



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 2: Lesson 10

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



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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	Ongoing Assessment
<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>. 	<ul style="list-style-type: none"> “Refugee and Immigrant Children: A Comparison”: Paragraph 1 Text-Dependent Questions, Part B

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Pages 237–247 of <i>Inside Out & Back Again</i> (5 minutes) Unpacking Learning Targets (2 minutes) Work Time <ol style="list-style-type: none"> Jigsaw Part 1: Pairs Reread First Paragraph of “Refugee and Immigrant Children: A Comparison” and Connect to a Poem from the Novel with Text-Dependent Questions (20 minutes) Jigsaw Part 2: Group Discussion to Determine Whether the Issues Are “Inside Out” or “Back Again” (13 minutes) Closing and Assessment <ol style="list-style-type: none"> Adding to the Inside Out and Back Again Anchor Charts (5 minutes) Homework <ol style="list-style-type: none"> Complete a first read of pages 248–260. Take notes (in your journals) using the Structured Notes graphic organizer. Focus on key details and the strongest evidence that reveals Ha’s dynamic character and the challenges she is facing, plus new or important vocabulary that helps you understand the specific challenges of refugees. 	<ul style="list-style-type: none"> In this lesson, students continue to work with Paragraph 1 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 Paragraph 1 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 share the learning from their poems and work together to determine whether the details they have collected from Paragraph 1 and their poem best supports the idea of turning “inside out” or coming “back again.” The Jigsaw structure is abbreviated but similar to that of Unit 1, Lessons 7 and 11. In advance, to refresh your memory, review these lessons and the Jigsaw protocol (Appendix 1). Post: Learning targets, directions for Jigsaw Part 1 (see Work Time A) homework question.

Lesson Vocabulary	Materials
strongest evidence, dependency reversal, discrimination, racism “Rainbow”: lacquer, barrettes “Loud Outside”: pluck “More Is Not Better”: stalking	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i> (book; one per student) • Sticky notes (three per student) • Inside Out and Back Again anchor charts (begun in Lesson 8) • “Refugee and Immigrant Children: A Comparison” (from Lesson 9) • Document camera • “Refugee and Immigrant Children: A Comparison”: Paragraph 1 Text-Dependent Questions, Part B (one per student and one for display)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Pages 237–247 of Inside Out & Back Again (5 minutes)</p> <ul style="list-style-type: none"> • Give students sticky notes. Invite them to record the strongest pieces of evidence that they found from pages 237–247 that reveal an aspect of Ha’s dynamic character. • Ask: <ul style="list-style-type: none"> * “How is Ha changing?” * “Where do your details best fit?” * “Do they show Ha turning ‘inside out’ or coming ‘back again?’” • Invite students to put their sticky note on either the Inside Out anchor chart or the Back Again anchor chart, based on which their evidence is most relevant to. • Review three of the sticky notes with the whole group and invite discussion of why they show strong evidence revealing an aspect of Ha’s dynamic character. Invite the whole group to determine whether the three chosen sticky notes have been put on the appropriate anchor chart. 	
<p>B. 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 from the universal refugee experience to the title of the novel <i>Inside Out & Back Again</i>.” • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “What does the <i>strongest evidence</i> mean?” • 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.

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Work Time	Meeting Students' Needs
<p>A. Jigsaw Part 1: Pairs Reread First Paragraph of “Refugee and Immigrant Children: A Comparison” and Connect to a Poem from the Novel with Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none"> Be sure students have their article “Refugee Children in Canada: Searching for Identity.” Using a document camera, display Paragraph 1 of the section “Refugee and Immigrant Children: A Comparison.” Remind students that they began to look closely at this same paragraph of the text in the previous lesson. Emphasize how important and valuable it is to reread challenging text. Focus students on the second sentence in Paragraph 1: “Refugee and immigrant children in Canada have significant similarities. Both groups must deal with migration, which represents a disruptive loss to one’s life.” Remind students of the homework question: <ul style="list-style-type: none"> * “What does it mean to have a disruptive loss to one’s life? What disruptive loss has Ha faced in the novel <i>Inside Out & Back Again?</i>” Invite students to pair up to share their answers with someone else. Select some volunteers to share their answers with the whole group. Explain that today students will continue to build on this idea of the “disruptive loss” faced by refugees and immigrants. Display and distribute “Refugee and Immigrant Children: A Comparison”: Paragraph 1 Text-Dependent Questions, Part B. Tell students that today they are going to use these questions and make notes to dig deeper into Paragraph 1 of “Refugee and Immigrant Children: A Comparison” to better understand it. They are going to relate some of the challenges faced by the real-life refugee and immigrant 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"> * “Rainbow” (page 142) 	<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 (e.g., law, peace, etc.) 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: represents, endure, adolescents, interpreters, and encounter. 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.

