EXPEDITIONARY LEARNING

Grade 8: Module 1: Unit 3
Overview

In Unit 3, 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. Students will gather the strongest evidence from informational texts in order to answer specific Who? Where? and Why? questions, and these answers will then be used to write an "inside out" poem, which is about a fictional character who experienced real events students learned about in their research. This "inside out" poem will establish the time, place, and reason for fleeing home. As students prepare to write this poem, they will return to the novel to study a poem for its craft and structure as well as word choice and figurative language. Students' writing of the poem will also be supported through the use of a poem graphic organizer. The mid-unit assessment is students' best first draft of this poem. Students then draft their "back again" poem, aligned with the students' individual interpretation of informational text and their own background knowledge and experiences. They receive peer critique on both poems to ensure they are setting their poem in a particular scene to give the details and information they are including an appropriate context. Students then write a best draft of their two revised poems and present them to peers from other research teams. This serves as the final performance task, which centers on **NYSP12 CCSS RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.5, W.8.7, W.8.9, W.11b, L.8.1, L.8.2, and L.8.6.**

Guiding Questions And Big Ideas
• *What common themes unify the refugee experience?*   • *How can we tell powerful stories about people's experiences?*   • **Authors select a genre of writing to fully engage the reader.**   • **Characters change over time in response to challenges; this will be shared through the use of statistics and working through the review of the individual poems.**

Mid-Unit 3 Assessment	**Best First Draft of "Inside Out" Poem** This assessment centers on NYSP12 ELA CCLS RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.11b. Students use their Research Guides, which outline the research collected through their research teams, and their "Inside Out" poem graphic organizer, which has specific question prompts aligned to the creation of an "inside out" poem, to write the best first draft their "inside out" poem.
End of Unit 3 Assessment	**Best First Draft of "Back Again" Poem** This assessment centers on NYSP12ELA CCLS RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.11b. Students draft their "back again" poem about their same fictional refugee moving to a new country, sharing the experiences that the refugee might feel in adapting and mourning while adjusting to his or her new home. As with their "inside out" poem, students use a graphic organizer to help them plan.

Final Performance Task	*Free Verse Narrative Poems "Inside Out" and "Back Again"* 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, as well as their study of the novel and the informational texts, to write two poems. The first, an "inside out" poem, is based on the research conducted. The second, a more creative, "back again" poem, is aligned with students' individual interpretation of informational text, as well as 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, which centers on NYSP12 CCSS RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6.

Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

Social Studies Themes in Context:
- Individual Development and Cultural Identity
    - * Role of social, political, and cultural interactions in the development of identity
    - * Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences
- Development, Movement, and Interaction of Cultures
    - * Role of diversity within and among cultures

Central Texts

1. *Inside Out & Back Again*, Thanhha Lai, HarperCollins, 2011, ISBN-10 0061962783.

2. 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.

GRADE 8: MODULE 1: UNIT 3: OVERVIEW
Calendared Curriculum Map:
Unit-at-a-Glance
Unit 3 officially is six lessons of instruction. Note, however, that Lessons 18 and 19 in Unit 2 (research) in effect launch Unit 3.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	• Finishing Who? Where? and Why? Research	• 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 discussion, and I can build on others' ideas during discussions. (SL.8.1)	• 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. • I can use the evidence I have gathered in research to create a culturally appropriate fictional character profile for the refugee narrator of my "inside out" poem.	• Research Guide • Character Profile on the "Inside Out" Poem graphic organizer	
Lesson 2	• Analyzing Poems from *Inside Out & Back Again* to Develop Criteria for an Effective Poem	• I can determine a theme or central ideas of literary text. (RL.8.2) • I can express my own ideas clearly during discussions. (SL.8.1) • I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)	• I can identify figurative and descriptive language as well as purposeful word choice in the "Papaya Tree" and "Wet and Crying" poems from *Inside Out and Back Again*. • I can describe the criteria of an effective poem. • I can use figurative and descriptive language as well as purposeful word choice to turn my research notes into free verse narrative poetry.	• What Makes an Effective Poem? anchor chart • "Inside Out" Poem graphic organizer	• What Makes an Effective Poem? anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	• Mid-Unit Assessment: Writing Best First Draft of "Inside Out" Poem	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.8.4a) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can conduct short research projects to answer a question. (W.8.7) • I can use several sources in my research. (W.8.7) • I can use evidence from informational texts to support analysis, reflection, and research (W.8.9) • I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)	• I can write a poem describing how the narrator, a refugee, turns "inside out" when he or she is forced to flee home. • I can write an "inside out" poem based on factual details about real-life refugees from informational texts. • I can use figurative and descriptive language as well as purposeful word choice to add tone and meaning to my "inside out" poem.	• Mid-Unit 3 Assessment: Best First Draft of "Inside Out" poem	• Peer Critique protocol • What Makes an Effective Poem?

