



EXPEDITIONARY  
LEARNING

# Grade 8: Module 1: Unit 2: Lesson 18

## Introducing Final Performance Task and Analyzing Statistics



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

I can determine a theme or central idea of literary text. (RL.8.1)

I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

**Supporting Learning Targets**

- I can determine the factual details (specific to a time and place in history) that Thanhha Lai used in the poems “Birthday” and “Saigon Is Gone.”
- I can analyze statistics about refugee experiences around the world in order to notice patterns.

**Ongoing Assessment**

- Specific Factual Details tickets
- Chalk Talk participation and discussion

**Agenda**

1. Opening
  - A. Unpacking Learning Targets (2 minutes)
  - B. Introducing the Performance Task Prompt (8 minutes)
2. Work Time
  - A. Identifying Specific Factual Details in Poems from *Inside Out & Back Again* (10 minutes)
  - B. Statistics Chalk Talk (20 minutes)
3. Closing and Assessment
  - A. Chalk Talk Gallery Walk (5 minutes)
4. Homework
  - A. Spend time familiarizing yourself with the Research Guide. Consider what details you are going to be looking for when researching in informational texts.
  - B. Continue reading in your independent reading book for this unit at home.

**Teaching Notes**

- Although this lesson is officially part of Unit 2, in effect it launches the work of Unit 3. (This sequence was done in order to give you time to read and give feedback on students’ draft End of Unit 2 assessments). Students are formally introduced to the final performance task.
- The performance task prompt sets students up to revisit several poems from the novel with the focus on identifying the specific factual details Thanhha Lai has included in her poems about Vietnam at the time and why she has included them. This increases students’ awareness of the purpose for researching specific factual details (about a specific time and place in history when refugees fled) to use later when writing their own poems.
- In a Chalk Talk, research teams analyze statistics from the informational texts they read earlier in Unit 2. The goal is for them to begin to more fully recognize that the universal refugee experience has taken place throughout history and around the world.
- Students take home the Research Guide to familiarize themselves with the kind of research information they will be gathering.
- In advance: Using the exit tickets from Lesson 17, divide students into research teams of three or four according to the refugee situation they chose to focus on (Kurdish, Bosnian, or Afghani refugees). Mixed-ability grouping of students will provide a collaborative and supportive structure for reading complex texts.
- Note that students work with their teams for the first time during Work Time B: Be prepared to reinforce classroom norms as students begin to work in these new groups.
- See the Articles for Research Folders (for teacher reference) and the teaching note at the end of this lesson. Be sure to prepare these folders before Lesson 19, when students formally launch their short research project.
- Note also the glossary with words from each article; put these glossaries in the folders so students have them for reference as they conduct their research.
- Review: Chalk Talk protocol (Appendix 1).
- Post: Learning targets, list of research teams.



Lesson Vocabulary	Materials
<p>specific, statistics; vast, uprising, resettling</p>	<ul style="list-style-type: none"> <li>• <i>Inside Out &amp; Back Again</i> (book; one per student)</li> <li>• Student-Friendly Performance Task Prompt (one per student)</li> <li>• Specific Factual Details Task 1 (for half of the students)</li> <li>• Specific Factual Details Task 2 (for half of the students)</li> <li>• List of research teams (see Teaching Note above)</li> <li>• Chalk Talk Statistics (one per student)</li> <li>• Prefixes note-catcher (begun in Lesson 3)</li> <li>• Chart paper (one piece per research team)</li> <li>• Chalk Talk Statistics Guidelines (one per student)</li> <li>• Markers (one per student)</li> <li>• Research Guide (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that in this lesson, they will learn more about a short research project they will do in preparation for Unit 3.</li> <li>• Ask a volunteer to read aloud the first learning target:             <ul style="list-style-type: none"> <li>* “I can determine the factual details (specific to a time and place in history) that Thanhha Lai used in the poems ‘Birthday’ and ‘Saigon Is Gone.’”</li> </ul> </li> <li>• Invite students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What does <i>specific</i> mean?”</li> </ul> </li> <li>• Listen for students to explain that <i>specific</i> means “particular,” or based on the historical context Thanhha Lai was writing about.</li> <li>• Ask another volunteer to read aloud the second target:             <ul style="list-style-type: none"> <li>* “I can analyze statistics about refugee experiences around the world in order to notice patterns.”</li> </ul> </li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What are <i>statistics</i>?”</li> </ul> </li> <li>• Listen for students to explain that statistics are numerical representations of facts and data.</li> <li>• Tell students that they will revisit statistics from some of the informational texts they have read during Unit 2. This will help them continue to notice what makes the refugee experience <i>universal</i> and learn more details about specific times and places in history when many people had to flee their home country. Later, in Unit 3, they will also read statistics as a part of their research project.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> </ul>



