Grade 8: Module 1: Unit 2: Lesson 19
Launching Researching: Reading for Gist and Gathering Evidence Using the Research Guide

EXPEDITIONARY
LEARNING

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

I can conduct short research projects to answer a question. (W.8.7)

I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)

I can express my own ideas clearly during discussions, and I can build on other's ideas during discussions. (SL.8.1)

Supporting Learning Targets	Ongoing Assessment
• I can find the gist of informational texts. • I can select the strongest evidence in an informational text about who the refugees were, where they fled from, and why they had to flee.	• Research Guide

Agenda	Teaching Notes

1. Opening
    A. Unpacking Learning Targets (2 minutes)
    B. Introducing the Research Guide (5 minutes)
 2. Work Time
    A. Reading All Research Texts for Gist (15 minutes)
    B. Rereading One Research Text to Identify "Who? Where? Why?" Details (8 minutes)
    C. Gathering Evidence on Research Guides (10 minutes)
 3. Closing and Assessment
    A. Sharing Evidence (5 minutes)
 4. Homework
    A. For the text you read with your partner, finish recording the strongest Who? Where? and Why? evidence onto your Research Guide. Read other texts if you choose.
	• Although this lesson is in Unit 2, the research conducted will apply toward the final performance task and assessments in Unit 3. (This sequence was done to provide you time to read and give feedback on students' draft End of Unit 2 assessments.) Students begin working in their research teams to gather information aligned with the final performance task. The students will be using this research to write "inside out" and "back again" poems about specific refugee experiences from Bosnia, Afghanistan, or Kurdistan. The work in this lesson aligns with W.8.7 and W.8.9.
	 • Students begin their research with their teams using Research Folders that contain a small number of previously selected research materials for each of the countries identified (see Lesson 18 supporting materials for the list of texts).
	 • Have these folders ready in advance. Each team needs a Research Folder containing the materials relevant to the group of refugees they have chosen to research, including a glossary of words they may not be familiar with. Have enough of each text for every student in the group, so students can self-select texts.
	 • Students read each informational text in their folder first for gist. It is important that students have a general sense of the article as a whole before they go searching for specific details.
	 • Students then reread and use a color-coding system to underline evidence answering the "Who?" "Where?" "Why?" questions on the Research Guide.
	 • Be sure that students are aware that in Unit 3 they will create a fictional narrator for their poems, just as Thanhha Lai did in creating Ha. They will use evidence and details from the research materials as a basis for creating this fictional character, so they need to collect as much of the strongest evidence as possible.
	 • Help students choose text that will challenge them at the appropriate level. Students also may partner read.
	 • In advance: Select one text from a research folder to model underlining evidence. See Work Time B for more information.
	 • Post: Learning targets, list of research teams (from Lesson 18).

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.

© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

NYS Common Core ELA Curriculum • G8:M1:U2:L19 • August 2013 • **1**

Lesson Vocabulary	Materials
gist, strongest evidence; see the glossary in each Research Folder for vocabulary for each of the informational texts	• List of research teams (from Lesson 18) • Research Guide (from Lesson 18) • Articles for Research Folders (for teacher reference) • Research Folders (one of each text per student on the research team; see Teaching Note above) • Research Task Card (one per student) • Informational text (one to display; see Work Time B for more information) • Colored pencils (one red, blue and green per student) • Document camera

Opening	Meeting Students' Needs

A. Unpacking Learning Targets (2 minutes)
• Post the **list of research teams** (from Lesson 18). Be sure students are sitting with their teams.
• Focus students on the first target and invite them to Think-Pair-Share:
    * "I can find the gist of informational texts."
• Students should be quite familiar with the term *gist*. Cold call a student to remind the class what it means. Listen for: "getting an initial sense of what a text is mostly about."
• Explain to students that real researchers read a lot of text and need to be able to do a first read just to get a basic sense of the text and determine whether it is relevant to their research questions.
• Focus students on the second learning target and invite them to read it with you:
    * "I can select the strongest evidence in an informational text about who the refugees were, where they fled from, and why they had to flee."
• Ask students to Think-Pair-Share:
    * "What does it mean by *strongest evidence*?"
• Listen for students to explain that the strongest evidence is the best evidence: evidence that is most relevant to your particular questions or task.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• 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.

