

AN EDUCATOR GUIDE TO

WHEN STARS ARE SCATTERED



FROM THE NEWBERY HONOR-WINNING
CREATOR OF *ROLLER GIRL*

VICTORIA JAMIESON
AND **OMAR MOHAMED**

Dear Educator:

When Stars Are Scattered is a moving graphic novel that invites readers into the lives of Omar Mohamed and his younger brother, Hassan. In this first-hand narrative, Omar leads readers through the loss of his first family, escape from Somalia, and years of waiting in Dadaab, a refugee camp in Kenya. Life in Dadaab is both hard and uncomfortable. Not only is there never enough food, Omar also feels responsible for Hassan, who is nonverbal and has other medical needs. When Omar is given the opportunity to go to school, he realizes this could be the chance to shape his future, but, having already lost the rest of his family, Omar hesitates. Is school really worth the risk of leaving Hassan's side each day? Will Omar overcome his fears and trust others to pursue this opportunity?

In this journey with Omar, readers repeatedly experience the coexistence of heartbreak, hope, and humor. Despite facing unspeakable challenges, Omar somehow holds on to gentleness and courage. Even though he lost everyone and everything, Omar discovers that he is never truly alone as family emerges around him and Hassan.

When Stars Are Scattered is a story that is relevant to readers of all ages. Omar's voice elevates stories of refugees while presenting readers with opportunities to make connections between themselves and the residents of Dadaab, allowing readers to reflect on their own struggles with loss and belonging.

This guide is aligned to Common Core State Standards for English Language Arts and History and Social Studies for 6th–8th grades. Use this six- to eight-week guide as a comprehensive unit plan or a supplement to an already existing language arts curriculum. The guide offers a pre-reading activity, differentiated reading guide, reflections for Part 1, 2, and 3, and a sample performance task.

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Celeste Ferguson, a school leader at Fugees Academy in Columbus, Ohio, has nearly 20 years of experience working in global majority schools in the United States and Mexico as a teacher and school leader. She is passionate about ensuring that every single kiddo around the world has access to high quality, meaningful Pre-K–12 educational opportunities. Celeste studied International Development at The Ohio State University and Education at Ashland University. Outside of school, Celeste enjoys traveling, playing the original Mario Brothers, and pretending to enjoy nature with her husband, four daughters, and a gaggle of pets.

ENDURING UNDERSTANDINGS

SKILLS

- Using context clues to determine meaning of unfamiliar words or phrases
- Identify key plot points
- Describe characters
- Compare and contrast
- Make connections to self, text, world
- Identify and analyze irony and symbolism
- Analyze images
- Use best evidence to support ideas

CONCEPTS

- Opposites can co-exist
- Regardless of external circumstances, individuals can succeed
- Even when scattered, true friends and family can stay connected
- Symbolism: How particular ideas and images represent abstract ideas (stars, sand, light, dark, empty, full)
- Characteristics and actions of true friends and family
- Commonalities in the refugee experience

