixes and suffixes](#)
- Informative Writing Rubric found in introduction to curriculum guide
- *Write Source* (Textbook)

**Integration of Knowledge and Ideas (Strategies for Diverse Learners)**

- [additional info on Mawi](#)

*Pearson eBook Professional Development Guidebook*

- Vocabulary knowledge writing chart p.33
- 2 Column Response Journal p. 46

Alternate or Enrichment Reading:

- *The Lost Boys of Natinga* by Judy Walgren (1040L)
- *Brothers In Hope* by Mary Williams (670L)

Visual Representation:

- *Lost Boys of Sudan* DVD available at Columbus Metropolitan Library

**Professional Articles**

- [Close Reading a Text and Avoiding Pitfalls](#) Owl at Purdue
- [10 Ways to Develop Expository Writing Skills](#)

*Pearson eBook Professional Development Guidebook*

- "English Language Learners" p. 120
- "Infusing Culturally Responsive Instruction into Daily Teaching" by Sharroky Hollie p. 115

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<b>English Language Arts Connections</b>		
<p style="text-align: center;"><b>Reading</b></p> <p>Incorporate Common Core Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>	<p style="text-align: center;"><b>Language</b></p> <p>Incorporate Common Core Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>	<p style="text-align: center;"><b>Speaking and Listening</b></p> <p>Incorporate Common Core Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>

*Of Beetles and Angels*

Appendix



## Book Overview

### *Of Beetles & Angels...A Boy's Remarkable Journey from a Refugee Camp to Harvard*

This is the true story of Selamawi (Mawi) Asgedom and his incredible journey from his war-torn homeland of Ethiopia, to a refugee camp in Sudan, and finally to America where his struggles continued. In America he would eventually overcome language barriers, cultural differences, and financial challenges to earn a full-tuition scholarship to Harvard University.

Most of the book is devoted to recalling events that happened as Mawi grew up in a Chicago suburb and attended the school system there. There are many stories about how he and his brother had to fight to defend themselves against a culture that had no understanding or appreciation of Mawi's culture.

You also get to know much about Mawi's father and his philosophy on life and doing the right thing. We learn about how important his father was in Africa, though he was not formally educated and how his status seemed to plummet when he entered the United States. Through all of this, he manages to hold on to his values and teach his children much about life.

## ***Of Beetles and Angels – Pronunciation Guide to Tigrynia*** **Words and Names**

From the Official Teacher Website *Of Beetles and Angels*

Selamawi (Seh-leh-MA-wee) (Nickname "Mawi" is pronounced like the Hawaiian island)  
Tsege (SEE-geh) (hard 'G')  
Haileab (High-LOB)  
Tewolde (Teh-WOLE-duh)  
Mehret (MIH-ret)  
Hntsa (HIN-sah)  
Mulu (MOO-loo)  
Asgedom (OZ-geh-dome) (hard 'G')  
Adi (AH-dee) - homeland, country  
Tigrynia (Tig-GREEN-yah)  
Injera (Een-JAIR-ah)  
Sebhi (SEB-hee)  
Eritrea (AIR-et-rah)

Name \_\_\_\_\_

## Going to a Refugee Camp

**Quickwrite:** What if you had to flee to a refugee camp because your country was at war? How might you feel about it? What would you see along your journey to the camp? Predict what the journey would be like. Use specific images.

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After reading **Chapter One: Memories**, write images from the chapter. What did Mawi experience along the journey? How did his mother feel? His brother? Describe the woman he met on the journey. What happened to her?

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Now go back to your quickwrite and highlight words or images that appear in both passages.

## Metaphors

Metaphors make a direct comparison between two unlike objects or ideas. Reread the last two paragraphs of Chapter One (pages 2-3). After discussing with a partner, choose either the **fishermen** or **chaos** and explain what the metaphor means. Who is speaking here?

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*Of Beetles and Angels* Vocabulary Practice

Vocabulary Card Exit Tickets

Cut apart and use as a warm up or exit ticket with each chapter.

Chapter One (Memories): **fatigue**

Despite her **fatigue**, she walked and walked and walked trying to limp her way to safety across miles of stones and rocks.

In the sentence above, what does **fatigue** mean?

- a. energy    b. exhaustion    c. faith    d. joy

What word(s) in the sentence helped you determine the meaning of **fatigue**? \_\_\_\_\_

Chapter Two (The Camp): **adobe**

The little **adobe** made of sun-dried earth and straw was my home for the first four years of my life.

Use context clues in the sentence above to define the word **adobe**.

- a. train station                                  b. field belonging to a farmer  
c. house made of mud and straw              d. any structure made of wood and nails

What word(s) in the sentence helped you determine the meaning of **adobe**? \_\_\_\_\_

Chapter Three (Coming to America): **infamous**

Before a family could qualify for resettlement, it had to pass the **infamous** tests. No one knew which answers were right and which were wrong.

Which meaning of the word **infamous** best fits the one used in the sentence above?

Infamous (in-fa-mous) *adj* 1. Having a reputation of the worst kind. 2. Causing or bringing disgrace (an infamous crime) 3. Convicted of an offense bringing infamy. 4. detestable

- a. Definition 1  
b. Definition 2  
c. Definition 3  
d. Definition 4

What word(s) in the sentences above helped you determine the meaning of **infamous**? \_\_\_\_\_

\_\_\_\_\_

Chapter Four (A New Life): **trekked**

We **trekked** along the shoulder of Route 38. Needless to say, we drew plenty of looks. We walked until our new shoes tore into the soles of our feet.

What word in the passage above is a synonym for the word **trekked**?

- a. shoulder      b. tore      c. walked      d. drew

What word(s) in the sentences helped you determine the meaning of **trekked**? \_\_\_\_\_

\_\_\_\_\_

Chapter Five (God's Angels): **emitted**

He **emitted** the most ungodly odor, half from his nasty clothes and half from his smudged and muddy body.