B. Introducing the Research Guide (5 minutes)
• Ask students to refer to their **Research Guide**, with which they familiarized themselves for homework. Invite students to read the headings of the columns on the Research Guide, and then the titles of the rows, with you. Ask students to Think-Pair-Share:
    * "Look at the left-hand column of the Research Guide. What do you think you are going to record in each row of this column? Why?"
• Listen for students to explain that they are going to record the strongest evidence that explains who the refugee is, where the refugee fled from, where the refugee fled to, the time in history when it happened, and why the refugee fled. Students should notice that these are aspects of the universal refugee experience they learned about earlier in the unit (Lessons 4 and 5).
• Highlight the words in brackets and explain that these are the specific details they will be looking for.
• Focus students on the right-hand column, Source Information. Ask them to Think-Pair-Share:
    * "What do you think you are going to record in the right-hand column of the Research Guide? Why?"
• Listen for students to explain that they are going to cite the works they have used. Remind them that they had to cite sources in a similar way when writing their analysis essay.	

Work Time	Meeting Students' Needs
A. Reading All Research Texts for Gist (15 minutes) • Provide the research teams with their **Research Folders**. Tell students that in this lesson, they get to dig into the research to find out more about a specific group of refugees. As a research team, they are going to find the gist of the materials within the Research Folders so that they can figure out what the text is mostly about before they begin looking for particular details. • Distribute **Research Task Cards**. Focus students on Part A: Reading for Gist. • Read the directions aloud as students read silently in their heads. • Emphasize that reading for gist is something real researchers do. Invite students to read the informational texts in their Research Folders for gist. • Circulate to assist students with reading.	• Refer students to the glossary for each of the texts in the Research Folders to help them understand unfamiliar words. • Providing students with task cards ensures that expectations are consistently available. • Encourage students to choose a text from the Research Folder that is most appropriate for their reading level—encourage students to challenge themselves within reason.
B. Reading One Research Text to Identify "Who? Where? Why?" Details (8 minutes) • Remind students of the "Who?" "Where?" "Why?" questions on the Research Guide. Tell students that now that they have gotten a sense of the gist of the various texts in their folders, they will work in pairs to read just one text in more detail. • Focus students on Part B of the task card: Rereading for Who? Where? Why? Answer clarifying questions as needed. • Display one of the **informational texts**. Follow the directions on the task card to model for students how to underline the text as the task card directs. • Distribute **colored pencils** and ask students to follow the Part B directions to identify and underline in colored pencils the specific information to answer the Who? Where? Why? questions. • Circulate to assist students with reading to identify the details. Remind students of the guiding words in brackets on the Research Guide.	• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.

Work Time	Meeting Students' Needs
C. Gathering Evidence on Research Guides (10 minutes) • Remind students that in Unit 3, they are going to use the answers from their Research Guide to be creative and write "inside out" and "back again" poems. • Model how to fill out the first row of the Research Guide using the information from the text you underlined as a model in Part B of Work Time. Focus first on the Who? information underlined in red. Transfer the information underlined in red onto the first row of the Research Guide. Show students how underlining in different colors should make scanning the text for this evidence easier. • Record the details of the text in the second column and explain that next you would move on to the Where? evidence underlined in this same text and that you would finish working with one text before moving on to another. • Invite students to follow along silently in their heads as you read Part C: Gathering Evidence on Research Guides. • Invite groups to follow the directions to record evidence in each of the sections of the Research Guide. • Tell students that they will finish collecting this evidence to answer the Who? Where? Why? questions for homework.	• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.

Closing and Assessment	Meeting Students' Needs
A. Sharing Evidence (5 minutes) • Ask students to bring their texts and Research Guides and get into their original Numbered Heads groups (so students who are studying different refugee contexts get to share with one another). Ask students to pair Numbered Heads 1 with 2 and 3 with 4. Invite students to share their answer to the following question, based on the evidence they have collected so far on their Research Guides: * "Now that you have looked through the stories of refugees, who are the refugees from this specific time and place in history? What do you know about them?" • As time permits, invite a few students to share out whole group. Push students to keep thinking about the strongest evidence they collected as they researched today: * "Which details seem most relevant given the poems you are preparing to write? Why?"	

Homework	Meeting Students' Needs
A. For the text you read with your partner, finish recording the strongest Who? Where? Why? evidence onto your Research Guide. Read other texts if you choose.	

EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 2: Lesson 19
Supporting Materials

Directions:
Before Lesson 19, prepare folders for each research team with enough of each text and the glossary for one per team member. Please come to ELschools.org in the fall of 2013 to download these texts. Before accessing the articles, you must log in to NovelNewYork using your New York-issued driver's license
or non-driver ID.