UNIT OVERVIEW

Grade Level:	6 th –8 th grade	Length:	6–8 weeks
Essential Questions:	<ul style="list-style-type: none"> • How do heartbreak, hope, and humor exist together? • How do some people have success even when they seem to have no control over what happens to them? • How do we stay connected when we are separated? • What makes a true friend? What makes a family? • Are there commonalities in refugee experiences? Can you make connections between these and other stories? Your own life? 		
Unit Themes	<ul style="list-style-type: none"> • Opposites can co-exist (heartbreak & hope, light & darkness, etc.) • Scattered and unified • Family and friendships • Persistence in the face of challenge • Commonalities in the refugee experience 		
Texts	Anchor Text: <i>When Stars Are Scattered</i> by Victoria Jamison & Omar Mohamed		
	Supplementary Texts (novels):	<i>Esperanza Rising</i> by Pam Muñoz Ryan <i>Inside Out & Back Again</i> by Thanhà Lài <i>The Night Diary</i> by Veera Hiranandani	<i>Number the Stars</i> by Lois Lowry <i>Outcasts United</i> by Warren St. John <i>Refugee</i> by Alan Gratz
	Supplementary Texts (short texts & articles):	<p>“Dadaab: 5 Facts About the World’s Biggest Refugee Camp in Kenya”</p> <p>“Malala the Powerful” by Kristin Lewis on Scholastic Action</p> <p>“Safe in School” by Jamie Joyce for <i>Time for Kids</i></p> <p>“Faces of Honduras” by Jamie Joyce for <i>Time for Kids</i></p> <p>“Kids of Kakuma” by Jamie Joyce for <i>Time for Kids</i></p> <p>“Music school at refugee camp helps Syrian children forget troubles” on NewsELA</p> <p>TEDxKakuma Camp</p> <p>Muzamil’s Day podcast episode that follows a Somali boy growing up in Kenya’s Dadaab Refugee Camp</p> <p>Dreams From Dadaab A clip from the Dadaab Animation project</p>	
	Additional Instructional Resources	<p>Refugee Strong Omar Mohamed’s nonprofit working with schools in Dadaab</p> <p>Teaching about refugees by the UNHCR</p> <p>Exploring the Refugee Experience on Teaching Tolerance</p> <p>What does the word “refugee” mean to you? by Doctors Without Borders</p> <p>Warehoused documentary about Dadaab</p>	

ASSESSMENTS

Final Performance Task:	TASK Your school newspaper has started a new section highlighting two biographies at a time. You have been asked to write a biography that will be paired with Omar Mohamed’s biography. In this edition of the school newspapers, the editors want to elevate the stories of refugees by pointing out similarities and differences in their experiences. In your nonfiction biographical article, include important details from the life of Yiech Pur Biel. Explain how Yiech Pur Biel’s and Omar Mohamed’s experiences are similar and different.
	FINAL PRODUCT In this task, you will write a nonfiction biographical article about Yiech Pur Biel. Use the sources provided to provide important details from his life. Be sure to use evidence from at least two sources. Finally, you will want to point out similarities and differences in the experiences of Yiech Pur Biel and Omar Mohamed.
	SOURCES You’ve found these three sources during your research. Use information from at least three sources to draft a short biography. Source 1: “The refugee who ran at the Olympics: ‘You can change the world’” on NewsELA Source 2: “Refugee Olympic Team: Yiech Pur Biel’s Story” by Sam Kimball Source 3: “#Team Refugee: Yiech Pur Biel” on YouTube by UNHCR Source 4: “Refugee Olympic Team: Where Are They Now?” by Henry Young on CNN.com
	SCORING Your work will be scored using a rubric. You should make sure you understand the rubric so that you are able to meet the highest criteria.
	Your writing should:
	<input type="checkbox"/> stay on topic <input type="checkbox"/> follow a logical sequence of events <input type="checkbox"/> develop setting and characters <input type="checkbox"/> include irony and symbolism <input type="checkbox"/> contain details from three sources <input type="checkbox"/> use appropriate grammar, punctuation, capitalization, and spelling

Formative Assessments:	<ul style="list-style-type: none"> • Daily checks for understanding • Part 1, Part 2, and Part 3 Reflections
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CCSS ANCHOR STANDARDS 6TH–8TH GRADES

<p>READING</p>	<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Craft and Structure</p> <ol style="list-style-type: none"> 1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to one another and the whole. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 1. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<p>WRITING</p>	<p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 1. Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p>LISTENING & SPEAKING</p>	<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 2. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<p>LANGUAGE</p>	<p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of language. <p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none"> 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PRE-READING ACTIVITIES

SCHEMA BUILDING

Directions: Students should view the videos, images, and maps listed below. For each, ask students what they notice.

- Watch the [trailer](#) for *When Stars Are Scattered*.
- Explore other videos, artwork, and primary source photographs.
- Examine a map of East Africa that shows Mareerey, Somalia, and Dadaab Refugee Camp in Kenya.

