



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 2: Lesson 14

Analyzing the Significance of the Novel's Title: Connecting the Universal Refugee Experience to Inside Out & Back Again, Part 3



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.



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”: Paragraph 4 Text-Dependent Questions, Part B

Agenda

1. Opening
 - A. Unpacking Learning Targets (2 minutes)
2. Work Time
 - A. Jigsaw Part 1: Pairs Reread Paragraph 4 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 Revisit Our Prediction (15 minutes)
3. Closing and Assessment
 - A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)
4. Homework
 - A. Remember that for the end of unit assessment, you are going to be writing about how the novel’s title, *Inside Out & Back Again*, 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 18–49 and continue to collect the strongest evidence you can find to answer this question: “Who was Ha before she was forced to flee her home?”

Teaching Notes

- This lesson follows the pattern of Lessons 10 and 12. Students continue to work with Paragraph 4 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 process of mourning discussed in Paragraph 4.
- Note that in the second part of the Jigsaw, students begin to synthesize their learning from Lessons 9–14. They get back into Numbered Heads groups to return to the original predictions they made in Lesson 9 about the similarities and differences between how refugees and immigrants adapt.
- Post: Learning targets, directions for Jigsaw Part 1 (see Work Time A), homework question.



Lesson Vocabulary	Materials
<p>Process of mourning “Not the Same” (page 232): pouches “Can’t Help” (page 173): solitude, jasmine, ashy, inhaling, yearning</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) • “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part B (one per student and one to display) • Document camera • Inside Out anchor chart and Back Again anchor chart (begun in Lesson 8) • Homework Purpose for Reading: Who Was Ha before She Was Forced to Flee Her Home? (begun as homework for Lesson 12)

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: Pairs Reread Paragraph 4 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 article “Refugee and Immigrant Children: A Comparison.” Display Paragraph 4 of the section “Refugee and Immigrant Children: A Comparison.” Remind students that they began to look closely at this same paragraph in the previous lesson. Emphasize how important and valuable it is to reread challenging text. • Focus students on the second sentence in Paragraph 4: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.” • Remind students of the homework question: <ul style="list-style-type: none"> * “What do Ha and her family mourn the loss of? How do you know?” • Invite students to pair up to share their answers with someone else. • Select some volunteers to share their answers with the whole group. • Distribute “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part B and display it using a document camera. Tell students that today they are going to use these questions and make notes to dig deeper into Paragraph 4 and better understand the mourning process for refugee children. They are going to relate the process of mourning by the real-life refugee 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 they are to record answers. Remind them that, as in Lessons 10 and 12, 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 one of these three poems: <ul style="list-style-type: none"> * “Not the Same” (page 232) * “Can’t Help” (page 173) * “Eternal Peace” (page 251) • 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. 	<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 this vocabulary word from the text: grieving. 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"> • Post these directions: <ol style="list-style-type: none"> 1. Reread Paragraph 4 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 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 Paragraph 4 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"> * “Not the Same”: <i>pouches</i> * “Can’t Help”: <i>solitude, jasmine, ashy, inhaling, yearning</i> * “Eternal Peace”: Students should be familiar with the words in this poem. • As the class works, ask probing questions as needed: <ul style="list-style-type: none"> * “What evidence of mourning can you find experienced by Ha in your poem?” * “What is the strongest evidence of mourning 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.
<p>B. Jigsaw Part 2: Group Discussion to Share Answers and Revisit Our Prediction (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"> * “Look back at the predictions you made a few lessons ago about the similarities and differences between how refugee and immigrant children adapt. What similarities or differences can you now add to your original list? Which of the differences seem most important? Why?” • 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. 	<ul style="list-style-type: none"> • Anchor charts serve as note-catchers when the class is co-constructing ideas.
Homework	Meeting Students’ Needs
<p>A. 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 18–49 and on your homework recording form, continue to collect the strongest evidence you can find to answer this question: “Who was Ha before she was forced to flee her home?” (this homework question was distributed in Lesson 12).</p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 2: Lesson 14

Supporting Materials



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.



Name:	
Date:	

Questions	Notes	Connections: Specific Details from Inside Out & Back Again
1. The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.” What is a <i>process of mourning</i> ?		
2. In the phrase “those losses,” what does the word <i>those</i> refer to?		
3. The text says: “Although these children may not know the concept of being homesick, they feel it all the same. Although some will not talk about their experience for fear of upsetting their parents, perhaps it is also true that many do not talk because we do not listen.” Explain these two sentences in your own words.		
4. How does the word <i>perhaps</i> change the meaning of the second sentence?		

