



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 2: Lesson 12

Analyzing the Significance of the Novel's Title: Connecting the Universal Refugee Experience to Inside Out & Back Again, Part 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)
I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
I can read above-grade informational texts with scaffolding and support. (RI.8.10)

Supporting Learning Targets

- I can use the strongest evidence from the novel and from the informational text to support my answers to questions.
- I can make connections between evidence of the universal refugee experience and the title of the novel *Inside Out & Back Again*.

Ongoing Assessment

- “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part B



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Jigsaw Part 1: Reread Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison” and Connect to a Poem from the Novel with Text-Dependent Questions (23 minutes)B. Jigsaw Part 2: Group Discussion to Share Answers and Discuss a Synthesis Question (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread pages 1–17 and collect the strongest evidence you can find to answer this question: “Who was Ha before she was forced to flee her home?”	<ul style="list-style-type: none">• This lesson follows the pattern of Lesson 10. In this lesson, students continue to work with Paragraphs 2 and 3 of the section “Refugee and Immigrant Children: A Comparison” in the informational text “Refugee Children in Canada: Searching for Identity.” They reread and answer additional text-dependent questions that relate directly to poems in the novel.• Students participate in a Jigsaw activity in which they work in pairs on different poems from the novel to connect real-life refugees’ experiences to Ha’s. They find details in the poems that show evidence of the issues discussed in Paragraphs 2 and 3 of the “Refugee and Immigrant Children: A Comparison” section of the informational text.• For the second part of the Jigsaw, students get back into Numbered Heads groups to answer a synthesis question.• As a whole group, students then determine whether the details they have collected from Paragraphs 2 and 3 and their poem best support the idea of turning “inside out” or coming “back again.”• For homework, students revisit the beginning of the novel to answer the question: “Who is Ha before she is asked to flee?” This helps prepare them for the end of unit assessment essay. In the essay’s introductory paragraph, students will be expected to describe who Ha is before she flees, to serve as a point of reference for writing about how she turns “inside out” and “back again.”• Post: Learning targets, directions for Jigsaw Part 1 (see Work Time A), homework question.



Lesson Vocabulary	Materials
<p>severity, traumatic events, reception, resiliency</p> <p>"Neighbors": hogwash, puckering, widow, volunteers</p> <p>"Laugh Back": Students should be familiar with all of the vocabulary in this poem</p> <p>"NOW!": butcher, motions</p>	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i> (book; one per student) • "Refugee and Immigrant Children: A Comparison" (from Lesson 9) • Document camera • "Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part B (one per student and one to display) • Inside Out and Back Again anchor charts (begun in Lesson 8) • Homework Purpose for Reading: Who Was Ha before She Was Forced to Flee Her Home? (one per student) • NYS Grade 6-8 Expository Writing Evaluation Rubric (from Lesson 11; one per student and one to display)