ANTICIPATION GUIDE

Directions: Students should read each statement and circle *agree* or *disagree*. To promote critical thinking and discussion, as a class, read each statement and then have students move to an area marked *agree* or *disagree*. Students should explain why they agree or disagree with each statement.

People are either happy or sad. It's impossible for someone to experience happiness and sadness at the same time.	agree	disagree
Teachers, parents, friends, events in the world are the biggest factors in determining success. An individual has very little control over their future.	agree	disagree
It is possible to stay connected to friends and family even when they are far away and you don't see them.	agree	disagree
People must be biologically related to be real family.	agree	disagree
I have nothing in common with refugees.	agree	disagree

PREPARE TO READ

Directions: After completing Schema Building and Anticipation Guide, students should complete the *Know* and *Wonder* section of the KWL chart. As students read *When Stars Are Scattered*, they can list what they learn in the *Learn* column.

KNOW	WONDER	LEARN



PART 1

Looking at the cover and images beginning Part 1. What do you see? What do you think it would be like living here?

	LANGUAGE	READING COMPREHENSION	LITERARY ANALYSIS	WRITING, LISTENING & SPEAKING
Intro	<p>Use clues from images or the text to determine the meaning of these words:</p> <ul style="list-style-type: none"> crowded relief foster mom 	<p>Where is the story set?</p> <p>Who are the three main characters introduced in the introduction?</p>	<p>How do the authors let readers know that Omar feels scared?</p> <p>Why does Omar think, "Judging by the sounds all around us, I'm not the only one with bad dreams"?</p>	<p>Tell about a time when you felt scared. Did you also feel alone? What helped you to feel better?</p>
CH 1	<p>Pre-teach:</p> <ul style="list-style-type: none"> seizures United Nations <p>Do you think Ifo Camp is an appropriate name for where Omar & Hassan live? Why or why not?</p>	<p>How do readers know that Omar loves Hassan?</p> <p>Compare and contrast Tall Ali and Jeri.</p>	<p>Chapter 1 opens with Hassan explaining that refugee camps are supposed to be temporary. However, he's already been there 7 years.</p> <p>What other ironies can readers find in this chapter? Why do the authors include these?</p>	<p>Describe Jeri's perception of America. Do you agree with him? Why or why not?</p> <p>What are 3-5 important details you think Hassan and his friends should know about America?</p>
CH 2	<p>Pre-teach:</p> <ul style="list-style-type: none"> food rations <p>Salan says that he is a community leader. What does this mean?</p> <p>What does it mean that Fatuma is Omar's legal guardian?</p>	<p>This chapter opens with, "Every day in a refugee camp is the same...except when it's not..." How are the days in this chapter different than previous days?</p> <p>What reasons does Omar give for why he cannot go to school?</p>	<p>In this chapter, what do the stars represent?</p> <p>How are grains of sand and stars similar? Why do the authors include those images in this chapter?</p> <p>Who is Omar's family?</p>	<p>Omar thinks, "Fatuma is always saying 'Everything will be OK'... but sometimes that's hard to believe" (36).</p> <p>Do you agree with Fatuma or Omar? Explain your thinking.</p>
CH 3	<p>Omar thinks, "...even with fear gnawing at my insides..."</p> <p>What does gnawing mean?</p> <p>Is fear really gnawing at his insides? Why did the authors write this?</p>	<p>Describe Omar's first day of school. What was something good about it? What was something challenging?</p>	<p>What do the notebook and pencil represent to Omar? How does Tall Ali view them?</p> <p>What ironies do you notice as Hassan enters school for the first time? Why would the authors include these?</p>	<p>Think about a time when you did something for the first time. What was hard about it? What was fun? Was it worth the risk? Why or why not?</p>
CH 4	<p>Use clues from images or the text to determine the meaning of these words:</p> <ul style="list-style-type: none"> chaotic rural 	<p>How is school different for Maryam and Nimo than Omar and Jeri?</p> <p>In this chapter, Omar is frustrated about school. Why does he say school is too hard?</p> <p>How does Salan try to help Omar?</p>	<p>Based on this chapter, how might readers describe Maryam?</p> <p>Why do you think Maryam continues to work hard at school even though she's getting married soon?</p>	<p>Is going to school worth the sacrifices that Omar makes?</p> <p>Who are the helpers in Ifo camp? How do they help Omar? Who are the helpers in your community? How do they help you?</p>
CH 5	<p>Use clues from images or the text to determine the meaning of these words:</p> <ul style="list-style-type: none"> Empty Days Distribution Days ration card 	<p>Why is everyone grumpy at the beginning of chapter five?</p> <p>Describe three or four key events that happen on this Distribution Day.</p>	<p>On Distribution Day, Omar points out that there are thousands of people there. Why do the authors include that right before Omar thinks he sees his mom?</p> <p>Is Fatuma <i>really</i> family to Omar and Hassan? Why or why not?</p>	<p>What makes family a <i>real family</i>?</p>