What is the meaning of the word **emitted** in the sentence above?

- a. to issue formally for circulation, as paper money.      b. to release or discharge  
c. to utter or voice, as opinions      d. to issue, as an order or decree

What word(s) in the sentence above helped you determine the meaning of **emitted**? \_\_\_\_\_

Chapter Six (Playground Warfare): **explicit**

Every day, the TV news would broadcast **explicit** footage of the famine-stricken Ethiopians.

Which word below is not a synonym for the word **explicit** as it is used in the above sentence?

- a. vague      b. exact      c. distinct      d. clear

What word(s) in the sentence above helped you determine the meaning of **explicit**? \_\_\_\_\_

Chapter Seven (Days of Mischief): **morphed**

My siblings and I were puzzled when we came to America and heard of a strange holiday where children **morphed** into all manner of strange creatures and ran from house to house shouting “Trick or treat!”

What is the meaning of the word **morphed** in the sentence above?

- a. agreed                      b. ran                      c. transformed                      d. shouted

What word(s) in the sentence above helped you determine the meaning of **morphed**? \_\_\_\_\_

\_\_\_\_\_

Chapter Eight (Libee Migbar): **malnourished**

drought : water :: **malnourished**: \_\_\_\_\_ (drought is to water as malnourished is to \_\_\_\_\_)

Select the word that correctly completes the analogy above.

- a. anger                      b. sun                      c. food                      d. population

Explain the relationship between drought and water. \_\_\_\_\_

Is the same relationship true for the word you chose to go with malnourished? If not, change your response to get the same relationship as drought and water.

Chapter Nine (Coffee Tales): **guerrilla**

We walked at night because we feared that a plane would bomb us. From the sky, a pilot could not tell the difference between civilians and **guerrilla** fighters.

**Etymology:** early 19th cent. (introduced during the Peninsular War (1808-14): from Spanish, diminutive of *guerra* ‘war.’

Based on the etymology and the passage above, which is the best definition of the word **guerrilla**?

- a. animal in a zoo                      b. type of airplane                      c. weapon                      d. type of soldier

How does knowing the etymology of a word help you understand the meaning? \_\_\_\_\_

\_\_\_\_\_

Chapter Ten (The Making of a Man): **millennia**

My father moved to a monastery, where he lived with Christian monks and learned ancient verse and holy chants from **millennia** past.

Use the synonym clue in the above sentence to choose the best definition of the word **millennia**.

- a. a thousandth anniversary
- b. a period of a thousand years
- c. a period of happiness, especially in the indefinite future
- d. a time of celebration

Which word is the synonym clue in the sentence? \_\_\_\_\_

Chapter Eleven (The Unmaking of Man): **toil**

Such is the fate of many immigrant fathers, especially those from third-world countries. Those who can find work often **toil** at menial jobs. Those who cannot, stay home.

*Noun*

- 1. *Hard continuous work; exhausting labor or effort.*
- 2. *A laborious task.*

*Verb*

- 1. *To engage in hard and continuous work; labor arduously*
- 2. *To move or travel with difficulty or pain.*

Use the dictionary entry to select the best definition of the word **toil** as it is used in the passage above.

- a. Noun-hard work
- b. Noun-laborious task
- c. Verb-to engage in hard work
- d. Verb-to move with difficulty

What word(s) in the sentences above helped you determine the correct meaning and part of speech of the word **toil**?

\_\_\_\_\_

Chapter Twelve (Eyeing the Mountaintop) : **marginal**

Even with the support of my coach, I made only **marginal** progress during my sophomore and junior years.

The clues “even with the support of my coach” and “only” indicate that **marginal** probably means which of the following?

- a. a lot of something
- b. unknown
- c. exciting
- d. minimal

Which word(s) might be an antonym for **marginal**? \_\_\_\_\_

Chapter Thirteen (Father Haileab) : **tenants**

The landlord knew that his **tenants** were refugees from an undeveloped country.

The clue “landlord” indicates that the word **tenants** probably means which of the following?

- a. a person who rents a house
- b. a person who owns the property
- c. a person who is an immigrant
- d. a person who is homeless

How is the word **tenants** an important word in this chapter? \_\_\_\_\_

\_\_\_\_\_

Chapter Fourteen (Izgihare Yihabkoom) : **fruition**

My father departed before it came to full **fruition**, but the dream that he and my mother shared has already begun to come true.

Select the best definition of the word **fruition** as it is used in the sentence above.

- a. failure
- b. state of bearing fruit
- c. attainment of something desired; realization
- d. loss of anything desired

Which word(s) in the sentence above helped you determine the meaning of the word **fruition**? \_\_\_\_\_

\_\_\_\_\_

# Close Read #1

From *Of Beetles and Angels* (pp. 10-11)

Unfortunately, my family had much more to fear than imaginary snakes. Sudanese rebel groups waged their own war against the Sudanese government, and though the fighting never reached our camp, the Sudanese armies were always looking for new soldiers. They didn't hesitate to draft refugees.

We also didn't know how long we could dodge the diseases that had conquered so many of our countrymen.

One thing was certain: We could not seek safety in our homeland of Ethiopia. The **Eritrean** liberation groups continued their quest for independence and were joined by other Ethiopian liberation forces. If we returned home, my parents believed, we would be wiped out by the rebel group or by the **Dergue** army of Ethiopian dictator Mengistu Haile Mariam.

So it was that my father started talking about a paradise called **Amerikha**, a distant land where everyone had a future. He told us that money grew on trees in *Amerikha*. Everyone was rich. Everyone had a home. Everyone had food. And everyone had peace.

Everyone lived to be one hundred years old. And had access to free education. And no wars—no wars! Yes, everyone had cars, and no one had to work more than two hours a day.