Opening	Meeting Students' Needs
<p><b>B. Introducing the Performance Task Prompt (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute the Student-Friendly Performance Task Prompt. Focus students on Part 1. Read it aloud, as students read silently in their heads.</li> <li>• Remind them that in the closing of the previous lesson, they selected what place and time in history they would like to research (refugees from Bosnia, Kurdistan, or Afghanistan) and recorded it on an exit ticket. Explain that later on in this lesson, they will be placed into teams with other students who chose the same research focus.</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “According to the prompt, what type of information will you need to gather within your research teams?”</li> </ul> </li> <li>• Listen for students to explain that they need to collect information about why refugees have to flee their homes and settle somewhere else.</li> <li>• Focus students on Part 2 of the performance task prompt. Read it aloud, as students read silently in their heads. Students should be quite familiar with the concepts of “inside out” and “back again” based on their analysis essay.</li> <li>• Invite students to Think-Pair-Share to briefly review:             <ul style="list-style-type: none"> <li>* “What do you notice?”</li> <li>* “What do you wonder?”</li> <li>* “How is the ‘Inside Out’ poem different from the ‘Back Again’ poem?”</li> <li>* “What does turning ‘inside out’ mean? When do refugees turn ‘inside out’?”</li> <li>* “What does ‘back again’ mean? When do refugees turn ‘back again’?”</li> </ul> </li> <li>• Listen for students to explain that refugees turn “inside out” when they are forced to flee their home and are new to another country. It means that emotionally they feel as though their lives have been turned inside out. Refugees turn “back again” when they begin to settle and adapt in their new country and to feel more themselves.</li> <li>• Tell students that in Unit 3, they will work first on the “Inside Out” poem and then on the “Back Again” poem. Emphasize that although the research is team-based, the poetry writing is done individually.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Identifying Specific Factual Details in Poems from <i>Inside Out &amp; Back Again</i> (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their novels <b>Inside Out &amp; Back Again</b>. Tell them that now that they have seen the prompts, they are going to revisit a few of Thanhha Lai’s poems, focusing on how the author used specific facts that she may have had to research. This will help students see how specific facts can make their own poems more realistic and powerful.</li> <li>• Ask students to get into Numbered Heads groups. Partner up 1 with 2 and 3 with 4. For each pair, distribute <b>Specific Factual Details Task 1</b> to one student and <b>Specific Factual Details Task 2</b> to the other student.</li> <li>• Specific Factual Details Task 1: Reread the poem “Birthday” (page 26) in <i>Inside Out &amp; Back Again</i>. What specific factual details about Vietnam at the time the novel is set are evident in the poem?</li> <li>• Specific Factual Details Task 2: Reread the poem “Saigon Is Gone” (page 67) in <i>Inside Out &amp; Back Again</i>. What specific factual details about Vietnam at the time the novel is set are evident in the poem?</li> <li>• Give students 3 to 4 minutes to do their task individually.</li> <li>• Then ask students to do the following:             <ol style="list-style-type: none"> <li>1. Share with your partner the specific factual details about Vietnam at the time the novel is set that you found in your poem.</li> <li>2. Think, then discuss with your partner:                 <ul style="list-style-type: none"> <li>* “Why were those specific factual details used in the poem? What is the purpose of those details for the reader?”</li> </ul> </li> </ol> </li> <li>• Refocus students whole group. Call on a Numbered Head to share their answers with the whole group. Listen for students to explain that the writer needed to research specific factual, historical information about people and events in the Vietnam War. Those specific facts make the novel seem more realistic and believable for the reader.</li> <li>• Explain that Thanhha Lai probably used a lot of the information and facts she knew through her personal experiences to tell the story of Ha, but she also would have had to do research to make sure that the information she used was factually correct to make it more realistic and believable.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing students with time to work individually and then to share out with partners gives them “think time” that can benefit those who generally need extended time.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>B. Statistics Chalk Talk (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Announce and post the <b>list of research teams</b>. Invite students to get into their research teams for the next activity. As needed, remind or reinforce students about classroom norms for collaboration (from Unit 1), since they will be working with new peers for the next few lessons.</li> <li>• Remind students that in their analysis essay, they discussed the universal refugee experience of turning “inside out” and “back again” as refugees flee and find home. Tell students that today they will think more about many examples of this universal refugee experience before diving in to learn more about one specific time and place in history.</li> <li>• Display and distribute the <b>Chalk Talk Statistics</b>. Point out that these statistics come from the two informational texts they have read during Unit 2: “Refugees: Who Where and Why” and the introduction of “Refugee Children in Canada.”</li> <li>• Read the statistics aloud as students follow along in their heads.</li> <li>• Distribute a piece of <b>chart paper</b> to each research team, the <b>Chalk Talk Statistics Guidelines</b> and <b>markers</b>. Read through the protocol as students follow along silently in their heads:             <ul style="list-style-type: none"> <li>* Remember that Chalk Talks are silent. Use your marker to have a written conversation.</li> <li>* Make sure each student in your group has a chance to respond to the question.</li> <li>* Ask more questions when you don’t understand what another student has written or you need further clarification.</li> </ul> </li> <li>• Write the question for the Chalk Talk discussion on the board:             <ul style="list-style-type: none"> <li>* “What do these statistics tell you about refugees?”</li> </ul> </li> <li>• Invite research teams to begin their Chalk Talk. Give teams 10 minutes to work. Circulate to remind students of and reinforce the guidelines.</li> <li>• After about 10 minutes, refocus the group. Ask students to discuss in their research team:             <ul style="list-style-type: none"> <li>* “The text says: ‘Every day, nearly 5,000 children become refugees, with a vast number growing up and spending their entire lives in refugee camps.’ What does the term <i>vast</i> mean?”</li> </ul> </li> <li>• Underline the word <i>vast</i> on the displayed text and invite students to do the same on theirs. Select volunteers to share the meaning of the word with the whole group.</li> <li>• Listen for students to explain that in this context, <i>vast</i> means “a large number.” Students should be able to figure out the meaning of this word from the context.</li> <li>• Focus on the statistic about Hungary. Ask students to discuss in their research teams:</li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (like Chalk Talk) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge.</li> <li>• Reviewing academic vocabulary words benefits all students developing academic language. Consider allowing students to grapple with a complex text before explicit teaching of vocabulary.</li> <li>• Encourage students to use word attack strategies: prefixes, root words, suffixes, cognates, and context.</li> </ul>