Kurdish Refugees Research Folder:
1. Faiad, Andrea. "A Place of Her Own." *Current Health* Feb. 2007: 26–28. Print.
2. "People without a Land." *Scholastic Update* 15 Nov. 1996: 16–17. Print.
3. Saeedpour, Vera. "Meet the Kurds." Faces Mar. 1999: 8. Print.
4. Article: "A Place of Her Own" includes in-text vocabulary definitions

Glossary for Kurdish Refugees Research Folder

Article: "People without a Land"	
solemnly	with seriousness
allies	countries that work together/are friendly
treaty	formal agreement between two or more states or countries
agitated	to cause to move with violence or sudden force
genocide	the widespread extermination of a religious or ethnic group
covert	secret
Article: "Meet the Kurds"	
dynasty	a series of rulers from the same family
flourish	to do well; prosper
precipitation	moisture, rainfall

Bosnian Refugees Research Folder:
1. "Welcome to Sarajevo." *Skipping Stones* Jan. 2003: 25–26. Print.
2. Woodard, Colin. "Bosnia: The Children of War." *Junior Scholastic* 12 May 2008: 12–14. Print.
3. "Hard Times in Sarajevo: Cold Weather Comes Early to Bosnia's War-Torn Capital, Bringing More Hardship, Death." Current Events 24 Oct. 1994: 1+. *Academic OneFile.* Web. 4 Feb. 2013.
4. "Peace Patrol: U.S. Troops Will Stay at Least Another Year in Tense Bosnia." *Current Events* 9 Dec. 1996: 3. Print.

Glossary for Bosnian Refugees Research Folder

Article: "People without a Land"	
siege	a military blockade of a city
atrocities	extremely wicked or cruel acts
allied	countries that work together
per capita GDP	how much money the country makes divided by the population
Article: "Welcome to Sarajevo"	
uninhabitable	not capable of living in
desolation	a state of complete emptiness or destruction
Article: "Peace Patrol: U.S. Troops Will Stay at Least Another Year in Tense Bosnia"	
treaty	formal agreement between two or more states or countries
Article: "Hard Times in Sarajevo: Cold Weather Comes Early to Bosnia's War-Torn Capital, Bringing More Hardship, Death"	
persecute	harass or annoy based on someone's race or religious beliefs
alliance	friendship between two or more parties
dictatorship	government ruled by one leader

Afghani Refugees Research Folder:

1. Haidari, Karim. "Refugee Writing on the Journey." *New Internationalist* 350 Oct. 2002: 20–21. Print.
2. Baird, Kristin. "I Escaped the Taliban." *National Geographic Kids* July 2005: 1. Print.
3. Lehr, Rachel. "Town Mouse and Country Mouse." *Faces* Mar. 2006: unknown. Print.

Glossary for Afghani Refugees Research Folder

Article: "Town Mouse and Country Mouse"	
Vocabulary definitions included in text	
Article: "I Escaped the Taliban"	
Taliban	a fundamentalist Muslim group that controlled much of Afghanistan from 1995 until U.S. intervention in 2001

A. Reading for Gist

1. Browse all of the texts in your folder; skim the titles and get a sense of what each text is mostly about.
2. Within your team, form pairs. (If there is an odd number of people in your team, you can either work in threes or someone can work on his or her own.)
3. Each pair choose one text to read more thoroughly. (Be sure each pair in your research team chooses a different text.)
4. On your own, read the text you and your partner chose.
5. With your partner, annotate the text for the gist one paragraph at a time.
6. As a research team, tell each other the gist of the texts each pair read.

B. Rereading for Who? Where? Why?

1. Keep working with the same partner and the same text you read in Part A.
2. For this step, don't fill out the Research Guide yet. Instead, just underline key details on the actual text.
3. Be sure you have colored pencils: red, green, and blue (or highlighters).
4. With your partner, focus on the Who? With your red pencil, underline information that tells you who the refugee(s) is/are. (Look at the Who row of the Research Guide, specifically the questions in parentheses, to help you know what details to look for.)
5. Still with your partner, focus on the Where? With your green pencil, underline information that tells you where the refugees had to flee from and where they fled to. (Look at the Where? row of the Research Guide, specifically the questions in parentheses, to help you know what details to look for.)
6. Still with your partner, focus on the Why? With your blue pencil, underline information that tells you why the refugees had to flee. (Look at the Why? row of the Research Guide, specifically the questions in parentheses, to help you know what details to look for.)
7. Share the evidence you have underlined on your text with the rest of your team.

C. Gathering Evidence on Research Guides

1. Trade texts with the other pair in your research team.
2. For the text the OTHER pair underlined, record key evidence.
3. Focus on the evidence underlined in red. On the Who? row of your Research Guide, record the strongest evidence (left-hand column) and the source (right-hand column).
4. Focus on the evidence underlined in green. On the Where? row of your Research Guide, record the strongest evidence (left-hand column) and the source (right-hand column).
5. Focus on the evidence underlined in blue. On the Why? row of your Research Guide, record the strongest evidence (left-hand column) and the source (right-hand column).
6. Trade texts back, so you have the text you and your partner read. For homework, you will take this text home with you to finish gathering evidence on the Research Guide.