What a country! What a paradise!

But such a faraway paradise included no relatives, no friends, and no one who spoke our language. Some villagers encouraged my parents to go; others begged them to stay.

“Have you lost your mind, Haileab? Don't you care about your children? Don't you care about yourself?”

“Don't believe all the stories, Tsege. You will be lost if you go there. You and your children will be lost. You'll end up washing their mules and other **livestock**.”

“Go, Haileab. Don't listen to them. Go, and take your family with you. Even if you remain poor, your children will become educated, and at the very least, you will have peace.”

Would you go to paradise if it meant knowing no one? Would you give up everything you had ever known?



Name \_\_\_\_\_

## Description of a Refugee Camp

**Part 1:** Description from “The Camp” (pp. 5-12) *Of Beetles and Angels* and PowerPoint

Housing	Food	Water	Education Employment	Health/ Diseases	Games/ Recreation	Babies/ Elderly	Community Life

**Part 2:** Description from “The life of a teen refugee” from *Intelligencer Journal*

Housing	Food	Water	Education Employment	Health/ Diseases	Games/ Recreation	Babies/ Elderly	Community Life

**Part 3:** Description from “Catastrophic Conditions for Sudanese Refugees” from Doctors without Borders

Housing	Food	Water	Education Employment	Health/ Diseases	Games/ Recreation	Babies/ Elderly	Community Life

**Part 4:** Description from \_\_\_\_\_

Housing	Food	Water	Education Employment	Health/ Diseases	Games/ Recreation	Babies/ Elderly	Community Life

Of Beetles & Angels

**Pages 1-12 vocabulary**

**Directions:** Complete the chart by using the context clues on each identified page to determine the meaning of each vocabulary term. Then, using a dictionary or other type of resource, determine if the word has a Greek, Latin or Anglo-Saxon root and/or affix.

Page	Meaning of vocabulary word based on context	Root and/or affix origin
1	Fatigue	
2	Malnourished	
3	Vagabonds	
3	Chaos	
5	Adobe	
7	Retrospect	
7	Casualties	
8	Mischievous	
8	Immobile	
8	Famine	
9	Emphatically	
10	Liberation	

# Word Quadrants Vocabulary Activity

Select three of the following nine vocabulary words and complete a Word Quadrant for each:

exude    vagrant    coherence    dignity    sporting  
 clad    trekked    uncharacteristic    appalled

Word: \_\_\_\_\_

<p><b>Meaning of the word:</b> Define the word. There may be more than one definition. If so, number each.</p>	<p><b>Connecting with the word:</b> Describe several ways that this word could connect to Mawi's life in the book.</p>
<p><b>Thinking about the word:</b> What is the opposite meaning of this word and what are some of its antonyms?</p>	<p><b>Playing with the word:</b> Do one or both of the following: 1) Make a sketch that represents the word. 2) Create 3 similes ("word" is like_____)</p>

## Chapter 6 Points of View

Father p. 33 Attitude towards education	Mother p. 33 Attitude towards education	Mawi p. 34 Belief in parents
Mawi pp. 34-top of 35 Patrolling the playground	Tewolde pp. 34-top of 35 Patrolling the playground	Classmate pp. 34-top of 35 Jeering and fighting
Classmate p. 34-top of 35 Jeering and fighting	Classmate p. 34-top of 35 Jeering and fighting	Sam (pp. 35-36) Beating on Mawi
Mawi (pp. 35-36) Fighting with Sam	Tewolde (pp. 35-36) Saving Mawi from Sam	Mehret (p. 36) Smashing into fence
Classmate (middle of p. 37) "Hey, Salami"	Mulu (middle of p. 37) Surviving high school	High school student (p. 37) Singing "We are the World"
Frank (pp. 37-38) Fighting	Mbago (pp. 37-38) Fighting	Mawi (pp. 37-38) Fighting Frank and Mbago
Tewolde (pp. 37-38) Fighting Frank and Mbago	Ms. Cobb, Principal (p. 39) Warning notice	Father (pp. 39-40) Re: fighting
Mawi (p. 40) Talk with father	Tewolde (p. 40) Talk with father	Dennis (p. 41) Jumping Mawi
Marc (p. 41) Jumping Mawi	Mawi (p. 41) Being jumped	Jake (pp. 41-42) Threatening Tewolde
Tewolde (pp. 41-42) Being threatened by Jake	Mawi (pp.43-44) Chinese stories	Tewolde (pp. 43-44) Chinese stories

## How to Write a Summary

1. Read the passage carefully.
2. Reread, label, and underline. Divide the passage into sections.
3. Write one-sentence summaries.
4. Write a thesis--a one-sentence summary of the entire passage. The thesis should express the central idea of the passage.
5. Write the first draft of your summary by (1) combining the thesis with your list of one-sentence summaries or (2) combining the thesis with one-sentence summaries plus significant details from the passage. In either case, eliminate repetition.
6. Check your summary against the original passage.
7. Revise your summary, inserting transitional words and phrases where necessary to ensure coherence.

From *Writing and Reading Across the Curriculum*, by L. Behrens and L. Rosen.

To divide the chapter into parts, look at the events that occur during the chapter. Here are the major events. Write a one sentence summary of each event.

New Year's Celebration in Sudan	
Halloween before Kiros	
Halloween after Kiros	
Stealing parking meters	
Father's story of son and tiny egg	

Now, write a one sentence summary of the entire chapter. What is the main focus of this chapter? This would be your thesis statement.

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Combine your thesis statement with your one sentence summaries from each event. Add transition words and major details to make the meaning clear.

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Reread your summary. Does it tell the most important parts from Chapter 7? You have now written a chapter summary. Congratulations!

