Unit 2: Case Study: Why do people flee home?
In Unit 2, students will build knowledge about refugees’ search for a place to call home. They will read informational texts that convey the universal themes and experiences of refugees across various times and cultures. This study will draw students’ attention to the challenges refugees face when they are fleeing and finding home. As students continue to move through the novel, they will focus on how particular incidents move the story forward and reveal aspects of Ha’s character. Ha will be analyzed as a case study of a refugee who is faced with challenges that represent the universal refugee themes of fleeing and finding home. For their mid-unit assessment, students will read an informational text and analyze one refugee’s experience of finding home. Unit 2 culminates in a formal literary analysis essay in which students will explain the significance of the novel’s title and how it relates to the universal refugee experience and the challenges Ha faces as a refugee.

Guiding Questions And Big Ideas
- How do critical incidents reveal character?
- What common themes are universal to the refugee experience?
- Critical incidents reveal a character's dynamic nature.
- Characters change over time in response to challenges.

Mid-Unit 2 Assessment
Analyzing an Informational Text about a Refugee Experience
This assessment centers on NYSP12 ELA CCLS RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9. In this on-demand assessment, students will read an unfamiliar informational text about a refugee experience (a speech by Til Gurung, a refugee from Bhutan) and then answer a range of literal and inferential text-dependent questions. The assessment will provide questions in the form of selected-response items, a graphic organizer, and short constructed-response items. Students will cite the strongest text-based evidence to support their answers.

End of Unit 2 Assessment
Analysis Essay: Explain the Significance of the Novel’s Title and Its Relationship to Universal Refugee Experiences and Ha’s Character
This assessment centers on NYSP12ELA CCLS RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2d, W.8.4, W.8.5, and W.8.9. For this writing assessment, students will explain aspects of Ha’s character. They will respond to this specific prompt: “Consider the meaning of the novel’s title, Inside Out & Back Again. How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Ha’s experience an example of this universal experience?” Students will choose the strongest evidence from the informational texts and the novel to construct an informational literary analysis essay.
Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science 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

7. See specifically Unit 2, Lesson 18 for a complete list of texts students use in their short research project.
This unit is approximately 4 weeks of instruction.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
</table>
| Lesson 1 | Collecting Details: The Challenges Ha Faces and Ha as a Dynamic Character | • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)  
• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)  
• I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)  
• I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character. | • I can review and add to my strategies of things close readers do.  
• I can identify key details that help me understand Ha.  
• I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character. | Structured Notes  
Think-Write-Pair-Share | Numbered Heads protocol  
Give One to Get One protocol  
Who Is Ha?  
Things Close Readers Do |
| Lesson 2 | Rereading and Close Reading: Communism, “The Vietnam Wars,” and “Last Respects” (Pages 85 and 86) | • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)  
• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)  
• I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)  
• I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) | • I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character.  
• I can infer the symbolism in the poem “Last Respects.” | Structured notes for pages 83–90 (from homework)  
Chalk Talk  
Who Is Ha? small group anchor chart  
Last Respects note-catcher | Chalk Talk protocol  
Think-Write-Pair-Share protocol  
Who Is Ha?  
Things Close Readers Do |
<table>
<thead>
<tr>
<th>Lesson</th>
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<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
</table>
| Lesson 3 | Building Background Knowledge: Fleeing Saigon as “Panic Rises” | • I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)  
• I can determine a theme or the central ideas of an informational text. (RI.8.2)  
• I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)  
• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4) | • I can identify the strongest evidence in the text “Panic Rises in Saigon, but the Exits Are Few” that helps me explain what challenges refugees from South Vietnam faced.  
• I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.  
• I can identify common themes that connect the universal refugee experience. | • Structured notes (for pages 91–111, from homework)  
• Fleeing Home: What Challenges Did Ha’s Family Face? graphic organizer  
• Answers to text-dependent questions  
• Prefixes note-catcher  
• Fist to Five | • Fist to Five protocol |
| Lesson 4 | Building Background Knowledge, Predicting, and Focusing on Key Vocabulary: “Refugees: Who, Where, Why” | • I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)  
• I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)  
• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4) | • I can identify the strongest evidence in the text “Refugees: Who, Where, Why” that helps me explain challenges refugees face when fleeing home.  
• I can identify the strongest evidence in the text “Refugees: Who, Where, Why” that helps me explain challenges refugees face finding home.  
• I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. | • Structured notes (pages 135–157 from homework)  
• Prefixes note-catcher  
• Annotated article | • Carousel protocol |
# Lesson 5
**Building Background Knowledge and Summarizing: “Refugees: Who, Where, Why” Part 2**

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
- I can objectively summarize informational text. (RI.8.2)
- I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)
- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)
- I can identify the strongest evidence in the article “Refugees: Who, Where, Why” and the novel that help me explain challenges refugees face when fleeing home.
- I can identify the strongest evidence in the article “Refugees: Who, Where, Why” and the novel that help me explain challenges refugees face finding home.
- I can write a paragraph that provides an objective summary of “Refugees: Who, Where, Why.”
- I can identify universal themes that connect refugee experiences.

## Ongoing Assessment
- Structured notes (for pages 135–157, from homework)
- Annotated article “Refugees: Who, Where, Why” (from homework)
- Summary Writing graphic organizer
- Fleeing Home and Finding Home anchor charts

## Anchor Charts & Protocols
- Chalkboard Splash protocol
- Fleeing Home
- Finding Home

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# Lesson 6
**Building Background Knowledge: Challenges Bosnian Refugees Faced Fleeing and Finding Home**

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
- I can determine a theme or the central idea of an informational text. (RI.8.2)
- I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)
- I can identify the strongest evidence in the text “Children of War” that helps me explain what challenges refugees face when fleeing home.
- I can identify the strongest evidence in the text “Children of War” that helps me explain challenges refugees face finding home.
- I can identify common themes that connect the universal refugee experience.

## Ongoing Assessment
- Structured notes (pages 180–195 from homework)
- Written summary of “Refugees: Who, What, Where” (from homework)
- Summary Writing graphic organizer: “Children of War”
- Evidence Sort

## Anchor Charts & Protocols
- Fleeing Home
- Finding Home
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
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<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
</table>
| Lesson 7 | Mid-Unit Assessment: Analyzing an Informational Text about a Refugee Experience | • I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)  
• I can objectively summarize informational text. (RI.8.2)  
• I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)  
• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)  
• I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)  
• I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) | • I can identify the strongest evidence in the speech by Til Gurung that helps me explain why refugees leave their home.  
• I can identify the strongest evidence in the speech by Til Gurung that helps me explain challenges refugees face in their new country.  
• I can determine the meaning of unfamiliar words based on context clues.  
• I can cite evidence from the text to support analysis of an informational text. | • Mid-Unit 2 Assessment: Analyzing an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9). | • Structured notes (pages 196–212 from homework)  
• Answers to questions about model essay  
• Fleeing Home  
• Finding Home  
• Inside Out  
• Back Again |
| Lesson 8 | Analyzing the Content of a Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” | • I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)  
• I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)  
• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) | • I can make connections between the universal refugee experiences of fleeing/finding home and the title of the novel Inside Out & Back Again.  
• I can find the gist of a model essay.  
• I can choose the strongest evidence to support my answers to questions about a model essay.  
• I can evaluate the quality of evidence used to support the claims made in the model essay “How Ha’s Mother Is Turned ‘Inside Out’” | • Fleeing Home  
• Finding Home  
• Inside Out  
• Back Again |
<table>
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</thead>
</table>
| Lesson 9 | Close Reading: Paragraph 1 of “Refugee and Immigrant Children: A Comparison” (from “Refugee Children in Canada: Searching for Identity”) | • I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)  
• I can determine a theme or the central ideas of an informational text. (RI.8.2)  
• I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)  
• I can read above-grade informational texts with scaffolding and support. (RI.8.10) | • I can find the gist of the first paragraph of “Refugee and Immigrant Children: A Comparison.”  
• I can analyze how specific words, phrases, and sentences help me understand how refugee and immigrant children are similar.  
• I can cite evidence to explain the similarities and differences between refugee children and immigrant children. | • Answers to text-dependent questions, Part A | • Inside Out  
• Back Again  
• Similarities and Differences in How Refugees and Immigrants Adapt |
| Lesson 10 | Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to Inside Out & Back Again | • 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. (RL.8.1)  
• I can read above-grade informational texts with scaffolding and support. (RL.8.10) | • 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. | • “Refugee and Immigrant Children: A Comparison”: Paragraph 1 Text-Dependent Questions, Part B | • Jigsaw protocol  
• Inside Out  
• Back Again |
| Lesson 11 | Close Reading: Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison” and Introducing the NYS Expository Writing Rubric | • I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RL.8.1)  
• I can determine a theme or the central ideas of an informational text. (RL.8.2)  
• I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RL.8.5)  
• I can read above-grade informational texts with scaffolding and support. (RL.8.10) | • I can find the gist of Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison.”  
• I can analyze how specific words, phrases, and sentences help me understand what refugee and immigrant children need for successful adaptation.  
• I can read a text closely in order to answer text-dependent questions. | • “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part A | • Inside Out  
• Back Again |
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</table>
| Lesson 12 | Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to Inside Out & Back Again, Part 2 | • 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) | • 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. | “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part B | • Jigsaw protocol  
• Inside Out  
• Back Again |
| Lesson 13 | Close Reading: Paragraph 4 of “Refugee and Immigrant Children: A Comparison” | • I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RL.8.1)  
• I can determine a theme or the central ideas of an informational text. (RL.8.2)  
• I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RL.8.5)  
• I can read above-grade informational texts with scaffolding and support. (RI.8.10) | • I can find the gist of Paragraph 4 of “Refugee and Immigrant Children: A Comparison.”  
• I can analyze how specific words, phrases, and sentences help me understand what refugee and immigrant children need for successful adaptation.  
• I can read a text closely in order to answer text-dependent questions. | “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A | • Inside Out  
• Back Again |
| Lesson 14 | Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to Inside Out & Back Again, Part 3 | • 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) | • 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. | “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part B | • Jigsaw  
• Inside Out  
• Back Again |
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</thead>
</table>
| Lesson 15 | Connecting the Universal Refugee Experience of Fleeing and Finding Home to the Title of the Novel Inside Out & Back Again | • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)  
• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)  
• I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) | • I can make a claim about how the lives of refugees turn “inside out” when they flee home, using the strongest evidence I have collected from both the novel and informational text.  
• I can make a claim about how the lives of refugees turn “back again” as they find a new home, using the strongest evidence I have collected from both the novel and informational text.  
• I can cite where I found my evidence. | • Two Forming Evidence-Based Claims graphic organizers (one for Body Paragraph 1, “Inside Out,” and one for Body Paragraph 2, “Back Again”) | • Citing Books and Articles  
• Inside Out  
• Back Again |
| Lesson 16 | Planning the Introductory and Concluding Paragraphs of the End of Unit Assessment Essay | • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)  
• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)  
• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)  
• 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 plan effective introductory and concluding paragraphs for my analytical essay.  
• I can cite where I found my evidence. | • Forming Evidence-Based Claims graphic organizer (with a claim to answer the question: “Who is Ha before she flees home?”)  
• Planning Your Essay graphic organizer (homework for Lessons 15 and 16) | • Who Is Ha?  
• Citing Books and Articles |
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<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
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</thead>
</table>
| Lesson 17 | End of Unit 2 Assessment, Part One: First Draft of Analysis Essay             | • I can cite text-based evidence that promotes the strongest support for my analysis of literary text. (RL.8.1)  
• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)  
• I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)  
• I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.8.6a)  
• I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.8.11)  
• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)  
• I can produce clear and coherent writing that is appropriate to task, purpose, and audience (W.8.4)  
• I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9) | • I can write an essay explaining the universal refugee experience of turning “inside out” and “back again.”  
• I can cite the strongest evidence from informational texts to support my claims about how refugees turn “inside out” and “back again.”  
• I can cite the strongest evidence from the novel *Inside Out & Back Again* to support my claims about who Ha is before she flees, and how she is turned “inside out” and “back again.”  
• I can cite where I found my evidence. | • End of Unit 2 Assessment, Part 1: First Draft of Analytical Essay | • Who Is Ha?  
• Inside Out  
• Back Again  
• Citing Books and Articles |
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<tr>
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<th>Ongoing Assessment</th>
<th>Anchor Charts &amp; Protocols</th>
</tr>
</thead>
</table>
| Lesson 18 | Introducing Final Performance Task and Analyzing Statistics | • 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) | • 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. | | • Chalk Talk protocol |
| Lesson 19 | Launching Researching: Reading for Gist and Gathering Evidence Using the Research Guide | • 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) | | | • Research Guide |
| Lesson 20 | End of Unit 2 Assessment, Part Two: Final Draft of Analytical Essay | • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)  
• 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 use evidence from literary texts to support analysis, reflection, and research. (W.8.9) | • I can use teacher feedback to revise my analytical essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric. | | • Citing Books and Articles |
Optional: Experts, Fieldwork, And Service

Experts:
- Invite recent refugees to the United States who can speak about the experience of coming to a new country. This is an opportunity for students to better understand Ha’s experiences.
- Seek out professionals or volunteers who support refugees in local centers. This is an opportunity for students to learn about the challenges and needs of refugees in their locale, and the local supports that attend to these needs.

Fieldwork:
- Visit a local center for helping refugees acclimate to the United States.
- If there is a local museum that has exhibits on Vietnam, consider taking students to help them learn more about where Ha came from.

Optional: Extensions
- With Social Studies: Collaborate on a study of refugee issues in “finding home” in the local community or state of New York.
This unit includes a number of routines that involve stand-alone documents.

### 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.

1. **Reading Calendar**
   - Students read *Inside Out and Back Again* for homework for Lessons 1–10.
   - Each night, they read some pages.
   - Consider providing a reading calendar to help students, teachers, and families understand what is due and when.
   - See stand-alone document.

2. **Writer’s Glossary**
   - This glossary includes academic words related to the writing process and products. These words come from the New York State Grade 6–8 Expository Writing Evaluation rubric. Student writing will be evaluated with this rubric through seventh and eighth grades. In Module 1 of both seventh and eighth grade, students are introduced to the rubric and its vocabulary. The purpose of the Writer’s Glossary is to have a place for students to reference these words as they go through the rest of the year. Since there is not enough information in the context of the rubric for students to come to a definition for themselves, the glossary has all the words defined. It does, however, have space for students to add any other words that they do not know. Even though the definitions are in the glossary, you will need to go over them and give students examples so that they understand how these words are used in the rubric to refer to writing. As students progress through the rest of the year, there may be other academic words that relate directly to their writing or writing products. Feel free to create more pages for this glossary as more vocabulary about writing is encountered throughout the year.
   - There are four pages in the Writer’s Glossary: one page for each row of the NYS rubric. Students use this glossary in Lessons 12–15. The full glossary is provided here for teachers who may wish to make a packet. The words related to a specific lesson are also provided in the supporting materials of each lesson (12–15), along with instructions for using the glossary page for that lesson.
3. 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.
The calendar below shows what is due on each day. Teachers can modify this document to include dates instead of lessons.

<table>
<thead>
<tr>
<th>Due at Lesson</th>
<th>Read the chapter below:</th>
<th>Gathering Textual Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>83–90</td>
<td>Take notes (in journals) using the Structured Notes graphic organizer. Focus on key details that reveal the challenges Ha is facing and her dynamic character, plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
<tr>
<td>3</td>
<td>91–111</td>
<td>Take notes (in journals) using the Structured Notes graphic organizer. Focus on key details that reveal the challenges Ha is facing and her dynamic character, plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
<tr>
<td>4</td>
<td>115–134</td>
<td>Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
<tr>
<td>5</td>
<td>135–157</td>
<td>Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
<tr>
<td>6</td>
<td>158–179</td>
<td>Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
<tr>
<td>7</td>
<td>180–195</td>
<td>Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out and back again” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
<tr>
<td>8</td>
<td>196–212</td>
<td>Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out and back again” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
<tr>
<td>9</td>
<td>213–237</td>
<td>Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out and back again” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
<tr>
<td>Due at Lesson</td>
<td>Read the chapter below:</td>
<td>Gathering Textual Evidence</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>10</td>
<td>238–247</td>
<td>Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out and back again” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
<tr>
<td>11</td>
<td>248–260</td>
<td>Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.</td>
</tr>
</tbody>
</table>
This glossary is for academic words related to the writing process and products. The words for the four lessons here come from the New York State Expository Writing Evaluation Rubric, Grades 6-8. Student writing will be evaluated with this rubric through 7th and 8th grades. In Module 1 of 7th grade, students are introduced to the rubric and its vocabulary. Feel free to create more pages for this glossary as more vocabulary about writing is taught throughout the year.

**Writer's Glossary from Row 1 of the NYS Rubric**

**Words from NEW YORK STATE GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC**

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Page</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>content</td>
<td>1</td>
<td>the ideas, facts, or opinions that are contained in a speech, piece of writing, film, program, etc.</td>
</tr>
</tbody>
</table>
| extent               | 1, 2, 3, 4 | used to say how true, large, important or serious something is  
Ex: *The extent of his injuries was not clear immediately.*  |
| conveys              | 1    | to communicate or express something  
Ex: *The TV ad conveys the message that thin is beautiful.*  |
| compelling           | 1    | very interesting or exciting, so that you have to pay attention  
Ex: *The movie's story was very compelling.*  |
| task                 | 1    | a piece of work that must be done  
Ex: *I was given the task of building a fire.*  |
| insightful           | 1    | showing that you understand what a text, situation or person is really like  
Ex: *Steve's comments about the story were very insightful.*  |
| comprehension        | 1    | understanding  
Ex: *They don’t have the least comprehension of what I’m trying to do.*  |
| logically (opposite: illogically) | 1, 3 | seeming reasonable and sensible, ideas are in a clear order  
Ex: *He could logically present his argument for desert to his mom.*  
opposite: Not reasonable, sensible or clearly put together  |

Other new words you encountered:

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## Writer’s Glossary from Row 2 of the NYS Rubric

**Words from NEW YORK STATE GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC**

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Page</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>command</td>
<td>2</td>
<td>control&lt;br&gt;Ex.: John had command of his emotions and never had an angry outburst.</td>
</tr>
<tr>
<td>relevant (opposite: irrelevant)</td>
<td>2</td>
<td>directly relating to the subject or problem being discussed or considered&lt;br&gt;Ex: Every detail in Sally’s paper was relevant to the claim she made. Opposite: not related to the subject being discussed</td>
</tr>
<tr>
<td>concrete details</td>
<td>2</td>
<td>definite and specific examples&lt;br&gt;Ex: Using quotes in an essay is giving concrete examples to support your claim.</td>
</tr>
<tr>
<td>sustain</td>
<td>2</td>
<td>to make something continue to exist or happen for a period of time, maintain something&lt;br&gt;Ex: A writer must sustain the main idea through an essay.</td>
</tr>
<tr>
<td>varied (noun: variety)</td>
<td>2</td>
<td>consisting of or including many different kinds of things or people, especially in a way that seems interesting&lt;br&gt;(variety: a selection of different things, or different ways of doing something)&lt;br&gt;Ex: Use varied details in your essay to support your claim.</td>
</tr>
<tr>
<td>partially</td>
<td>2</td>
<td>not completely&lt;br&gt;Ex: If you only give one detail you are only partially supporting your ideas.</td>
</tr>
<tr>
<td>textual evidence</td>
<td>2</td>
<td>proof that comes from a written piece&lt;br&gt;Ex: Quotes from the novel count as textual evidence for your claim.</td>
</tr>
<tr>
<td>consistently (opposite: inconsistently)</td>
<td>2, 3</td>
<td>the quality of always being the same, doing things in the same way throughout a piece of work&lt;br&gt;Ex: Jeff consistently used good vocabulary when he wrote. Opposite: changing ideas, claims or style in the middle of an essay.</td>
</tr>
<tr>
<td>minimal</td>
<td>2, 4</td>
<td>very small in degree or amount, especially the smallest degree or amount possible&lt;br&gt;Ex: If you use a minimal number of details, your essay will not prove your ideas completely.</td>
</tr>
<tr>
<td>valid (opposite: invalid)</td>
<td>2</td>
<td>a reason, argument etc that is based on what is reasonable or sensible&lt;br&gt;Ex: The idea that South Sudan is a dangerous place is valid. Opposite: something that is not logical or reasonable</td>
</tr>
</tbody>
</table>

Other new words you encountered:

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### Writer’s Glossary from Row 3 of the NYS Rubric

Words from NEW YORK STATE GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Page</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherence (opposite: incoherence)</td>
<td>3</td>
<td>when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way. Opposite: when something is hard to understand or does not make sense</td>
</tr>
<tr>
<td>style</td>
<td>3</td>
<td>a particular way of doing, designing, or producing something</td>
</tr>
<tr>
<td>complex ideas</td>
<td>3</td>
<td>consisting of many different parts</td>
</tr>
<tr>
<td>concepts</td>
<td>3</td>
<td>an idea of how something is, or how something should be done</td>
</tr>
<tr>
<td>precise</td>
<td>3</td>
<td>precise information, details etc are exact, clear, and correct</td>
</tr>
<tr>
<td>appropriate (opposite: inappropriate)</td>
<td>3</td>
<td>correct or suitable for a particular time, situation, or purpose. Opposite: not correct or suitable for a particular time, situation, or purpose</td>
</tr>
<tr>
<td>transitions</td>
<td>3</td>
<td>words or phrases that help a writer connect one idea to another so a reader can follow the writer’s thinking</td>
</tr>
<tr>
<td>unified</td>
<td>3</td>
<td>when things are connected, joined</td>
</tr>
<tr>
<td>enhance</td>
<td>3</td>
<td>to improve something</td>
</tr>
<tr>
<td>exhibit</td>
<td>3</td>
<td>to clearly show a particular quality, emotion, or ability</td>
</tr>
<tr>
<td>predominantly</td>
<td>3</td>
<td>mostly or mainly</td>
</tr>
<tr>
<td>Other new words you encountered:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word/Phrase</td>
<td>Page</td>
<td>Definition</td>
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<tr>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>conventions</td>
<td>4</td>
<td>a formal agreement, especially between countries, about particular rules or behavior Ex: Standard English conventions mean that anyone who speaks English can understand what is written in English.</td>
</tr>
<tr>
<td>standard English grammar</td>
<td>4</td>
<td>rules for how the English language will be spoken and written Ex: In English, the subject of a sentence usually comes before the verb.</td>
</tr>
<tr>
<td>emerging</td>
<td>4</td>
<td>in an early state of development Ex: A student who is an emerging writer is just beginning to learn how to write well.</td>
</tr>
<tr>
<td>frequent</td>
<td>4</td>
<td>happening or doing something often Ex: Frequent spelling mistakes make a writer’s work hard to read and understand.</td>
</tr>
<tr>
<td>hinder</td>
<td>4</td>
<td>to make it difficult for something to develop or succeed Ex: Sentence fragments or run on sentences hinder a reader’s understanding of a piece of writing.</td>
</tr>
<tr>
<td>valid (opposite: invalid)</td>
<td>2</td>
<td>a reason, argument etc that is based on what is reasonable or sensible Ex: The idea that South Sudan is a dangerous place is valid. Opposite: something that is not logical or reasonable</td>
</tr>
</tbody>
</table>

Other new words you encountered:
Name: 
Date: 

Title of book: 
Author of book: 

Use the prompts below to write a 3 paragraph reader’s response letter about the independent reading book you just read. You can write it on this form or on a separate sheet of notebook paper. Remember that next year, students will look at your letter to decide whether or not to read this book.

Dear eighth grader,

For my independent reading book, I read _________________ (title) by ____________________. In this book, (summarize here – including setting, plot, and character – but don’t give away the end of the book):

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This book connected to Inside Out & Back Again and our study of the universal refugee experience because . . . .

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I would/would not recommend this book because . . . .

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Collecting Details: The Challenges Ha Faces and Ha as a Dynamic Character
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>Target</th>
<th>RL.RC.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can cite text-based evidence that provides the strongest support for my analysis of literary text.</td>
<td>(RL.8.1)</td>
</tr>
<tr>
<td>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.</td>
<td>(RL.8.3)</td>
</tr>
<tr>
<td>I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot).</td>
<td>(RL.8.2)</td>
</tr>
</tbody>
</table>

### Supporting Learning Targets

- I can review and add to my strategies of things close readers do.
- I can identify key details that help me understand Ha.
- I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character.

### Ongoing Assessment

- Structured Notes (classwork)
- Think-Write-Pair-Share
GRADE 8: MODULE 1: UNIT 2: LESSON 1
Collecting Details:
The Challenges Ha Faces and Ha as a Dynamic Character

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
</table>
| 1. Opening | • During this unit, students will continue to engage in small group and partner discussions. Consider seating arrangements that will allow for these ongoing collaborative opportunities. Since students will use the Who Is Ha? small group anchor charts as one support for the writing of the end of unit essay, you may wish to keep the student groups the same as in Unit 1.  
• Numbered Heads will continue to be used as a total participation strategy.  
• Part A of the Opening welcomes students to Unit 2. Students will be wondering about their End of Unit 1 Assessments. Let them know you are working on the assessments and will return them soon. Lesson 5 includes time to return and review the assessments.  
• Reading Homework: Unit 2 follows a different homework routine from that of Unit 1. In Unit 2, Lessons 1–10, students read a portion of the novel and take notes in their journals using a Structured Notes graphic organizer. Students collect key details and refine their note-taking to record the strongest evidence about the challenges Ha faces as she flees and finds home, as well as how these challenges reveal her dynamic character. The structured notes are designed to scaffold to support the end of Unit 2 literary analysis. Each night, students are given guiding questions to direct their note-taking. If students are not using journals, make copies of the Structured Notes in the supporting materials of this lesson when students are assigned Structured Notes for homework.  
• Each night as students read for homework, they will gather key details from the novel to answer a note-taking question. Then in the opening of class, the emphasis is on selecting the strongest evidence from these details. Throughout the unit, students will be prompted to gather the strongest evidence more independently. Emphasize to students how important it is not just to notice details, but also to begin to choose the best or strongest evidence to analyze literature. This relates to RL.1; review this standard in advance to notice how it increases in rigor from the seventh-grade version.  
The best close-reading work involves a balance of text-dependent questions and student-initiated responses (e.g., “notices and wonders,” important points, clarifying or probing questions, gist notes). This lesson focuses on the new structured notes routine to support students with the latter, more open-ended independent work with a text. Future lessons in this unit also include specific text-dependent questions, which are powerful scaffolds to focus students on particularly challenging or important excerpts of the text. |
| A. Engaging the Reader: Things Close Readers Do (10 minutes) |  
B. Review Learning Targets: Introducing the Concept of a Dynamic Character (5 minutes) |  
| 2. Work Time |  
A. Introduce and Model Structured Notes Graphic Organizer: Pages 73–78 (10 minutes) |  
B. Independent Reading and Structured Notes: Focusing on Details from Pages 79–82 (15 minutes) |  
| 3. Closing and Assessment |  
A. Debrief Learning Targets and Preview Homework (5 minutes) |  
| 4. Homework |  
A. Complete a first read of pages 83–90. Take notes (in your journals) using the Structured Notes graphic organizer. |
### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This lesson introduces the Odell Education resource Reading Closely: Guiding Questions handout (provided here in supporting materials and also available as a stand-alone document on EngageNY.org and odelleducation.com/resources). Students will refer to this document regularly as a way of understanding and connecting their learning targets. Preview the document in advance, thinking in particular about how it relates to the Things Close Readers Do anchor chart that students created during Unit 1.</td>
</tr>
<tr>
<td>• Part B of the Opening introduces students to the concept of a dynamic character and includes a general example of how people are complicated and change over time. Consider replacing this generic example with a more specific one that would be relevant to your students.</td>
</tr>
<tr>
<td>• Review: Give One to Get One (Appendix 1).</td>
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<tr>
<td>• In advance: Post learning targets.</td>
</tr>
</tbody>
</table>

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>key details, aspects, symbol/symbolize; rations (77), pouches, rounds, wedges, stranded (81)</td>
</tr>
<tr>
<td>• <em>Inside Out &amp; Back Again</em> (book; one per student)</td>
</tr>
<tr>
<td>• Things Close Readers Do anchor chart (from Unit 1)</td>
</tr>
<tr>
<td>• Reading Closely: Guiding Questions handout (one per student and one to display) (from Odell Education; also see stand-alone document on EngageNY.org and odelleducation.com/resources)</td>
</tr>
<tr>
<td>• Highlighters (one per student)</td>
</tr>
<tr>
<td>• Document camera, overhead projector, or whiteboard</td>
</tr>
<tr>
<td>• Student journals (one per student; begun in Unit 1, Lesson 2)</td>
</tr>
<tr>
<td>• Structured Notes graphic organizer (one to display)</td>
</tr>
<tr>
<td>• Structured Notes graphic organizer (for Teacher Reference; see example in Supporting Materials)</td>
</tr>
</tbody>
</table>
## Opening

**A. Engaging the Reader: Things Close Readers Do (10 minutes)**

- Welcome students and signal the start of Unit 2. Tell them that for the next few weeks, they will continue to read the novel *Inside Out & Back Again*. They also will focus on Ha’s character and how it changes over the course of the novel. Let students know you are reading their End of Unit 1 Assessment and will return them soon.