PART 1, cont.

LANGUAGE	READING COMPREHENSION	LITERARY ANALYSIS	WRITING, LISTENING & SPEAKING
<p>CH 6</p> <p>Use clues from images or the text to determine the meaning of these words:</p> <ul style="list-style-type: none"> • rebels • bush <p>What is “the list”? Why is it important?</p> <p>What’s another word for porridge?</p>	<p>What sort of activities does Omar do during summer break?</p> <p>How does Omar begin treating Hassan differently?</p> <p>What do readers learn about Nimo and Maryam?</p> <p>What unwelcome message do Fatuma’s friends bring about Somalia?</p>	<p>Based on this chapter, what can readers infer about how some people in Ifo felt about people with disabilities?</p> <p>Sitting under the stars, Omar has a conversation with his mom. What does this tell readers about him?</p> <p>Why did the authors choose this ending scene—with the stars in the background and Fatuma waiting for Omar and Hassan?</p>	<p>This chapter closes with Omar and Fatuma under the stars. What do you predict Omar will do next? Use evidence from the text to support your answer.</p>
<p>CH 7</p> <p>Pre-teach:</p> <ul style="list-style-type: none"> • primary school • secondary school <p>What does it mean when Omar thinks, “I could see some of the other kids at school starting to crack”?</p> <p>Maryam tells Omar, “...you’re throwing your chance away.” What does she mean?</p>	<p>What are Omar and his friends preparing to do? Why is this important?</p> <p>When Hassan wanders off from Fatuma, what does Omar do? How does Maryam respond?</p> <p>Describe the advice that Fatuma gives Omar.</p>	<p>The authors choose to show the boys studying at night under the stars and point out that the girls cannot study with them. Which theme does this support? How?</p> <p>In this chapter, Omar experiences conflict with Hassan, himself, Fatuma, and Maryam. What do these conflicts reveal about each character?</p>	<p>Omar thinks, “... I AM lucky. So many people love and support me and Hassan....” Do you agree or disagree? Explain why.</p> <p>Do you feel like you are lucky? Why or why not?</p>
<p>Part 1: Check for Understanding</p>	<p>In Part 1, who are Omar’s friends and family? What makes them true friends and family?</p> <p>Describe life in the refugee camp.</p> <p>What does Omar want most in life? What complications prevent him from having this?</p> <p>Compare and contrast evidence of heartbreak and hope in Part 1.</p>		