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	• End of Unit Assessment: Writing Best First Draft of "Back Again" Poem	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • I can produce text (print or nonprint) that explores a variety of cultures and perspectives. (W.8.4a) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)	• I can write a poem describing how the narrator, a refugee, turns "back again" as he or she adapts to life in a new country. • I can create meaning in my "back again" poem by using figurative and descriptive language as well as purposeful word choice to convey a certain tone.	• Mid-Unit 3 Assessment: Best First Draft of "Back Again" poem	• What Makes an Effective Poem?

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	• Peer Critique of "Inside Out" and "Back Again" Poems	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can conduct short research projects to answer a question. (W.8.7) • I can use several sources in my research. (W.8.7) • I can use evidence from informational texts to support analysis, reflection, and research (W.8.9) • I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)	• I can use the "Inside Out" and "Back Again" Poetry Rubric to provide kind, specific, and helpful feedback to my peers. • I can create meaning in my "inside out" and "back again" poems by using figurative and descriptive language and purposeful word choice to convey a certain tone. • I can revise use peer feedback to revise my "Inside Out" and "Back Again" poem.	• Revised "Inside Out" and "Back Again" poems • Stars and Steps for "Inside Out" and "Back Again" poems	

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	• Revision: Best Draft of "Inside Out" and "Back Again" Poems (Final Performance Task)	• I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3) • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) • I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) • I can use correct grammar and usage when writing or speaking. (L.8.1) • I can use correct capitalization, punctuation and spelling to send a clear message to my reader. (L.8.2)	• I can write a final draft of two poems describing how the narrator, a refugee, turns "inside out" and "back again" as he or she flees home and adapts to life in a new country. • I can create meaning in my "inside out" and "back again" poems by using figurative and descriptive language and purposeful word choice to convey a certain tone. • I can use correct grammar and punctuation in my "inside out" and "back again" poems.	• Best draft of "Inside Out" and "Back Again" poems	• What Makes an Effective Poem?

Optional: Experts, Fieldwork, And Service

Experts
- Invite poets to visit the class to describe to the students how they write poetry and to read some of their poetry for the students.

Fieldwork
- Local libraries sometimes host poetry events. This could be a place for students to hear poetry and/or read their poetry to others.

Optional: Extensions

- Organize a forum for students to read their poems aloud for an audience, for example students could host a poetry evening, or students could read their poems to other classes in the school.
- If technology allows, students could record their poems.

Preparation and Materials

- Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a binder in which to collect these materials and refer back to them. Alternately, teachers who prefer to use notebooks or journals can use the recording forms and graphic organizers as a template with which to model for students to create these structures independently.
- Poetry Reading: Consider arranging an outside audience to listen to students share their poems in Lesson 6, or at a more formal poetry reading.

Independent Reading and Reading Response Letter

- Some students, especially stronger readers, will finish *Inside Out and Back Again* early in the unit. They should be encouraged to complete independent reading related to the topic of the unit. See the Unit 2 Recommended Texts, which includes texts at many levels. The daily lessons do not include time to check on students' independent reading. But consider how you might support students with this volume of reading. Included is a template for a Reader's Response letter, a format students can use to share their thinking about their reading with you or with other students. Some teachers create a binder of these letters, and then future students can use them as they select books to read.