- Display the *Things Close Readers Do* anchor chart. Share with students that during Unit 1, they collected lots of great things close readers do.

- Tell students they will review these points in a modified Give One to Get One activity. Give directions:
  1. Work with a partner.
  2. One person goes first. Choose one bullet/thing from the anchor chart to give to your partner, with an explanation or example of how this thing helps readers.
  3. Then the second person goes. Choose a different bullet/thing to explain or give an example of how the thing helps readers.

- Pair students up. Give them about 5 minutes for this activity.

- Refocus students to the whole class and distribute the *Reading Closely: Guiding Questions* handout. Tell students that this handout gives them even more information about many of the things close readers do. Point out that during Unit 1, students figured out a lot of these things on their own.

- Tell students that they are going to be looking for similarities between their Things Close Readers Do anchor chart and the *Reading Closely: Guiding Questions* handout.

- Orient students to the layout of the handout and direct them to notice the three sections: Approaching Texts, Questioning Texts, and Analyzing Details.

- Invite them to look for aspects of the document that relate to what they have been learning and practicing as close readers. For example, direct students to the first section, Approaching Texts, and ask:
  1. “What do you notice in this section that relates to the special type of novel we are reading?” Ideally, students will notice that the structure, language, and type of text is special in this novel because it is in verse.

- Distribute *highlights* and invite students to take about 3 minutes to work with a partner to highlight other items on the *Reading Closely: Guiding Questions* handout that relate to what they already know close readers do, as well as the text they are reading and the details they have been noticing.

## Meeting Students’ Needs

- Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.
### Opening (continued)

- As the class works, circulate to listen in and support as needed. Be sure students are able to connect this new handout with what they’ve learned: the Things Close Readers Do anchor chart and their experience reading the text during Unit 1. For example, as students work, probe by asking them these sorts of questions from the Reading Closely: Guiding Questions handout:
  * “This handout mentions ‘perspective.’ Whose perspective are we reading in the novel? Who is writing the diary entries in the novel? How might the single perspective of Ha influence meaning?”
  * “This handout mentions ‘language and structure.’ How is the language and structure in these diary entries different from typical diary entries?”
  * “This handout emphasizes noticing and connecting details. What sorts of details have we collected while reading the novel? How do these details connect in terms of revealing Ha’s character?”
- After about 3 minutes, refocus students whole group. Cold call student pairs to share similarities they noticed. Using the **document camera** (or overhead), highlight the related items on the Reading Closely: Guiding Questions handout. If time permits, invite student pairs to share the other characteristics they think will be important as they read the rest of the novel. Tell the class to hold on to the Reading Closely: Guiding Questions handout, since it will be revisited throughout the year. It will help them continue to notice and name the many “things close readers do” that they will practice this year.

### Meeting Students’ Needs

- Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.
B. Review Learning Targets: Introducing the Concept of a Dynamic Character (5 minutes)

- Direct students’ attention to the posted learning targets and remind them that they just reviewed the strategies that close readers use and were able to read about more strategies on the Reading Closely: Guiding Questions handout. Cold call a student to read aloud the next learning target:
  * “I can identify key details that help me understand Ha.”

- Share with them that just as they collected details throughout Unit 1, they will continue to collect these details as they read the novel in this unit.

- Remind students that they are looking for key details—those that are important or significant—about Ha’s character. Emphasize that now that they are eighth-graders, they are learning how to find not just details, or many details, but the details that best support their analysis.

- Cold call another student to read aloud the last learning target:
  * “I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character.”

- Provide brief direct instruction on the concept of a dynamic character. Point out that just like real people, fictional characters sometimes have complicated personalities. Often characters are dynamic, which means they can grow or change over time. For example, in the real world, people are dynamic. The students themselves have changed over time. Explain that they may have had a favorite toy or interest when they were younger, but now it’s not as important to them. Share with students that they may not have intended to change their interests, but because of time and growing up, it just happened. So as students continue to read the novel, they will be noticing aspects of Ha’s character, or different sides of her personality.

- Invite students to paraphrase and apply this concept of a dynamic character. Think-Pair-Share:
  * “What is a dynamic character?”
  * In what ways are YOU a dynamic character?”

- Invite students to make a prediction:
  * “How do you think Ha will grow and change? Why?”
### Work Time

**A. Introduce and Model Structured Notes Graphic Organizer: Pages 73–78 (10 minutes)**

- Tell students that they have learned a lot about paying attention to every word, and how and why it matters. Now they are going to do that to help them become detectives and figure out everything they can about Ha. Share with students that as they begin Part 2 of the novel, they will be using a graphic organizer to collect the key details they notice about the different aspects of Ha’s character. They will also be reading about challenges Ha faces as she and her family flee their home. Explain that since Ha is a dynamic character, these challenges will reveal more of her character but will also change her character. Invite students to get out their student journal in which they have been recording their notes.

- Display the Structured Notes graphic organizer on a document camera. Model for students how they will organize each page to collect notes. Refer to Structured Notes graphic organizer (for Teacher Reference). Have students create four columns on a clean page of their journal.
  1. Label the far left column: Key Detail. (Explain that this key detail may be a quote or a description of a scene.)
  2. Label the second left column: Page #.
  3. Label the third column: What challenges does Ha face fleeing home? How do the challenges reveal her dynamic character?
  4. Label the far right column: Vocabulary and Word Choice. Remind students that they have been looking closely at words and phrases to help them understand Ha. Now they will focus on words that help them understand what Ha is experiencing as she and her family flee Vietnam. Tell students that they will be keeping track of these sorts of words in their notes.

- Tell students that as they read the novel for homework, they will be collecting details and notes on this organizer. For each homework assignment, they should collect at least three details, though more than one detail could support the same character trait.

- Tell students that they will practice taking structured notes in class. Model for students what this structured note-taking will look like. Ask students to turn to page 73 in the novel and to read along silently as you read aloud.

- While reading the poem “S-l-o-w-l-y” on page 75, draw students’ attention to the author’s word choice. Ha writes that she nibbles on rice, but others chew. Remind students of the work they did in Unit 1 analyzing how word choice contributes to meaning and tone. Ask:

  "What is the difference in meaning and tone of these two words? How are they similar?"

### Meeting Students’ Needs

- If students are not using a journal for notes, the Structured Notes graphic organizer in the supporting materials section at the end of this lesson may be provided for students’ use.

- If no document camera is available, you may use an overhead transparency of the Structured Notes organizer; draw a three-column Structured Notes organizer on the chalkboard or whiteboard; or create a three-column Structured Notes organizer to display on an interactive white board.

- Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.

- Providing models of expected work supports all learners, but especially challenged learners.
<table>
<thead>
<tr>
<th>Work Time (continued)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ideally students will note that the nibbling Ha does reveals the small amount of food she has and her perception that others have enough food to actually chew it.</td>
<td>• When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.</td>
</tr>
<tr>
<td>• Continue to read the next poem, “Rations.” Explain that a <em>ration</em> is a portion or an allowance of food or supplies. Read through page 78, to the end of the poem “Rations.”</td>
<td>• For ELLs and other students needing additional supports, consider providing smaller chunks of text, sometimes just a few sentences, for a close read. Check in on students’ thinking as they speak about their text.</td>
</tr>
<tr>
<td>• On the document camera, think aloud to model for the class how to use the key details in what you read to help analyze Ha’s character and the challenges she is facing. Say: “I notice that Ha is really suffering in these entries. She’s very uncomfortable with either thirst, having to use the bathroom, or hunger. I also noticed that when Ha eats the hot, fresh rice, she thinks about the papaya.” Ask:</td>
<td>• Use of protocols like Think-Pair-Share allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</td>
</tr>
<tr>
<td>* “Do you remember when we talked about the papaya as a symbol? What does the papaya <em>symbolize</em> to Ha?”</td>
<td></td>
</tr>
<tr>
<td>• Invite a student to share what the papaya symbolizes. Ideally, students will remember that the papaya is a symbol of hope. Say: “This makes me think that even though Ha is suffering, she wants to be hopeful. As soon as she experiences a small comfort, her mind goes right to the papaya … even though rice and papaya have nothing to do with each other, like she says.”</td>
<td></td>
</tr>
<tr>
<td>• Model how to fill in the Structured Notes graphic organizer.</td>
<td></td>
</tr>
<tr>
<td>1. In the far left column (Key Detail), write: “The first hot bite of freshly cooked rice, plump and nutty, makes me imagine the taste of ripe papaya although one has nothing to do with the other.”</td>
<td></td>
</tr>
<tr>
<td>2. In the second column, write: Page #78.</td>
<td></td>
</tr>
<tr>
<td>3. In the third column, write: “Ha is suffering from thirst and hunger, but she wants to be hopeful. As soon as she experiences a small comfort, her mind goes right to the papaya … even though rice and papaya have nothing to do with each other, like she says.”</td>
<td></td>
</tr>
<tr>
<td>4. In the far right column, write: “rations.” Point out that Ha is focused on food. The word “rations” helps us understand what Ha is experiencing. Note that this word happens to be the title of the poem, but it doesn’t have to be. This column is for adding words from the text that seem really important to capture what Ha is experiencing: She doesn’t have enough food.</td>
<td></td>
</tr>
<tr>
<td>• Remind students that Ha is a character who is complicated, just like real people. She may change over the course of the novel.</td>
<td></td>
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</tbody>
</table>
Work Time (continued)

- Ask students to turn and talk with a partner:
  - “What did you notice as I modeled this type of thinking for you?”
  - “What questions do you have about how to use this graphic organizer?”
- Call on a few volunteers to share with the class. Clarify as needed.

Meeting Students’ Needs

- Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.
- Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.

B. Independent Reading and Structured Notes: Focusing on Details from Pages 79–82 (15 minutes)

- Invite students to independently and silently read pages 79–82 in class while they keep their journals open to the structured notes page.
- When they finish reading, invite them to participate in a Think-Write-Pair-Share:
  - “Think about Ha’s character and the section you just read. What is a key detail that helps you understand an aspect of Ha’s dynamic character?”
- Cold call student pairs to share the page number, quote, and explanation, and record this for the class to see. Students may respond with details such as these:
  - Ha doesn’t want to be treated like a baby (page 80).
  - She’s obsessed with food (page 81).
- Push students to dig deeper for details that are less obvious, such as: Ha comes to see the simple things of her old life as luxuries (page 82).
- Continue to emphasize focusing on vocabulary. Point out words such as pouches, rounds, and wedges (page 81), all of which students likely know or could figure out from context. Note how these words further help show Ha’s obsession with food.
- Be sure students notice the word stranded. Ask:
  - “What does it mean to be stranded?” Listen for students to realize it means being stuck somewhere, often for a long time, with no help. This is a challenge Ha is facing.
### Closing and Assessment

**A. Debrief Learning Targets and Preview Homework (5 minutes)**

- Review the learning targets and remind students that rereading, looking for details, and explaining how those details reveal aspects of Ha’s character are things they have been practicing and are among the things close readers do.

- Preview the homework. Tell students they will read pages 83–90 in the novel and will take notes on their Structured Notes graphic organizer (in their journals). Tell them they will need to have at least three details from the reading in their notes. It is fine if several of the details show the same character trait.

### Meeting Students’ Needs

#### Homework

- Complete a first read of pages 83–90. Practice taking structured notes (in your journal), using the same graphic organizer we used during class. Focus on key details that reveal the challenges Ha is facing and her dynamic character, plus new or important vocabulary that helps you understand the specific challenges she faces as she flees Vietnam (for example, words such as *rations* that we talked about in class).

#### Meeting Students’ Needs

- Vocabulary can be a source of difficulty for struggling readers. Provide a brief list with explanations of the challenging vocabulary words from the reading homework. This should be done only for students who need this support.

- Most important is to provide words that cannot be easily determined from context. There are few of these in the novel. On pages 83–90, these words might include the following: stews (soaks in heat) (83)
**Guiding Questions 1**

<table>
<thead>
<tr>
<th>I. Approaching the text</th>
<th>I am aware of my purpose(s) for reading:</th>
<th>I take note of information about the text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading closely begins by considering my specific purposes for reading and important information about a text.</td>
<td>• Why am I reading this text? &lt;br&gt; • In my reading, should I focus on: &lt;br&gt; • The content and information about the topic? &lt;br&gt; • The structure and language of the text? &lt;br&gt; • The author’s view?</td>
<td>• Who is the author? &lt;br&gt; • What is the title? &lt;br&gt; • What type of text is it? &lt;br&gt; • Who published the text? &lt;br&gt; • When was the text published?</td>
</tr>
</tbody>
</table>

From Odell Education’s “Reading Closely for Details: Guiding Questions” handout. Used by permission.
II. Questioning Texts
Reading closely involves:
1) initially questioning a text to focus my attention on its structure, ideas, language, and perspective, then
2) questioning further as I read to sharpen my focus on the specific details in the text.

I begin my reading with questions to help me understand the text.

**Structure:**
- How is the text organized?
- How do the text’s structure and features influence my reading?

**Topic, Information, and Ideas:**
- What is this text mainly about?
- What information or ideas does the text present?
- What details stand out to me as I read?

**Language:**
- What key words or phrases do I notice as I read?
- What words or phrases are critical for my understanding of the text?
- What words and phrases are repeated?

**Perspective:**
- What is the author thinking and saying about the topic or theme?
- Who is the intended audience of the text?

I pose new questions while reading that help me deepen my understanding.

**Structure:**
- Why has the author structured the sentences and paragraphs this way?

**Topic, Information, and Ideas:**
- What information/ideas are presented at the beginning of the text?
- What information/ideas are described in detail?
- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?

**Language:**
- What words and phrases are powerful or unique?
- What do the author’s words cause me to see or feel?
- What words do I need to know to better understand the text?

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From Odell Education’s “Reading Closely for Details: Guiding Questions” handout. Used by permission.
### Guiding Questions 1

| III. Analyzing Details | I analyze the details I find through my questioning. **Patterns across the text:** What details, information, and ideas are repeated throughout the text? How do details, information, or ideas change across the text? **Meaning of Language:** Why has the author chosen specific words or phrases? **Importance:** Which details are most important to help me understand the text? Which sections are most challenging and require closer reading? **Relationships among details:** How are the details I find related in ways that build ideas and themes? What does the text leave uncertain or unstated? Why? | Analyzing and connecting details leads me to pose further text-based questions that cause me to reread more deeply. |

From Odell Education’s “Reading Closely for Details: Guiding Questions” handout. Used by permission.
### Key Detail

<table>
<thead>
<tr>
<th>Page #</th>
<th>What challenges does Ha face fleeing home? How do the challenges reveal her dynamic character?</th>
<th>Vocabulary and Word Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Detail</td>
<td>Page #</td>
<td>Vocabulary and Word Choice</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>&quot;The first hot bite of freshly cooked rice, plump and nutty, makes me imagine the taste of ripe papaya although one has nothing to do with the other.&quot;</td>
<td>Pg. # 78</td>
<td>Rations</td>
</tr>
</tbody>
</table>

Ha is suffering from thirst and hunger, but she **wants to be hopeful**. As soon as she experiences a small comfort, her mind goes right to the papaya ... even though rice and papaya have nothing to do with each other, like she says.
Grade 8: Module 1: Unit 2: Lesson 2
Rereading and Close Reading: Communism, “The Vietnam Wars,” and “Last Respects” (Pages 85 and 86)
## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</td>
</tr>
<tr>
<td>I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)</td>
</tr>
<tr>
<td>I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</td>
</tr>
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</table>

## Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character.</td>
<td>Structured notes for pages 83–90 (from homework)</td>
</tr>
<tr>
<td>I can infer the symbolism in the poem “Last Respects.”</td>
<td>Who Is Ha? small group anchor chart</td>
</tr>
<tr>
<td></td>
<td>Last Respects note-catcher</td>
</tr>
</tbody>
</table>
### Agenda

1. **Opening**
   - A. Engaging the Reader: Establish Opening Routine (10 minutes)
   - B. Review Learning Targets (3 minutes)
2. **Work Time**
   - A. Rereading Section 5 of “The Vietnam Wars”: Communism (10 minutes)
   - B. Rereading and Structured Notes: Learning about Ha’s Dynamic Character from the Poem “Last Respects” (20 minutes)
3. **Closing and Assessment**
   - A. Debrief Learning Targets (2 minutes)
4. **Homework**
   - A. Complete a first read of pages 91–111. Take notes (in your journals) using the Structured Notes graphic organizer.

### Teaching Notes

- This lesson introduces a new opening routine that students will follow throughout Unit 2. This routine allows 10 to 15 minutes for students to work with the portion of the novel they read for homework. Students share their structured notes homework and are encouraged to add to their notes based on this discussion. Given this routine, it is important that students do their homework and not rely on getting notes from their partners. Circulate to listen in and look at students’ notes to gauge their independent work.

- Across lessons, the opening sections involve a variety of structures and prompts. The predictability of the routine creates accountability and efficiencies; the variety promotes engagement.

- Groups continue to add to their Who Is Ha? small group anchor charts (which students created during Unit 1).

- In advance: Prepare for the Chalk Talk. Have the Who Is Ha? anchor charts posted around the room. Alongside each group’s chart, also post two fresh pieces of chart paper. At the top of each new sheet, write the focus question: “What have you learned about Ha’s dynamic character?”

- The best close-reading work involves a balance of text-dependent questions and student-initiated responses (e.g., notices and wonders, important points, clarifying or probing questions, gist notes). The previous lesson focused on the new “structured notes” routine to support students with the latter, more open-ended independent work with a text. This lesson and future lessons in this unit also include specific text-dependent questions, which are powerful scaffolds to focus students on particularly challenging or important excerpts of the text.

- During Part A of Work Time, students revisit the last section of the informational text “The Vietnam Wars,” which they read in Unit 1 (Lessons 6, 7, 9, and 10). Help students notice how their knowledge has grown from Unit 1: likely much more of this text will make sense to them at this point. Emphasize also the value of rereading to deepen one’s understanding.

- Reread Unit 1, Lesson 10, to refresh your memory about how students have already worked with this excerpt that they will reread today. Today, students revisit this text specifically to understand more about the communists and why Ha is so scared.

- This lesson informally introduces the word *totalitarian*, which is more explicitly taught in Lesson 3. Be prepared to provide a layman’s definition of this complex term: It is basically a system of government in which the state holds total authority over the society and tries to control its citizens. Through your informal discussion with students across Lessons 2 and 3, help them notice why Ha might be so afraid; even though she is a child, she has a sense that the communists are trying to control her family.
GRADE 8: MODULE 1: UNIT 2: LESSON 2
Rereading and Close Reading: Communism, “The Vietnam Wars,” and “Last Respects” (Pages 85 and 86)

Agenda | Teaching Notes (continued)
--- | ---
• Continue to help students connect the work they are doing as readers to their Things Close Readers Do anchor chart (from Unit 1) and the Reading Closely: Guiding Questions handout (from Lesson 1).
• Review: Chalk Talk, Think-Write-Pair-Share (Appendix 1).

Lesson Vocabulary | Materials
--- | ---
infer, symbolism; communism, totalitarianism, last respects, formal, regret (85) | • *Inside Out & Back Again* (book; one per student)
• Who Is Ha? small group anchor charts (begun in Unit 1, Lesson 4)
• Chart paper (two per group)
• Markers (one per student)
• “The Vietnam Wars” text (from Unit 1, Lesson 6; one per student)
• “Last Respects” note-catcher (one per student)
• Document camera

Opening | Meeting Students’ Needs
--- | ---
A. Engaging the Reader: Establish Opening Routine (10 minutes) | • Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.
• Students should be sitting with their small groups and should have their novel *Inside Out & Back Again.*
• Note: Have the Who Is Ha? small group anchor charts posted around the room. Alongside each group’s chart, also post two fresh pieces of chart paper with the focus question:
  * “What have you learned about Ha’s dynamic character?”
• Tell students that at the start of class each day in this unit, they will use different ways to share and discuss the portion of the novel they read for homework. They will use the structured notes they took from the reading homework for this sharing and discussion time. Reinforce the importance of taking good notes so they are prepared for discussions. Also emphasize that writing and talking about what they read are both good ways to deepen their understanding of a text. These discussions matter!
**Opening (continued)**

- For the opening routine today, tell students that they will participate in a **silent** discussion called a Chalk Talk. Describe the basic process to students:
  - Small groups gather around their chart paper, marker in hand.
  - The teacher poses a question to the groups (in this case, the question is written on the chart paper).
  - Students write their thinking and responses to the question on the chart paper.
  - After this silent thinking and writing time, students read what the other group members have written and think about themes and patterns.
  - Focus students on their Who Is Ha? anchor charts around the room. Point out the two new pieces of chart paper. Tell students that in a moment, they will first write on these blank charts to get as much information out as possible. Tell students that there are two new pieces of paper to be sure everyone in the group has plenty of space to write all of their great details.
  - Point out the focus question on top of the two new charts:
    * “What have you learned about Ha’s dynamic character?”
  - Distribute **markers**. Remind students that Chalk Talk is a silent activity. Give students about 3 minutes in their small groups to silently add their thinking to these two charts while referring to their structured notes.
  - After 3 minutes, refocus students. Ask them to stay at their chart and silently read the details posted by the other members of their group. Invite them to consider:
    * “What do you notice?”
    * “What is the strongest evidence? Why?”
  - After about 1 minute of silently reading, invite students to talk in their small groups. Give positive feedback about how students are weighing which specific details help them best understand how Ha is changing.
  - Invite students to look back at their original Who Is Ha? anchor chart. Ask:
    * “Is there anything you want to add to your original Who Is Ha? anchor chart?”
  - Give students a minute to add to their original anchor chart: They may be noticing that even though Ha is changing, some aspects of her character remain the same (e.g., she is stubborn).

**Meeting Students’ Needs**

- Use of protocols like Chalk talk allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.
### Opening (continued)

**B. Review Learning Targets (3 minutes)**
- Direct students’ attention to the posted learning targets. Point out that the first target is the same as from the previous lesson. Cold call two students to share a key detail that their group discussed during the Chalk Talk.

- Focus students on the second target:
  - “I can infer the symbolism in the poem ‘Last Respects.’”

- Explain that sometimes an author creates layers of meaning. For example, the author created layers of meaning with the symbol of the papaya. Remind students of the work they did during Unit 1, including the model QuickWrite you shared with them: The papaya is Ha’s favorite fruit, but its deeper meaning is that it is a symbol of hope. *Symbolism* is when an author uses an object to represent something else. Explain: “Usually readers will need to infer, or use clues from the text and their understanding, to understand the symbolism and the deeper meaning of the story.”

- Invite students to turn and talk:
  - “How would you define *symbolism* in your own words?”

- Share with students that in order to reach this target, today they will reread a short excerpt of informational text as well as one poem from the novel.

### Work Time

**A. Rereading Section 5 of “The Vietnam Wars”: Communism (10 minutes)**
- Invite students to take out take out their “*The Vietnam Wars*” text (from Unit 1) and reread the last section.

- Have students turn and talk with a partner:
  - “Based on what you have read in the novel and what you have reread in the article, how does this part of the article relate to Ha’s situation? Why did Ha’s family flee their home?”

- Listen for students to understand that Ha and her family fled their home country of South Vietnam because of the communist takeover.

### Meeting Students’ Needs

- Posting learning targets for students allows them 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.

- Remind students that they have read this text before, in Unit 1. For ELLs and other students needing additional support, consider providing smaller chunks of text, sometimes just a few sentences, for a close read. You can also chunk the text for them on separate sheets of paper or notecards. This makes the reading of complex texts more manageable and allows them to focus on one small section at a time.
### B. Rereading and Structured Notes: Learning about Ha’s Dynamic Character from the Poem “Last Respects” (20 minutes)

- Direct students to the poem “Last Respects” on pages 85 and 86. Read aloud the title and ask students:
  - “What does the term last respects mean? When is this term used?”
- Ideally, students will understand that this term refers to the honor and recognition given to an individual upon death. If the students do not know what this phrase means, define it for them.
- Tell students that in a moment, they will reread this poem (from last night’s homework) silently on their own. Set a purpose for reading: “As you reread this poem, pay attention to words and phrases that relate to the title, ‘Last Respects.’”
- Invite students to reread this poem silently. While they reread, distribute the “Last Respects” note-catcher.
- Orient students to the note-catcher. Focus them on Part A. Tell them that it looks very similar to the Structured Notes graphic organizer they are using to collect notes from the novel.
  1. In the far left column, they will be looking for key details in the poem that are related to the phrase “last respects”—specifically, details that relate to death and dying.
  2. In the second column, students will record the page number and stanza to reference the images they note.
  3. In the third column, they will answer the question: “How are these key details related to death and dying?”
  4. The far right column should be labeled: Vocabulary. This column will focus on words and phrases that help students understand the poem.

### Meeting Students’ Needs

- 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.
- Use of protocols like Think-Write-Pair-Share allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.
**Work Time (continued)**

- If necessary, share these examples to get them started: “The formal lowering” of the flag is a ceremonial and official symbol of defeat, and the line “South Vietnam no longer exists” shows the death or defeat of Ha’s country.

- Remind students of the photograph they looked at earlier in the lesson and ask:
  - “How does the image of the flag Ha describes compare with the image of the flag in the photograph?”

- Remind students of the Reading Closely for Details document (from Lesson 1). Point out that one “thing” close readers do is begin to connect details. Give students a few minutes to think on their own and write:
  - “What details do you notice in the poem that relate to death and dying?”

- Then invite students to participate in a Think-Write-Pair-Share protocol, in which they pair up, share their thinking, and add to their “Last Respects” note-catcher.

- Next, focus students on Part B of the “Last Respects” note-catcher. Tell them that this part of the note-catcher involves inferring. They will need to use clues from the poem and what they know about Ha to answer the questions. Invite pairs to answer the text-dependent questions.

- Circulate while the class is working and probe as needed with questions such as:
  - “Look at the poem ‘Ssssshhhhhhhh’ on page 46. In the fourth stanza, what does Brother Khoi say about his chick? What do you think about his decision to throw it overboard now?”
  - “Look at the poem ‘Choice’ on pages 55 and 56. What is Ha’s choice?”

- Be sure students realize that Ha threw the doll overboard. Ask:
  - “How does Ha describe the doll she chose to bring with her? What did Ha love most about this doll? Why was it special to her? What do you think about her decision to throw the doll overboard now?”

- Debrief the details from Part A of the note-catcher using the Numbered Heads strategy. Begin by asking each group to share one image or detail from the poem that relates to death or dying; call on Numbered Head 2 to share these details. Using a document camera, display Part A of the note-catcher. Point out to students that this looks just like the Structured Notes graphic organizer that they are using to take notes for homework. Using the document camera, model taking notes and invite students to add these notes to their own notes in Part A of the note-catcher.

- Reinforce with students that this poem provides key details that will help them learn about the challenges Ha is facing and how her character is changing. Direct students’ attention next to Questions 1 and 2 in Part B of the note-catcher.