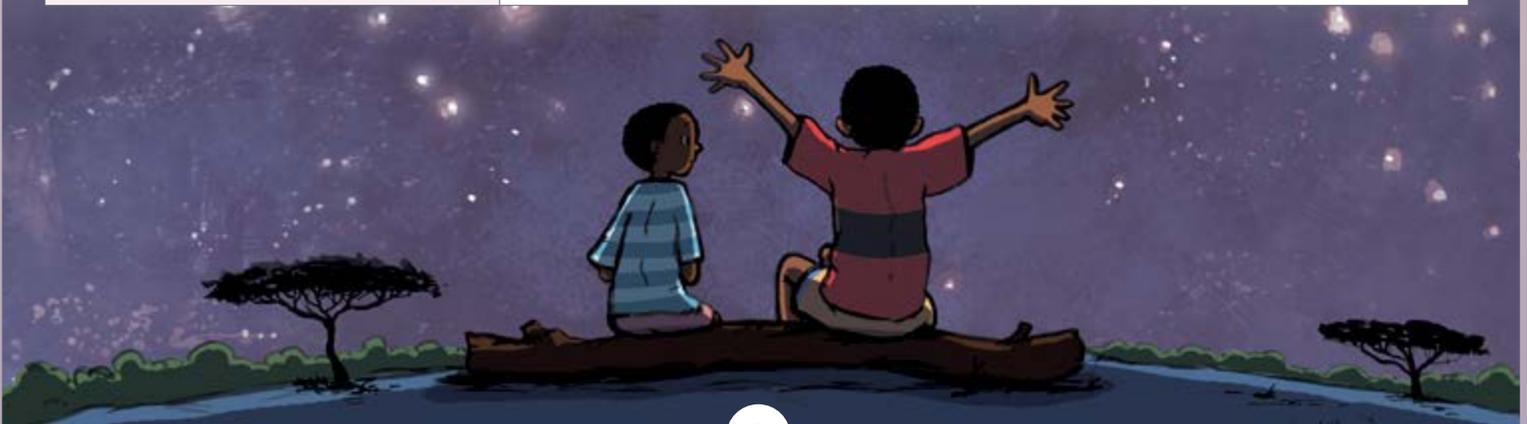
PART 2

Is it possible for everything to change... and nothing to change? What do you predict this might look like in Part 2?

	LANGUAGE	READING COMPREHENSION	LITERARY ANALYSIS	WRITING, LISTENING & SPEAKING
Intro	<p>Pre-teach:</p> <ul style="list-style-type: none"> • Khat leaves • labor <p>Using what you know about word parts, what does each word mean:</p> <ul style="list-style-type: none"> • resettled • compound • uplifting 	<p>How much time has passed since Part 1?</p> <p>Where are Omar and Hassan?</p> <p>What are at least four important details that are the same from Part 1?</p> <p>What are at least four important details that are different from Part 1?</p>	<p>Where did Omar's new goat and new clothes come from? Why is this important?</p> <p>How are Michael's speech and the students' speeches connected?</p>	<p>In the introduction, Ifo, the refugee camp, is compared to a prison and a waiting room. Do you agree or disagree with these comparisons? Tell why.</p> <p>Why do you think Jeri's dad and Fatuma use different words to describe Ifo?</p>
CH 8	<p>Pre-teach:</p> <ul style="list-style-type: none"> • illegal • interpreter <p>Use clues from images or the text to determine the meaning of these words:</p> <ul style="list-style-type: none"> • the list • broke • buufis 	<p>How does Omar feel in this chapter? How do you know this?</p> <p>Who helps him to feel better? How?</p>	<p>Throughout the story, Omar is the caretaker for Hassan. Is it possible that Hassan also takes care of Omar? Why do you think this?</p>	<p>Have you ever wanted something so badly that you would give up anything else to get that? Were you more like Nimo or Jeri and Omar? Describe how.</p>
CH 9	<p>Use clues from images or the text to determine the meaning of these words:</p> <ul style="list-style-type: none"> • Dugsi • Imam • Quran • Ramadan • fast • iftar 	<p>Describe Jeri's plan to make money during Ramadan.</p> <p>How does Omar celebrate Eid?</p>	<p>Why put the images from morning prayer to the big Eid prayer together? What message does this communicate?</p>	<p>What is your favorite holiday? How do you celebrate it?</p>
CH 10	<p>Use clues from images or the text to determine the meaning of these words:</p> <ul style="list-style-type: none"> • temporary • resilient 	<p>Describe Susana Martinez.</p>	<p>Chapter 10 closes with this thought: "I've learned that the biggest surprises in life can come which you least expect them..." What do you predict will happen next?</p>	<p>Michael is the teacher who gave the speech about stars in an earlier chapter. Do you think he believes in that speech? Why or why not?</p>
CH 11	<p>Omar says, "I never understood the phrase 'time stood still' until this very moment."</p> <p>What does that phrase mean?</p>	<p>What life-changing news comes to Nimo and Omar during Pre-Algebra class?</p> <p>What happens between Jeri and Omar as Omar prepares for the journey?</p>	<p>How does this chapter hold both heartbreak and hope?</p> <p>How is Omar both alone and surrounded by people?</p>	<p>Both Omar and Fatuma try to forget their past. In this chapter, it is helpful for them to remember. Why is this important?</p>