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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * “Loud Outside” (page 145) * “More Is Not Better” (page 168) 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"> 1. Reread the first paragraph of “Refugee and Immigrant Children: A Comparison.” 2. Think about the questions. 3. Discuss your thinking with your partner. 4. Then write your thinking down in the center column. 5. On your own, reread your pair’s assigned poem. 6. With your partner, discuss your thinking about the key details in the poem. 7. Then write your thinking down in the right-hand column. Tell students to ignore the synthesis questions 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 first paragraph 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"> • “Rainbow”: lacquer, barrettes • “Loud Outside”: pluck • “More Is Not Better”: stalking (<i>Pluck</i> and <i>stalking</i> are words that students can probably figure out from the context. They may need to be told what <i>lacquer</i> and <i>barrettes</i> mean.) As students work, ask probing questions as needed: <ul style="list-style-type: none"> * “What challenges do refugee and immigrant children face?” * “What evidence of those challenges 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 upon 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	Meeting Students' Needs
<p>B. Jigsaw Part 2: Group Discussion to Determine Whether the Issues Are “Inside Out” or “Back Again” (13 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 questions at the bottom of their Text-Dependent Questions, Part B handout:<ul style="list-style-type: none">* “The final sentence of this paragraph of the informational text says: ‘Perhaps the greatest threat to these children is not the stress of belonging to two cultures but the stress of belonging to none.’ What is the author saying is the biggest problem, bigger than all of the others in this paragraph? Is the author saying this will always be the case? What evidence do you have to answer that question?”Select volunteers from each group to share the group discussion with the whole class. Encourage students to focus on the word <i>perhaps</i> when looking for evidence, because it suggests that this might not always be the case.	

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 Inside Out or Back Again anchor charts according to student suggestions. 	<ul style="list-style-type: none"> Anchor charts serve as note-catchers when the class is co-constructing ideas.
<p>A. Complete a first read of pages 248–260. Take notes (in your journals) using the Structured Notes graphic organizer. Focus on key details and the strongest evidence that reveals Ha’s dynamic character and the challenges she is facing, plus new or important vocabulary that helps you understand the specific challenges of refugees.</p>	<ul style="list-style-type: none"> Encourage ELLs or other struggling readers to choose one section from today (related to identity, adaptation, or mourning) and reread it in preparation for deeper work with the text in upcoming lessons. Since they have heard this text read aloud today and have thought about gist, this second reading will be manageable. Consider providing ELLs with a glossary of the terms that were discussed in class today from these three sections of the text. Vocabulary can be a source of difficulty for readers who struggle. Provide a brief list with explanations of the challenging vocabulary words from the reading homework. This should be done only for students who need it. Most important is to provide words that cannot be easily determined from context. There are few of these in the novel. On pages 248–260, these words might include: <i>intermingling</i> (mix together) (257) and <i>glutinous</i> (sticky like glue in texture) (257).



EXPEDITIONARY LEARNING

Grade 8: Module 1: Unit 2: Lesson 10 Supporting Materials



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Name:	
Date:	

Questions	Notes	Connections: Specific Details from Inside Out & Back Again
<p>The informational text says: “Once in Canada, they both have to endure the ‘push-and-pull’ forces of home and school, which often work in opposite directions.”</p> <p>How do the forces of home and school push and pull refugee and immigrant children in opposite directions?</p>		
<p>What challenges do refugee and immigrant children face at school?</p>		
<p>The informational text says: “Both refugee and immigrant children may encounter society’s discrimination and racism.”</p> <p>What is <i>discrimination and racism</i>?</p>		
<p>The informational text says: “At home, both groups may experience a role and dependency reversal, in which they may function as interpreters and “cultural brokers” for their parents.”</p> <p>What does <i>dependency reversal</i> mean?</p>		

Synthesis questions: The final sentence of this paragraph of the informational text says: "Perhaps the greatest threat to these children is not the stress of belonging to two cultures but the stress of belonging to none."

What is the author saying is the biggest problem, bigger than all of the others in this paragraph? Is the author saying this will always be the case? What evidence do you have to answer that question?