**Meeting Students’ Needs**

- Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say: “Check back in the first stanza.”
<table>
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<tr>
<th>Work Time (continued)</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>• Call on Numbered Head 4s in each group to share why these objects were important to Ha and her brother. Record the key detail in the first column and the page number (86) in the second column. “Ha wraps her doll and Brother Khoi’s dead chick in her mother’s white handkerchief and throws it overboard.”</td>
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</table>
| • Focus on the next question, which asks for the best evidence to support their answer to Question 2. Ask Numbered Head 1s to share the group’s thinking.  
• Finally, ask students to think about this scene:  
  * “Was this simply throwing a bundle of special objects overboard, or did it represent something else symbolically for the characters?”  
• Invite Numbered Head 3s to share the groups’ thinking. |                                                                 |

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<tr>
<th>Closing and Assessment</th>
<th>Meeting Students’ Needs</th>
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<tr>
<td><strong>A. Debrief Learning Targets (2 minutes)</strong></td>
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</table>
| • Give students specific positive feedback based on comments you heard them making that showed evidence of close reading for details and inferring. (For example: “I heard Keisha and Jesse having a great conversation about what the doll meant to Ha; they inferred that by choosing to throw the doll overboard, she was ready to let go not just of the doll, but of her childhood.”).  
• Share with students that they have been learning about Ha’s character throughout Part 1 of the novel, and Ha is beginning another part of her life as a refugee. They will be learning more about her dynamic character as she faces more challenges. | • Providing specific and focused feedback helps students set concrete goals for reaching learning targets. |
**Homework**

- Complete a first read of pages 91–111. Take notes (in your journals) using the Structured Notes graphic organizer. Focus on key details that reveal the challenges Ha is facing and her dynamic character, plus vocabulary that helps you understand her challenges and responses.

**Meeting Students’ Needs**

- Vocabulary can be a source of difficulty for struggling readers. Provide a brief list with explanations of 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 easily be determined from context. There are few of these in the novel. On pages 91–111, these words might include the following: composure (calm state of mind) (95); tangible (touchable), remnant (fragment, small piece) (104); and sponsor (a person who is responsible for another person) (107).
**Part A:** Directions: Reread the poem “Last Respects” on pages 85 and 86 in the novel. Use the space below to record your notes.

<table>
<thead>
<tr>
<th>Key Details</th>
<th>Page #</th>
<th>How are these key details related to death and dying?</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>formal lowering of flag</td>
<td>Pg. # 85, 1st stanza</td>
<td>The formal lowering of the flag is a ceremonial and official symbol of defeat.</td>
<td>Last respects (85) Formal (85)</td>
</tr>
<tr>
<td>“South Vietnam no longer exists”</td>
<td>Pg. # 85, 2nd stanza</td>
<td>This shows the death or defeat of Ha’s country.</td>
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</tbody>
</table>
Part B: Use the clues in the text and your knowledge of Ha to answer these questions:

1. What two objects does Ha place in the white handkerchief?

2. Why are these objects important to Ha and her brother?
   a. They are the finest the family had in South Vietnam.
   b. They are important for their survival in a new country.
   c. They represent their old life in South Vietnam.
   d. They were given to them by their mother.

3. What is the strongest evidence from the text to support your answer to Question 2? Why?

4. What does the sinking bundle symbolize?
Grade 8: Module 1: Unit 2: Lesson 3
Building Background Knowledge: Fleeing Saigon as Panic Rises
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
- I can determine a theme or the central ideas of an informational text. (RI.8.2)
- I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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<tbody>
<tr>
<td>• I can identify the strongest evidence in the text “Panic Rises in Saigon, but the Exits Are Few” that helps me explain what challenges refugees from South Vietnam faced.</td>
<td>• Structured notes (for pages 91–111, from homework)</td>
</tr>
<tr>
<td>• I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.</td>
<td>• Fleeing Home: What Challenges Did Ha’s Family Face? graphic organizer</td>
</tr>
<tr>
<td>• I can identify common themes that connect the universal refugee experience.</td>
<td>• Answers to text-dependent questions</td>
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<td></td>
<td>• Prefixes note-catcher</td>
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# Agenda

<table>
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<tr>
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<th>Teaching Notes</th>
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<tbody>
<tr>
<td>1. Opening</td>
<td>• Lessons 3–6 focus on informational texts that help students to explore the refugee experience in preparation for the mid-unit assessment. Students are at a logical point in the novel (as Ha travels to America) to read informational texts to build more knowledge about the world—specifically to broaden their understanding of common refugee experiences.</td>
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<td>• Though Lessons 3–6 emphasize informational texts, students continue to read the novel for homework.</td>
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<td></td>
<td>• The opening activity each day will allow for group discussion, including a focus on key vocabulary or critical passages that help reveal aspects of the challenges Ha faces (i.e., the conflict in the novel) and Ha’s character as a sort of case study of the more universal refugee experience.</td>
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<td></td>
<td>• Students will discuss how Ha’s life is being turned “inside out.” This will help them understand the meaning of the novel’s title, which students write about as part of their end of unit essay. The focus of students’ structured notes (for homework) changes as they begin to find evidence of how Ha’s life is being turned “inside out.”</td>
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<td></td>
<td>• Do not define the phrase “inside out” for students. Let them gradually come to an understanding of this phrase across Lessons 3–6 as they read, think, talk, and write about some common themes in the universal experience of refugees all over the world.</td>
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<td>• In this lesson, students return to the informational text from Unit 1, Lesson 1: “Panic Rises in Saigon, but the Exits Are Few.” In Unit 1, they read selected quotes from the full text to build some basic background knowledge and pique their interest about the topic of the module. Now, they read the entire text to deepen their understanding of the challenges faced by Vietnamese refugees as Saigon fell.</td>
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<td></td>
<td>• Emphasize for students the interplay between the novel and the informational texts (this interplay relates directly to CCSS Shifts 1 and 2). Help them notice how, across the module, their understanding of a topic is growing. Students should be noticing the value of rereading a text once one knows more about a topic. Throughout Unit 1 (by reading both the novel and informational texts), students built a great deal of background knowledge about the fall of Saigon. They now can use this knowledge to analyze the article more fully and make richer connections back to the novel.</td>
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<td></td>
<td>• In Part B of the Opening, students are asked to think about the relationship between informational text and historical fiction, which was emphasized throughout Unit 1. Review Unit 1, Lesson 6 in advance to determine what connections to make for students here.</td>
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<tr>
<th>2. Work Time</th>
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<tbody>
<tr>
<td>A. Teacher Read-aloud: “Panic Rises in Saigon, but the Exits Are Few” (5 minutes)</td>
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<tr>
<td>B. Answering Text-Dependent Questions for “Panic Rises in Saigon, but the Exits Are Few” (15 minutes)</td>
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<tr>
<td>C. Guided Practice: Vocabulary to Deepen Understanding (10 minutes)</td>
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<tr>
<th>3. Closing and Assessment</th>
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<tbody>
<tr>
<td>A. Debrief Learning Targets and Preview Homework (3 minutes)</td>
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<tr>
<th>4. Homework</th>
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<tbody>
<tr>
<td>A. Finish your answers to the text-dependent questions if you did not do so in class.</td>
<td></td>
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<tr>
<td>B. Complete a first read of pages 115–134. Take notes (in your journal) using the Structured Notes graphic organizer.</td>
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### Agenda

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<tr>
<th>Teaching Notes (continued)</th>
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<tr>
<td>• In advance: Create the model graphic organizer Fleeing Home: What Challenges Did Ha’s Family Face?” (see model in supporting materials) on your interactive white board, chart paper, or document camera. This should look like the graphic organizer that students will complete.</td>
</tr>
<tr>
<td>• This lesson includes explicit instruction related to CCLS L.8.4. Emphasize with students the value of learning prefixes, suffixes, and word roots/families as a powerful strategy to build their vocabulary as they read increasingly complex texts.</td>
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<tr>
<td>• In this lesson, through embedded vocabulary instruction, students learn new prefixes (uni-, in-, and e-) and two new roots: migrare (Latin for “to move from one place to another”) and vac (Latin for “to empty”). In Lessons 3 and 4, students complete a note-catcher on some common prefixes from readings. Encourage students to hold on to this Prefixes note-catcher, which they can continue to add to throughout the year. Some future lessons in this unit continue to point students to prefixes they might add.</td>
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<tr>
<td>• Post: Learning targets.</td>
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### Lesson Vocabulary

<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>• <em>Inside Out &amp; Back Again</em> (book; one per student)</td>
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<tr>
<td>• Fleeing Home: What Challenges Did Ha’s Family Face? graphic organizer (one per student)</td>
</tr>
<tr>
<td>• Document camera</td>
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<tr>
<td>• “Panic Rises in Saigon, but the Exits Are Few” (one per student)</td>
</tr>
<tr>
<td>• Text-Dependent Questions for “Panic Rises in Saigon, but Exits Are Few” (one per student)</td>
</tr>
<tr>
<td>• Prefixes Note-catcher (one per student)</td>
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</table>

Informational text, common themes, cause, motivate/motivation; flee, inexorable, stringent, emigration/immigration/migrate/migration, evacuees (n)/evacuate (v), totalitarian
### Opening

**A. Engaging the Reader: What Challenges Did Ha’s Family Face? (10 minutes)**

- Students should be sitting with their small groups and should have their novel Inside Out & Back Again.

- Assign them to work with their odd or even partner (i.e., in each small group, numbers 1 and 3 work together; numbers 2 and 4 work together). Tell students that they are becoming increasingly independent with the novel. They will spend some time each day sharing with each other about the novel. In the next few lessons, they also will have time to read informational texts about other refugee experiences. This will help them put what they are learning about Ha in larger context.

- Ask students to think and then talk with a partner about the title of the novel, “Inside Out & Back Again.” Ask:
  * “How is Ha’s life being turned ‘inside out’?”

- There is no need to clarify at this point: Tell students that they will keep thinking more about what “inside out” means over the coming lessons.

- Be sure students have their text Inside Out & Back Again. Display and distribute the Fleeing Home: What Challenges Did Ha’s Family Face? graphic organizer (on a document camera). Tell students that, to help them identify common themes among refugee experiences, they will read several informational texts during the next few lessons and use graphic organizers to take notes. Today, they will first think about the questions on this graphic organizer as they relate to Ha and her family, based on evidence from the novel. Then they will complete a similar graphic organizer on Vietnamese refugees based on an informational article. This investigation will give students a better understanding of Ha’s family’s motivation, or reason, for leaving Vietnam.

- Read the graphic organizer prompt aloud. Ask:
  * “What do you think the word flee means?”

- Give students a moment to think, then talk with a partner. Invite volunteers to respond. Listen for students to say “run away” or “escape.” Point out that flee has the same root as “fly” and “flight.” Flee implies great haste; usually when people flee, it is to escape immediate danger. Escape, by contrast, has a wider variety of meanings and often takes longer (like escaping from prison or escaping from a boring job).

- Invite students to Think-Pair-Share with their odd or even partner in response to the graphic organizer prompt:
  * “Which poems might have the strongest evidence to help you answer the question about the challenges they faced?”

- Give students a few minutes to go back into the text, skimming for which poems they think are most relevant.
### Opening (continued)

- Refocus students whole group. Probe and make a list on the board (with poem titles and page numbers) to be sure all students have identified some poems that provide particularly strong evidence to answer the question about challenges they faced (it’s great if students have identified other poems as well):
  * “Choice” (page 55)
  * “Wet and Crying” (page 60)
  * “One Mat Each” (page 63)
  * “Should We” (pages 44 and 45)
  * “S-l-o-w-l-y” (page 75)
- Tell students that now that they have identified some poems, you would like them to choose just one or two to find some specific evidence they think is particularly strong. Give partners a few minutes to work:
  * “After the family flees Vietnam, what specific challenges does the family face?”
- Possible answers include not enough food on the ship, not enough water, going to the bathroom, ship troubles, living in a tent city, etc.
- Then refocus students whole group and probe again:
  * “In the poem ‘Should We,’ what does the family fear for Ha’s brothers?”
- Encourage students to think about the mental and emotional effect of a communist takeover—for example, the fear of Brother Quang being brainwashed and Brother Khoi being interrogated to reveal private family conversations.
- Ask students:
  * “Why might the communists want to probe family secrets?”
- Help them understand the nature of totalitarianism and the government’s desire to have a great deal of control over its citizens. Reinforce with students that this novel is told from Ha’s perspective, so we are seeing the fears of communism through her eyes.
- Model completing the graphic organizer, citing the strongest details from the text that show challenges the family faced as they fled. Emphasize to students that since they are eighth-graders, it is not enough just to “cite evidence.” They should be pushing themselves to select the best details to support their analysis of the text.
### Opening (continued)

- Share an example from a pair who are doing this well, or model as needed. A good example would be: “The refugees do not have enough good food on the ship.” Text-based evidence comes from the poem “S-l-o-w-l-y”: “Hard and moldy, yet chewy and sweet/inside./I chew each grain/slowly” (75).

- As time permits, repeat with one more detail and explanation. Another strong example is “having to leave things they love behind, including the papaya tree.” Text-based evidence comes from the poem “Wet and Crying”: “Brother Vu chops; the head falls;/a silver blade slices./Black seeds spill like clusters of eyes, wet and crying” (60).

- Have students turn and talk to briefly discuss. Call a new voice to share his or her thinking.

### B. Review Learning Targets (2 minutes)

- Have learning targets posted for review. Read aloud the first two learning targets:
  - “I can identify the strongest evidence in the text ‘Panic Rises in Saigon, but the Exits Are Few’ that helps me explain what challenges refugees from South Vietnam faced.”
  - “I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.”

- Explain that today students will focus on informational text to help them better understand Ha’s experience leaving Vietnam. Sometimes informational texts have vocabulary that readers have to figure out to build knowledge on the subject. Emphasize that paying attention to the parts of words (prefixes, roots, and suffixes) is a powerful strategy for figuring out unfamiliar words.

- Ask for student volunteers to explain the difference between informational text and fiction (historical fiction in particular). Listen for mention of a purpose to inform, real events, objective, straightforward, and a “just the facts” perspective versus to entertain, written from the perspective of a particular character, etc. Point out to students that they talked a lot about this difference in Unit 1.

- Read the third learning target aloud:
  - “I can identify common themes that connect the universal refugee experience.”

- Explain “common themes” to students—ideas or experiences that are universal. Ask:
  - “Does anyone know what universal means?”
### Opening (continued)

- Call on volunteer(s) to help with the definition: “applies to everyone or all members of a group; general.” The prefix uni- comes from the Latin unus and means “one” or “single.” Tell students that so far, the informational texts they’ve been reading were meant specifically to build knowledge about Vietnam, but this is the first of several informational texts they will be reading about the refugee experience.

### Work Time

**A. Teacher Read-aloud: “Panic Rises in Saigon, but the Exits Are Few” (5 minutes)**

- Remind students of the quote strips they read during the first day of the module. (They used the quotes, along with the Gallery Walk pictures, in Unit 1, Lesson 1 to try to predict what the unit was going to be about.) Tell them that they now get to read the full article “Panic Rises in Saigon, but the Exits Are Few” by Fox Butterfield. Tell them that they will read for two reasons: to connect the events of the article with the novel and to better understand the refugee experience.

- Display the question:
  
  * “What challenges did the South Vietnamese face?"

- Tell students to follow along while you read aloud as a model of strong reading. Explain that students will have an opportunity to read this on their own, too. Conduct a true read-aloud—read fluently, naturally, and with feeling, but do not pause to explain or go over vocabulary.
Work Time (continued)

B. Answering Text-Dependent Questions for “Panic Rises in Saigon, but the Exits Are Few” (15 minutes)
- Pair students of mixed abilities together. Distribute the Text-Dependent Questions for “Panic Rises in Saigon, but the Exits Are Few” handout. Explain that they should read through the article silently and then work with their partner to annotate the text by underlining the evidence they find that helps them answer several questions.
- Direct students to look at the graphic organizer on the page and point out that it is very similar to the one they completed about Ha. Ask students to silently read the next two questions before they begin rereading to look for evidence.
- As students are working, circulate and take note of students who have answered the questions with strong evidence from the text(s). Listen and look for details such as: “The South Vietnamese couldn’t get visas to get out,” “The South Vietnamese feared for their lives because three civilians had already been killed by a grenade in the food market,” and “They were afraid of the advancing North Vietnamese.”
- Ask for a thumbs-up when groups are ready to share their answers. Invite a few students to share their responses to the questions. Clarify as needed.

Note: As students read, post these words on the board: inexorable, stringent, emigration, evacuees.

Meeting Students’ Needs
- Mixed-ability grouping of students for regular discussion and close-reading exercises will provide a collaborative and supportive structure for reading complex. Determine these groups ahead of time.
- Text-dependent questions can be answered only by referring back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.
- Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say: “Check back in the third paragraph.”
Work Time (continued)

C. Guided Practice: Vocabulary to Deepen Understanding (10 minutes)

- Refocus students whole group. Distribute the Prefixes Note-catcher. Tell students you would like to focus on several important words in the article that will help them think about what it was like for real people trying to leave Saigon, just like Ha was. Explain that they will complete the note-catcher as the class discusses the words. The first prefix comes from the word *universal*, which was discussed as part of the third learning target. Ask:
  * “Who remembers what the prefix *uni*- means?”
- Cold call a student to give the definition: single or one. Ask:
  * “Who can give us a word that you know that starts with *uni*?”
- Invite students to share their ideas. Encourage students to write these word on the note-catcher. Expect them to mention “universal,” but also possible answers such as “university,” “unique,” “uniform,” etc.
- Point students to the board and ask them to circle the four words in their text: *inexorable*, *stringent*, *emigration*, *evacuees*.
- Focus them on the word *inexorable*. Ask for a student volunteer to read the sentence. Ask:
  * “After reading the sentence, what do you think the word *inexorable* means?”
- Give students a moment to think, then talk with a partner.
- Call on student volunteers, listening for answers such as “unstoppable.” Students may get close and say “inevitable.” Tell them it means “impossible to stop or relentless.” Point out the prefix *in-,* which means “not.” Tell students to put the meaning of the prefix on their note-catcher. Students may recognize that *ex-* has something to do with leaving, “out of,” or “from.” Ask:
  * “How does an “inexorable advance” of communists add to the feeling of panic?”
- Call on student volunteers, listening for answers such as: “They can’t stop the communists, so now they have to get out of the country,” or “The communists can’t be stopped, so they have to flee.” Pause to give students time to write the meaning of the word *inexorable* on their note-catcher.
- Next, focus students on the phrase *stringent emigration laws*. Ask:
  * “Based on context clues, what you think *stringent* means?”
- Give students a moment to think, then talk with their partner.
- Call on a new voice in the room. Listen for “strict.” Give students that synonym if they cannot come up with it themselves.

Meeting Students’ Needs

- Encourage students to use word attack strategies: prefixes, root words, suffixes, cognates, and context.
- To further support ELLs, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.
- 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.
### Work Time (continued)

- Next focus students on the word *emigration*. Ask:
  - “How many of you actually read this as “stringent immigration laws”? Pause for show of hands.
  - Ask:
    - “What word can be found in the word emigration?”
- Cold call a student to answer. Listen for the response “migration” and guide students as needed. Say:
  - “So what does migration or to migrate mean?”
- Cold call a student to answer “to move” or something similar. Ask:
  - “So, what is the prefix added to that word?” If necessary, remind students that pre means before (like “pre-game show”): a prefix is something that goes in front of a word root to signal meaning.
- Cold call a student to answer “e-.” Ask:
  - “What do you think that prefix e- might mean?”
- Ask for student volunteers to answer “out.” If no student provides the answer, give them the definition. Say:
  - “That means, when we put that prefix e-, which means ‘out,’ with that root, migrate, we come up with a word that specifically means ‘moving out.’ People were moving out. And, when we look at the phrase, it turns out that South Vietnam had strict laws about ‘moving out.’ Tell students to complete their note-catcher for the prefix and the word emigration.
- Ask:
  - “Why might Vietnam have had strict rules about people leaving the country?”
- Note for students that the answer to this question is not directly in the text, but that they may be able to make an inference. Give students time to think and then talk with a partner.
- Cold call a student to share out. Guide the class to understand that the communist government may not have wanted to lose citizens who had valuable skills. This relates to the totalitarian nature of communism: the government wanted “total” control.
- Direct student attention to another word near the end of the article, evacuees. Ask:
  - “What part of speech is this word? A verb, or noun, or what?”

### Meeting Students’ Needs

- For students who struggle to read complex texts, consider previewing the following vocabulary words from this text: inexorable, stringent, emigration, immigration, migrate, migration, and evacuees. If you choose to select additional words to preview, focus on words 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.
- It will be helpful to keep track of prefixes and suffixes learned, both for students and teachers. For more information on working with affixes, consider sites such as:
**Building Background Knowledge: Fleeing Saigon as “Panic Rises”**

**Work Time (continued)**

- Call on a student volunteer who should be able to tell you it’s a noun. Confirm that evacuee is a noun.
- Point out that this word also has the prefix e-. Ask:
  - “We’ve just talked about this prefix e-, which means ‘out.’ But now we have a different root. What is the root you can find in the word evacuees?
- Cold call students to answer “vac.” Ask:
  - “Where have you seen that before? What other words contain vac as a root?”
- Ask students to think, then talk with a partner.
- Cold call students for a variety of words such as “vacation,” “vacuum,” and “vacate.” Ask:
  - “What do you think the root vac might mean?”
- Call on student volunteers who might answer “empty.” If no student volunteers the correct meaning, tell them. Say:
  - “Now we have this prefix e-, which means ‘out,’ and this root vac, which means ‘empty.’ What do you think evacuees are doing?”
- Cold call students and listen for responses such as: “They are emptying out.” Ask for a student to further clarify—as a noun, is this a person, place, or thing that is “emptying out”? Briefly explain that evacuees in this case are “emptying out” of Vietnam. This is a word that is sometimes used as refugees escape dangerous areas. Have students complete the definition of evacuees.
- Ask:
  - “Who can give us a word that you know that starts with in-?”
- Cold call students to share their ideas and invite the class to write those words on the note-catcher. Possible answers include “indivisible” (from the Pledge of Allegiance), “invisible,” “indecisive,” etc.
- Ask:
  - “Who can give us a word that you know that starts with the prefix e-?
- Cold call students to share their ideas and invite the class to write those words on the note-catcher. Possible answers include “evaporate,” “evade,” “elevate,” etc.
### Closing and Assessment

**A. Debrief Learning Targets and Preview Homework (3 minutes)**

- Refocus students on the last two learning targets:
  * “I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.”
  * “I can identify common themes that connect refugee experiences.”

- Ask students to Think-Pair-Share:
  * “How are these two targets related? In other words, how did figuring out specific words and phrases help you identify common themes that connect refugee experiences?”

- Invite students to share out as time permits. Continue to emphasize that using word roots is a powerful strategy to figure out words in a particular text and also to learn words they may encounter in many other texts.

- Preview the homework. Explain to students that in this next section of the novel, Ha and her family arrive in the United States. Ask students to look for evidence to answer the question: “How is Ha’s life being turned ‘inside out?’” Have students add this question to the third column in structured notes.

### Meeting Students’ Needs

- Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.

- Encourage ELLs to use word attack strategies: prefixes, root words, suffixes, cognates, and context.
### Homework
- Finish your answers to the text-dependent questions if you did not do so in class.
- Complete a first read of pages 115–134. Take notes (in your journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out,” plus vocabulary that helps you understand her challenges and responses.

### Meeting Students’ Needs
- Vocabulary can be a source of difficulty for struggling readers. Provide a brief list with explanations of the challenging vocabulary words from the reading homework. Do this only for those students who need this support.
- Most important is to provide words that cannot be easily determined from context. There are few of these in the novel. On pages 115–134, these words might include: giddy (excited, extremely happy) (115); contorted (twisted) (115); recoils (springs back) (119); goodwill (kindness, generosity) (125); lotus-pod (the large, round, center part of a flower native to Asia) (125); monsoon (downpour) (126); and anchors down (holds down) (127).
<table>
<thead>
<tr>
<th>Why did Ha’s family flee?</th>
<th>What challenges did they face?</th>
<th>Strongest evidence from the text</th>
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Saigon, South Vietnam, Thursday, April 24—Panic is clearly visible in Saigon now as thousands of Vietnamese try desperately to find ways to flee their country.

There are few exits left, and most involve knowing or working for Americans. United States Air Force C-141 jet transports took off all day and night from the Tan Son Nhut air base, the lucky passengers heading for Clark Air Base in the Philippines or for Andersen Air Force Base on Guam.

Others, not so lucky, rushed to drug stores to buy quantities of sleeping pills and tranquilizers, with which they could commit suicide if the worst came to pass.

Still others, trying to get a seat aboard one of the planes, offered everything they had.

A young American-trained economist who works for the Deputy Premier in charge of economic development asked an American friend to marry his wife, who is three months pregnant, and take her to the United States with him. “I will pay you $10,000,” the Vietnamese said.

Under South Vietnam’s stringent emigration law, about the only legal way for a citizen to go abroad since the Communist offensive began last month is to be married to a foreigner.

A South Vietnamese Army captain succeeded in getting his young son aboard an American plane by forging a birth certificate and persuading a Vietnamese neighbor who was a secretary in the American Defense Attache’s Office to take him as her son. The office has been evacuating its Vietnamese employees for a week and the embassy is doing the same today.

The captain later asked an American acquaintance to mail a letter to his sister, who is married to a former G.I. in Lodi, N.J. “Please take care of my son,” he wrote. “Quan is the last drop of blood in our family. If you have time, pray for us.”

Although anxiety over the fate of Saigon had been building with the Communists’ inexorable advance down the length of the country since last month, real panic erupted only after President Nguyen Van Thieu’s resignation Monday. It was fueled yesterday by reports of military clashes on the edge of the city and by new rumors about what the Communists will do when they take control.
According to military informants, a small Communist team attacked the Phu Lam communications base on the southern edge of Saigon yesterday. They reportedly did little damage to the large base, which is only four or five miles from the center of the city, but the police and soldiers guarding the area fled into Saigon.

In Saigon, three civilians were killed and three others were wounded last night when an explosion caused by a hand grenade ripped through a crowded food market. It was not clear whether Communist terrorists or renegade Saigon troops were responsible.

‘This Is My Country’

Many Vietnamese repeated tales about what the Communists planned to do. One was that every unmarried girl would be forced to yield herself to ten “comrades.” Another was that the Vietcong had issued warnings that 16 prominent writers would have to “cleanse their consciences with blood.”

There were those among Saigon’s two million to three million inhabitants—the already jammed city has been swollen by a vast, uncountable number of refugees just in the past month—who said they would remain and go about their lives.

“This is my country, I am a Vietnamese,” a journalist remarked. “My pride in being a Vietnamese is greater than my concern about politics.”

Though stores were still doing business and young people jammed the downtown movie theaters from 9 A.M. until the curfew at 8 P.M., there were widespread signs of fear.

The black-market rate for the American dollar jumped from 2,000 piasters to 3,800 against a legal rate of 755.

Some Vietnamese stopped Americans they had never seen before and pleaded for the affidavits of support required for visas from the United States Consulate.

Policy More Flexible

Under a flexible policy adopted over the past week, the consulate is granting visas to almost any Vietnamese who can produce evidence that an American will finance his transportation to the United States and his resettlement.
With a “guaranteed dependent status” form from the consulate, Vietnamese can then apply at the Defense Attache’s office for a military flight to the United States. They can also pick up expedited exit permits from the Vietnamese Ministry of the Interior, which has opened a special branch at the American compound.

According to a spokesman for the embassy—one of the few still open—there are only 1,500 to 1,800 Americans left in Vietnam; there were 7,500 at the end of March.

About 300 of the Americans still here are believed to have arrived over the past week to pick up Vietnamese wives, friends and other dependents.

The embassy spokesman said he did not know how many Americans left yesterday, but he added that there had been at least 15 flights by the large Lockheed transports, which can hold 100 to 150 passengers depending on seating.

Most of those who left yesterday appeared to be Vietnamese. Hundreds of other Vietnamese milled about the entrance to Tan Son Nhut in the afternoon, standing in the broiling sun with small bags, holding their few belongings (evacuees were advised to carry only one small bag apiece).