## *Of Beetles and Angels*

### Chapter 9: Coffee Tales Summary

Mawi describes how certain subjects were never discussed in his household, especially the year his father left them in their homeland. However, he and his siblings eventually learned of the reasons and hardships of that nightmarish year by listening in on his mother's visits with guests from her homeland. As guests drank coffee, Mawi's mother recounted the tale. The family had had a nice home and Haileb, Mawi's father set up a medical clinic. Haileb had a natural ability to treat people and he would treat everyone who needed medical attention. When the Ethiopian government waged war on the rebel groups, Mawi's father feared he would be killed or forced to work as a doctor for one of the armies. He fled to Sudan and sent word for his family to leave their home and village and join him. In the meantime, Mawi's mother tried to keep her family safe and healthy. Eventually, she sold their possessions, loaded food onto donkeys, and began their journey to Sudan. They walked during the nights to escape the armies' notices, thus causing the children to become sick. When they arrived at a small village, kind villagers gave them shelter and medical attention. The family continued their journey after several weeks delay. The family reached Sudan, but continued going from place to place searching for Haileb until one village knew of him. Haileb came for his family, cared for and treated them, and the family regained their health. The family moved to a refugee camp and lived there for several years. The family finally came to live in America.



## Compare Original Text to a Summary

	Main Ideas	Critical Details
Original Text		
Summary		

## ROOT WORDS AND AFFIXES

**Directions:** Use the book *Of Beetles and Angels* to find ten words with a root word, prefix, and suffix. Write the word and its parts in the correct column. Include the page number where the word was found. The first one is done for you.

PREFIX	ROOT WORD	SUFFIX	NEW WORD
a-	wake	-en -ing	awakening Page <u>95</u>
			Page__
			Page__
			Page__
			Page__
			Page__
			Page__
			Page__
			Page__
			Page__

Names: \_\_\_\_\_  
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## The life of a teen refugee

Teens share the stories of their struggles

*Intelligencer Journal*

Lancaster New Era

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Lancaster

By ALEX WENGER, 19, Freestyle Staff Writer

Imagine if soldiers forced you from your home overnight and all of your things were stolen or destroyed. Then, with nothing but the clothes you were wearing, you were sent to another country to live in a refugee camp for 18-plus years without electricity or running water.

"I can't describe the feeling I have right now," said 20-year-old Milan Neopany as he recounted the trials and hardships he, his family and friends have gone through first as refugees fleeing from Bhutan, then as immigrants in Lancaster County.

In the late 1980s, the small Himalayan nation of Bhutan underwent an "ethnic cleansing." The ruling Northern Bhutanese government outlawed the language and culture of the Southern Bhutanese who had immigrated from Nepal in the late 1800s. The Southerners were forced to wear the traditional clothing of the Northern Bhutanese. But in the end, they were re-classified as "illegal immigrants," and more than 100,000 people were forcefully expelled from their homes and had everything taken from them, said Rup Dhimal, 14, a student at J.P. McCaskey High School.

"According to my grandfather, my parents, we were almost rich in Bhutan. We had many yards of land. We had our own house. We had farm. We had many kinds of animals like elephant, horses, everything," Dhimal said. That was before the Northern Bhutanese government forced them from their homes. Rup never knew the Bhutanese life. He was born in a refugee camp in Nepal.

"Many of the soldiers and armies came in the home and robbed people. They were forced to do things people don't want to do," Milan explained. "We then moved from the country due to the living environment. And we spent more than 19 years in refugee camps as refugees."

Even though the refugees were returning to their ancestral homeland, they were not welcomed with open arms. "We were dominated by the locals," Milan said.

The Bhutanese were not allowed to hold positions of power or influence in Nepal. They were legally not allowed to leave the refugee camps to find work. The little work that was available was hard, manual labor. Occasionally the locals would simply refuse to pay the Bhutanese for their work. "We lived a life like a stray dog," he said. Milan described living in a refugee camp as "putting somebody in prison." The houses these refugees lived in for almost two decades were a sharp contrast to their previous life.

"We lived 18 years in Nepal in a house that was made of bamboo and thatch," Rup said of his family's home. His sister, Uma Dhimal, 17, a senior at McCaskey, also was born in the refugee camp. She remembers that large families were packed together in these small bamboo houses. Their family of 17-18 people shared two houses since it was so large, she said, but they all ate in the same kitchen.

Sisters Renuka and Krishna Gurung share similar memories of growing up in the refugee camp. The Gurung family was also a family of successful farmers in Bhutan. They had a large farm and were also considered "almost rich" before they were expelled to the refugee camps.

Renuka remembers that they had to build their own house out of bamboo. "They gave us bamboo, but we have to buy from the village area, and we had to bring the bamboo in our home, and we had to make our home. And we didn't have anything. That was really bad or sad," Krishna said. "When there was heavy rain, when there was heavy storm, maybe our home would be destroyed."

There is no electricity or plumbing and poor medical facilities in the camps, Rup said. "And we had water, the fountain, but we need to walk around a half mile to get water to drink."

In the camps, the teens received free schooling courtesy of several international aid organizations, but even with an education, there were few opportunities for the teenagers after school, according to Tek Chherti, 18, a senior at McCaskey.

All the teens and their families came to Lancaster about two years ago, resettled by the Lancaster Branch of Church World Service, one of two refugee resettlement organizations in Lancaster. There now are more than 800 Bhutanese refugees who call Lancaster County their home. Church World Service helps these families find housing, furniture and jobs for the parents. "Our goal is to make them self-sufficient as fast as possible, as soon as possible,"

## The life of a teen refugee page 2

said Jackie Sahd, an employee of Church World Service who works with the Bhutanese families. Coming to America was a big contrast for the teens, who had only ever known the refugee camps.

"For us, for Bhutanese refugees, America is like another planet or another universe," said Milan. "Everything looks complicated and advanced and professional," he said.