PART 2, cont.

	LANGUAGE	READING COMPREHENSION	LITERARY ANALYSIS	WRITING, LISTENING & SPEAKING
CH 12	<p>Pre-teach:</p> <ul style="list-style-type: none"> • flashback • initial <p>Use clues from images or the text to determine the meaning of these words:</p> <ul style="list-style-type: none"> • interview • trial • eligible 	<p>Tell the beginning, middle, and end of Omar and Hassan’s journey leaving Somalia.</p> <p>When David, from the UN, begins asking Omar about his mom, how does Omar respond? What does Fatuma do?</p> <p>Describe what happens when Omar and Hassan arrive at the camp in Kenya.</p>	<p>Compare and contrast the images at the beginning of chapter 12, while they wait for the interview, to the images as they leave the interview. What ironies do the images depict?</p>	<p><i>This is a hard chapter.</i></p> <p><i>Lean in with your kiddos. This is a great opportunity for them to experience your calm steady empathy. For them to see a trusted adult hold both heartbreak and hope.</i></p> <p>Everyone experiences different kinds of hardship in life. When you are having a hard time, how do you want others to support you? How can you be a good friend to others when they are having a hard time?</p>
CH 13	<p>Use clues from images or the text to determine the meaning of these words:</p> <ul style="list-style-type: none"> • anxiety • wait for your life to start 	<p>What happens the first month after the interview? After the second month?</p>	<p>Why does Jeri say that Hassan will get resettled?</p> <p>Previously, Ifo was compared to prison and a waiting room. At this point in the book, how would you describe the camp? Why?</p>	<p>How long can you wait before you lose all hope? Explain why.</p>
CH 14	<p>Use clues from images or the text to determine the meaning of these phrases:</p> <ul style="list-style-type: none"> • dark hole • for old times’ sake • shame burned hot 	<p>List three important details that lead up to Omar feeling like he slides “deeper and deeper into a dark hole” (206).</p> <p>List three important details after Omar hears that Nimo’s family will be resettled in Canada.</p>	<p>What is Fatuma’s good news? Is this really good news? Why or why not?</p> <p>What does Omar’s response to Nimo going to Canada reveal to readers about him?</p>	<p>Omar, Hassan, and Maryam are all angry in this chapter. They demonstrate their anger differently. Eventually, they all feel better. How do you express your anger? What helps you to feel better?</p>
Part 2: Check for Understanding		<p>In Part 2 who are Omar and Hassan’s true friends and family members? What makes them true friends and family? Include evidence from the text to support your answer.</p> <p>Part 2 opens with, “In a refugee camp, everything can change... and nothing can change.” What does this mean? Give examples from Part 1 and Part 2.</p> <p>Describe how Omar experiences both heartbreak and hope in Part 2. Use evidence from Part 2 to support your answer.</p> <p>Do the people living in the camp have freedom? Why or why not? Use evidence from Part 1 and Part 2 to justify your answer.</p>		



PART 3

BEFORE READING: As you head into Part 3, ask students what they notice about the images from the first pages of Part 1, Part 2, and Part 3. How are they alike? How are they different? What do these images communicate to readers?