The hasty departures of so many after three decades of war were accompanied by poignant scenes.

A South Vietnamese major stationed in Tay Ninh, northwest of Saigon, called the office of an American company for which his son-in-law worked to find out if his wife had been evacuated. When he found out that she and other members of his family had indeed left, he began to weep.

“I don’t drink, I don’t smoke, there is nothing else for me to do but cry,” said the major, whose unit, the 25th Division, has been fighting heavily for six weeks.

“I called hoping that I could speak to her one more time,” he added. “Now I will never talk to her again.”
1. Directions: In the chart below, identify two examples of why refugees fled and the challenges they faced.

<table>
<thead>
<tr>
<th>Why did many people from South Vietnam flee?</th>
<th>Strongest evidence from the text</th>
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</thead>
<tbody>
<tr>
<td>What challenges did they face?</td>
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</table>

2. Find and circle these four words in the text: *inexorable, stringent, emigration, evacuees.*
(We will talk about these words as a class.)

3. According to the article, what event led to panic as Vietnamese tried to leave the country in April 1975?

   a. Approximately 6,000 Americans left Vietnam between March and April 1975.
   b. President Nguyen Van Thieu resigned.
   c. A small communist team attacked the Phu Lam communications base on the southern edge of Saigon.
   d. The black market rate for the American dollar jumped from 2,000 piasters to 3,800 against a legal rate of 7.
4. (For homework): What specific challenges did the South Vietnamese face as they tried to flee Vietnam? Cite your strongest evidence to explain your answer.
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Words—with a brief meaning</th>
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<tbody>
<tr>
<td>uni</td>
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<td>universal—</td>
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<tr>
<td>in</td>
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<td>inexorable—</td>
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<td>e</td>
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<td>evacuee—</td>
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<td></td>
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<td>emigrate—</td>
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Grade 8: Module 1: Unit 2: Lesson 4
Building Background Knowledge, Predicting, and Focusing on Key Vocabulary: “Refugees: Who, Where, Why”
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) |
| I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) |
| I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4) |

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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<tbody>
<tr>
<td>• I can identify the strongest evidence in the text “Refugees: Who, Where, Why” that helps me explain challenges refugees face when fleeing home.</td>
<td>• Structured notes (pages 135–157 from homework)</td>
</tr>
<tr>
<td>• I can identify the strongest evidence in the text “Refugees: Who, Where, Why” that helps me explain challenges refugees face finding home.</td>
<td>• Prefixes note-catcher</td>
</tr>
<tr>
<td>• I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.</td>
<td>• Annotated article “Refugees: Who, Where, Why”</td>
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## Agenda

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<table>
<thead>
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<tbody>
<tr>
<td><strong>1. Opening</strong></td>
<td><strong>Teaching Notes</strong></td>
</tr>
<tr>
<td>A. Engaging the Reader: Chalkboard Splash (8 minutes)</td>
<td>• In this lesson, students first make a basic prediction and then read the informational text “Refugees: Who, Where, Why” silently as the teacher reads it aloud. Do not worry if students do not understand everything at this point. Encourage them to persist. Their understanding will grow as they consider key vocabulary and reread this text across Lessons 4 and 5. Note, too, that students read the statistics at the end of the article much later in the unit, when they launch a short research project about refugees. It is great if students notice the statistics in Lessons 4 and 5, but do not feel a need to thoroughly address these bullets yet.</td>
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<tr>
<td>B. Review Learning Targets (2 minutes)</td>
<td>• Note that students will focus on specific vocabulary words chosen because they are strong academic vocabulary words, are central to students’ conceptual understanding, and offer an opportunity to teach several new prefixes. Students work with most of these words during Part B of Work Time. Note that the word asylum is held for students to think about later, during their partner reading.</td>
</tr>
<tr>
<td><strong>2. Work Time</strong></td>
<td>• In this lesson, students practice a new, basic structure of partner reading (see Work Time, Part C). This structure is particularly useful to ensure that all students are actively engaged as readers with a challenging text. Paired reading in effect has students share the load of everything reading demands; the person reading aloud is focusing more on decoding and fluency, and the person listening is focusing more on comprehension. It is crucial that students take turns with both roles to continue to develop their full range of literacy skills.</td>
</tr>
<tr>
<td>B. Vocabulary in Context: Prefixes and Root Words (10 minutes)</td>
<td>• Post: learning targets, prompt for “engaging the reader,” vocabulary words (but not definitions): overburdened (Section 3), malnourished (Section 3), overcrowded (Section 3), repatriation (Section 4), resettle (Section 4), devastation (Section 6).</td>
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<tr>
<td>C. Partner Reading: Reread “Refugees: Who, Where, Why” (10 minutes)</td>
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<tr>
<td><strong>3. Closing and Assessment</strong></td>
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<tr>
<td>A. Debrief Learning Targets and Preview Homework (2 minutes)</td>
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<tr>
<td><strong>4. Homework</strong></td>
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<tr>
<td>B. Continue rereading and annotating the article “Refugees: Who, Where, and Why.”</td>
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</table>
Lesson Vocabulary

- plight, universal experiences, prediction; asylum, overburdened, malnourished, overcrowded, repatriation, resettle/resettlement (1), devastation (2)

Materials

- *Inside Out & Back Again* (book; one per student)
- Blank sentence strips—tagboard strips, 24 inches wide by 3 inches high (one per student)
- Markers (one per student)
- “Refugees: Who, Where, Why” (one per student)
- Document camera
- Prefixes Note-catcher (from Lesson 3; see supporting materials for teacher reference related to Work Time B of this lesson)

Opening

**A. Engaging the Reader: Chalkboard Splash (8 minutes)**

- Students should be sitting with their small groups and should have their novel *Inside Out & Back Again*.
- Remind them that you specifically asked them to pay attention to how Ha is “inside out.” Invite them to work with a partner:
  - “What is the strongest evidence that shows how Ha is turned ‘inside out’ as her family settles in in Alabama?”
- As students talk in their pairs, distribute a blank sentence strip and a marker to each student. Ask students to write their strongest evidence (a direct quote, including the page number) on their strip. Then ask them to place their strip on the wall for a Chalkboard Splash.
- Invite students to line up and walk by the board in an organized manner to look at all of the “splashes” of detail and think about one they want to add to their notes.
- As students return to their seats, encourage them to write down in their journal at least one new strong piece of evidence they noticed and why they chose it.
### Opening (continued)

**B. Review Learning Targets (2 minutes)**

- Read aloud the first two learning targets:
  * “I can identify the strongest evidence in the text ‘Refugees: Who, Where, Why’ that helps me explain challenges refugees face when fleeing home.”
  * “I can identify the strongest evidence in the text ‘Refugees: Who, Where, Why’ that helps me explain challenges refugees face finding home.”

- Ask students:
  * “What do you notice about the difference between the two?” Students should notice that one focuses on “fleeing” home and the other on “finding” home.

- Point students to the third target, which they should recognize from the previous lesson. Invite them to turn and talk:
  * “What do you remember about the words, word roots, and prefixes we learned yesterday?”

- Emphasize that paying attention to prefixes and word roots is a powerful way to figure out and learn a lot of hard words quickly, and that the more words students learn, the better readers they will become. Today they will continue to focus on words that are important for understanding what refugees experience as they flee home and find a new home.

### Work Time

**A. Prediction and Read-aloud of “Refugees: Who, Where, Why” (13 minutes)**

- Tell students that for the next few days, they will be reading an informational text that explains the plight or difficulties of refugees across the world and across time periods. Explain that each refugee experience is different, but there are some commonalities or universal experiences that many refugees share. Review with students (from Lesson 3):
  * “What does universal mean in the term universal experiences?” Be sure students understand that universal refers to “across the world and across time.”

### Meeting Students’ Needs

- Posting learning targets lets students reference them throughout the lesson to check their understanding. They also remind students about the intended learning behind a given lesson or activity.

- For ELLs or other students who struggle with language, provide them with a completed Prefix note-catcher, as well as a glossary of other key words.

- Encourage ELLs to use word attack strategies: prefixes, root words, suffixes, cognates, and context.
**Work Time (continued)**

- Distribute the text “Refugees: Who, Where, and Why.” Focus students on the title and invite them to take 1 to 2 minutes to make a prediction based on everything they have been learning about Ha and why many Southern Vietnamese fled during the fall of Saigon. Ask students to jot notes on the top of their text in response to these questions:
  - “Who are refugees?”
  - “Where might refugees be from?”
  - “Why might someone become a refugee?”

- Tell students that in a moment, you will read the text aloud as they follow along silently. They will then have time to reread the text with a partner. Set purpose for them: As you read aloud, they should look for evidence that confirms their prediction or that surprises them.

- Before reading aloud, display the article using the document camera. Remind students that it is often helpful to chunk long and complex text; they did something similar with “The Vietnam Wars” text. Have the students draw lines to divide the text into the following sections:
  - **Section 1:** Paragraphs 1 and 2, beginning with “Attila the Hun ...” and ending with “… teachers, accountants, and doctors.”
  - **Section 2:** Paragraphs 3 and 4, beginning with “Refugees are protected ...” and ending with “… Africa and Europe.”
  - **Section 3:** Paragraphs 5–7, beginning with “Many countries are hosts ...” and ending with “… the basic needs of refugees.”
  - **Section 4:** Paragraphs 8–10, beginning with “Most refugees hope to return ...” and ending with “… refugees were offered resettlement.”
  - **Section 5:** Paragraphs 11–15, beginning with “People become refugees ...” and ending with “… in search of food and water.”
  - **Section 6:** Final paragraph of the main article, beginning with “Since early times ...” and ending with “… one we can all achieve.”

- Ask students to code the text as you read:
  1. Underline evidence that confirms your prediction.
  2. Put a !! mark by anything that surprises you.

- Read aloud as students read silently. This should be a true read-aloud; read fluently, naturally, and with feeling, but do not pause to explain or go over vocabulary. Vocabulary instruction will come next.

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<th>Meeting Students’ Needs</th>
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<td>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently as you read the text aloud.</td>
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</table>
### Work Time (continued)

- Invite students to turn and talk:
  * “What was the strongest evidence in the article that confirmed your prediction?”
  * “What details in the text most surprised you? Why?”

- As time permits, cold call a few students to share out in order to gauge students’ initial understanding of the text. But do not spend too much time probing or clarifying; students’ understanding will grow across the next two lessons as they consider key vocabulary and reread this text. Let them struggle a bit! (Remember, too, that students will examine the statistics much more closely much later in the unit.)

### B. Vocabulary in Context: Prefixes and Root Words (10 minutes)

- Ask students to take out their Prefixes Note-catcher from Lesson 3. Display a copy on the document camera or overhead (for modeling). Tell students you would like to focus on several important words in the article that will help them think about what it was like for real people trying to flee and find home. Ask them to complete the note-catcher as the class discusses the words.

- Point students to the board and ask them to circle the six words in their text: overburdened (Section 3), malnourished (Section 3), overcrowded (Section 3), repatriation (Section 4), resettlement (Section 4), devastation (Section 6)

- Focus them on the word overburdened. Read the sentence: “A hospital and several clinics provide health care, but these are overburdened with many patients.” Ask:
  * “After reading the sentence, what do you think the word overburdened means?”

- Give students a moment to think, then talk with a partner.

- Call on student volunteers, listening for answers such as: “too crowded,” “pushed beyond their limits,” or “maxed out.” Tell them it means “overloaded” or “too much to deal with.”

- Read aloud the sentence: “Schooling is provided for children, but classes are very overcrowded.” Ask:
  * “What do you think the word overcrowded means?”

- Give students a moment to think, then talk with a partner.

- Call on a Numbered Head to answer. Be sure students understand this means “too crowded” or “beyond filled to capacity.”
Work Time (continued)

- Focus students on their Prefix note-catcher. Ask them to add the prefix over- and the words overburdened and overcrowded.
  
Ask:
  * “What does the prefix over- mean?”
- Clarify as needed and ask students to write “too” next to this prefix on their note-catcher.
- Next, focus students on the word malnourished. Reread: “Most refugees are sick and malnourished when they arrive.” Ask:
  * “Cover up the prefix mal-. What does the word nourished mean?”
- Give students a moment to think, then talk with a partner.
- Call on a Numbered Head to answer. Be sure students understand this means “well fed; having enough nutrition.”
  
Ask:
  * “So, what do you think malnourished means?”
- Give students a moment to think, then talk with a partner.
- Call on a Numbered Head to answer. Clarify as needed. Be sure students understand people who are malnourished are underfed and/or have improper nutrition. Point out that the prefix mal- can mean “bad.” Students may be familiar with words like malady (sickness), malice (evil), or malpractice (when a professional does something wrong or illegal). Direct students to write the meaning of the prefix on their Prefix note-catcher.
- Help students make a connection to Ha and the poems they most recently read about her on the boat:
  * “What do you remember about the food Ha had on the boat? Do you think she was malnourished when she arrived in the United States?”
- Next, focus students on the word repatriation. Read: “Most refugees hope to return to their homes. As conflicts are resolved, many refugees undergo repatriation.” Point out that this word also is defined for them at the end of the text. Ask:
  * “Cover up the prefix re-. What do you think patriation means? Does this word part remind you of another word you might know?”
- Give students a moment to think, then talk with a partner.
- Call on a Numbered Head to answer. Students may connect this word part to patriot or patriotic. Explain that patria means “native land or homeland.” Ask:
  * “In your own words, how would you define repatriation?”
Work Time (continued)

- Give students time to think and talk.
- Call on a Numbered Head to answer. Be sure students understand that re- means “again.” Direct students to the Prefix note-catcher and have them write the prefix, its meaning, and the word repatriation. Ask:
  * “What is the difference between repatriation and resettlement?”
- Be sure students realize that repatriation involves returning to one’s original home once it is safe to do so, and resettlement involves settling in a new country—making a new home.
- Next, focus students on the word devastation. Read: “Since early times, large groups of people have been forced to leave their homelands because of persecution and the devastation of their lands.” Ask:
  * “Based on context clues, what do you think the word devastation means?”
  * “Does this word remind you of another word you might know?”
- Give students a moment to think, then talk with a partner.
- Invite a volunteer to respond. Students may connect this word to devastate or destroy. Explain that in this case, devastation refers to the removal or taking away of land through damage or destruction. The prefix de- means “the opposite of,” “removal,” or “a taking away.” Direct students to write the meaning of the prefix on their note-catcher.
<table>
<thead>
<tr>
<th>Work Time (continued)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Partner Reading: Reread “Refugees: Who, Where, Why” (10 minutes)</strong></td>
<td><strong>• Weak readers, who are usually dysfluent, may not be able to read this aloud. Alternatives are letting partners choose who reads aloud; reading aloud the article to all with students following, then having them read it silently; or a combination of both.</strong></td>
</tr>
<tr>
<td>• Tell students that for the remainder of class, they are going to work with a partner to reread this article more carefully. It is fine if they do not finish; they will be working with this text again in the next lesson.</td>
<td><strong>• Tell the students that if one partner does not want to read, it is OK if the other partner does all the reading, or they may choose the silent-read option. Present all the options and use your own judgment.</strong></td>
</tr>
<tr>
<td>• Pair students of mixed abilities to work together. Tell them that they will use a Partner Reading protocol to annotate the sections of the text. Briefly explain the process:</td>
<td></td>
</tr>
<tr>
<td>1. Decide who is Partner A and who is Partner B.</td>
<td></td>
</tr>
<tr>
<td>2. Partner A, read the first two paragraphs out loud.</td>
<td></td>
</tr>
<tr>
<td>3. Partner B, state the gist of that section.</td>
<td></td>
</tr>
<tr>
<td>4. Together, briefly discuss to refine the gist: make sure your gist makes sense, add information your partner has that you think is important, etc.</td>
<td></td>
</tr>
<tr>
<td>5. On your own, annotate your text: Write down the gist of that section in the margins.</td>
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<tr>
<td>6. Switch roles and move on to the next two paragraphs.</td>
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<tr>
<td>7. Follow the same process, reading every two paragraphs, sharing the gist and annotating the text, then switching roles, until the article is done.</td>
<td></td>
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<tr>
<td>• Ask students to circle the word <em>asylum</em> (in Paragraph 3). Challenge them to try to figure out this word as they read with their partners.</td>
<td></td>
</tr>
<tr>
<td>• Invite students to begin reading, reminding them to use their “6-inch voices” to keep noise to a minimum. Say: “6-inch voices can only be heard from 6 inches away.” Explain to students that they will be using this annotated text to write a summary in the next lesson.</td>
<td></td>
</tr>
</tbody>
</table>
### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Debrief Learning Targets and Preview Homework (2 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review the learning targets with students. Ask:</td>
</tr>
<tr>
<td>* “How are these targets related? In other words, how did figuring out specific words and phrases help you meet the first two targets?”</td>
</tr>
<tr>
<td>• Invite students to share out as time permits. Help them notice that many of the words related to refugees’ experiences have to do with:</td>
</tr>
<tr>
<td>* too much (e.g., too crowded)</td>
</tr>
<tr>
<td>* negative experiences (e.g., malnutrition)</td>
</tr>
<tr>
<td>* moving to and from (going back to one’s home country or settling again in a new country)</td>
</tr>
<tr>
<td>• Continue to emphasize that using prefixes and word roots is a powerful strategy to figure out words in a particular text and also to learn words they may encounter in many other texts.</td>
</tr>
<tr>
<td>• Preview the homework and note-taking assignment. Be sure students note that this homework has two parts.</td>
</tr>
</tbody>
</table>

### Meeting Students’ Needs

- Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.

### Homework

- Complete a first read of pages 135–157. Take notes (in your journals) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out,” plus vocabulary that helps you understand her challenges and responses.
- Continue rereading the article “Refugees: Who, Where, and Why” and annotating for the gist of each section.

*Note: Be prepared to return students’ end of unit 1 assessments in Lesson 5, if you have not already done so.*

### Meeting Students’ Needs

- Vocabulary can be a source of difficulty for struggling readers. 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 135–157, these words might include: diacritical mark (accent mark) (140); lacquer (polish, gloss) (142).
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Persecuted means oppressed or harassed, especially because of race, religion, gender, sexual orientation, or beliefs.

Repatriation is the process of returning to one’s country of birth, citizenship, or origin.

Through Time — Refugees

- 1950 The United Nations High Commissioner for Refugees (UNHCR) is set up to help the more than one million Europeans displaced after World War II.
- 1956 Uprisings in Hungary force more than 200,000 people to become refugees.
- 1959 Algeria fights for its independence and 200,000 people flee the country.
- 1964 Rwanda, Mozambique, and Tanzania explode in conflicts for independence and thousands become refugees.
- 1971 More than ten million Bengalis flee to India, as Bangladesh becomes a nation.
- 1974 Nearly 400,000 refugees become homeless as the Greeks fight the Turks in Cyprus.
- 1978 About three million Asians escape to neighboring countries, including Thailand and Malaysia, during conflicts throughout Indochina.
- 1979 Six million Afghans flee their country.
- 1980s Violence in Central America results in more than 300,000 refugees. In Africa, many Ethiopians try to escape drought and war in Sudan.
- 1990s During the Gulf War, 1.5 million Iraqi Kurds become refugees. Civil war in West Africa causes 800,000 West Africans to flee their homes. War in the Balkans forces thousands to leave their homes as Yugoslavia breaks apart.
- 1991 Fighting in Somalia forces about 750,000 Somalis to seek shelter in Ethiopia.
- 1992 More than 1.5 million refugees return to their homes in Mozambique as part of repatriation program.
- 1993 Thousands of Cambodian refugees return home as part of a repatriation program.
- 1994 Widespread killing in Rwanda sends thousands to neighboring countries.
- 1999 More than one million people from Kosovo are forced to leave their homes.
- 2001 Thousands of people flee Afghanistan
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Words—with a brief meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>uni</td>
<td>universal—</td>
<td></td>
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<tr>
<td>in</td>
<td>inexorable—</td>
<td></td>
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<tr>
<td>e</td>
<td>evacuee—</td>
<td>emigrate—</td>
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<tr>
<td>over-</td>
<td>too, abundant</td>
<td>overburdened—</td>
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<tr>
<td></td>
<td></td>
<td>overcrowded—</td>
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<tr>
<td>mal-</td>
<td>bad—</td>
<td>malnourished—</td>
</tr>
<tr>
<td>re-</td>
<td>again—</td>
<td>repatriation—</td>
</tr>
<tr>
<td></td>
<td></td>
<td>resettle—</td>
</tr>
<tr>
<td>de-</td>
<td>opposite of, removal, a taking away</td>
<td>devastation—</td>
</tr>
</tbody>
</table>
Grade 8: Module 1: Unit 2: Lesson 5
Building Background Knowledge and Summarizing: “Refugees: Who, Where, Why” Part 2
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can objectively summarize informational text. (RI.8.2)</td>
</tr>
<tr>
<td>I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</td>
</tr>
<tr>
<td>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)</td>
</tr>
</tbody>
</table>

Supporting Learning Targets

- I can identify the strongest evidence in the article “Refugees: Who, Where, Why” and the novel that help me explain challenges refugees face when fleeing home.
- I can identify the strongest evidence in the article “Refugees: Who, Where, Why” and the novel that help me explain challenges refugees face finding home.
- I can write a paragraph that provides an objective summary of “Refugees: Who, Where, Why.”
- I can identify universal themes that connect refugee experiences.

Ongoing Assessment

- Structured notes (for pages 135–157, from homework)
- Annotated article “Refugees: Who, Where, Why” (from homework)
- Summary Writing graphic organizer
- Fleeing Home and Finding Home anchor charts
## Agenda

<table>
<thead>
<tr>
<th>Opening</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Engaging</td>
<td>Students continue to work with the informational text “Refugees: Who, Where, and Why” to understand universal aspects of refugees’ experiences around the world and throughout history.</td>
</tr>
<tr>
<td>Reader:</td>
<td>Even as students begin to recognize patterns, continue to emphasize that each individual’s experience is unique. There is no singular “refugee experience.” Even within one country, refugees’ experiences vary widely. Use sensitivity with this topic, particularly since there are likely to be students who are themselves refugees in many classrooms.</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>Across the unit, students help to create two class anchor charts: Fleeing Home and Finding Home. These anchor charts build directly on the graphic organizer completed during Lesson 3 about why Ha’s family fled. The two anchor charts help students begin to see patterns and common themes across the novel and the informational texts, and across countries and refugee experiences.</td>
</tr>
<tr>
<td>Splash of</td>
<td>Students will draw on this knowledge for their End of Unit 2 essay as well as their final performance task (a research-based narrative) in Unit 3. Be sure to hold on to these anchor charts.</td>
</tr>
<tr>
<td>Evidence</td>
<td>In this lesson, students are introduced to both anchor charts to help them understand the arc of the universal refugee experience. However, today they only begin to fill in the Fleeing Home anchor chart based on evidence from “Refugees: Who, Where, Why,” as well as their structure notes from reading the novel.</td>
</tr>
<tr>
<td>about “Inside”</td>
<td>At the end of this lesson, students begin to summarize the article “Refugees: Who, Where, Why.” But be clear with students that they are not finished with this text. They will return to it during their research later in this unit (Lessons 17 and 18), including a more careful examination of the statistics at the end of the article.</td>
</tr>
<tr>
<td>and “Outside”</td>
<td>Be prepared to return students’ End of Unit 1 Assessments if you have not already done so. Note patterns of strength; be prepared during the lesson opening to share things many students did well.</td>
</tr>
<tr>
<td>(8 minutes)</td>
<td>Review: Chalkboard Splash (Appendix 1).</td>
</tr>
<tr>
<td>B. Review</td>
<td>Post: Learning targets, prompt for “engaging the reader.”</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
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</tbody>
</table>

## Work Time

<table>
<thead>
<tr>
<th>Finding Evidence from Text: Introducing the Fleeing Home and Finding Home Anchor Charts (10 minutes)</th>
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</thead>
<tbody>
<tr>
<td>Summarizing: Capturing the Essence of the Text (23 minutes)</td>
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</tbody>
</table>

## Closing and Assessment

| Debrief Learning Targets and Preview Homework (2 minutes) |                                                                                   |

## Homework

<table>
<thead>
<tr>
<th>Use the Summary Writing graphic organizer to write a summary paragraph about the article “Refugees: Who, Where, Why.”</th>
<th></th>
</tr>
</thead>
</table>
### Lesson Vocabulary

- Universal experience, summary, controlling idea, key details, clincher

### Materials

- *Inside Out & Back Again* (book; one per student)
- Blank sentence strips—tagboard strips, each 24” wide by 3” high (four per student)
- “Refugees: Who, Where, Why” (from Lesson 4; students’ annotated copies)
- Fleeing Home anchor chart (new; teacher-created)
- Finding Home anchor chart (new; teacher-created)
- Summary Writing graphic organizer (one per student)
- Document camera

### Opening

#### A. Engaging the Reader: Chalkboard Splash of Evidence about “Inside” and “Outside” (8 minutes)

- Students should be sitting with their small groups and have their copies of *Inside Out & Back Again*. Tell the class that Ha and her family are facing many challenges as they try to make a new home for themselves in Alabama. Ha writes a lot of poems that describe how her life feels like it’s being turned “inside out,” and today students are going to focus on two of these poems from last night’s reading homework. (They will come back to the second part of their homework later in the lesson).

- Invite them to take a few minutes to silently reread “Loud Outside” on pages 145 and 146 and “Quiet Inside” on pages 149 and 150. Distribute four blank sentence strips to each student.

- On the white board, create a T-chart with one side labeled “Inside Challenges” and the other side labeled “Outside Challenges.”

- Refocus students whole group and explain that they are going to do a Chalkboard Splash with the strongest evidence from these two poems. Ask students to think about these questions:
  - “What is the strongest evidence from the text that describes some of the challenges Ha and her family are facing ‘inside’?”
  - “What is the strongest evidence from the text that describes some of the challenges Ha and her family are facing ‘outside’?”
### Opening (continued)

- Tell students that they are to use details from the two poems they just reread to write down two pieces of the strongest evidence for each question. Give students 3 to 4 minutes to work. Circulate to listen in and gauge how well students are grasping this central metaphor in the novel. Probe, but do not worry if students are still not 100 percent clear; this will remain a focus throughout the unit.

- Invite students to place their strongest evidence on the T-chart and have them add to their structured notes. Give specific positive praise for comments you hear students making that indicate they are actively choosing the “strongest” evidence (e.g., “I heard so-and-so say that she thought this line in the poem really showed it best, because…”).

- Return students’ end of unit 1 assessments if you have not already done so. Give specific positive praise for patterns you noticed in students’ work.

### B. Review Learning Targets (2 minutes)

- Focus the class on the learning targets. Point out that the second and third targets are identical from the previous lesson.

- Focus students on the first target and invite a volunteer to read it aloud:

  * “I can write a paragraph that provides an objective summary of ‘Refugees: Who, Where, Why.’”

- Explain that students will use their annotated notes to write a summary of the article. Ask for student volunteers to answer the question:

  * “What does it mean to summarize?” Be sure students understand that to summarize means to give the short version of something. A good summary includes the main idea and the important details.

- Read aloud the last learning target:

  * “I can identify universal themes that connect refugee experiences.”

- Share with students that today they will use the article and the novel to learn about some of the universal experiences or common themes among refugees. They will use the strongest evidence from both texts to do this.

### Meeting Students’ Needs

- Learning targets are a research-based strategy that helps all students, but especially challenged learners.
### Work Time

#### A. Finding Evidence from Text: Introducing the Fleeing Home and Finding Home Anchor Charts (10 minutes)

- Remind students that in the past few lessons, they have begun thinking more about the universal refugee experience. Today, they will start two new anchor charts that will help them capture that thinking as they continue to read the novel and additional informational texts.

- For now, they are now going to think about how this universal refugee experience applies to Ha. When Ha and her family fled their home, they became refugees. When they fled, they faced challenges. Now Ha and her family are in Alabama, and they are trying to find a new home there, which also is challenging.

