



EXPEDITIONARY
LEARNING

Grade 8: Module 1

Performance Task



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Summary of Task

- For the final performance task of Module 1, students will draw upon their study of the universal refugee experience to write two research-based poems that reflect the “inside out” and “back again” aspect of a refugee experience. Students will collaborate in Research Teams to research the experiences of refugees of a specific culture. They then will draw upon the research, and their study of the novel and the informational texts to write two poems. Of the two poems, the first, an Inside Out Poem, is based on the research conducted and the second poem, a more creative Back Again Poem, is aligned with the students individual interpretation of informational text, and their own background knowledge and experiences. The students will have the opportunity to revise, edit, and share their two poems within the classroom, and with other Research Teams for the final performance task. **This task centers on NYSP12 CCSS RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6.**

Format

- A well-constructed, research-based, free-verse “inside out” poem.
- A well-constructed, creative, free-verse “back again” poem.
- Both poems are to be typed, one sided, and on 8.5” x 11” paper.

Standards Assessed Through This Task

- RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.4a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.
- W.8.5. 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 have been addressed.
- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.6. 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.



Student-Friendly Writing Invitation/Task Description

- You are a refugee who has experienced being turned “inside out” upon fleeing home and has begun to feel like your life is “back again” as you adjust to your new country. For this performance task, you will research and write poetry to describe these experiences.

Part 1: Researching Refugees (in your research team)

- With your Research Team, use resources provided to research a specific time and place in history when people have been forced to flee because of war, religious beliefs, political beliefs, or a natural disaster. Gather the strongest evidence and accurate details about this historical situation: what caused people to flee their home country home and find a new home? Use the Research Guide to help you gather sufficient relevant information.

Part 2: Writing Free-Verse Narrative Poetry (on your own)

- Then imagine that you are a refugee from this specific time and place in history. You, like Ha and the real refugees we have read about, have been forced to flee your home country for your safety. On your own, write two free verse poems similar to Ha’s diary entries in the novel Inside Out & Back Again.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students must address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Your free-verse poems will:

- Include figurative language, sensory details and descriptive words and phrases that convey meaning and tone
- Make explicit reference to research-based historical details and information that add to the authenticity of the story
- Adhere to the conventions of standard written English
- Provide research-based historical details in the context of a realistic scene
- Align the details in both poems need to align for continuation of the story
- Maintain a consistent voice through both poems



Options For Students

- Students will learn about dangerous conditions (political, religious, or natural) that would cause a person to make the difficult decision to leave home for an uncertain future. Students will develop narrative writing skills by paying close attention to details, word choice, organization, and conventions.
- Students may be regrouped into countries of similar interest or assigned a country to research. Students may be provided research tasks to support the overall collection of complete information gathering for their poetry writing.
- Consider preselecting countries of interest, allowing fewer research texts to explore, providing texts of various structures or Lexile ranges, and/or isolating information in texts for students with IEPs or ELLs.

Options For Teachers

- Teachers may differentiate research options for students depending on their experience with the research process.
- Teachers may scaffold the writing process in stages as needed for student success. Keep in mind that the students’ best independent draft of each poem will be used as Mid-Unit and End of Unit Assessments in Unit 3.
- Consider research texts for students that offer a range of Lexile measures and structures to offer a rich variety of texts with which students may engage.
- Students may share their stories with the class, display them in the school library, or publish them on the school’s Web site.

Resources

- Research Texts: See Unit 2, Lesson 18 supporting materials for a complete list of texts students continue to work with as a part of their short research project.