	LANGUAGE	READING COMPREHENSION	LITERARY ANALYSIS	WRITING, LISTENING & SPEAKING
Intro	Use footnotes to determine the meaning of KCPE.	<p>Why did Omar almost not go to high school? How was this problem solved?</p> <p>Why is Fatuma crying?</p> <p>Tell three important details about when Hassan runs away.</p> <p>What important news does Omar get after Hassan is found?</p>	<p>Compare and contrast Maryam and Fatuma.</p> <p>Describe the scene when Omar decides that he is done waiting. How does the author use imagery in this scene?</p> <p>On the last page of the introduction, the color could be dusk or dawn. Why do you think this matters?</p>	<p>“Life is always the same in a refugee camp ... except when it's not.”</p> <p>Describe a time when your life unexpectedly changed. How did you feel? What were you excited about? What were you scared of?</p>
CH 15	<p>Use clues from images or the text to determine the meaning of these phrases:</p> <ul style="list-style-type: none"> Wasted months - years- 	<p>As Omar is preparing for his interview, what does he learn about Fatuma?</p> <p>After the interview with the UN, what did Omar decide?</p>	<p>Why is it significant that Fatuma tells Omar, “Everything will be okay”?</p> <p>How is Omar different after this interview with the UN? What does this reveal to readers about his character?</p>	<p>Omar thinks, “But even in a refugee camp, my fate is in my hands...” How does this belief impact how Omar lives? Do you agree or disagree with him? Why?</p>
CH 16	<p>Use clues from images or the text to determine the meaning of these words or phrases:</p> <ul style="list-style-type: none"> fate hooyo one foot in front of the other 	<p>Describe Omar and Hassan's conversation with Susana Martinez.</p> <p>What happens after Omar and Hassan receive the thick envelope?</p>	<p>How do the images in this chapter represent the following dichotomies:</p> <ul style="list-style-type: none"> freedom and confinement hope and heartbreak <p>Do you notice any other opposites paired together?</p>	<p>Thinking about Nimo's experience in Canada and all that Omar and Hassan would have to leave behind in Africa if they do resettle in the United States, do you predict they will go? Why or why not?</p>
CH 17	<p>Use clues from images or the text to determine the meaning of these words or phrases:</p> <ul style="list-style-type: none"> primary school secondary school 	<p>Describe three important details about Omar and Hassan leaving Dadaab.</p> <p>Where does Omar say his mother may be?</p> <p>In “A Poem of Stars,” describe at least two important details about stars.</p>	<p>What does Tall Salan give Omar? Why is this gift important?</p> <p>How is leaving Dadaab different from other key events in Omar's life?</p> <p>In “A Poem of Stars,” what do the stars symbolize?</p>	<p>How has Omar responded to challenges in his life? What does this tell readers about him?</p> <p>Take a closer look at the last images of Omar and Hassan on the airplane. How are they feeling? What might they be thinking about?</p>
Part 3: Check for Understanding		<p>In Part 3, how does Omar's understanding of family and friendship develop?</p> <p>In, “A Poem of Stars,” Maryam writes “...we are not one star, we are millions. Not one background, but millions.” What does this mean? Both within and beyond <i>When Stars Are Scattered</i> why is this important for readers to understand?</p> <p>In Part 3, Omar and Hassan are finally going to be re-settled. Despite losing so much along the way, how did they achieve this?</p> <p>Building off of Part 1 and Part 2, trace heartbreak, hope, and humor through Part 3. Explain how those three co-exist in this section.</p>		

POST-READING ACTIVITIES

REFLECTION GUIDE

Directions: After finishing this unit, students should revisit each statement and mark if they *agree* or *disagree*. Invite students to share why they *agree* or *disagree*—especially if they have changed their mind.

People are either happy or sad. It's impossible for someone to experience happiness and sadness at the same time.	agree	disagree
Teachers, parents, friends, events in the world are the biggest factors in determining success. An individual has very little control over their future.	agree	disagree
It is possible to stay connected to friends and family even when they are far away and you don't see them.	agree	disagree
People must be biologically related to be real family.	agree	disagree
I have nothing in common with refugees.	agree	disagree

RESPONSE TO READING

Directions: Throughout this unit, students listed things that they learned in a KWL chart. Now, students have the opportunity to synthesize this information. Listed here are a few options that allow students to show what they've learned.