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* “In the statistic ‘1956 Uprisings in Hungary force more than 200,000 people to become refugees,’ what does the term uprising mean?”</li> <li>* “How does your growing knowledge of prefixes help you understand that word? How is an uprising different from a rising? Why might the author have chosen this specific word?”</li> <li>• Underline the word uprising on the displayed text and invite students to do the same.</li> <li>• Select volunteers to share the meaning of the word with the whole group. Listen for students to explain that an uprising is like a revolt against something—lots of people get together to oppose another group, for example the government, to show that they are not happy with something. They use the power of a large group to try to get what they want. An uprising is different from rising because rising means “moving upward,” whereas uprising means a group of people who band together against another group to make their voices heard. The author may have chosen this word because it was a large group of people who got together in Hungary to try to get what they wanted.</li> <li>• Invite students to record the word uprising on their Prefixes note-catcher.</li> <li>• Focus on the statistic about Canada’s role. Invite students to discuss in their research teams:             <ul style="list-style-type: none"> <li>* “In the statistic ‘Since the end of World War II, Canada has resettled about 800,000 refugees from every region of the world, including Europe, Asia, Africa, the Middle East, and Central and South America,’ how is resettled different from settled? How does the prefix re change the meaning of the word?”</li> <li>* “What does the word resettled imply about Canada’s role as a host country?”</li> </ul> </li> <li>• Underline the word resettled on the displayed text and invite students to do the same. Select volunteers to share the meaning of the word with the whole group.</li> <li>• Listen for students to explain that resettled means they have already settled somewhere before and have to settle again. The word resettled tells us that Canada has to help the people from overseas to settle in and adapt to life in another country, as that becomes their permanent home.</li> <li>• Invite students to record the word resettled on their Prefixes Note-catcher.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Chalk Talk Gallery Walk (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to circulate to read the Chalk Talks from other research teams.</li> <li>• Select volunteers to share their answers to the question with the whole group:               <ul style="list-style-type: none"> <li>* “What do these statistics tell you about refugees?”</li> </ul> </li> <li>• Listen for students to notice the key point: that people have become refugees throughout history, around the world, and that this issue affects a large number of people around the globe.</li> <li>• Distribute the <b>Research Guide</b>. Tell students that part of their homework is to preview this guide to be clear on what types of information they will be gathering during this short research project.</li> </ul>	
Homework	Meeting Students' Needs
<p>A. Spend time familiarizing yourself with the Research Guide. Consider what details you are going to be looking for when researching in informational texts.</p> <p>B. Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: For Lesson 19, prepare Research Folders for each research team. See the Supporting Materials for Lesson 19 for the list of texts that need to go into each folder and instructions for accessing them. Students color-code their research texts in Lesson 19. Be sure to have red, blue, and green pencils or highlighters (one per student).</i></p>	