- Post the new [Fleeing Home anchor chart](#) and the [Finding Home anchor chart](#) (see blank example in supporting materials). Tell students that they will be collecting the strongest evidence from the informational texts and the novel that answers the questions: “What challenges do refugees face when fleeing home?” (on the Fleeing Home anchor chart) and “What challenges do refugees face finding home?” (on the Finding Home anchor chart).

- Explain that in the novel, Ha experienced challenges fleeing home, and now that she is in Alabama trying to make a new home, she is facing new challenges. This pattern of fleeing and finding home is something students will consider further as they read more of the novel and informational texts.

- Share with students that in today’s lesson, they will think mostly about the “fleeing home” part of the refugee experience. Invite them to discuss these questions with their small groups:

  * “According to the article “Refugees: Who, Where, Why,” what challenges do refugees face when fleeing home? What is the strongest evidence from the article to support this?”

- Invite Numbered Heads from each group to respond, and remind students they must share evidence from the text to support their answer. Record the answers on the anchor chart.

- Next, invite students to review their structured notes from reading homework to answer the same questions on the new Fleeing Home anchor chart. Remind students that they are looking for the strongest evidence of the challenges Ha faces when fleeing home at this point. They must have specific evidence from the text to support what they say.

- Once groups have discussed the question, call on Numbered Heads to respond and add the answers to the new Fleeing Home anchor chart.

- Explain to students that they will continue to add to the Fleeing Home anchor chart, and they will also begin to add to the Finding Home anchor chart.

### Meeting Students’ Needs

- Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.
B. Summarizing: Capturing the Essence of the Text (23 minutes)

*Note: Many eighth-graders may have been taught one or more techniques for composing a topic sentence. Reinforce and build on this previous learning.*

- Ask students to work with the same partner they were with during Lesson 4 for the paired reading. (It is fine for students to work with a new person if their partner is absent.)

- Invite students to pull out their annotated “Refugees: Who, Where, Why” article (homework from Lesson 4). Remind them that they have already heard this text read aloud, thought about some key vocabulary, and then reread with a partner to annotate for the gist of each section. Invite student pairs to review the annotations they made in the margins of the article and discuss:
  * “What was your initial sense of what this article is mostly about?”

- Ask them to jot this initial gist statement about the full article at the top of the article, near their notes about the title.

- Distribute the Summary Writing graphic organizer, display on a document camera, and orient students to it. Read the top portion and move on to draw students’ attention to the phrase controlling idea. Explain that the controlling idea is a sentence that makes the reader want to know more about what you have to say. A good topic sentence has a clear controlling idea that makes the reader ask a question in his or her mind.

  • Model for students: “For example, ‘Throughout the world, refugees have fled their homes for many reasons.’ This makes me ask the question in my mind, ‘What are the reasons refugees flee their homes?’”

- Ask student pairs to take a few minutes to do the following:
  - Review your gist note at the top of the article.
  - Work together to craft a topic sentence that will make the reader want to know more and ask a question in his/her mind.

- Circulate to support students by asking:
  * “What question does this make you think of when you read your own sentence?”

- Invite student pairs to share their sentences with the class.

- Refocus students on the Summary Writing graphic organizer, specifically the Key Ideas section. Explain that the key ideas will be the most important points of the article. Tell students that by chunking the article and annotating with their partner (in Lesson 4), they have already taken a big step toward identifying the key ideas.

- Graphic organizers and recording forms engage students more actively and provide the scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. For students who need additional support, you may want to provide a partially filled-in graphic organizer.

- When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.
**Work Time (continued)**

- Ask student pairs to take about 5 minutes to do the following:
  1. Review your annotations for each section of the article.
  2. Work together to write well-crafted sentences in the graphic organizer.
- Circulate to support students by asking:
  * “What seems most important from this section of the article? Why?”
  * “If someone hadn’t read this article, what would they most need to know?”
- As you circulate, look for pairs who are creating strong sentences. When most students are finished, refocus the class whole group and invite a few of these pairs to share their sentences. Identify specifically for the class what makes these strong examples.
- Finally, draw students’ attention to the last portion of the graphic organizer. Explain that this will be the last sentence of the summary paragraph they write. This last sentence is sometimes called a clincher, a memorable statement that leaves the reader with something to think about.
- Model briefly: “For example, ‘Refugees are everyday people who rely on other everyday people for their survival.’”
- Invite student pairs to collaborate on a clincher for their summary paragraph. Circulate and support students by asking:
  * “What do you want your reader to leave thinking about based on this sentence?”
- Ask for volunteers to share clincher statements and provide time for students to revise what they have.
- Tell students that as part of their homework, they will use this Summary Writing graphic organizer to write an individual summary paragraph.

**Meeting Students’ Needs**
## Closing and Assessment

### A. Debrief Learning Targets and Preview Homework (2 minutes)
- Review the learning targets. Invite student volunteers to define **summarize**, controlling idea, key details, and clincher.
- Preview homework. Be sure students note that this is a two-part homework assignment.

## Meeting Students’ Needs
- Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.

## Homework

- Use the Summary Writing graphic organizer to write a summary paragraph about the article “Refugees: Who, Where, Why.”
- Complete a first read of pages 158–179 of *Inside Out & Back Again*. Take notes (in your journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out,” plus vocabulary that helps you understand her challenges and responses.

## Meeting Students’ Needs
- Vocabulary can be a source of difficulty for struggling readers. Provide a brief list with explanations of the challenging vocabulary words from the reading homework. Do this only for students who need this support.
- Most important is to provide words that cannot be easily determined from context. There are few of these in the novel. On pages 158–179, these words might include: endures (tolerates) (158), hogwash (nonsense) (163), solitude (privacy) (173), and yearning (longing and desire) (176).
### What challenges do refugees face when fleeing home?

<table>
<thead>
<tr>
<th>Strongest evidence from the text</th>
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<tbody>
<tr>
<td><strong>Informational Text</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Novel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
What challenges do refugees face when finding home? | Strongest evidence from the text
---|---
Informational Text |  
Novel |  
• When you are reading actively, one of the most important things you do is figure out what the point of it is. This means you are recognizing the **controlling idea** of the text.

• Once you have done that, you have really done the hardest work.

• Still, there is more! You need to figure out what the key details in the text are, and write a great closing sentence, a **clincher**.

• Once that is done, you are ready to write up the notes into a **summary paragraph**. At that point, you will have gotten a good, basic understanding of the text you are reading.
Building Background Knowledge: Challenges Bosnian Refugees Faced Fleeing and Finding Home
### Building Background Knowledge:

Challenges Bosnian Refugees Faced Fleeing and Finding Home

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

| I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) |
| I can determine a theme or the central idea of an informational text. (RI.8.2) |
| I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) |
| I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4) |

#### Supporting Learning Targets

| I can identify the strongest evidence in the text “Children of War” that helps me explain what challenges refugees face when fleeing home. |
| I can identify the strongest evidence in the text “Children of War” that helps me explain challenges refugees face finding home. |
| I can identify common themes that connect the universal refugee experience. |

#### Ongoing Assessment

| Structured notes (pages 180–195 from homework) |
| Written summary of “Refugees: Who, What, Where” (from homework) |
| Summary Writing graphic organizer: “Children of War” |
| Evidence Sort |
### Agenda

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Opening</td>
<td></td>
</tr>
<tr>
<td>A. Engaging the Reader: Think-Pair-Share “Inside Out” (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>B. Review Learning Targets (2 minutes)</td>
<td></td>
</tr>
<tr>
<td>2. Work Time</td>
<td></td>
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<tr>
<td>A. Independent Read: “Children of War” (10 minutes)</td>
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<td>B. Fleeing and Finding Home Anchor Charts (8 minutes)</td>
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<td>C. Rereading: Preparing to Summarize (10 minutes)</td>
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<td>3. Closing and Assessment</td>
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<tr>
<td>A. Evidence Sort and Preview Homework (10 minutes)</td>
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<td>4. Homework</td>
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<tr>
<td>A. Use the Summary Writing graphic organizer to write a summary paragraph of the article “Children of War.”</td>
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<tr>
<td>B. Complete a first read of pages 180–195. Take notes (in your journal) using the Structured Notes graphic organizer.</td>
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### Teaching Notes

- In this lesson, students read an interview with four refugees and answer questions similar to those they answered in Lessons 3–5. This text is somewhat simpler than other texts students have read, particularly because the speakers in the interview are children. Therefore, this text (and this lesson) is used primarily to help students identify how specific refugees’ stories fit the more general patterns identified in “Refugees: Who, Where, Why.” This easier text also was chosen so students can practice summary writing more independently (during Part C of Work Time and leading into their homework).

- This text is used in part to help reinforce the point that even though there are “universal” aspects of refugees’ experiences, each refugee has his or her own unique story to tell. Experiences across groups, even within one country, can vary widely.

- Many classes may have students who are themselves refugees. Handle this topic sensitively, being sure not to stereotype or generalize. If your classroom culture is safe enough, and your students are willing, consider tapping any students who are refugees as “resident experts” on this topic. Honor their experiences.

- Students continue to complete the Fleeing and Finding Home anchor charts during this lesson.

- Today, students annotate the article for evidence to answer the questions and then debrief as a group. This will give you a chance to monitor student progress and provide needed support immediately, and plan for differentiation to meet the needs of students who are still struggling with finding strong textual evidence.

- At the start of Work Time A, before students begin reading independently, collect their summaries (from homework) of “Refugees: Who, Where, Why.” As students read, do a spot-check of these summaries to look for patterns to inform instruction. Then, at the start of Work Time C, briefly name specific patterns of strength and one or two focus areas for improvement. Consider identifying a strong example to share with the class. Students will have a chance during Work Time C to immediately apply that feedback during their group work, which includes time to talk together to plan a summary of “Children of War.”

- Note that before students read independently, they are given just a few key bits of background information about the text they will read. Do not explain more: This is an opportunity for students to view the text as the expert and build their own knowledge of the world through their independent read.

- The closing of this lesson includes an “evidence sort” activity. Prepare in advance: Cut sentence strips and quote cards for each group. Clip together or put in envelopes.

- Post: learning targets, Fleeing Home anchor chart, Finding Home anchor chart.
## Lesson Vocabulary

- commonalities, common themes, discriminated against, targeted, summary, summarize, unique; Muslim, ethnic

## Materials

- *Inside Out & Back Again* (book; one per student)
- “Children of War” (one per student)
- Fleeing Home and Finding Home anchor charts (created in Lesson 5; post around the room where students can see the charts)
- Summary Writing graphic organizer: “Children of War” (one per student)
- Document camera
- Sentence Strips: Claims from “Refugees: Who, Where, Why” (one set per group)
- Quote Cards: Evidence from “Children of War” (one set per group)
- Extension Question (optional)

## Opening

### A. Engaging the Reader: Think-Pair-Share “Inside Out” (5 minutes)

- Students should be sitting in their Numbered Heads groups. They will work with their odd or even partner. Invite students to review their structured notes silently for a minute. Be sure to collect the students’ written summaries (from homework) (see teaching note above).
- Ask students to refer to their structured notes and Think-Pair-Share:
  * “Is Ha’s life still ‘inside out’? What is the strongest evidence from your reading last night?”
- Explain that there is not just one correct answer to this question; students are simply stating their opinion and providing evidence they think best illustrates this idea of being turned “inside out.”
- Cold call on students to share their thinking whole group. Listen for them to identify examples of how Ha’s life is not settled. Possible answers include: “Someone throws eggs at their house,” “The neighbors won’t talk to them,” “She still has a lot of wishes that aren’t coming true,” and “Kids are still picking on her at school with ‘ha, ha, ha.’”
- Note that some students may argue that Ha’s life is no longer “inside out”: She is beginning to “find home.” She now has a tutor to teach her English.

## Meeting Students’ Needs

- Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.
Opening (continued)

B. Review Learning Targets (2 minutes)

- Focus the class on the learning targets, and point out that they are very similar to yesterday’s targets. Ask:
  * “What is different about the first target today compared to those of the last few lessons?”
- Listen for students to notice that they are still doing the same kind of thinking, just with a different text.
- Be sure to emphasize that every individual refugee’s experience is unique, but that there are some predictable or common patterns for anyone who moves to a new place.
- Continue to emphasize the rigor of not just finding evidence, but of thinking about the strongest evidence: What details best support your thinking, and why?
- Focus most on the third learning target. Cold call on a student to read it aloud:
  * “I can identify common themes that connect the universal refugee experience.”
- Point out to students that they are reading a variety of texts that will help them begin to notice patterns and themes. They have read the novel, of course, and in Lesson 3 they revisited “Panic Rises in Saigon, but the Exits Are Few,” which they first encountered in Unit 1. They also read “Refugees: Who, Where, Why” in Lessons 4 and 5. As they read today, they should notice how refugee experiences align to and expand upon some patterns we identified.

Meeting Students’ Needs

- Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. This also provides a reminder to students and teachers about the intended learning behind a given lesson or activity.
Building Background Knowledge:
Challenges Bosnian Refugees Faced Fleeing and Finding Home

Work Time

A. Independent Read: “Children of War” (10 minutes)

• Distribute the text “Children of War.” Remind students of how they have been learning about approaching texts. Invite students to briefly scan the text to notice how this informational text is different from the one they read for the previous lesson. (Students should be able to identify that it is an interview.) Ask:
  * “What year was this article written?”
• Do not give too much background on the text. But tell students that because they may not know the history of the war in Bosnia, you want to give them several key points that will help them understand the interviews:
  * This text is about refugees from the war in Bosnia in the 1990s.
  * A statistic from “Refugees: Who, Where, Why” that supports our understanding of this text: “1990s ... War in the Balkans forces thousands to leave their homes as Yugoslavia breaks apart.”
  * There is a key vocabulary word they may have heard, but you want to be sure they understand: Muslim. Define Muslim for students: a follower of the religion of Islam. Explain that there are Muslims in many countries, and sometimes they have been discriminated against or targeted because of their religion.
  * Another key vocabulary word is the word ethnic. Review this term, which was used in “Refugees: Who, Where, Why.” Ask students:
    * “What is an ethnic group?”
• Listen for them to say something about large groups with common characteristics. Clarify and provide a specific definition: Ethnic is an adjective used to describe large groups of people with common religious, tribal, cultural, racial, or national origins.
• Tell students that because this text is relatively easy, they will be reading it on their own. Set their purpose for reading: As they read, they should underline the strongest evidence they find in the text to answer the following questions, posted on the board:
  * “What challenges did the Bosnian refugees face as they fled home?”
  * “What challenges did they face in the United States?”
• As students read silently, do a spot-check of these summaries to look for patterns to inform instruction. Consider identifying a strong example to share with the class at the start of Work Time C, as time permits. Then circulate, encouraging students to annotate the text.

Meeting Students’ Needs

• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently as you read the text aloud.
• Choose confident readers to help you read the interview aloud to ensure students experience a fluent read-aloud of the interview.
• To further support ELLs, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.
• 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.
## Work Time (continued)

### Meeting Students’ Needs

- Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.
- For students who struggle with reading grade-level text, consider chunking the text for them onto separate sheets of paper. This makes the reading of complex texts more manageable and allows them to focus on one small section at a time.

## B. Fleeing and Finding Home Anchor Charts (8 minutes)

- Post the **Fleeing and Finding Home anchor charts**. Focus students whole group. They should continue to work with their odd or even partner. Ask students to Think-Pair-Share about the evidence they underlined as they read:
  - “After reading this article, what other reason can we add for challenges refugees face when fleeing home? What is the strongest evidence from the article to support this?”
- Cold call on students for answers to complete the top part of the anchor chart. Consider having the class use “thumbs-up/thumbs-down” to indicate whether reasons and evidence are strong enough for the anchor chart. Possible answers include lack of food, extremely unsafe conditions, or others, with appropriate quotes from the text (“we were walking on this bridge over the river and the Serbs started shooting,” “or risk getting shot,” “they tried to kill me because of my religion”).
- Ask students to Think-Pair-Share:
  - “What challenges do refugees face finding home? What is the strongest evidence to support your answer?”
- Anchor charts serve as note-catchers when the class is co-constructing ideas.
Work Time (continued)

• Cold call on students for answers to complete the top part of the anchor chart. Consider having the class use “thumbs-up/thumbs-down” to indicate whether reasons and evidence are strong enough for the anchor chart. Possible answers include life not being as good in the new country, worrying about friends and family left behind, or others, with appropriate evidence from the text (“It’s not as good as it was in Bosnia,” “I want to get my family here,” “without friends”).

• Give students specific positive praise for ways in which you noticed them citing evidence from this text and the novel. Note in particular if you heard students beginning to approach the actual eighth-grade standard, which requires them to cite not just any evidence, but the strongest evidence to support their analysis.

C. Rereading: Preparing to Summarize (10 minutes)

• Tell students that they will now reread the article on their own and now begin the Summary Writing graphic organizer: “Children of War.” Tell them that this graphic organizer is just like the one they did for “Refugees: Who, Where, Why.” Cold call on a student to explain what it means to summarize, such as a brief description of the main points. Include any necessary teaching points from the review of student homework such as review of “key details,” controlling idea, etc. Consider sharing a strong example on the document camera if time allows. Explain that after the individual work time, they will have an opportunity to share and discuss with their classmates.

• Circulate and monitor students as they answer the questions, providing support where needed.

• Invite students to pair up to share their answers. Refocus the group and invite some volunteers to share their answers with the whole group.

Meeting Students’ Needs

• Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.

• Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “Check back in the third paragraph.”
## Closing and Assessment

<table>
<thead>
<tr>
<th>A. Evidence Sort and Preview Homework (10 minutes)</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>• Students should work with their Numbered Heads groups. Distribute the <strong>Sentence Strips: Claims from “Refugees: Who, Where, Why”</strong> and the <strong>Quote Cards: Evidence from “Children of War”</strong> (one set per group).</td>
<td>• For students who are finished early, consider distributing the <strong>Extension Question (optional)</strong>.</td>
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<tr>
<td>• Explain the activity: “In the past few lessons, you have been identifying evidence to support your thinking on the common themes that connect the universal refugee experience. Today, after reading about actual refugee experiences, you are going to think about how those experiences relate to the article ‘Refugees: Who, Where, Why.’”</td>
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<td>• Tell the class that although there are aspects of the refugee experience that are universal, each refugee experience is also <strong>unique</strong>—one of a kind. Remind students that the prefix “uni-” means “one”—in some ways, all refugees share one experience; but it is equally true that each refugee has his or her own “one” experience. Even the four teens who were interviewed had things in common and experiences that were unique to them—this was even true for the two teens who were brother and sister. However, these unique experiences can still be categorized under those more universal themes.</td>
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<td>• Give directions:</td>
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<td>1. Find and read the three sentence strips (from “Refugees: Who, Where, Why”) aloud as a group.</td>
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<td>2. Read each quote card (from the four Bosnian teens).</td>
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<td>3. Discuss which sentence each quote goes with and why.</td>
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<td>4. Note: Many of the quotes could be matched with more than one sentence strip. There is not always one “right” answer. Your job is to provide reasons for why you think a specific quote is especially strong evidence for a certain sentence strip.</td>
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<td>• Check that students understand the process; then invite them to begin. Circulate and listen in. Provide support as needed without providing answers. Ask probing questions such as:</td>
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<td>* Why did you match that piece of evidence with that part of the refugees article?”</td>
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<td>* “Explain your thinking”</td>
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<td>* “Say more.”</td>
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<td>• When you hear students providing reasons or details, give specific praise such as: “I like how you explained your thinking as to why this quote belonged here.”</td>
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<td>• When all groups have evidence sorted, call on a Numbered Head to share one quote card and the sentence strip they matched it with and explain their reasons.</td>
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</table>
Closing and Assessment (continued)

- If time permits, review the third learning target:
  * “I can identify common themes that connect the universal refugee experience.”
- Ask students to self-evaluate using Fist to Five.

Homework

- Use the Summary Writing graphic organizer: “Children of War” to write a summary paragraph of the article “Children of War.”
- Complete a first read of pages 180–195. Take notes (in your journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.

Meeting Students’ Needs

- 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 this support.
- Most important is to provide words that cannot be easily determined from context. There are few of these in the novel. On pages 180–195, these words might include the following: firm (tighten) (page 184) or relieved (free from fear or worry) (page 185).
The war in the Balkans has caused grievous suffering for millions of people. Since the war began two years ago, more than 200,000 people have been killed, while another 2 million have been driven from their homes. As in most wars, young people suffered their share, even though they didn’t start the war and are too young to fight in it. A recent Harvard study estimates that 30,000 children have been killed. Tens of thousands more have been orphaned. And nearly 25 percent of all the refugees created by the war are between the ages of 10 and 17.

Although all ethnic groups in Bosnia have been affected by the war, the hardest hit have been Muslims. Today, tens of thousands of young Muslim war victims are languishing in refugee camps in Croatia, hoping eventually to make it to safety in another country. Last year, the U.S. admitted 3,000 of these refugees. In late February, UPDATE went to Stone Mountain, Georgia, near Atlanta, to talk to four recently arrived teenage Muslim refugees about their experiences and about life in their new country.

Seventeen-year-old Amelia Kamenica and her 15-year-old brother, Emir, were born and raised in Sarajevo. Their father, an economics professor, was kidnapped and killed by Serb forces in 1992. They live with their mother.

Elma Brokovic, 14, is also from Sarajevo, and, with her mother, shares an apartment with the Kamenicas.

Emil Hadzic, 14, was born in Prijedor, Bosnia, and has lived in both Bosnia and Croatia. He lives with his father; his mother remains in Croatia.

All four teenagers arrived in the U.S. four months ago, after spending a year in a refugee camp in Croatia. Today, they attend Clarkson High School in Stone Mountain.

What was life like before the war?

**Emir:** After the war started, you could not even go out of your house. I had to crawl through my apartment on my hands and knees or risk getting shot. I slept in the bathtub for days, because that was the only place where you

---

“After I found out about my father’s death, everything seemed so useless. I couldn’t see any future for myself. I wasn’t the same person anymore.”

—Amelia Kamenica, 17

Sarajevo is free, and nothing would happen to anybody. We would go skiing every winter and to the seaside every summer. In those days, there weren’t any problems. You really could enjoy life.

**Emir:** Yes, before the war, life was good. My father had a good job and we had lots of money. Every year we would travel to foreign countries. We would go to Russia, Bulgaria, Hungary—all over.

**Elma:** It seemed like we had no worries. I had lots of friends and we would all go skiing in the mountains. It was safe in Bosnia in those days.

**Amelia:** It was great. We could go out at midnight and walk the streets of...
“Children of War”

When you are reading actively, one of the most important things you do is figure out what the point of it is. This means you are recognizing the **controlling idea** of the text.

Once you have done that, you have really done the hardest work.

Still, there is more! You need to figure out what the key details in the text are, and write a great closing sentence, a **clincher**.

Once that is done, you are ready to write up the notes into a **summary paragraph**. At that point, you will have gotten a good, basic understanding of the text you are reading.
Teacher directions: Make enough copies of this page for each small group. Cut the sentence so they are on different strips.

“Today, more than 14 million men, women, and children have been forced to flee their homes, towns, and countries because they are afraid to stay.”

“Some refugees cannot return home, nor can they stay in their country of asylum. They must resettle in a new country.”

“Perceptions of unfairness, such as unequal treatment or denial of rights based on race, religion, economic status, or political thought, instigate war; so does unequal access to land, food, water, and other necessary resources.”
Teacher Directions: Make enough copies of this page for each small group. Cut the quotes so each of the nine is on a separate quote card.

Amela: Before the war, I really enjoyed life, but after I found out about my father’s death everything seemed so useless. I couldn’t see any future for myself.

Emir: It’s good now. It’s not as good as it was in Bosnia, but better than Croatia. I lived under Communism for 14 years. Nobody I knew practiced religion. And then suddenly they tried to kill me because of religion.

Elma: I’m just hoping the war will stop and I’ll go to Bosnia soon.

Emir: I had to crawl through my apartment on my hands or knees or risk getting shot. I slept in the bathtub for days, because that was the only place where you were totally safe from bullets. I would think to myself, “If I don’t get shot today, I’ll live tomorrow.” You just want to survive this day.

Elma: Everything completely changed. One minute we had everything, then we had nothing.

Emir: To me, the war just meant changing friends and where I lived. When war broke out in Croatia, I went to Bosnia with my father. When war broke out in Bosnia, I went to Croatia with my mother.

Emir: We were walking on this bridge over the river and [the Serbs] started shooting. So we ran away until we came to relatives who lived in another part of town. There was not much food there, so we decided we had to go to Croatia.

Amela: I like it better than being a refugee in Croatia. Here, people don’t judge you by your religion.

Amela: We couldn’t go to school in Croatia because we were Muslims.
Look back in *Inside Out & Back Again* and reread the poem “Neigh Not Hee” (page 134). How does this poem connect with the experience of one or more of the teens in “Children of War”? Use details from the poem to support your answer.
Mid-Unit Assessment: Analyzing an Informational Text about a Refugee Experience
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)
I can objectively summarize informational text. (RI.8.2)
I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)
I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)
I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)

Supporting Learning Targets

- I can identify the strongest evidence in the speech by Til Gurung that helps me explain why refugees leave their home.
- I can identify the strongest evidence in the speech by Til Gurung that helps me explain challenges refugees face in their new country.
- I can determine the meaning of unfamiliar words based on context clues.
- I can cite evidence from the text to support analysis of an informational text.

Ongoing Assessment

- Mid-Unit 2 Assessment: Analyzing an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4a, L.8.4, and W.8.9)
### Agenda

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<td>A. Review Learning Targets (2 minutes)</td>
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<th>2. Work Time</th>
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<th>3. Closing and Assessment</th>
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<tr>
<td>A. Debrief (3 minutes)</td>
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<th>4. Homework</th>
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<tr>
<td>A. Complete a first read of pages 196-212. Take notes (in your journal) using the Structured Notes graphic organizer.</td>
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### Teaching Notes

- During today's assessment, students independently read an unfamiliar informational text about a refugee experience and answer literal and inferential text-dependent questions, as well as questions that assess students' ability to determine word meaning based on context clues (L.8.4). Students also answer three constructed-response questions that require evidence from the text to support their answers. The last one is similar to the QuickWrites with which students are already familiar (W.8.9).

- Consider using the NYS 2-point rubric to assess students' short constructed responses on this assessment. See Unit 1, Lesson 5 supporting materials.

- Post: Learning targets.

### Lesson Vocabulary

Do not preview vocabulary for today’s assessment.

### Materials

- Til Gurung's speech from the Refugee Transitions’ “World of Difference Benefit Luncheon” (one per student) (for Mid-Unit Assessment)
- Mid-Unit 2 Assessment: Analyzing an Informational Text about a Refugee Experience (one per student)
- Mid-Unit 2 Assessment: Analyzing an Informational Text about a Refugee Experience (Answers and Sample Responses for Teacher Reference)
- Extension Question (optional)
- Extension Question (Answers for Teacher Reference)
- Optional: NYS 2-point rubric (from Unit 1, Lesson 5; see Teaching Notes above)
## Opening

**A. Review Learning Targets (2 minutes)**
- Read aloud the first two learning targets to students.
- Remind students that these learning targets should be familiar to them since they have been practicing these skills in the past several lessons.

## Work Time

**A. Mid-Unit Assessment: Analyzing an Informational Text about a Refugee Experience (40 minutes)**
- Remind students that they have been reading informational texts on different refugee experiences. They have been collecting details from each text to help them understand why refugees leave home, the challenges they face in their new home, and some common themes among different refugee experiences. Share with students that they will show that they know how to do this on their own in this assessment.
- Arrange student seating to allow for an assessment-conducive arrangement where students independently think, read, and write. Encourage students by telling them that they have been working very hard at reading closely and today you want them to show what they have learned about word choice and tone in informational and fiction text.
- Distribute *Til Gurung’s speech from the Refugee Transitions’ “World of Difference Benefit Luncheon”* and the **Mid-Unit 2 Assessment: Analyzing an Informational Text about a Refugee Experience**. Read aloud through the directions.
- Address any clarifying questions. Invite students to begin. Circulate to observe but not support; this is students’ opportunity to independently apply the skills they have been learning.
- If students finish early, encourage them to complete the extension question for extra credit.
- Collect the assessment.