"When we were in Nepal, I haven't seen a computer or laptop," Uma said. "But here we have a computer and laptop in our home. And we have a good house here, even though it's an apartment. We don't need to be frightened with the rain or wind, because we have an apartment."

But American life has not been without its own set of challenges for the teens. Technology was one. Shortly after beginning high school in America, Milan was expected to create a computer presentation and present it to the entire class.

"My personal case ... it was my first time using the computer," Milan laughed. "Using computer, it was my first time seeing (a) computer! Can you imagine how hard that is? And on top of that we are having language barrier." All the teens agreed that English has been the biggest challenge they've faced by far.

Renuka explained that they received English instruction as part of their schooling in the refugee camps, but it was only for one period of their entire school day, as opposed to her current schooling at Harrisburg Area Community College, where all of her classes are instructed in English. Rup added that in Nepal, even while they learned English they had few opportunities to practice their conversational skills. Uma, who wants to become a nurse practitioner, said it's hard for Bhutanese students to maintain a good GPA because of English-related subjects. Milan agreed and said that subjects like math and science were easier than subjects that required a broad English vocabulary. Another challenge the teens face with English has been the pronunciation.

"In Nepal they speak British English," Rup explained. For the first couple of months he said that he couldn't understand what people were saying to him, "then I became better."

"When we talk with (Bhutanese) friends in our language, (other students) make fun (of us). And when I speak English they do not understand, and they make fun," Tek said.

While it was hard to make friends initially, Milan said that he now has many American friends. "We never had this friendly environment when we were in Nepal. We were dominated by the locals." Milan said. Milan also credits the help that he and his fellow refugees have received. "Church World Service, many schools and other organizations and other local people ... they had a great part in our achievement," Milan said. "I can't just explain their work and gratefulness towards (the) Bhutanese. I just highly admire their effort and time on us. ... They have a permanent spot on my achievement."

Despite the challenges with language and technology, Milan was able to maintain a 4.12 GPA in high school and received several college scholarships. He is now a freshman at Lock Haven University of Pennsylvania where he is studying health sciences. He wants to become a physician's assistant.

While Milan has done well in school and made a lot of friends in his new life, he said it's been even harder for his parents. He said he is deeply grateful for the sacrifices and struggles they've gone through to make a better life for their children. "And our Bhutanese parents, they are the greatest parents in this universe. They sacrificed a lot. They sacrificed their whole life for their children. Can you imagine the conditions that they can't even say 'hi,' and they can't just say their name," Milan said, his voice charged with emotion. "They're in America just for us!"

"And my parents think that if we come to the United States there are much more facilities in education and in medical that I can build my future better, my sister can have a better future," Rup said. "And we don't have to work as hard as our parents."

A world of "tolerance and acceptance" is key to their futures, Sahd said. "Especially for the refugees, because a lot of them are timid or they don't know how they're going to be perceived," Sahd said. "So an American going slightly out of their way, can go a long way for them."

The journey from Bhutan to refugee in Nepal to student in America has been long and hard for the teens. "(There are) language, technical, social and some cultural barriers for teenagers," Milan said. "But you know, we have time to learn. We have hope that we'll be fine after some time. It is challenging, but interesting. We are not depressed." He said that in America they see an opportunity for a better future. "We never had this opportunity before," Milan said.

## Close Read #2

From *Of Beetles and Angels* pp. 125-128

...the son of Tesfu called me in a panic. His family had just come to this country and had moved into their home. Then their youngest son, the big, **lumbering** one, went to take a bath.

Well, Hailom had never taken a bath the American way and did not know how to open the water. He put his big hands on the two water openers, and instead of turning the openers, he pulled.

I don't need to tell you how strong he is. He **wrenched** both openers out of the wall.

The water started trickling out at first, then rushed at him in fiercer bursts. Soon, it had flooded the bathroom and flowed to the rest of the house.

The poor family **scurried** like a rooster with its head cut off, to the kitchen, to the basement, to the little pipes outside, looking for a way to turn the water off. But they had no idea what they were doing. The water kept climbing higher and higher, and damaging more and more of the townhouse, seeping into the walls and even into the appliances.

Finally, the son of Tesfu knocked frantically on his neighbor's door. He could not talk with her because he did not know English, but she understood that he needed help, and she ran back with him and turned off the central water source.

But it was too late. The water had flooded the entire house, and worst of all, it had seeped into the walls. Permanent damage had been done.

When the landlord saw his house ruined, he became crazed and took them to the **house of judgment**, claiming some thousands of dollars. But several thousand dollars might as well have been a billion dollars—they couldn't pay it.

I had already translated for them during their first days...so they came to me and begged me for help. Again, I did not know how I could help, but I could not refuse them.

I told the judge...that I could translate. Again, I took the promise. After explaining the accusations to me, the judge asked me to ask them if they were guilty. I knew that we could not completely deny our guilt. The proof was too strong. But neither could we admit our guilt because then they would punish us **beyond our means**.

"We are poor people," I told the judge. "We do not know your language or your ways, especially when we first come here. They came to this country from the backcountries of Eritrea and Sudan, and there, we do not have plumbing systems. Here, you can easily open the water

and take a drink or a bath. There, just to drink water, you might have to drag the water from the well, empty it into a kettle, and boil it to kill the parasites.

“When this family came here, they did not know how to open the water. In fact, you are looking at a family that knew so little about life in America that when they came, they marked the same birth date for themselves. Look at their Medicaid Card here; it says that all six of them were born on January One.

“The son went to the bathroom, hoping to take a bath, and instead, he flooded the house. We do not deny his mistake, and it seems that he should be punished. But let’s think about this: Who really made the mistake?

“The landlord knew that his tenants were refugees from an undeveloped country. He knew that they had just arrived. Did he give them a tour of the house and explain the necessary things to them? Did he explain how to turn the fire on? Did he explain how to open and close the heat? Did he explain how to open and close the water?