Daily News Segment	Create a 3-5 minute video clip that mimics a daily news show. Summarize the most important events in the graphic novel. Be sure to include details about the setting, describe the most important characters, and describe at least one important theme.
Journal Entries	Select one character. Write 5-7 journal entries for the character. Include factual information. The character's thoughts or feelings about an important conflict, and how the conflict was resolved.
Poem	Write a poem with at least three stanzas to summarize key events from the graphic novel.
Trading Cards	Create 3-5 trading cards that have a character's image on the front of the card. On the back of the card, list 5-7 key facts about the character.
Time Capsule	In a storage container, place 10 items that represent important details from <i>When Stars Are Scattered</i> . For each item, write 3-5 sentences telling why the item is important to the story.

FINAL PERFORMANCE TASK

TASK

Your school newspaper has started a new section highlighting two biographies at a time. You have been asked to write the biography that will be paired with Omar Mohamed's biography. In this edition of the school newspapers, the editors want to elevate the stories of refugees by pointing out similarities and differences in their experiences.

In your nonfiction biographical article, include important details from the life of Yiech Pur Biel. Explain how Yiech Pur Biel's and Omar Mohamed's experiences are similar and different.

FINAL PRODUCT

In this task, you will write a nonfiction biographical article about Yiech Pur Biel. Use the sources provided to provide important details from his life. Be sure to use evidence from at least two sources. Finally, you will want to point out similarities and differences in the experiences of Yiech Pur Biel and Omar Mohamed.

SOURCES

You've found these three sources during your research. Use information from at least three sources to draft a short biography.

Source 1: "The refugee who ran at the Olympics: 'You can change the world'" on NewsELA

Source 2: "Refugee Olympic Team: Yiech Pur Biel's Story" by Sam Kimball

Source 3: "#Team Refugee: Yiech Pur Biel" on YouTube by UNHCR

Source 4: "Refugee Olympic Team: Where Are They Now?" by Henry Young on CNN.com

SCORING

Your work will be scored using a rubric. You should make sure you understand the rubric so that you are able to meet the highest criteria.

Your writing should:

- stay on topic
- follow a logical sequence of events
- develop setting and characters
- include irony and symbolism
- contain details from three sources
- use appropriate grammar, punctuation, capitalization, and spelling

PRAISE FOR WHEN STARS ARE SCATTERED

★ "With this **sensitive** and **poignant** tale, Jamieson and Mohamed express the power of the human spirit to persevere."

—*School and Library Journal*

★ "This **engaging, heartwarming** story does everything one can ask of a book, and then some."

—*Kirkus*

★ "This **beautiful** memoir is not to be missed."

—*Booklist*



ABOUT THE CREATORS

VICTORIA JAMIESON is the creator of the graphic novels *All's Faire in Middle School* and Newbery Honor Book *Roller Girl*. She received her BFA in illustration from the Rhode Island School of Design and worked as a children's book designer before becoming a freelance illustrator. She has also worked as a portrait artist aboard a cruise ship, and has lived in Australia, Italy, and Canada. Now she lives in Pennsylvania with her husband and son.

OMAR MOHAMED spent his childhood at the Dadaab camp, after his father was killed and he was separated from his mother in Somalia. He devoted everything to taking care of his younger brother, Hassan, and to pursuing his education. He now lives in Lancaster, Pennsylvania, with his wife and five children, and works at a center to help resettle other refugees. He is the founder of Refugee Strong, a non-profit organization that empowers students living in refugee camps.

IMAN GEDDY, the colorist for this book, is an Atlanta-based designer and illustrator who is passionate about using the graphic arts for social good. Inspired by the geometric harmony of Islamic architecture as well as the colorful equatorial landscapes of eastern Africa, she creates striking art that highlights the beauty of the world around us.