## Meeting Students’ Needs

- On-demand assessments give the teacher valuable information about skills that students have mastered or those that still need to be developed.
- ELLs and other students may benefit from extended time, a bilingual glossary or dictionary, and a separate testing location.
## Closing and Assessment

### A. Debrief (3 minutes)
- Talk with students about the work they have done in this first unit, reading closely in the novel and with challenging informational text. Remind them that they are getting better at collecting details and evidence from texts.

## Meeting Students’ Needs

### Homework
- Complete a first read of pages 196–212. Take notes (in your journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.

- 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. Do this only for students who need this support.
- Most important is to provide words that cannot be easily determined from context. There are few of these in the novel. On pages 196–212, these words might include the following: echoes (repeats) (page 196), strained (tense) (page 203), hoists (lifts) (page 209).
Refugee Transitions’ “World of Difference Benefit Luncheon”
The City Club – San Francisco
November 3, 2010
Student Speech: Til Gurung

Good afternoon, my name is Til Gurung. I am a Community Navigator Intern with Refugee Transitions, where I help my community access important services and make a successful transition into their lives in the United States. For example, I help explain important documents and laws to my community members, help interpret at parent-teacher conferences and medical appointments, teach them about home safety, where to find our cultural foods in Oakland, how to use the bus, and how to drive.

I am a refugee from Bhutan. My community is Bhutanese, but we have a Nepali heritage and culture. Though we lived peacefully in Bhutan for many years, as our community grew, the Bhutanese government began to feel threatened. Thus, they initiated an ethnic cleansing program to force us from our homes. We suffered in our country Bhutan because we did not speak the language or practice the religion or culture of the royal family. Many of us were tortured and imprisoned. We had no choice but to flee to Nepal to save our lives. After twenty years in the Nepali refugee camps, we saw that there was no possibility of returning home. So we opted to apply for resettlement to the United States, hoping that we could begin our lives again.

But here in the United States, my community continues to struggle. We arrived in the U.S. when the economy was at its lowest point, so we struggle to find jobs. Many of us do not speak English, and lack of education makes it even more difficult for us to learn the language, here. Just this year, the Adult Education system in Oakland shut down; Refugee Transitions offers classes and tutoring in its place for people who have nowhere else to go. By providing this language training and other support services through the Community Navigators like myself, Refugee Transitions is filling a real need in our community.

As an example of the difference that tutoring makes in a person’s life, I can talk about my wife. When we first arrived, my wife was unable to understand any English. Just taking the bus and going to the store was a challenge for her. Refugee Transitions assigned Mari to tutor my wife. After a year of tutoring, these things are no longer a big problem for her. Now she has more confidence and more language skills to help herself and our family.

Thank you Mari, thank you Refugee Transitions, and thank you to all of you who support Refugee Transitions to make these programs possible. Please continue to extend your support so that you can bring happiness to more families like mine.
Directions:
Read the speech by Til Gurung once for gist.
Read the questions below and think about them.
Reread the text with the questions in mind. Look for the strongest evidence.
Write your answers, using specific evidence from the text to support your thinking.

1. In the chart below, identify what Gurung’s life was like before and after arriving in the United States, using the strongest evidence from the text.

<table>
<thead>
<tr>
<th>Summary Statement</th>
<th>Strongest evidence (at least two quotes from the text)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td></td>
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<td>After</td>
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</table>
2. Part 1: 
The author states, “We had no choice but to flee to Nepal to save our lives.” In your opinion, which statement below most strongly supports this quote?

   a. The Bhutanese did not accept those with Nepali heritage and began to punish them in a number of ways.
   b. The Nepali did not fit in in Bhutan and felt threatened by the Bhutanese.

Part 2: 
Explain why you chose this statement as the strongest by using details from the article.

3. Why does Gurung help refugees transition to life in the United States? Cite two details from the text to support your answer.
4. Part 1: Based on context clues, what do you think the phrase ethnic cleansing might mean?
Part 2: What sentence from the speech best helped you figure out the meaning of the phrase “ethnic cleansing”?

a. “Though we lived peacefully in Bhutan for many years, as our community grew, the Bhutanese government began to feel threatened.”

b. “Many of us were tortured and imprisoned.”

c. “We had no choice but to flee to Nepal to save our lives.”

d. “After twenty years in the Nepali refugee camps, we saw that there was no possibility of returning home.”

Part 3: Why does Gurung use the phrase “ethnic cleansing” instead of another term?
5. Based on the entire speech, which of the following excerpts best reflects the author’s central idea?

a. “I help explain important documents and laws to my community members, help interpret at parent teacher conferences and medical appointments, teach them about home safety, where to find our cultural foods in Oakland, how to use the bus, and how to drive.”

b. “After twenty years in the Nepali refugee camps, we saw that there was no possibility of returning home.”

c. “But here in the United States, my community continues to struggle.”

d. “By providing this language training and other support services through the Community Navigators like myself, Refugee Transitions is filling a real need in our community.”

6. QuickWrite: Based on the text, what are some of the problems refugees will have if Refugee Transitions loses funding or goes out of business?

Your QuickWrite should meet the following criteria:

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
  * A focus statement
  * At least three pieces of specific evidence from the text
  * For each piece of evidence, an analysis or explanation: What does this evidence mean?
  * A concluding sentence
It is important that you select the strongest evidence that you have (rather than all of the evidence that you have) for the paragraph.

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Review: In our last lesson, you worked with “sentence strips” and “quote cards” to identify evidence from the article on the Bosnian teens that related to the information from “Refugees: Who, Where, Why.” The three claims are listed again for you below.

Challenge: Read each of the claims from “Refugees: Who, Where, Why.” Below each claim, identify the strongest evidence from Til Gurung’s speech that supports the claim. Explain your thinking.

1. “Today, more than 14 million men, women, and children have been forced to flee their homes, towns, and countries because they are afraid to stay.”

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________________________________________________________________________________________
2. “Some refugees cannot return home, nor can they stay in their country of asylum. They must resettle in a new country.”

3. “Perceptions of unfairness, such as unequal treatment or denial of rights based on race, religion, economic status, or political thought, instigate war; so does unequal access to land, food, water, and other necessary resources.”
Directions:
Read the speech by Til Gurung once for gist.
Read the questions below and think about them.
Reread the text with the questions in mind. Look for the strongest evidence.
Write your answers, using specific evidence from the text to support your thinking.

1. In the chart below, identify what Gurung’s life was like before and after arriving in the United States, using the strongest evidence from the text.

<table>
<thead>
<tr>
<th>Summary Statement</th>
<th>Strongest evidence (at least two quotes from the text)</th>
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<tbody>
<tr>
<td>Before</td>
<td>His life was in danger in Bhutan because of the government, so he went to live in the refugee camps in Nepal.</td>
</tr>
<tr>
<td></td>
<td>“Thus, they [the government] initiated an ethnic cleansing program to force us from our homes.”</td>
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<tr>
<td></td>
<td>“We suffered in our country Bhutan because we did not speak the language or practice the religion or culture of the royal family. Many of us were tortured and imprisoned.”</td>
</tr>
<tr>
<td>Summary Statement</td>
<td>Strongest evidence (at least two quotes from the text)</td>
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</tbody>
</table>
| After He works for an organization that helps refugees learn to be successful in the U.S. | “I am a Community Navigator Intern with Refugee Transitions, where I help my community access important services and make a successful transition into their lives in the United States.”  
“I help explain important documents and laws to my community members, help interpret at parent teacher conferences and medical appointments, teach them about home safety, where to find our cultural foods in Oakland, how to use the bus, and how to drive.” |
2. Part 1:
The author states, “We had no choice but to flee to Nepal to save our lives.” In your opinion, which statement below most strongly supports this quote?

a. The Bhutanese did not accept those with Nepali heritage and began to punish them in a number of ways.
b. The Nepali did not fit in in Bhutan and felt threatened by the Bhutanese.

Either choice could be correct based on the evidence chosen from the text. Look for students to justify their choice based on logical reasoning in which they explain how the evidence supports their choice.

Part 2:
Explain why you chose this statement as the strongest by using details from the article.

Choice A Sample Student Response:
The Bhutanese did not accept those with Nepali heritage and began to punish them in a number of ways. Til Gurung explained that the government did not accept his people, and an ethnic cleansing program was started to punish them. For example, people were being forced from their homes, and some were even tortured and killed. So, when the author states, “We had no choice but to flee Nepal to save our lives,” I believe it is because they were not accepted by the government and they were being punished and even killed.

Choice B Sample Student Response:
The Nepali did not fit in in Bhutan and felt threatened by the Bhutanese. In the speech, Til Gurung explains that the Bhutanese did not blend in with the other people of Nepal. For example, they did not speak the same language, have the same religion, or have the same culture as the royal family. He also says, “the Bhutanese government began to feel threatened” because the Nepali population was growing and they were so different from the Bhutanese. So when the author states, “We had no choice but to flee Nepal to save our lives,” I believe it is because the Nepali did not fit in and they felt threatened by the government.
3. Why does Gurung help refugees transition to life in the United States? Cite two details from the text to support your answer.

Gurung helps refugees transition to life in the U.S. because it is important for refugees to have support if they are going to make a successful life. He says, “Many of us do not speak English, and lack of education makes it even more difficult for us to learn the language here.” He feels that he is helping to fill “a real need in our community” by teaching English and helping refugees with all the things he helps them with, such as legal documents, home safety, and where to find cultural foods.
4. Part 1:
Based on context clues, what do you think the phrase ethnic cleansing might mean?

Ethnic cleansing means a program of imprisoning or torturing people based on the ethnic group they belong to, like the Nepali living in Bhutan.

Part 2: What sentence from the speech best helped you figure out the meaning of the phrase ethnic cleansing?

a. “Though we lived peacefully in Bhutan for many years, as our community grew, the Bhutanese government began to feel threatened.”

b. “Many of us were tortured and imprisoned.”

c. “We had no choice but to flee to Nepal to save our lives.”

d. “After twenty years in the Nepali refugee camps, we saw that there was no possibility of returning home.”

Part 3: Why does Gurung use the phrase “ethnic cleansing” instead of another term?

Gurung uses the term “ethnic cleansing” because it is a term his persecutors used to make the mass killing and murder sound not as horrible. He also may be using this term for this audience since he is giving a speech and wants to sound sort of polite.

5. Based on the entire speech, which of the following excerpts best reflects the author’s central idea?

a. “I help explain important documents and laws to my community members, help interpret at parent teacher conferences and medical appointments, teach them about home safety, where to find our cultural foods in Oakland, how to use the bus, and how to drive.”

b. “After twenty years in the Nepali refugee camps, we saw that there was no possibility of returning home.”

c. “But here in the United States, my community continues to struggle.”

d. “By providing this language training and other support services through the Community Navigators like myself, Refugee Transitions is filling a real need in our community.”
6. QuickWrite: Based on the text, what are some of the problems refugees will have if Refugee Transitions loses funding or goes out of business?

If Refugee Transitions loses funding or goes out of business, it will have negative consequences for many refugees. Til Gurung, who works for Refugee Transitions, helps refugees with important things that help refugees live a normal life. For example, if Refugee Transitions closes, they might not have the help they need to read “important legal documents” like a will if someone dies, or something from their landlord or bank. This could mean they could get sick or lose their home. Refugees might also be more isolated if they don’t speak English. Learning the English is important to living a normal life in America. He said that “just taking the bus and going to the store was a challenge” for his wife until she learned English. It’s hard to feel connected to a community if you can’t understand people or get around. If this center closes, refugees might not be able to get jobs that pay as much if they don’t have “classes and tutoring” that help them get ahead in life. If Refugee Transitions loses its funding or goes out of business, refugees will have to struggle on their own and it will be hard for them to get used to life in America.
1. “Today, more than 14 million men, women, and children have been forced to flee their homes, towns, and countries because they are afraid to stay.”

   Til Gurung says the Nepali in Bhutan had no choice but to leave their homes because they feared for their safety, which illustrates the idea that people are forced to flee their homes and countries because they are afraid to stay.

2. “Some refugees cannot return home, nor can they stay in their country of asylum. They must resettle in a new country.”

   Gurung explains that when things got bad in Bhutan, his people fled to Nepal. After 20 years in refugee camps, they knew they would never get to return home, so they went to the U.S. to start a new life, confirming this idea that some refugees can’t return home or stay in their country of asylum.

3. “Perceptions of unfairness, such as unequal treatment or denial of rights based on race, religion, economic status, or political thought, instigate war; so does unequal access to land, food, water, and other necessary resources.”

   Gurung explains that the Nepali living in Bhutan did not practice the same religion or have the same culture as the Bhutanese, so they were treated differently—they were put in jail, tortured, and killed.
Analyzing the Content of a Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’”
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)

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

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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<tr>
<td>- I can make connections between the universal refugee experiences of fleeing/finding home and the title of the novel <em>Inside Out &amp; Back Again</em>.</td>
<td>- Structured notes (pages 196–212 from homework)</td>
</tr>
<tr>
<td>- I can find the gist of a model essay.</td>
<td>- Answers to questions about model essay</td>
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<tr>
<td>- I can choose the strongest evidence to support my answers to questions about a model essay.</td>
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<tr>
<td>- I can evaluate the quality of evidence used to support the claims made in the model essay “How Ha’s Mother Is Turned ‘Inside Out’”</td>
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Analyzing the Content of a Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’”

**Agenda**

1. Opening
   - A. Introducing the Assessment Prompt (7 minutes)

2. Work Time
   - A. Transitioning from the Physical Fleeing and Finding Home to the Emotional “Inside Out” and “Back Again” (8 minutes)
   - B. Reading the Model Essay for Gist: “How Ha’s Mother is Turned ‘Inside Out’” (10 minutes)
   - C. Analyzing the Content of the Model Essay: Answering Text-Dependent Questions (15 minutes)

3. Closing and Assessment
   - A. Whole Group Sharing Answers to Two of the Text-Dependent Questions (5 minutes)

4. Homework
   - A. Complete a first read of pages 213–234. Take notes (in your journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is a dynamic character who is growing/changing over time.

**Teaching Notes**

- In this lesson, students are introduced to the end of unit assessment prompt. From the assessment prompt they then begin to transition from the idea of how refugees flee and find a new home to a focus on the more psychological and emotional aspects of being turned “inside out.”
- To reflect the transition in thinking from physical to emotional aspects of the universal experience of refugees, students work as a class to transfer the details collected on the Fleeing Home and Finding Home anchor charts onto two new anchor charts: Inside Out and Back Again. This helps students begin to focus on the figurative language in the title of the novel.
- Students spend much of this lesson reading and analyzing a model essay: “How Ha’s Mother Is Turned ‘Inside Out.’” This essay is similar in structure to part of the essay students will write about Ha (though the model focuses only on the “inside out” aspect of the novel’s title, since students have not yet finished the book). Because the model is about Ha’s mother, it gives students an opportunity to consider her character more closely while they also learn about the structure of the essay they eventually will write about Ha. Students “read like readers,” for gist and then dig deeper into the content of the essay by answering text-dependent questions. Their analysis of the model essay aligns with RI.8.8.
- In advance: Review the model essay with a focus on the content of the essay.
- Post: Learning targets, anchor charts (see below).
## Lesson Vocabulary

<table>
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<th>universal</th>
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## Materials

- *Inside Out & Back Again* (book; one per student)
- End of unit 2 assessment prompt (one per student and one for display)
- Prefixes note-catcher (from Lesson 3)
- Inside Out anchor chart and Back Again anchor chart (both new; teacher-created; see example in supporting materials)
- Fleeing Home and Finding Home anchor charts (created in Lesson 5; post around the room where students can see the charts)
- Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (one per student and one for display)
- Questions about the Model Essay (one per student and one for display)
- Questions about the Model Essay (Answers for Teacher Reference)

## Opening

**A. Introducing the Assessment Prompt (7 minutes)**

- Display and distribute the *End of Unit 2 Assessment Prompt*, and invite students to read it aloud with you:
  - “Consider the meaning of the novel’s title, *Inside Out & Back Again*. How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Ha’s experience an example of this universal experience?”
- Tell students that their end of unit assessment will be an essay in which they respond to this question by finding the strongest evidence to connect the experiences of the character Ha in the novel *Inside Out & Back Again* with the experiences of real-life refugees in informational texts.
- Explain to the class that any time one writes in response to a prompt, it is important to take time to fully understand what the prompt is asking. This is just like what students have been doing with learning targets almost every day.
- Circle the word *universal*, which has been a focus throughout the unit. Underline the word part *univers*. Ask students to Think-Pair-Share:
  - “How does the word *universal* relate to the word *universe*?”
  - “What does the prefix ‘uni-’ mean?”
## Opening (continued)

<table>
<thead>
<tr>
<th>Students should remember this type of thinking from Lesson 6. Reinforce that <em>universal</em> means common to all people in a particular group, so “the universal refugee experience” means experiences common to all refugees around the world, of which Ha is one.</th>
<th>Meeting Students’ Needs</th>
</tr>
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<tbody>
<tr>
<td>- Be sure that students have the prefix “uni-” on their Prefixes note-catcher.</td>
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<tr>
<td>- Underline the phrases “Inside Out” and “Back Again.” Ask:</td>
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<tr>
<td>* “What do you think it means to turn ‘inside out,’ as the title of the novel suggests?”</td>
<td></td>
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<tr>
<td>* “What does it mean to turn ‘back again,’ as the title of the novel suggests?”</td>
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<tr>
<td>- Listen for: “Turning inside out is everything changing and things becoming challenging—feeling very confused and uncertain.”</td>
<td></td>
</tr>
<tr>
<td>- Listen for: “Everything settling down and going back to normal. Feeling more comfortable and less confused.” These are concepts students have worked with informally in previous lessons. At this point, be sure all students understand the figurative language in the novel’s title, as this will be crucial for their success on the end of unit assessment.</td>
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## Work Time

### A. Transitioning from the Physical Fleeing and Finding Home to the Emotional “Inside Out” and “Back Again” (8 minutes)

- Be sure students have their texts *Inside Out & Back Again*. Invite students to read the first learning target with you:
  - “I can make connections between the universal refugee experiences of fleeing/finding home and the title of the novel *Inside Out & Back Again*.”

- Tell students that they are going to connect refugees’ universal experience of fleeing and finding home (leaving a country and going somewhere new) to the universal emotional experience of being turned “inside out” and then coming “back again” just as Ha does in the novel.

- Clarify with a concrete example to show how physically fleeing home is related to but not the same as being turned inside out, and how physically finding a new home is related to but not the same as coming “back again.” “When Ha is in Alabama, she is no longer fleeing home—she is beginning to find home; however, she is still turning inside out because she doesn’t understand anything and the other children are mean to her when she first starts school. She only really turns ‘back again’ when she begins to settle in by making friends and understanding the language.”

- Display the two new *Inside Out* and *Back Again anchor charts* (see supporting materials for a model). Tell students that they are going to start thinking about how the strongest evidence they have recorded on the *Fleeing Home* and *Finding Home anchor charts* connects with the title of the novel *Inside Out and Back Again*. Point out that on the new Inside Out and Back Again anchor charts, the top half of each one is for details from the novel. The bottom half is for evidence from informational texts.

- Emphasize that not all of the evidence they gathered before (about refugees fleeing and finding home) will be relevant to the emotional aspect. That is fine. As a class, review some of the key details on the Fleeing Home and Finding Home anchor charts and consider whether and how these relate to the more emotional experience of turning “inside out” or “back again”:
  - “Is this evidence about turning inside out? Or turning back again? Why do you think that?”
  - Listen for students to explain that things involving emotional turmoil are about turning “inside out” and things related to settling in and becoming more comfortable are about turning “back again.”
  - “Is it evidence from the novel? Or from an informational text? So should it go on the top or bottom of the anchor chart?”

- Move the most relevant evidence onto either the Inside Out anchor chart or onto the Back Again anchor chart.

## Meeting Students’ Needs

- Learning targets are a research-based strategy that helps all students but helps challenged learners the most.
- Posting learning targets for students allows them 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.
- Anchor charts serve as note-catchers when the class is co-constructing ideas.
B. Reading the Model Essay for Gist: “How Ha’s Mother Is Turned ‘Inside Out’” (10 minutes)

- Tell students that to prepare them to write their end of unit assessment literary analysis essay, they are going to study a model essay. They will first read it “like a reader”: to think about the content: what is the author trying to communicate? In a future lesson, they will reread it “like a writer”: to think about how the author actually wrote it.

- Invite the class to read the second learning target with you:
  * “I can find the gist of a model essay.”

- Invite students to get into numbered heads groups. Pair up numbers 1 and 2 and numbers 3 and 4.

- Display and distribute the Model Essay: “How Ha’s Mother Is Turned ‘Inside Out.’” Tell students that this model essay responds to a prompt that is similar to (but not exactly the same as) the prompt they have as their end of unit assessment. But it focuses only on the “Inside Out” part, since students are still reading the novel. And this model essay is about a member of Ha’s family: Ha’s mother.

- Read the prompt and the model essay aloud and invite students to follow along silently.

- Ask students to Think-Pair-Share:
  * “What do you notice?”
  * “What do you wonder?”

- Invite students to consider the gist of the first paragraph. Ask them to Think-Pair-Share:
  * “So what is your initial sense of what this first paragraph is mostly about?”

- Listen for: “It introduces the idea of refugees turning inside out and back again as they flee and find home, and it introduces the idea that Ha’s mother turned inside out when she had to flee Vietnam with her family.

- Model annotating the gist in the margin. Invite students to do the same with their essays.

- Invite pairs to read the rest of the essay, annotating the gist of each paragraph. Circulate to support students in rereading the essay for the gist. Ask:
  * “So what is your initial sense of what this paragraph is mostly about?”

Meeting Students’ Needs

- 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.
C. Analyzing the Content of the Model Essay: Answering Text-Dependent Questions (15 minutes)

- Invite students to read the third learning target with you:
  - “I can choose the strongest evidence to support my answers to questions about a model essay.”
- Pair up students in their numbered heads groups—odd numbers together and even numbers together.
- Display Questions about the Model Essay. Draw the students’ attention to the questions that say they must provide evidence to answer the question. Remind students that this means they must find details in the essay to support their answers.
- Ask students to begin. Circulate to support students in rereading the text to answer the questions.
- Remind students that they will return to this model essay several more times in future lessons. Be sure they file it away.

Meeting Students’ Needs

- Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.
- Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “Check back in the third paragraph.”
- For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on NY State assessments.
**Closing and Assessment**

### A. Whole Group Sharing Answers to Two of the Text-Dependent Questions (5 minutes)

- Call on pairs to share answers to the first two questions with the class. (Refer to the Questions about the Model Essay: Answer Key to guide students toward the appropriate answers.)
- Invite the class to read the fourth and final learning target with you:
  - “I can evaluate the quality of evidence used to support the claims made in the model essay “How Ha’s Mother Is Turned ‘Inside Out.’”
- Invite students to Think-Pair-Share:
  - “Look at Question 2. Does the writer support his or her claim with relevant and complete evidence?”
- Listen for students to cite specific evidence to justify their analysis of the model essay.

### Meeting Students’ Needs
Homework

- Complete a first read of pages 196–212. Take notes (in your journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.

Meeting Students’ Needs

- 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 easily be determined from context. There are a few of these in the novel. On pages 213–234, these words might include the following: shoulder the world (carry a lot of worries) (214), superstitious (believes that things happen caused by the supernatural) (215), writhes (squirming, twisting, and turning) (225), compromise (reach an agreement by adjusting) (233), and incense (a spice that is burned because it releases a perfume smell) (233).
Consider the meaning of the novel’s title, *Inside Out & Back Again*. How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Ha’s experience a specific example of this universal experience?
<table>
<thead>
<tr>
<th>Inside Out</th>
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<td>(Strongest Evidence from the Novel)</td>
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<tr>
<th>Inside Out</th>
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<tr>
<td>(Strongest Evidence from Information Texts)</td>
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<tr>
<td>Back Again</td>
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<table>
<thead>
<tr>
<th>Back Again</th>
<th>(Strongest Evidence from Information Texts)</th>
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</table>
Prompt:
The novel is titled Inside Out & Back Again. Think about just the first phrase in that title: “inside out.” How does phrase “inside out” relate to the universal refugee experience of fleeing and finding home? In what ways is Ha’s mother’s experience a specific example of this universal experience?

Refugees are everyday people who are forced to flee their homes because they are afraid to stay in their home country. When they flee, they may leave behind family members, friends, a home, a job, and special possessions. Fleeing home and trying to find a new home can make them feel like their lives are being turned inside out. In the novel Inside Out & Back Again by Thanhha Lai, Ha’s family lives in a country at war. Ha’s mother is raising four children alone in this dangerous country, and it is more and more difficult for her to provide for their needs. When the war brings fear and hardship to the family, Mother decides to take her family and flee their home of South Vietnam. She is afraid of the dangers communism may bring to her family. Once Mother decides to flee, she and her children become refugees who try to find a new place to call home. Mother’s life feels like it is being turned “inside out” in the same way other refugees all over the world feel.

Many refugees feel scared and worried when war comes to their home country, just like Ha’s mother. In “Children of War” (Brice 25), all four of the refugee children talk about being separated from one of their parents because of war. Amelia’s father went to work one day but never returned home. Later, she learned he had been killed (Brice 26). She says, “Before the war, I really enjoyed life, but after I found out about my father’s death everything seemed so useless. I couldn’t see any future for myself” (Brice 26). In Part One of Inside Out & Back Again, Mother is separated from Father because of the war. In “Missing in Action,” Ha writes, “Father left home on a navy mission on this day nine years ago when I was almost one. He was captured on Route 1 an hour south of the city by moped. That’s all we know” (Lai 12). Mother misses father terribly. In “Birthday Wishes,” Ha writes about how she is hopeful her father will return home soon because Mother is so sad: “Mostly I wish Father would appear in our doorway and make Mother’s lips curl upward, lifting them from a permanent frown of worries” (Lai 31). All around the world and throughout time, wartime has separated families, and brought sadness and worry to parents and children.
When refugees make the decision to flee, they often have to take risks in order to get their families to a safer place, which can turn them emotionally “inside out.” In the novel, Mother decides to take her family and make a risky escape to flee their home of South Vietnam. She knows they may never return home. In the article “Refugees: Who, Where, Why,” the author writes, “Most refugees hope to return to their homes.” She also writes that “some refugees cannot return home” (Gevert 1–2). This decision twists Mother inside out. In “Should We,” Ha writes that her mother gathers the family together and asks them if they should leave. Ha can see the conversation is upsetting for Mother. She writes, “Mother twists her brows…. Her brows twist so much we hush” (Lai 45). Mother knows this decision will twist their lives inside out. Once the family has escaped and is on the ship, Mother realizes that everything in her life has changed now. To try to comfort herself and her family, she says, “At least the moon remains unchanged” (Lai 89). By this, she means that their lives are all changed, sort of like inside out, but at least there are some things in life that are still the way they should be. This feeling of having life be turned inside out because they may not be able to return to their home is something that many refugees experience.

Refugees around the world have faced challenges when they flee their homes in search of finding a new home. In the article “Refugees: Who, Where, and Why,” the author writes, “Since early times, large groups of people have been forced to leave their homelands because of persecution and the devastation of their lands” (Gevert 2). Life is not easy living in a country at war, but fleeing home and finding a new home brings its own challenges that can make a refugee feel like his or her life is being turned inside out. In Inside Out & Back Again, Mother made the decision to flee South Vietnam to find a safer home for her family. This difficult decision would turn her life and her children’s lives inside out, just like the first half of the title says.

Works Cited


• In the introductory paragraph, what is the essay writer’s claim to connect the universal refugee experience with the novel of the title? **Underline this claim in the essay.**

• How does the writer support the claim? What evidence is used to support the claim?

• In the first body paragraph, how does the writer support his or her claim that “Many refugees feel scared and worried when war comes to their home country, just like Ha’s mother”?

• In the second body paragraph, what claim does the writer make about Ha’s mother in relation to the title of the novel? **Underline this claim in the model essay.**

• What evidence does the writer use to support this claim?
• How does the writer conclude the essay?
• In the introductory paragraph, what is the essay writer’s claim to connect the universal refugee experience with the novel of the title? Underline this claim in the essay.