“Whose fault is it then, Father? Does the blame lie with these poor refugees? Is it fair to punish them for being unfamiliar with their new environment? Is it right to punish them for having had to flee their homeland against their will?

“Or is it fair to blame the landlord, who did not take even one second to show them how to take care of his home? I think that the path of rightness is that the landlord should be on trial right now for not honoring the rule of landlords. He should have to pay them money for all of the time that they spent cleaning his flood and for all of the **anguish** that this experience has caused them.”

## The Chicago Tribune

### Tragedy is Catalyst for Success

By LeAnn Spencer  
Tribune Staff Reporter  
May 2, 2001

Selamawi "Mawi" Asgedom, former African refugee and new author, sprawls on a sofa in his mother's modest apartment in Wheaton talking of hopes and dreams. Crowding a small table is an array of spicy native dishes along with distinctly Western beverages, cans of cold Pepsi and a jug of Sunny Delight.

It is a blend of worlds akin to Asgedom's two-decades journey from a childhood as an impoverished refugee on the war-torn Ethiopian-Eritrean border to a young man with a degree from Harvard University and a newly published book. By drawing on his early, tough beginnings, Asgedom, 24, is building a career by promoting an autobiographical book and by working as a motivational speaker. He has a Web site ([www.mawispeaks.com](http://www.mawispeaks.com)) and an online inspirational newsletter.

"I want people to think about their values and beliefs. We all have hidden potential," he said. Dreaming big dreams and living them are two of the themes that are woven in the text of Asgedom's book, *"Of Beetles and Angels,"* a moving memoir of the family's journey to the United States.

The "beetles" in the title refer to overlooked servants of God, such as Asgedom's father, who went from a well-off village doctor to a lowly "black beetle" in America working as a janitor. "Angels" are sent from God to live among people and help others.

Asgedom spent \$10,000 of his own money to publish his book, fearing he would lose control of his story if he turned it over to a major publisher. He calls his publishing company Megadee Books, after an African word that means "the path" or "the journey."

The Asgedom family arrived in the U.S. after spending three years in a crime-ridden Sudanese refugee camp.

Today, Asgedom describes himself as an Ethiopian-Eritrean refugee, reflecting the mingled roots of his homeland and of his heritage. He was born in Ethiopia, near the Eritrean border. His father was Eritrean; his mother Ethiopian. The family was driven from their home because of fighting between the two countries.

"Ours was a tiny village," Asgedom said. There were no paved roads, water was drawn from a public well and no one had a television. "We didn't have any conveniences, but we were happy to be there," he said. "It was our culture, our home, and we'd still be there except for the war."

From there, they wound up in a motel on Roosevelt Road in Wheaton. The year was 1983, they spoke practically no English, had few possessions and knew little of Western technology. They were black people in a predominantly white world. Asgedom was 7.

#### **Tragedies hit early years**

The early years were tough. The children were teased and called names. They got into trouble for fighting at school. There was very little money.

And there was tragedy. Asgedom's older brother, Tewolde, was killed by a drunken driver halfway through his senior year of high school. A few years later, another drunken driver killed their father, Haileab, during Asgedom's junior year at Harvard.

"Ironic, isn't it, that father and son both survived disease, war and famine in Africa, but could not survive something as preventable as drunk driving in America," Asgedom writes.

## Tragedy is Catalyst for Success page 2

Asgedom says he was shored up by his family's rock-solid faith and guided by the belief that things will turn out all right if one works hard enough.

In 1999, thanks to a full-tuition scholarship, he graduated cum laude from Harvard University with a degree in American history and gave the commencement address.

### Family remains close

Asgedom, who now lives in Chicago, often spends the night in his mother's apartment if he has a speaking engagement in the western suburbs. Asgedom's framed Harvard diploma hangs prominently on one wall. It was, Asgedom said, a gift to "my mother to say thank you after everything that my parents had given to me."

Asgedom's mother, a food-service worker, modestly declines to take credit for her children's successes. Her daughter, Mehret, 22, teaches English as a Second Language at Wheaton High School, and son Hntsa, who was born in the U.S., is a junior at Wheaton-Warrenville South High School.

Such accomplishments, Tsege Asgedom said, are "not me," but "from God."

But Asgedom said the lesson that dedication pays off is something he learned from his parents. "They told us that we could do anything if we worked hard and treated others with respect," he writes in his book. "And we believed them."

During a recent speaking engagement at Wheaton Academy, a private high school in West Chicago, he noted how he once studied for finals by spending an entire vacation rereading all of the assigned texts in a class. He got an A.

"You have to be ready for success," he said. "If we want miracles to happen in our lives, you can't have fear. I believe there is power that each of us has to do great things."

Follow the directions:

- Highlight in **pink** information about beetles and angels.
- Highlight in **yellow** information that you have already read about in the book.
- Highlight in **green** any new information about Mawi or his family.
- Highlight in **blue** any information about the refugee camp you can add to your research.

Transfer the information you have highlighted in **blue** to your **Description of a Refugee Camp part 1**.

Discuss with a partner or group how beetles and angels could both inspire Mawi.



## Catastrophic Conditions for Sudanese Refugees in Chad

-from Doctors without Borders

*New York/Ndjamena, May 11, 2004* - Hunger and disease are severely endangering the lives of tens of thousands of Sudanese refugees in Chad, according to the international medical aid organization Doctors Without Borders/Médecins Sans Frontières (MSF) today. Malnutrition is rising, camps are overcrowded, food and water are scarce, and many people remain at risk from violent cross-border attacks by Sudanese militia. The refugees have fled extreme violence and massacres in the Darfur region of western Sudan, where a massive mobilization of humanitarian aid is also urgently needed.

Even though the United Nations High Commissioner for Refugees (UNHCR) and international non-governmental organizations (NGOs) have had teams in Chad for months, progress has been painfully slow as the crisis escalates.