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Post the learning targets and read them aloud as students follow along silently: <ul style="list-style-type: none"> * "I can use the strongest evidence from the novel and from the informational text to support my answers to questions." * "I can make connections between evidence of the universal refugee experience and the title of the novel <i>Inside Out & Back Again</i>." • Remind students that they have seen these learning targets in previous lessons, so they should be familiar with them by now. • Continue to emphasize that now that they are eighth-graders, they are really being challenged to think about which evidence best proves their point. This is what they will have to do in college and in a broad range of careers, from law to auto mechanics to social work. 	<ul style="list-style-type: none"> • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Jigsaw Part 1: Reread Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison” and Connect to a Poem from the Novel with Text-Dependent Questions (23 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their novel Inside Out & Back Again as well as their article “Refugee and Immigrant Children: A Comparison.” Using a document camera, display Paragraphs 2 and 3 of the section “Refugee and Immigrant Children: A Comparison.” Remind students that they began to look closely at these same paragraphs in the previous lesson. Emphasize how important and valuable it is to reread challenging text. • Focus students on the second sentence in Paragraph 2: “How well children adapt is influenced by several factors, including age at arrival, severity of previous traumatic events, family background, individual resiliency, and reception by the host community and society.” • Remind students of the homework question: <ul style="list-style-type: none"> * “Which factors help Ha adapt successfully in Alabama? How does she grow as a person as a result?” • Invite students to pair up to share their answers with someone else. • Select some volunteers to share their answers with the whole group. • Display and distribute “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part B. Tell students that today, just like a few lessons ago, they are going to use these questions and make notes to dig deeper into Paragraphs 2 and 3 to better understand the process of adaptation faced by refugee and immigrant children. They are going to relate challenges faced by the real-life children to Ha’s experiences when she arrives in Alabama. • Tell students that they will work in pairs. Each pair will be assigned one poem from the novel to connect to the real-life refugee experiences in “Refugee and Immigrant Children: A Comparison.” • Focus students on the question sheet. Point out the two columns in which students are to record answers. Make it clear that one column is for answers from the informational text and the other is for details from their assigned poem. • Pair students with someone from a different Numbered Heads group. Assign each pair just <u>one</u> of these three poems: <ul style="list-style-type: none"> – “Neighbors” (page 162) – “Laugh Back” (page 147) – “NOW!” (page 217) 	<ul style="list-style-type: none"> • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know. • Consider partnering ELLs who speak the same home language when discussion of complex content is required. This allows students to have more meaningful discussions and to clarify points in their native language. • For students who struggle to read complex texts, consider previewing these vocabulary words from the text: <i>society, settlement, crucial, integrate, characteristics, and torture</i>. If you select additional words to preview, focus on those whose meaning may be difficult to determine using context clues from the text. It is important for students to practice using context clues to determine word meaning so that they become more proficient readers.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> As far as possible, ensure that there is at least one student in each Numbered Heads group working on each of the poems so that when they come back into their groups, they will have a range of poems to discuss. Post these directions: <ol style="list-style-type: none"> Reread Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison.” Think about the questions. Discuss your thinking with your partner. Then write your thinking down in the center column. On your own, reread your pair’s assigned poem. With your partner, discuss your thinking about the key details in the poem. Then write your thinking down in the right-hand column. Tell students to ignore the synthesis question at the bottom of the form for now; they will come back to this in the second part of the Jigsaw. Circulate to assist students in rereading the second and third paragraphs of the informational text, reading the poem they have been assigned, and identifying details from the poem that are evidence of similar challenges to those faced by the refugees and immigrants. This vocabulary from the poems may need to be discussed: <ul style="list-style-type: none"> – “Neighbors”: hogwash, puckering, widow, volunteers – “Laugh Back”: Students should be familiar with all of the vocabulary in this poem. – “NOW!”: butcher, motions As students work, ask probing questions as needed: <ul style="list-style-type: none"> * “Which factors affect how successfully refugee and immigrant children adapt?” * “What evidence of those factors can you find experienced by Ha in your poem?” * “What is the strongest evidence of those challenges that you can find in your poem?” 	<ul style="list-style-type: none"> Reviewing academic vocabulary words benefits all students developing academic language. Consider allowing students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. Teachers can address student-selected vocabulary as well as predetermined vocabulary in subsequent encounters with the text. However, in some cases and with some students, pre-teaching selected vocabulary may be necessary. Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.



Work Time (continued)	Meeting Students' Needs
<p>B. Jigsaw Part 2: Group Discussion to Share Answers and Discuss a Synthesis Question (15 minutes)</p> <ul style="list-style-type: none"> • Refocus whole group. Tell students that they will now share with their Numbered Heads group. Ask them to take their Text-Dependent Questions, Part B handout with them. • Give students about 5 minutes to share within their groups. Encourage them to record new evidence from other poems on their question sheets. • In the last few minutes of this part of the agenda, be sure that groups discuss and record an answer to the synthesis question at the bottom of their Text-Dependent Questions, Part B handout: <ul style="list-style-type: none"> * “How do some of the challenges described in these two paragraphs about adaptation differ from Ha’s experiences as a refugee?” • Select volunteers from each group to share the group discussion with the whole class. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)</p> <ul style="list-style-type: none"> • Select volunteers to share some of their details from the informational text and the poem and to justify whether they think the details show turning “inside out” or “back again.” • Record on the Inside Out anchor chart or the Back Again anchor chart according to class suggestions. • Distribute Homework Purpose for Reading: Who Was Ha before She Was Forced to Flee Her Home? 	<ul style="list-style-type: none"> • Anchor charts serve as note-catchers when the class is co-constructing ideas.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Remember that for the end of unit assessment, you are going to be writing about how the novel’s title, <i>Inside Out & Back Again</i>, relates to the universal refugee experience of fleeing and finding home, using Ha as an example. In order to describe how Ha turns “inside out” and “back again,” you first need to describe who she was before. Reread pages 1–17 and collect the strongest evidence you can find to answer this question: <ul style="list-style-type: none"> * “Who was Ha before she was forced to flee her home?” 	



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Supporting Materials



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Name:

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Date:

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



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

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



Background:

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

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

Directions:

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



Who Was Ha?	Strongest Evidence from the Text