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## Supporting Materials



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**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 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)**

- 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*.

The first poem will be an “inside out” poem. For this poem, consider these questions:

- What hardships did you face in your country?
- Why did you decide to flee your country?
- What was it like for you after you fled?
- Where did you go?
- Where did you find help?
- Where did you settle?
- How was your life turned “inside out”?

The second poem will be a “back again” poem. For this poem, consider these questions:

- What adaptations have you made as you settle into your new home?
- What are you mourning from your old life?
- How is your identity changing?
- How are you coming “back again”?

Use the Details in the Poetry graphic organizer to help you plan and draft your poems.



Name:	
Date:	

Reread the poem “Birthday” (page 26) in *Inside Out & Back Again*.

What specific factual details about Vietnam at the time the novel is set are evident in the poem?

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Name:	
Date:	

Reread the poem “Saigon Is Gone” (page 67) in *Inside Out & Back Again*.

What specific factual details about Vietnam at the time the novel is set are evident in the poem?

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1. “Every day, nearly 5,000 children become refugees, with a vast number growing up and spending their entire lives in refugee camps” (Fantino, Colak).
2. “Since the end of World War II, Canada has resettled about 800,000 refugees from every region of the world, including Europe, Asia, Africa, the Middle East, and Central and South America” (Fantino, Colak).
3. “**1956** Uprisings in Hungary force more than 200,000 people to become refugees” (Gevert).
4. “**1978** About three million Asians escape to neighboring countries, including Thailand and Malaysia, during conflicts throughout Indochina” (Gevert).
5. “**1991** Fighting in Somalia forces about 750,000 Somalis to seek shelter in Ethiopia” (Gevert).
6. “**1999** More than one million people from Kosovo are forced to leave their homes” (Gevert).



- Remember that Chalk Talks are silent. Use your marker to have a written conversation.
- Make sure each student in your group has a chance to respond to the question.
- Ask more questions when you don't understand what another student has written or you need further clarification.



**Directions:**

Within your research team, you will work to find the following information from the sources provided for you. You will then use this information as you develop your own “inside out” poem.

Strongest Evidence from Sources	Source Information Article title, author, and page #
<p>Who is your refugee? <i>(include information about distinguishing categories; for example, race, nationality, religion, political affiliation)</i></p>	
<p>Where is your refugee from? <i>Where did he or she flee to? (include information about both places and time period)</i></p>	
<p>Why did your refugee flee? <i>(include information to support why people fled the country; for example, war or natural disaster, religious reasons—include specific information on a historical event)</i></p>	