Once Mother decides to flee, she and her children become refugees who try to find a new place to call home. Mother’s life feels like it is being turned “inside out” in the same way other refugees all over the world feel.

• In the first body paragraph, how does the writer support his or her claim that “Many refugees feel scared and worried when war comes to their home country, just like Ha’s mother”?

With evidence (quotes from “Children of War”).

• In the second body paragraph, what claim does the writer make about Ha’s mother in relation to the title of the novel? Underline this claim in the model essay.

In the novel, Mother decides to take her family and make a risky escape to flee their home of South Vietnam. She knows they may never return home. This decision twists Mother inside out.

• What evidence does the writer use to support this claim?

Evidence from the article “Refugees: Who, Where, Why,” and also evidence from the novel.

• How does the writer conclude the essay?

By summarizing the essay in terms of the universal refugee experience and referencing Ha’s mother as an example.
Close Reading: Paragraph 1 of “Refugee and Immigrant Children: A Comparison” (from “Refugee Children in Canada: Searching for Identity”)
Close Reading: Paragraph 1 of “Refugee and Immigrant Children: A Comparison” (from “Refugee Children in Canada: Searching for Identity”)

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

- I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)
- I can determine a theme or the central ideas of an informational text. (RI.8.2)
- I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)
- I can read above-grade informational texts with scaffolding and support. (RI.8.10)

**Supporting Learning Targets**

- I can find the gist of the first paragraph of “Refugee and Immigrant Children: A Comparison.”
- I can analyze how specific words, phrases, and sentences help me understand how refugee and immigrant children are similar.
- I can cite evidence to explain the similarities and differences between refugee children and immigrant children.

**Ongoing Assessment**

- Answers to text-dependent questions, Part A
## Agenda

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<th>Time</th>
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<td><strong>Opening</strong></td>
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<tr>
<td>A. Engaging the Reader: “Give One, Get One” about Pages 213–234 of <em>Inside Out &amp; Back Again</em></td>
<td>5 minutes</td>
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<tr>
<td>B. Unpacking Learning Targets</td>
<td>2 minutes</td>
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<tr>
<td><strong>Work Time</strong></td>
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<tr>
<td>A. Vocabulary and Predictions Before Reading: Venn Diagram to Compare Refugees and Immigrants</td>
<td>8 minutes</td>
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<tr>
<td>B. Reading Aloud and Rereading for Gist: Paragraph 1 of “Refugee and Immigrant Children: A Comparison”</td>
<td>10 minutes</td>
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<tr>
<td>C. Rereading and Text Dependent Questions</td>
<td>15 minutes</td>
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<tr>
<td><strong>Closing and Assessment</strong></td>
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<tr>
<td>A. Mix and Mingle: A Similarity in How Refugees and Immigrants Adapt</td>
<td>5 minutes</td>
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<tr>
<td><strong>Homework</strong></td>
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<tr>
<td>A. Complete the homework question at the very bottom of the “Refugee and Immigrant Children: A Comparison” Paragraph 1 Text-Dependent Questions.</td>
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<tr>
<td>B. Complete a first read of pages 238–247. Take notes (in your journals) using the Structured Notes graphic organizer.</td>
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## Teaching Notes

- This lesson introduces students to one section of the article “Refugee Children in Canada: Searching for Identity.” The section is entitled “Refugee and Immigrant Children: A Comparison,” which describes the similarities in the adaptation process of refugees and immigrants. This full article is very complex. Students read only this one specific section that compares refugees and immigrants. This section of the text was chosen because it best aligns with Ha’s experiences in the novel.

- Across the next six lessons, students will work closely with the four paragraphs in this section, “Refugee and Immigrant Children: A Comparison.” The text is broken into three chunks: Paragraph 1, Paragraphs 2–3, and Paragraph 4. Students spend two days with each chunk. On the first day of each two-day cycle, they read closely just to understand the complex text. For homework, they think and write about one key sentence or phrase. On the second day of each two-day cycle, they revisit the text, answering additional text-dependent questions and applying the concepts to specific poems in the novel.

- In advance: Review the first paragraph of the “Refugee and Immigrant Children: A Comparison” section, as well as the note-catchers in Lessons 9 and 10.

- Remind students of their strong work with “The Vietnam Wars” text in Unit 1. This text is even more challenging, but many of the strategies they used to make sense of that text will serve them well here too. Remind students that close reading is a challenge. They can all do it by working at it, and they will rise to the challenge.
### Lesson Vocabulary

<table>
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<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
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| refugee, refuge, immigrant, significant, disruptive, interrupt, sense of identity, generational gap, cultural gap | • *Inside Out & Back Again* (book; one per student)  
• Inside Out anchor chart and Back Again anchor chart (begun in Lesson 8)  
• “Refugee and Immigrant Children: A Comparison” section from the full article “Refugee Children in Canada: Searching for Identity” (one per student)  
• Prefixes note-catcher (begun in Lesson 3)  
• Similarities and Differences in How Refugees and Immigrants Adapt anchor chart (new; co-created with students in Work Time A; see Supporting Materials)  
• “Refugee and Immigrant Children: A Comparison”: Paragraph 1 Text-Dependent Questions, Part A (one per student and one to display)  
• Homework question (one per student) |

### Opening

**A. Engaging the Reader: “Give One, Get One” about Pages 213–234 of Inside Out & Back Again (5 minutes)**

- **Tell students that they are going to do a simple interactive activity to share some of their learning from their homework reading.**

- **Explain “Give One, Get One.” Ask students to circulate until you give the signal (music or a hand signal), about 15 seconds later. When the music stops, they are to turn to the person closest to them and share one piece of evidence they recorded on their Structured Notes organizer from reading pages 213–234 that reveals an aspect of Ha’s dynamic character. They give one piece of evidence and receive one piece of evidence from the person they are speaking to. Repeat three times.**

- **Cold call on a few students to share their evidence with the whole group. Invite students to suggest which anchor chart to record the evidence on—**Inside Out or Back Again anchor charts**. Confirm whether the rest of the group agrees and record the evidence on the appropriate anchor chart.**

### Meeting Students’ Needs

- **Use of protocols like Give One, Get One allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.**

- **Learning targets are a research-based strategy that helps all students, but helps challenged learners the most.**
### Opening (continued)

*Note: If the above Give One, Get One activity is not appropriate for your group, consider doing the same thing but with an inner circle and outer circle. Divide the group in half—one half makes an inner circle, facing out, and the other half makes a circle around them, facing in. Students facing each other give one and get one, before the inner moves one step to the left. Students then give one and get one with the next person.*

### Meeting Students’ Needs

- Posting learning targets for students allows them 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.

### B. Unpacking Learning Targets (2 minutes)

- Post the learning target for students and invite them to follow along silently as you read aloud:
  * “I can find the gist of the first paragraph of ‘Refugee and Immigrant Children: A Comparison.’”
  * “I can analyze how specific words, phrases, and sentences help me understand how refugee and immigrant children are similar.”
  * “I can cite evidence to explain the similarities and differences between refugee children and immigrant children.”

- Tell students that today they will be reading part of an informational text that will help them meet these targets. Ask the class to Think-Pair-Share:
  * “How might reading an informational text help us understand Ha?”

- Listen for: “By reading this text we are building knowledge about the universal refugee experience of turning inside out and back again. This is what Ha is going through.”

- Remind students that this information helps them learn about the world, and will be important when they write their end of unit assessment essay: Ha is just one unique (fictional) example of the more universal refugee experience.
### A. Vocabulary and Predictions Before Reading: Venn Diagram to Compare Refugees and Immigrants (8 minutes)

- Distribute and focus students on the “Refugee and Immigrant Children: A Comparison” section from the full article “Refugee Children in Canada: Searching for Identity.”

- Explain that this is one section from an article about refugee children who have fled their home country and then come to Canada to make a new home. Tell students that it is a very complex piece of text, so they are going to look at only a small section of it. Today they will dig in to a single paragraph. In Lesson 10, they will think more about how the important concepts in this paragraph apply to Ha.

- Point out the word *refugee*, and ask students:
  - “We have been talking about refugees for a few weeks now. What is a *refugee*?”
  - “What is a *refugee’*”

- Some students may know that a refuge is a place of safety. Clarify if needed. Ask:
  - “So how are these two words related to each other?”

- Cold call or ask for volunteers to share their responses. Listen for: “A refugee is someone who flees his or her home to go to a place that is safe.”

- Focus on the word *immigrant*. Briefly review the work students did in Lesson 3, when they studied a word that sounds very similar, *emigrate*. Ask for a volunteer to remind the class:
  - “What did we learn the word *emigrate* means?”

- Listen for the response: “To move out.” Cold call a student to answer,
  - “What word root do you see in both words? What does *migrant* mean?”

- Listen for a response such as: “Someone who moves.” Cold call a student to answer:
  - “So, what is the prefix added to that word?”

- Listen for: “im-.” Probe:
  - “What might the prefix ‘im-’ mean?”
**Close Reading: Paragraph 1 of “Refugee and Immigrant Children: A Comparison”**
(from “Refugee Children in Canada: Searching for Identity”)

<table>
<thead>
<tr>
<th>Work Time (continued)</th>
<th>Meeting Students’ Needs</th>
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<tr>
<td>• Invite volunteers to respond; listen for someone to say: “Not.” Tell them if needed. Say: “That means, when we put that prefix ‘im-,’ which means ‘not,’ with that root, ‘migrant,’ we come up with a word that specifically means someone who is not moving.”</td>
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<tr>
<td>• Clarify that an immigrant is someone who has chosen to move to a new country, but this person then settles where he or she has moved—and doesn’t move again. Encourage students to add the prefix “im” to their Prefixes Note-catcher.</td>
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<td>• Paraphrase to clarify for all, saying something like: “So both immigrants and refugees move to another place, but they move for different reasons. Ask:</td>
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<tr>
<td>* “So what is the difference between a refugee and an immigrant?”</td>
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<tr>
<td>• Listen for: “A refugee is someone who has been forced to move—to flee. But an immigrant has chosen to move.”</td>
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<tr>
<td>* “So is Ha a refugee or an immigrant? How do you know?”</td>
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<td>• (Students should easily recognize that Ha is a refugee: She fled her home quickly, because of impending danger.)</td>
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<td>• Invite students to get into Numbered Heads groups with odd numbers pairing up and even numbers pairing up.</td>
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<td>• Post questions one at a time. Invite students to Think-Pair-Share and record their suggested answers on the Similarities and Differences in How Refugees and Immigrants Adapt anchor chart:</td>
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<td>* “So what common challenges do you think refugees and immigrants both face?”</td>
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<tr>
<td>* “Which challenges are unique to refugees?”</td>
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<tr>
<td>* “Which challenges are unique to immigrants?”</td>
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<tr>
<td>Work Time (continued)</td>
<td>Meeting Students’ Needs</td>
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<td><strong>B. Reading Aloud and Rereading for Gist: Paragraph 1 of “Refugee and Immigrant Children: A Comparison” (10 minutes)</strong></td>
<td>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently as you read the text aloud.</td>
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<td>• Display the first paragraph of the section “Refugee and Immigrant Children: A Comparison.”</td>
<td>• To further support ELLs, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.</td>
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<tr>
<td>• Remind students that when text is really challenging, it is often helpful to chunk it into smaller sections. Today, they will hear you read just one paragraph of this section of the text, and then they will have time to think, talk, and annotate for gist.</td>
<td>• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text.</td>
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<tr>
<td>• Read just paragraph 1 in this section aloud as students read silently.</td>
<td>• Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</td>
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<tr>
<td>• Then ask students to reread the paragraph on their own. Emphasize how important it is to reread with a text this challenging. It is fine if it’s still feeling hard.</td>
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<tr>
<td>• Ask students to Think-Pair-Share:</td>
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<tr>
<td>* “So what is your initial sense of what this paragraph is mostly about?”</td>
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<td>• Invite students to annotate the first paragraph for the gist based on their pair discussion.</td>
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<tr>
<td>• Invite volunteers to share their gist with the whole group. Listen for, “The similarities in the challenges immigrant children and refugee children face in a new country.”</td>
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<tr>
<th>C. Rereading and Text Dependent Questions (15 minutes)</th>
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<tr>
<td>• Refocus the group. Display and distribute the “Refugee and Immigrant Children: A Comparison” Paragraph 1 Text-Dependent Questions, Part A.</td>
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<tr>
<td>• Reread just the first sentence of paragraph 1: “Refugee and immigrant children in Canada have significant similarities.”</td>
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<tr>
<td>• Focus on the first text-dependent question.</td>
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## Close Reading: Paragraph 1 of “Refugee and Immigrant Children: A Comparison”
*(from “Refugee Children in Canada: Searching for Identity”)*

### Work Time (continued)

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<tr>
<td>1.</td>
<td>Invite students to read the question with you.</td>
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<td>2.</td>
<td>Direct their attention to the part of the text that the vocabulary was taken from so they can read it in context.</td>
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<tr>
<td>3.</td>
<td>Invite pairs to discuss what they think the answer might be.</td>
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<td>4.</td>
<td>Invite pairs to record their ideas on their note-catcher.</td>
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<tr>
<td>5.</td>
<td>Select a “numbered head” to share his or her answer with the whole group and clarify what it means where necessary.</td>
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<tr>
<td>6.</td>
<td>Invite students to revise their notes where they are incorrect.</td>
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### Meeting Students’ Needs

- Reread the second sentence of paragraph 1: “Both groups must deal with migration, which represents a disruptive loss to one’s life.”
- Invite students to Think-Pair-Share:
  - “We talked about *migration* earlier in relation to the word *immigrants*. What does migration mean?”
  - “Let’s look at the *disruptive losses* part. So what does disruptive mean?”
- Listen for: “When something is disruptive, it stops things from happening.” Point out to students that the word *disrupt* has a similar root as the word *interrupt*. “Rupt” means to break.
- Focus students on the longest sentence in the paragraph. Reread this sentence as students read along silently: “Both refugee and immigrant children may encounter society’s discrimination and racism, and both have to accomplish the central task of childhood and adolescence—developing a sense of identity—while trying to bridge generational and cultural gaps.”
- Focus on the remaining text-dependent questions.
  1. Invite students to read the question with you.
  2. Direct their attention to the appropriate part of the text.
  3. Invite pairs to discuss what they think the answer might be.
  4. Invite pairs to record their ideas on their note-catcher.
  5. Select a “numbered head” to share his or her answer with the whole group and clarify what it means where necessary.
  6. Invite students to revise their notes where they are incorrect.
  7. Move on to the next question.
### Closing and Assessment

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<thead>
<tr>
<th>A. Mix and Mingle: A Similarity in How Refugees and Immigrants Adapt (5 minutes)</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>• Ask students to skim the paragraph and underline every time the word both appears. Point out that the author uses this word five times in the paragraph. The author was choosing words carefully to signal to readers that there are five main similarities between how refugees and immigrants adapt.</td>
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<td>• Ask students to take a few minutes to reread and think about one similarity in how refugees and immigrants adapt that they think is the most important and why.</td>
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<tr>
<td>• Mix and Mingle:</td>
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<td>• Invite students to move around the room for 15 seconds.</td>
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<td>• Use the signal (music or a hand signal) to get students to stop and share what they consider to be the most important similarity between how refugees and immigrants adapt with the person closest to them. Remind students to justify why they think that is the most important similarity.</td>
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<tr>
<td>• Repeat until students have shared their similarity three times.</td>
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<tr>
<td>• Distribute homework question.</td>
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Homework

• We discussed what *disruptive* loss means in this lesson. Complete the homework question at the very bottom of the “Refugee and Immigrant Children: A Comparison” Paragraph 1 Text-Dependent Questions.

• Complete a first read of pages 238-247. Take notes (in your journals) using the Structured Notes graphic organizer. Focus on key details and the strongest evidence that reveal the challenges Ha is facing and her dynamic character, plus new or important vocabulary that helps you understand the specific challenges she faces as a refugee.

Meeting Students’ Needs

• 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. Do this only for students who need it.

• Most important is to provide words that cannot be easily determined from context. There are a few of these in the novel. On pages 238–247, these words might include the following: consulted (seek information or advice) (237), monastery (a place where monks, people who take religious vows, live) (240), and whim (a sudden change of mind) (241).
Refugee and Immigrant Children: A Comparison

Refugee and immigrant children in Canada have significant similarities. Both groups must deal with migration, which represents a disruptive loss to one’s life. Once in Canada, they both have to endure the “push-and-pull” forces of home and school, which often work in opposite directions. At school they share with other adolescents the desire to be accepted by their peer group. At home, both groups may experience a role and dependency reversal in which they may function as interpreters and “cultural brokers” for their parents. Both refugee and immigrant children may encounter society’s discrimination and racism, and both have to accomplish the central task of childhood and adolescence – developing a sense of identity – while trying to bridge generational and cultural gaps. Perhaps the greatest threat to these children is not the stress of belonging to two cultures but the stress of belonging to none (Lee, 1988).

Successful adaptation can bring with it the opportunity for growth. How well children adapt is influenced by several factors, including age at arrival, individual resiliency, and reception by the host community and society. One key factor in determining success is the reception of newcomers by the host society. Settlement support services, schools, health and social services, and the community at large play a crucial role in assisting and supporting children to adjust and integrate into Canadian society (Task Force on Mental Health Issues Affecting Immigrants and Refugees, 1988).

Several key characteristics affect the adaptation of refugee children to a larger extent than immigrant children. First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape – including atrocities against family members. Others have been forced to serve as soldiers. Some have lost many members of their families and many have lost everything that was familiar to them.

Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot. It is not only natural that refugee children, along with their families, go through a process of mourning those losses. The grieving process in refugee children, however, is seldom recognized as such. This may be attributed to a long-held belief that children adapt quickly, bolstered by the tendency of children to not express their sadness and mourning in words. Although these children may not know the concept of being homesick; they feel it all the same. Although some would 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.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Unique to Refugees</th>
<th>Unique to Immigrants</th>
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The text says, “Refugee and immigrant children in Canada have significant similarities.”

What does *significant* mean?

The text says, “Both refugee and immigrant children may encounter society’s discrimination and racism, and both have to accomplish the central task of childhood and adolescence—developing a sense of identity —while trying to bridge generational and cultural gaps.”

What is a *sense of identity*?

What is a *generational gap*?

What is a *cultural gap*?

Now that you have looked at individual parts of this really long sentence, reread that same sentence. Paraphrase the sentence in your own words.
The text says, “Refugee and immigrant children in Canada have significant similarities. Both groups must deal with migration, which represents a disruptive loss to one’s life.”

In your own words, explain what it means to have a “disruptive loss to one’s life. How has migration been a disruptive loss for Ha in the novel Inside Out & Back Again?
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
## 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 1 Text-Dependent Questions, Part B |
### Agenda

<table>
<thead>
<tr>
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<th>Teaching Notes</th>
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<tbody>
<tr>
<td>1. Opening</td>
<td>• 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.</td>
</tr>
<tr>
<td>A. Engaging the Reader: Pages 237–247 of <em>Inside Out &amp; Back Again</em> (5 minutes)</td>
<td>• 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.</td>
</tr>
<tr>
<td>B. Unpacking Learning Targets (2 minutes)</td>
<td>• 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.”</td>
</tr>
<tr>
<td>2. Work Time</td>
<td>• 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).</td>
</tr>
<tr>
<td>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)</td>
<td>• Post: Learning targets, directions for Jigsaw Part 1 (see Work Time A) homework question.</td>
</tr>
<tr>
<td>B. Jigsaw Part 2: Group Discussion to Determine Whether the Issues Are “Inside Out” or “Back Again” (13 minutes)</td>
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<tr>
<td>3. Closing and Assessment</td>
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<tr>
<td>A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)</td>
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<tr>
<td>4. Homework</td>
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<tr>
<td>A. Complete a first read of pages 248–260. Take notes (in your journals) using the Structured Notes graphic organizer.</td>
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</table>
Analyzing the Significance of the Novel’s Title:
Connecting the Universal Refugee Experience to *Inside Out & Back Again*

### Lesson Vocabulary
- strongest evidence, dependency
- reversal, discrimination, racism
- “Rainbow”: lacquer, barrettes
- “Loud Outside”: pluck
- “More Is Not Better”: stalking

### Materials
- *Inside Out & Back Again* (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

**A. Engaging the Reader: Pages 237–247 of Inside Out & Back Again (5 minutes)**

- 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:
  - “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.
**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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<thead>
<tr>
<th>Opening (continued)</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td><strong>B. Unpacking Learning Targets (2 minutes)</strong></td>
<td>- 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.</td>
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<tr>
<td>• Post the learning targets and read them aloud as students follow along silently:</td>
<td>- Discussing and clarifying the language of learning targets helps build academic vocabulary.</td>
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<tr>
<td>- “I can use the strongest evidence from the novel and from the informational text to support my answers to questions.”</td>
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<tr>
<td>- “I can make connections from the universal refugee experience to the title of the novel <em>Inside Out &amp; Back Again.</em>”</td>
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<tr>
<td>• Invite students to Think-Pair-Share:</td>
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<td>- “What does the <em>strongest evidence</em> mean?”</td>
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<td>• 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.</td>
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<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td><strong>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)</strong></td>
<td>- 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.</td>
</tr>
<tr>
<td>• 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.</td>
<td>- 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.</td>
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<tr>
<td>• 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.”</td>
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<tr>
<td>• Remind students of the homework question:</td>
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<tr>
<td>- “What does it mean to have a disruptive loss to one’s life? What disruptive loss has Ha faced in the novel <em>Inside Out &amp; Back Again</em>?”</td>
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<tr>
<td>• Invite students to pair up to share their answers with someone else.</td>
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<tr>
<td>• Select some volunteers to share their answers with the whole group.</td>
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</table>
Work Time (continued)

- 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 one of these three poems:
  - “Rainbow” (page 142)
  - “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:
  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.

Meeting Students’ Needs

- 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.

- 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.
## Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to *Inside Out & Back Again*

### Work Time (continued)

- 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:
  - “Rainbow”: lacquer, barrettes
  - “Loud Outside”: pluck
  - “More Is Not Better”: stalking

- *(Pluck and stalking are words that students can probably figure out from the context. They may need to be told what lacquer and barrettes mean.)*

- As students work, ask probing questions as needed:
  - “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?”

### Meeting Students’ Needs

- 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

**B. Jigsaw Part 2: Group Discussion to Determine Whether the Issues Are “Inside Out” or “Back Again” (13 minutes)**

- 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:
  - “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 *perhaps* when looking for evidence, because it suggests that this might not always be the case.

### Closing and Assessment

**A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)**

- 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.

### Meeting Students’ Needs

- Anchor charts serve as note-catchers when the class is co-constructing ideas.
### Homework

- 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.

### Meeting Students’ Needs

- 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: intermingling (mix together) (257) and glutinous (sticky like glue in texture) (257).
**Questions** | **Notes** | **Connections: Specific Details from Inside Out & Back Again**
---|---|---
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.”
How do the forces of home and school push and pull refugee and immigrant children in opposite directions?
What challenges do refugee and immigrant children face at school?
<table>
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<tr>
<th>Questions</th>
<th>Notes</th>
<th>Connections: Specific Details from Inside Out &amp; Back Again</th>
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<tbody>
<tr>
<td>The informational text says: “Both refugee and immigrant children may encounter society’s discrimination and racism.”</td>
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<tr>
<td>What is discrimination and racism?</td>
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<td>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.”</td>
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<tr>
<td>What does dependency reversal mean?</td>
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</table>
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?
Grade 8: Module 1: Unit 2: Lesson 11

Close Reading: Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison” and Introducing the NYS Expository Writing Rubric
### Close Reading: Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison”

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

<table>
<thead>
<tr>
<th>Target</th>
<th>Ongoing Assessment</th>
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<tbody>
<tr>
<td>I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)</td>
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<tr>
<td>I can determine a theme or the central ideas of an informational text. (RI.8.2)</td>
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<tr>
<td>I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)</td>
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<tr>
<td>I can read above-grade informational texts with scaffolding and support. (RI.8.10)</td>
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#### Supporting Learning Targets

- I can find the gist of Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison.”
- I can analyze how specific words, phrases, and sentences help me understand what refugee and immigrant children need for successful adaptation.
- I can read a text closely in order to answer text-dependent questions.
GRADE 8: MODULE 1: UNIT 2: LESSON 11
Close Reading: Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison” and Introducing the NYS Expository Writing Rubric

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
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<tbody>
<tr>
<td>1. Opening</td>
<td>• This lesson introduces students to the second and third paragraphs of “Refugee and Immigrant Children: A Comparison” in the informational text “Refugee Children in Canada: Searching for Identity,” which describes factors that make adaptation successful for refugee and immigrant children.</td>
</tr>
<tr>
<td>A. Engaging the Reader:</td>
<td>• This lesson is similar in format to Lesson 9, in which students read the first paragraph of this section of text for gist and answered text-dependent questions to dig deeper into the vocabulary and content.</td>
</tr>
<tr>
<td>Pages 248–260 of Inside</td>
<td>• In Advance: Review the second and third paragraphs of the “Refugee and Immigrant Children: A Comparison” section, as well as the note-catchers in both this lesson and Lesson and 12.</td>
</tr>
<tr>
<td>Out &amp; Back Again (5</td>
<td>• Remind students that close reading is a challenge. They can all do it by working at it, and they will rise to the challenge.</td>
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<td>minutes)</td>
<td>• This lesson introduces students to the NYS Expository Writing Evaluation Rubric, which has a great deal of academic vocabulary. Students are given a Writer’s Glossary (also used in seventh grade). If students have had seventh grade Module 1, they will be more familiar with these terms and concepts.</td>
</tr>
<tr>
<td>B. Unpacking Learning</td>
<td>• Make clear that these are words they will come back to throughout the year as they develop as writers; this lesson is just a preliminary exposure (or a review, if they learned the terms in seventh grade).</td>
</tr>
<tr>
<td>Targets (2 minutes)</td>
<td>• Post: Inside Out and Back Again anchor charts, learning targets.</td>
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<tr>
<td>2. Work Time</td>
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<tr>
<td>A. Reading Aloud and</td>
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<td>Rereading for Gist:</td>
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<tr>
<td>Paragraphs 2 and 3 of</td>
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<td>“Refugee and Immigrant</td>
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<td>Children: A Comparison”</td>
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<td>(8 minutes)</td>
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<tr>
<td>B. Rereading and Text-</td>
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<tr>
<td>Dependent Questions (15</td>
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<td>minutes)</td>
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<tr>
<td>C. Introducing NYS</td>
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<tr>
<td>Grade 6–8 Expository</td>
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<td>Writing Evaluation</td>
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<td>Rubric, Row 1 (10</td>
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<td>minutes)</td>
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<td>3. Closing and</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>A. Analyzing the Model</td>
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<tr>
<td>Essay Using the Rubric</td>
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<tr>
<td>(5 minutes)</td>
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<td>4. Homework</td>
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<tr>
<td>A. Complete the homework</td>
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<td>question at the bottom</td>
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<td>of the “Refugee and</td>
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<td>Immigrant Children: A</td>
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<td>Comparison”: Paragraphs</td>
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<tr>
<td>2 and 3 Text-Dependent</td>
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<tr>
<td>Questions, Part A.</td>
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</tbody>
</table>
### Lesson Vocabulary

- adaptation, at large, to a larger extent, persecution, prolonged stays, atrocities

### Materials

- *Inside Out & Back Again* (book; one per student)
- Inside Out anchor chart and Back Again anchor chart (begun in Lesson 8)
- Sticky notes (one per student)
- “Refugee and Immigrant Children: A Comparison” (from Lesson 9)
- “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part A (one per student and one to display)
- NYS Grade 6–8 Expository Writing Evaluation Rubric (one per student and one to display)
- Document camera
- Writer’s Glossary for Row 1 of the NYS Writing Rubric (one per student)
- Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (from Lesson 8; one per student and one to display)

### Opening

**A. Engaging the Reader: Pages 248–260 of Inside Out & Back Again (5 minutes)**

- Be sure students have their texts *Inside Out & Back Again*. Invite students to sit in Numbered Heads groups. Be sure the *Inside Out and Back Again anchor charts* are posted where students can see them.
- Give students **sticky notes**. Invite them to record the strongest piece of evidence they found from pages 248–260 that reveals an aspect of Ha’s dynamic character. Ask:
  - “How is Ha changing?”
  - Then probe:
    - “Does your evidence show Ha turning inside out or back again? Why?”
- Invite students to put their sticky note on the anchor chart to which their evidence is most relevant.
- Review three of the sticky notes with the whole group. As a class, discuss:
  - “Why is this strong evidence that reveals an aspect of Ha’s dynamic character?”
  - “Do you think these three sticky notes have been placed on the appropriate anchor chart? Why or why not?”
Opening (continued)

B. Unpacking Learning Targets (2 minutes)

- Focus students on the three learning targets, which are very similar to those from Lesson 9. Tell students that this lesson will be very much like what they did with the first paragraph several days ago. They will keep digging in to the next two paragraphs of the informational text. Ask the class to Think-Pair-Share:
  * “Why is focusing on specific words, phrases, or sentences important?”
- Listen for students to recognize that paying attention to specific vocabulary helps them not only make sense of the text as a whole, but also helps them really think about important concepts about the world.
- Ask:
  * “How might reading more of this informational text continue to help us understand Ha better?”
- Listen for: “By reading this text, we are building knowledge about the universal refugee experience of turning inside out and back again. This is what Ha is going through.”
- Remind students that this information helps them learn about the world and will be important when they write their end of unit assessment essay. Ha is just one unique (fictional) example of the universal refugee experience.