"We have been urging the international aid community to make a more determined effort in Chad since January," said Donatella Massai, coordinator of MSF's programs in Chad. "It seems that the message has not been heard, so we are repeating it louder. People's health has deteriorated because the organization of water, food, and shelter has not been sufficient. If dramatic measures are not taken immediately, there is a very great risk that the situation will worsen, especially given the approaching rainy season."

"The level of malnutrition is now climbing every week," said Jean de Cambry, who just returned from the Chad/Sudan border as MSF's emergency field coordinator. "In mid-April, we were admitting three or four children in Iriba with severe acute malnutrition\* into our therapeutic feeding center (TFC) each week. Now we admit nearly twenty-five. Paradoxically, the nutritional situation for many refugees is generally worse inside refugee camps, several of which are operating way beyond capacity. Some camps designed for 6,000 people are holding twice that number, which means that food supplies intended to meet the needs of 6,000 people now have to stretch much further and are not nearly enough."

Thousands of refugees also have no access to clean drinking water, according to de Cambry. "In our health facilities in Tine, Birak, and Iriba we are seeing rising numbers of patients with bloody diarrhea," he continued. "The situation is very dangerous, especially for the many children and adults who are already malnourished. This is exacerbated by inadequate sanitation facilities. In one camp, there is only one latrine for every 400 people - 20 times greater than the international standard of a maximum of one latrine for 20 people. It's just unacceptable."

Tens of thousands of refugees still have not been moved to safer areas away from the border and remain at risk of attacks that often turn violent. Sudanese militias cross the border from Sudan into Chad and loot refugees' possessions and steal cattle. "Many people are injured or killed in these cross-border raids," de Cambry said. "They have no protection whatsoever. People have also been killed trying to return to their homes in Sudan searching for food."

MSF again calls for a significantly more determined and urgent relief effort in Chad and Sudan's Darfur region. "More supplies, more staff on the ground, greater efficiency by UNHCR and international NGOs, whatever it takes," said Donatella Massai. "The plight of people in Darfur and Chad should be the absolute top priority of the international aid community right now."

<http://www.doctorswithoutborders.org/press/release.cfm?id=340>

## Book Quiz: *Of Beetles & Angels*

1. Why is the following statement significant to the plot? "If he could have read his future, my father might have feared the headlights."
  - A. It shows that Haileab's eyesight would not allow him to get a driver's license.
  - B. It compared the dangers of the refugee camp to the dangers of driving in America.
  - C. It foreshadowed the deaths of Haileab and Tewolde.
  - D. It showed that Haileab was not afraid of anything.
2. What do both the address-book brother and Charlene represent?
  - A. angels
  - B. beetles
  - C. beggars
  - D. thieves
3. How do American and Sudanese teachers differ from one another?
  - A. American teachers eat lunch with their students.
  - B. Sudanese teachers earn a bigger salary.
  - C. American teachers have to complete more courses in college.
  - D. Sudanese teachers inflict physical pain onto their students.
4. What American holiday did Mawi and his siblings declare as their favorite holiday?
  - A. Thanksgiving
  - B. Halloween
  - C. Christmas
  - D. Easter
5. What two characteristics best describe Mawi's brother, Tweolde?
  - A. humorous and smart
  - B. mean and stingy
  - C. charitable and kind
  - D. talkative and boastful
6. Since he couldn't directly ask his parents, how did Mawi learn a lot about his family history?
  - A. by asking his older sister
  - B. by asking neighbors to share what they knew about his family
  - C. by asking his older brother
  - D. by listening to coffee tales that the adults would share over coffee
7. Why did Mawi's father, Haileab, refuse to stop treating patients?
  - A. because he was being pressured to choose whom he would treat
  - B. because it wasn't paying enough money
  - C. because he had planned on moving to America
  - D. because he wanted to become a lawyer

8. What is one event that didn't happen to Haileab when he was young?
- A. He lived in a monastery.
  - B. He was homeless and relied on the generosity of strangers.
  - C. Both of his parents died.
  - D. He was an orphan.
9. Which of the following explains why Mawi's father lost his job?
- A. He was not a U.S. citizen.
  - B. He had lost most of his vision.
  - C. He had arguments with his employer.
  - D. He had to travel back to his homeland.
10. What is a geetme?
- A. an African food made out of rice
  - B. a person who is responsible for remembering the past
  - C. a person of great honor
  - D. a rhyming poem
11. In what way was the school counselor's view of Mawi different from his own?
- A. The counselor felt certain that Mawi could get an academic scholarship.
  - B. The counselor felt Mawi was not prepared for college.
  - C. The counselor felt Mawi would never be accepted into college.
  - D. The counselor felt Mawi could not go to college because he was an immigrant.
12. Which of the following describes Mawi's attitude toward his father?
- A. As a child, Mawi saw his father as a real hero.
  - B. As a child, Mawi never knew his father.
  - C. As an adult, Mawi was embarrassed by his father.
  - D. As an adult, Mawi sees his father as a real hero.
13. How has Mawi been inspired by "beetles and angels"?
- A. Mawi dreamed of angels.
  - B. Mawi dreamed that one morning he awoke to find he turned into a beetle.
  - C. Mawi was helped along the way by many different people.
  - D. Mawi read a book about beetles and angels.
14. Based on the evidence given in the text, what can you assume about Sudan?
- A. Sudan openly welcomed all refugees.
  - B. The people of Sudan treated Ethiopians unfairly.
  - C. Sudan was overwhelmed by the amount of refugees entering their country.
  - D. Sudan lured refugees into their country only to use them in their workforce.

**Short Answer:** Use complete sentences and paragraph form to answer the following questions.

15. Summarize a “playground warfare” incident that Mawi describes in the book. Use transitional words to retell the incident in chronological order.

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16. In the text, Mawi uses the term “Libee Migbar”, which means *developing heart*. What character do you think most exemplifies this term? Cite three pieces of textual evidence to support your opinion.

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17. What is the author’s attitude toward Kiros, the bully at the refugee camp? Support your answer with evidence from the text.

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# Of Beetles & Angels

## Alternate Assessment

<p style="text-align: center;"><b>1. Food: Habesha cuisine</b> <i>(analysis, application, synthesis)</i></p> <p>The school cafeteria wants to promote international awareness, and asks you to make some changes in the menu, offering African cuisine. Find 3 recipes (ones with readily available ingredients) and design cards that can be copied for the class. Include a meat, veggie, and sweet dish. Prepare one for the class and use pita bread for <i>injera</i>. You can use the recipes found in the back of the book or others that you have researched.</p>	<p style="text-align: center;"><b>2. Cap &amp; Gown</b> <i>(synthesis)</i></p> <p>You have been asked to give the commencement speech to your class at the end-of-year awards ceremony. Compose a speech in your own words (500 words, typed, double-spaced) that summarizes clearly the themes and lessons you have learned after reading this book. How have you changed after reading it? Present to the class in costume (graduation cap and gown).</p>	<p style="text-align: center;"><b>3. Angel Letters</b> <i>(synthesis)</i></p> <p>You are an angel from up above looking down upon Mawi and his life experiences. Write him a letter. In addition, take the role of his brother and father, whose lives were tragically cut short, and compose a letter from each of them. What will you say to him from your perspective as an angel? What would Tewolde say? Haileb? Use references from the book. Reflect on how their lives changed throughout the book.</p>
<p style="text-align: center;"><b>4. A to Z Dictionary</b> <i>(knowledge, synthesis)</i></p> <p>Using new words, terminology, names, vocabulary, etc., introduced in the book, create your own A to Z guidebook of terms and definitions. Include color illustrations for anything that can be drawn.</p>	<p style="text-align: center;"><b>5. No More Bullying!</b> <i>(application)</i></p> <p>You are class president at Mawi's school and must apply the theme of an anti-bullying campaign to change your school for the better. Design and distribute to all homerooms a creative flier advertising this challenge. Make signs, use slogans, testimonial or bandwagon techniques, and artwork. Use some of the events from the book as testimonials.</p>	<p style="text-align: center;"><b>6. Angels Here on Earth</b> <i>(Analysis)</i></p> <p>Mawi mentioned Mother Teresa in the book. Investigate her life and examine how she worked to change the world. Write a 5-paragraph expository essay about her. Do the same for Ghandi. Present in a 3-panel board display.</p>

<p align="center"><b>6. Fables</b> <i>(analysis, synthesis)</i></p> <p>First, you are a cartoonist. Illustrate in color a sequenced cartoon strip for the fable, <i>It starts with an egg</i>. Next, create your own fable (at least one page) that teaches a moral from the book and includes color illustrations.</p>	<p align="center"><b>7. Develop your Heart</b> <i>(analysis, evaluation, synthesis)</i></p> <p>Mawi mentioned <i>Libee Migbar (developing a heart)</i>. It is your turn to practice random acts of kindness and possibly change someone's life for the better. Keep a week-long journal documenting the kind act that you do for others. On a bigger scale, organize a simple fundraiser for your class to raise money (or goods) for a cause.</p>	<p align="center"><b>8. Get M.A.D.D.</b> <i>(application, synthesis)</i></p> <p>The senseless act of driving drunk forever changed Mawi's life when it took the lives of his brother and father! You are to contact M.A.D.D. (Mothers Against Drunk Driving) in Columbus and arrange for a guest speaker to come to your classroom. Design a bulletin board display for this theme.</p>
<p align="center"><b>9. The Metamorphosis</b> <i>(analysis)</i></p> <p>Compare and contrast Mawi's father as he underwent a serious change in status from high-ranking dresser in Ethiopia to low-ranking janitor in the U.S. Draw this transformation in two side-by-side color illustrations with metaphors or similes as captions.</p>	<p align="center"><b>10. Personal Journal</b> <i>(analysis, application)</i></p> <p>Respond to Mawi's comment on page 137 about change in the form of a 1<sup>st</sup> person narrative journal. Explain at least three things in the world that you would like to change and how. One of your three items must involve a current refugee camp. Attach a newspaper or magazine article about this topic to your journal.</p>	<p align="center"><b>11. Medicine</b> <i>(analysis)</i></p> <p>Who was Hippocrates? The Father of Medicine dates back to the ancient Greeks. Research his life and contributions to science and medicine. This should be an informational report, 3 to 5 pages, typed, double-spaced. Also include a map of Africa and where this continent is experiencing modern-day medical crises.</p>
<p align="center"><b>13. The Columbus Connection</b> <i>(application)</i></p> <p>Mawi mentioned an Eritrean conference right here in Columbus (p.104). You don't need to look far to see that school cultures and communities are changing. Take the friendly, direct approach: Introduce yourself to an international student at school. Compose 5 interview questions and invite him/her for lunch in the classroom. Begin a letter-writing exchange between the two of you.</p>	<p align="center"><b>14. Open Mic</b> <i>(synthesis)</i></p> <p>Try your hand at freestyle rap (or geetme). Compose 5 or 6 original rhyming raps or poems about the book. Use vivid events and scenes for ideas. Perform up at the microphone for a classroom "stand-up" routine.</p>	<p align="center"><b>15. Figure It Out</b> <i>(analysis)</i></p> <p>Mawi writes with rich figurative language when he compares and contrasts beetles and angels. Analyze completely and clearly these metaphors throughout the book with specific examples. How are positive and negative connotations described? This 2-page essay should devote an entire page to each symbol, including book examples, your explanations, and an illustration.</p>