Meeting Students’ Needs

- Learning targets are a research-based strategy that helps all students, but helps challenged learners the most.
- Posting learning targets for students allows them 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.
A. Reading Aloud and Rereading for Gist: Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison” (8 minutes)

• Invite students to get into Numbered Heads groups with numbers 1 and 2 pairing up and numbers 3 and 4 pairing up.

• Display the second and third paragraphs of the section “Refugee and Immigrant Children: A Comparison” (pages 589 and 590) and invite students to refer to their own texts. Remind them that when a text is challenging, it is often helpful to chunk it into smaller sections. Today, they will hear you read the next couple of paragraphs of this section of the text and, as they did in Lesson 9, they will have time to think, talk, and annotate for gist.

• Read Paragraph 2 in this section aloud as students read silently.

• Invite students to reread the paragraph silently.

• Ask students to Think-Pair-Share:
  * “So what is your initial sense of what paragraph 2 is mostly about?”

• Invite students to annotate Paragraph 2 for the gist based on their pair discussion.

• Invite volunteers to share their gist with the whole group. Listen for: “The factors that make refugee and immigrant children adapt successfully.”

• Read Paragraph 3 in this section aloud as students read silently.

• Invite students to reread the paragraph silently.

• Ask students to Think-Pair-Share:
  * “So what is your initial sense of what paragraph 3 is mostly about?”

• Invite students to annotate Paragraph 3 for the gist based on their pair discussion.

• Invite volunteers to share their gist with the whole group. Listen for: “The factors that affect the adaptation of refugee children more than immigrant children.”

Meeting Students’ Needs

• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text.
Work Time

**B. Rereading and Text-Dependent Questions (15 minutes)**

- Refocus the group. Display and distribute the “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part A.

- Reread the first sentence of Paragraph 2 of this section of the text: “Successful adaptation can bring with it the opportunity for growth.”

- Focus on the first text-dependent question:
  1. Invite students to read the question with you.
  2. Direct their attention to the part of the text that the vocabulary was taken from so they can read it in context.
  3. Invite pairs to discuss what they think the answer might be.
  4. Invite pairs to record their ideas on their text-dependent questions handout.
  5. Select a Numbered Head to share his or her answer with the whole group and clarify what it means where necessary.
  6. Invite students to revise their notes where they are incorrect.

- Ensure that students have a thorough understanding of what adaptation means before moving on, as understanding what this word means is crucial to understanding the two paragraphs.

- Repeat the same process for Questions 2–4.

- Reread these sentences from the third paragraph: “First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape—including atrocities against family members.”

- Ask students to Think-Pair-Share:
  * “What does persecution mean?”

- Students will not be able to figure this out from the context. Some may already know the meaning; if not, either tell them or invite a student to look it up in a dictionary.

- Repeat the numbered questioning process above for the final text-dependent questions.

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Set clear expectations that students read along silently as you read the text aloud.</td>
</tr>
<tr>
<td>- To further support ELLs, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.</td>
</tr>
<tr>
<td>- Text-dependent questions can be answered only by referring explicitly to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.</td>
</tr>
</tbody>
</table>
### C. Introducing NYS Grade 6–8 Expository Writing Evaluation Rubric, Row 1 (10 minutes)

- Distribute the **NYS Grade 6–8 Expository Writing Evaluation Rubric**. If possible, display a copy of the rubric on a **document camera** so that all students can see when you are circling vocabulary words and discussing the criteria. Tell students: “This is the rubric that New York State uses to look at student writing for sixth through eighth grades. This rubric tells what the state expects students your age to do when they write an essay. In the next few lessons, you are going to learn what is in this rubric. Then we will use it as you write your essay. By doing this, you will have inside information to become a great writer.”

- Ask students to partner up with someone in their Numbered Heads group. Tell the pairs to read only the first row of the rubric and circle words they do not know or are unsure about.

- Call on several pairs to share the words they identified. Circle these words on your copy on the document camera. Expect that they will not know the meanings of these vocabulary words: content, extent, conveys, compelling, task, insightful, comprehension, logically, and its opposite, illogically. Do not define the words yet.

- Distribute the **Writer’s Glossary for Row 1 of the NYS Writing Rubric**. Point out to students that certain vocabulary words are bolded and defined.

- Discuss and illustrate the definitions of the words already on the page and add any others that students contribute. (See Writer’s Glossary page for Row 1 for definitions.) Students may know some of these words used in other ways, so be sure that they understand them as they are used to refer to writing in the rubric.

- Tell students that these are sophisticated words and concepts about writing, and that they will continue to work to understand what these mean throughout the year. Applying criteria to a model often helps make the criteria clear. That is what they will do next.
A. Analyzing the Model Essay Using the Rubric (5 minutes)

• Tell the class: “Now we are going to use the model essay to understand what the rubric is saying writers should do.” Explain that the first row across on the rubric describes how a writer introduces the topic of an essay. Say something like: “We need to look closely at how an essay would follow what the rubric describes so that you know what you have to do to write an effective essay. We are going to be using the model essay to do that.”

• Tell students that the numbered boxes on the rubric describe how well an essay follows the criteria in the left-hand column (be sure students are clear that columns are the lines from left to right, and rows are the lines from top to bottom). Box 4 describes the best essay, so we will look at the model essay to see what this description means. Read aloud Level 4 and say: “This means that the essay should start by telling the reader what the topic will be, but saying it in a way that is interesting so the reader wants to read the rest.”

• Display Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (from Lesson 8) and invite students to refer to their own text. Ask:
  * “Does this paragraph introduce the topic in an interesting, compelling way? If so, what words or phrases spark the reader’s interest?”

• Listen for: “Words like ‘afraid,’ ‘fleeing,’ and being ‘turned inside out’ make the essay sound like it is about scary experiences, which makes it sound interesting.”

• Invite students to reread the rest of the essay to see if they think the writer knows the book well. How can they tell? With their partner, they should find three things in the essay that show the writer knows the book. Ask them to number these three items in the margin of their copies of the model essay.

• Once they have finished, cold call several pairs to see what they have selected. Then say: “So the model essay does follow the best description of the rubric. It tells the topic early in an interesting way, and it shows that the writer understood the book well. These are two things you want to do in your own essays.”

• Remind students that they will work more with this model and rubric in future lessons; be sure they file away these key resources.

Homework

• We discussed what adaptation means in this lesson. Complete the homework question at the bottom of the “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part A.
The second paragraph begins with: “Successful adaptation can bring with it the opportunity for growth.”

What does adaptation mean?

The text says: “Settlement support services, schools, health and social services, and the community at large play a crucial role in assisting and supporting children to adjust and integrate into Canadian society.”

What does at large mean here?  
How do the words at large change the meaning of community?

The text says: “Several key characteristics affect the adaptation of refugee children to a larger extent than immigrant children.”

What does to a larger extent mean here?
The text says: “First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape—including atrocities against family members.”

What does *prolonged stays* mean?

What are *atrocities*?
## CRITERIA

### CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts

<table>
<thead>
<tr>
<th>Esssays at this level:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essays at this level:</strong></td>
<td>clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</td>
<td>clearly introduce a topic in a manner that follows generally from the task and purpose</td>
<td>introduce a topic in a manner that does not logically follow from the task and purpose</td>
<td>demonstrate a lack of comprehension of the text(s) or task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>demonstrate insightful analysis of the text(s)</td>
<td>demonstrate grade-appropriate analysis of the text(s)</td>
<td>demonstrate a literal comprehension of the text(s)</td>
<td>provide no evidence or provide evidence that is completely irrelevant</td>
<td></td>
</tr>
</tbody>
</table>

### COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection

<table>
<thead>
<tr>
<th>Essays at this level:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essays at this level:</strong></td>
<td>develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</td>
<td>develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</td>
<td>partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</td>
<td>demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sustain the use of varied, relevant evidence</td>
<td>sustain the use of relevant evidence, with some lack of variety</td>
<td>use relevant evidence inconsistently</td>
<td>provide no evidence or provide evidence that is completely irrelevant</td>
<td></td>
</tr>
</tbody>
</table>

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## GRADE 8: MODULE 1: UNIT 2: LESSON 11

**NYS Grade 6-8 Expository Writing Evaluation Rubric**

<table>
<thead>
<tr>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COHERENCE, ORGANIZATION, AND STYLE:</strong> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</td>
</tr>
<tr>
<td><strong>CONTROL OF CONVENTIONS:</strong> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Essays at this level:</th>
<th>3 Essays at this level:</th>
<th>2 Essays at this level:</th>
<th>1 Essays at this level:</th>
<th>0 Essays at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</td>
<td>• exhibit clear organization, with the use of appropriate transitions to create a unified whole</td>
<td>• exhibit some attempt at organization, with inconsistent use of transitions</td>
<td>• exhibit little attempt at organization, or attempts to organize are irrelevant to the task</td>
<td>• exhibit no evidence of organization</td>
</tr>
<tr>
<td>• establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</td>
<td>• establish and maintain a formal style using precise language and domain-specific vocabulary</td>
<td>• establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</td>
<td>• lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</td>
<td>• use language that is predominantly incoherent or copied directly from the text(s)</td>
</tr>
<tr>
<td>• provide a concluding statement or section that follows from the topic and information presented</td>
<td>• provide a concluding statement or section that follows from the topic and information presented</td>
<td>• provide a concluding statement or section that follows generally from the topic and information presented</td>
<td>• provide a concluding statement or section that is illogical or unrelated to the topic and information presented</td>
<td>• do not provide a concluding statement or section</td>
</tr>
<tr>
<td>• demonstrate grade-appropriate command of conventions, with few errors</td>
<td>• demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</td>
<td>• demonstrate emerging command of conventions, with some errors that may hinder comprehension</td>
<td>• demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</td>
<td>• are minimal, making assessment of conventions unreliable</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Row Number</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>content</td>
<td>1</td>
<td>the ideas, facts, or opinions that are contained in a speech, piece of writing, film, program, etc.</td>
</tr>
<tr>
<td>extent</td>
<td>1, 2, 3, 4</td>
<td>used to say how true, large, important or serious something is. Ex: <em>The extent of his injuries was not clear immediately.</em></td>
</tr>
<tr>
<td>conveys</td>
<td>1</td>
<td>to communicate or express something. Ex: <em>The TV ad conveys the message that thin is beautiful.</em></td>
</tr>
<tr>
<td>compelling</td>
<td>1</td>
<td>very interesting or exciting, so that you have to pay attention. Ex: <em>The movie’s story was very compelling.</em></td>
</tr>
<tr>
<td>task</td>
<td>1</td>
<td>a piece of work that must be done. Ex: <em>I was given the task of building a fire.</em></td>
</tr>
<tr>
<td>insightful</td>
<td>1</td>
<td>showing that you understand what a text, situation or person is really like. Ex: <em>Steve’s comments about the story were very insightful.</em></td>
</tr>
<tr>
<td>comprehension</td>
<td>1</td>
<td>understanding. Ex: <em>They don’t have the least comprehension of what I’m trying to do.</em></td>
</tr>
<tr>
<td>logically (opposite: illogically)</td>
<td>1, 3</td>
<td>seeming reasonable and sensible, ideas are in a clear order. Ex: <em>He could logically present his argument for desert to his mom.</em> opposite: Not reasonable, sensible or clearly put together</td>
</tr>
</tbody>
</table>

Other new words you encountered:
Analyzing the Significance of the Novel’s Title:
Connecting the Universal Refugee Experience to
Inside Out & Back Again, Part 2
## 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

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can use the strongest evidence from the novel and from the informational text to support my answers to questions.</td>
<td>• “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part B</td>
</tr>
<tr>
<td>• I can make connections between evidence of the universal refugee experience and the title of the novel <em>Inside Out &amp; Back Again</em>.</td>
<td></td>
</tr>
</tbody>
</table>
# Agenda

1. **Opening**
   - A. Unpacking Learning Targets (2 minutes)

2. **Work Time**
   - A. Jigsaw Part 1: Reread Paragraphs 2 and 3 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 Discuss a Synthesis Question (15 minutes)

3. **Closing and Assessment**
   - A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)

4. **Homework**
   - A. Reread pages 1–17 and 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 Lesson 10. In this lesson, students continue to work with Paragraphs 2 and 3 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 Paragraphs 2 and 3 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 answer a synthesis question.

- As a whole group, students then determine whether the details they have collected from Paragraphs 2 and 3 and their poem best support the idea of turning “inside out” or coming “back again.”

- For homework, students revisit the beginning of the novel to answer the question: “Who is Ha before she is asked to flee?” This helps prepare them for the end of unit assessment essay. In the essay’s introductory paragraph, students will be expected to describe who Ha is before she flees, to serve as a point of reference for writing about how she turns “inside out” and “back again.”

- Post: Learning targets, directions for Jigsaw Part 1 (see Work Time A), homework question.
## Lesson Vocabulary
- severity, traumatic events, reception, resiliency
- “Neighbors”: hogwash, puckering, widow, volunteers
- “Laugh Back”: Students should be familiar with all of the vocabulary in this poem
- “NOW!”: butcher, motions

## Materials
- *Inside Out & Back Again* (book; one per student)
- “Refugee and Immigrant Children: A Comparison” (from Lesson 9)
- Document camera
- “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part B (one per student and one to display)
- Inside Out and Back Again anchor charts (begun in Lesson 8)
- Homework Purpose for Reading: Who Was Ha before She Was Forced to Flee Her Home? (one per student)
- NYS Grade 6-8 Expository Writing Evaluation Rubric (from Lesson 11; one per student and one to display)

## Opening

### A. Unpacking Learning Targets (2 minutes)
- Post the learning targets and read them aloud as students follow along silently:
  1. “I can use the strongest evidence from the novel and from the informational text to support my answers to questions.”
  2. “I can make connections between evidence of the universal refugee experience and the title of the novel *Inside Out & Back Again*.”
- 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.

## Meeting Students’ Needs
- 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

**A. Jigsaw Part 1: Reread Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison” and Connect to a Poem from the Novel with Text-Dependent Questions (23 minutes)**

- Be sure students have their novel *Inside Out & Back Again* as well as their article *Refugee and Immigrant Children: A Comparison.* Using a [document camera](https://example.com), display Paragraphs 2 and 3 of the section “Refugee and Immigrant Children: A Comparison.” Remind students that they began to look closely at these same paragraphs in the previous lesson. Emphasize how important and valuable it is to reread challenging text.
- Focus students on the second sentence in Paragraph 2: “How well children adapt is influenced by several factors, including age at arrival, severity of previous traumatic events, family background, individual resiliency, and reception by the host community and society.”
- Remind students of the homework question: *Which factors help Ha adapt successfully in Alabama? How does she grow as a person as a result?*
- Invite students to pair up to share their answers with someone else.
- Select some volunteers to share their answers with the whole group.
- Display and distribute “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part B. Tell students that today, just like a few lessons ago, they are going to use these questions and make notes to dig deeper into Paragraphs 2 and 3 to better understand the process of adaptation faced by refugee and immigrant children. They are going to relate challenges faced by the real-life 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 one of these three poems:
  - “Neighbors” (page 162)
  - “Laugh Back” (page 147)
  - “NOW!” (page 217)

## Meeting Students’ Needs

- 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 these vocabulary words from the text: *society, settlement, crucial, integrate, characteristics, and torture.* 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)

- 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:
  1. Reread Paragraphs 2 and 3 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 the second and third paragraphs 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:
  - “Neighbors”: hogwash, puckering, widow, volunteers
  - “Laugh Back”: Students should be familiar with all of the vocabulary in this poem.
  - “NOW!”: butcher, motions

- As students work, ask probing questions as needed:
  * “Which factors affect how successfully refugee and immigrant children adapt?”
  * “What evidence of those factors can you find experienced by Ha in your poem?”
  * “What is the strongest evidence of those challenges that you can find in your poem?”

### Meeting Students’ Needs

- 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.
### Work Time (continued)

**B. Jigsaw Part 2: Group Discussion to Share Answers and Discuss a Synthesis Question (15 minutes)**

- 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:
  
  * “How do some of the challenges described in these two paragraphs about adaptation differ from Ha’s experiences as a refugee?”

- Select volunteers from each group to share the group discussion with the whole class.

### Meeting Students’ Needs

**A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)**

- 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.

- Distribute Homework Purpose for Reading: Who Was Ha before She Was Forced to Flee Her Home?

### Closing and Assessment

**Meeting Students’ Needs**

- Anchor charts serve as note-catchers when the class is co-constructing ideas.

### Homework

- 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 1–17 and collect the strongest evidence you can find to answer this question:

  * “Who was Ha before she was forced to flee her home?”
### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
<th>Connections: Specific Details from Inside Out &amp; Back Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The text says: “How well children adapt is influenced by several factors, including age at arrival, severity of previous traumatic events, family background, individual resiliency, and reception by the host community and society.” What does severity mean? What are traumatic events? So what does the severity of previous traumatic events mean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What does reception by the host community mean?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name:**

**Date:**
### Questions

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>What is individual resiliency?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Paraphrase that section of the text.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>What are the factors that affect how well children adapt?</td>
<td></td>
</tr>
</tbody>
</table>

**Synthesis Question:** How do some of the challenges described in these two paragraphs about adaptation differ from Ha’s experiences as a refugee?
Background:

Remember that for the end of unit assessment, you will be writing about how the novel’s title, *Inside Out and Back Again*, relates to the universal refugee experience and how Ha is an example of this universal experience.

In order to describe how Ha turns “inside out” and comes “back again,” we first need to describe who she was before she had to flee her home country. When we read Part 1 of the novel, we spent a lot of time discussing: “Who is Ha?” Now it is time to refresh your memory.

Directions:

2. Collect the strongest evidence you can find to answer the question: “Who was Ha before she was forced to flee her home?”
GRADE 8: MODULE 1: UNIT 2: LESSON 12

Homework Purpose for Reading:
Who Was Ha before She Was Forced to Flee Her Home?

<table>
<thead>
<tr>
<th>Who Was Ha?</th>
<th>Strongest Evidence from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Close Reading: Paragraph 4 of “Refugee and Immigrant Children: A Comparison”
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) |
| I can determine a theme or the central ideas of an informational text. (RI.8.2) |
| I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5) |
| I can read above-grade informational texts with scaffolding and support. (RI.8.10) |

### Supporting Learning Targets

- I can find the gist of Paragraph 4 of “Refugee and Immigrant Children: A Comparison.”
- I can analyze how specific words, phrases, and sentences help me understand what refugee and immigrant children need for successful adaptation.
- I can read a text closely in order to answer text-dependent questions.

### Ongoing Assessment

- “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A
## Agenda

1. **Opening**
   - A. Sharing Evidence from Homework (5 minutes)
   - B. Unpacking Learning Targets (2 minutes)

2. **Work Time**
   - A. Reading Aloud and Rereading for Gist: Paragraph 4 of “Refugee and Immigrant Children: A Comparison” (8 minutes)
   - B. Rereading and Text-Dependent Questions (15 minutes)
   - C. Introducing Row 2 of NYS Grade 6–8 Expository Writing Evaluation Rubric (10 minutes)

3. **Closing and Assessment**
   - A. Analyzing the Model Essay Using the Rubric (5 minutes)

4. **Homework**
   - A. We discussed what mourning means in this lesson. Complete the homework question at the bottom of the “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A.

## Teaching Notes

- This lesson introduces students to the fourth paragraph of “Refugee and Immigrant Children: A Comparison” in the informational text “Refugee Children in Canada: Searching for Identity,” which describes how refugees mourn what they leave behind.
- This lesson is similar in format to Lessons 9 and 11, in which students read the first three paragraphs of this section of text for gist and answered text-dependent questions to dig deeper into the vocabulary and content.
- In Advance: Review the fourth paragraph of the “Refugee and Immigrant Children: A Comparison” section, as well as the note-takers in both this lesson and Lesson 14.
- This lesson introduces students to the second row of the NYS Expository Writing Evaluation Rubric, which has a great deal of academic vocabulary. As in Lesson 11, students are given a Writer’s Glossary (also used in seventh grade). If students have had seventh-grade Module 1, they will be more familiar with these terms and concepts. Make clear that these are words they will come back to throughout the year as they develop as writers; this lesson is just a preliminary exposure (or a review, if they learned the terms in seventh grade).
- Post: Inside Out and Back Again anchor charts, learning targets.
### Lesson Vocabulary

| envision (the possibility), typically, at large, mourning |

Words from Row 2 of rubric: command, relevant/irrelevant, concrete details, sustain, varied (variety), partially, textual evidence, consistent/inconsistent, minimal, valid/invalid

### Materials

- *Inside Out & Back Again* (book; one per student)
- Inside Out and Back Again anchor charts (begun in Lesson 8)
- “Refugee and Immigrant Children: A Comparison” (from Lesson 9)
- “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A (one per student and one to display)
- NYS Grade 6–8 Expository Writing Evaluation Rubric (from Lesson 11; one per student and one to display)
- Writer’s Glossary for Row 2 of the NYS Writing Rubric (one per student)
- Document camera
- Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (from Lesson 8; one per student and one to display)

### Opening

**A. Sharing Evidence from Homework (5 minutes)**

- Be sure students have their novel *Inside Out & Back Again*. Invite students to sit in Numbered Heads groups. Pair up number 1 with number 2 and number 3 with number 4.
- Ask students to share the strongest evidence they found in pages 1–17 to answer the question:
  
  * “Who is Ha before she is forced to flee home?”

- Invite students to add any new evidence that their partner found to their own Homework Purpose for Reading: Who Was Ha before She Was Forced to Flee Her Home?.

### Meeting Students’ Needs

- 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. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.
### B. Unpacking Learning Targets (2 minutes)

- Focus students on the three learning targets, which are similar to those from Lessons 9 and 11.

- Tell students that this lesson will be very much like what they have done with the first three paragraphs of text in previous lessons. They will keep digging in to the next paragraph of the informational text.

- Ask the class to Think-Pair-Share:
  - “Why is reading a text closely in order to answer text-dependent questions a useful skill?”

- Listen for students to recognize that, in order to answer text-dependent questions, they have to dig deeply into a text and really understand the meaning, which is something that they will have to do at college and at work to thoroughly understand the texts they will encounter.

- Ask:
  - “How might reading more of this informational text continue to help us understand Ha better?”

- Listen for: “By reading this text, we are building knowledge about the universal refugee experience of turning ‘inside out’ and ‘back again.’ This is what Ha is going through.”

- Remind students that this information helps them learn about the world and will be important when they write their end of unit assessment essay. Ha is just one unique (fictional) example of the universal refugee experience.
A. Reading Aloud and Rereading for Gist: Paragraph 4 of “Refugee and Immigrant Children: A Comparison” (8 minutes)

- Invite students to get into Numbered Heads groups, with numbers 1 and 4 pairing up and numbers 2 and 3 pairing up.
- Display the fourth paragraph of the section “Refugee and Immigrant Children: A Comparison” (page 590) and invite students to refer to their own texts.
- Remind them that when a text is challenging, it is often helpful to chunk it into smaller sections. Today, they will hear you read the next couple of paragraphs of this section of the text and, as they did in Lessons 9 and 11, they will have time to think, talk, and annotate for gist.
- Read Paragraph 4 in this section aloud as students read silently.
- Invite students to reread the paragraph silently.
- Ask them to Think-Pair-Share:
  * “So what is your initial sense of what paragraph 4 is mostly about?”
- Invite students to annotate Paragraph 4 for the gist based on their pair discussion.
- Ask volunteers to share their gist with the whole group. Listen for: “Refugee children and their families mourn the things they leave behind, but children often don’t talk about it so it isn’t recognized.”

Meeting Students’ Needs

- Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Set clear expectations that students read along silently as you read the text aloud.
- To further support ELLs, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.
- Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text.
**B. Rereading and Text-Dependent Questions (15 minutes)**

- Refocus the group. Display and distribute the “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A.
- Reread the first sentence of Paragraph 4 of this section of the text: “Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot.”
- Focus on the first text-dependent question:
  1. Invite students to read the question with you.
  2. Direct their attention to the part of the text that the vocabulary was taken from so they can read it in context.
  3. Invite pairs to discuss what they think the answer might be.
  4. Ask pairs to record their ideas on their text-dependent questions handout.
  5. Select a Numbered Head to share his or her answer with the whole group and clarify what it means where necessary.
  6. Invite students to revise their notes where they are incorrect.
- Repeat the same process for Questions 2–4.
- Ensure that students have a thorough understanding of what *mourning* means before moving on, as understanding what this word means is crucial to understanding the two paragraphs.

**C. Introducing Row 2 of the NYS Grade 6–8 Expository Writing Evaluation Rubric (10 minutes)**

- Ask students to take out their copy of the *NYS Grade 6–8 Expository Writing Rubric*. Ask students to read across Row 2 and circle any words they do not know or are unsure about.
- Distribute the *Writer’s Glossary for Row 2 of the NYS Rubric*. Invite students to work with their partner to check the words there that they circled and to add any that are not already on the sheet.
- Go through the vocabulary words on the Writer’s Glossary (command, relevant and irrelevant, concrete details, sustain, varied (variety), partially, textual evidence, consistent and inconsistent, minimal, valid and invalid) and any that students added. Give simple definitions that fit the context and/or ask students to contribute definitions for words they know. Be sure to explain the words that are matched with their opposite, such as relevant and irrelevant.
Work Time (continued)

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>As you and students give definitions for the words, talk about what each of the levels (columns) of the Command of Evidence row means in terms of how a student writes. For example, you could take the Criteria box and say: “This row is about how well a writer proves his or her ideas with examples. These examples should come from other sources and provide logical support for the main message the writer wants the reader to understand.”</td>
</tr>
<tr>
<td>Once you have modeled how to do this, ask students to volunteer to take one of the level boxes and put the descriptors into their own words. If you think students need to work with a partner here, they can turn to a seat partner to talk about it before they volunteer an answer.</td>
</tr>
</tbody>
</table>

Closing and Assessment

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Analyzing the Model Essay Using the Rubric (5 minutes)</td>
</tr>
<tr>
<td>Tell the class: “Now we are going to use the model essay to understand what the rubric is saying writers should do.” Ask students to Think-Pair-Share:</td>
</tr>
<tr>
<td>* “So if we are going to look at the model against the second row of the rubric, what are we going to be focusing on in the model essay?”</td>
</tr>
<tr>
<td>Listen for students to explain that they are going to be looking at the evidence the author has used in the model to support the claims made.</td>
</tr>
<tr>
<td>Remind students that Level 4 is a great piece of writing. Read aloud Level 4 of Row 2 of the rubric and say: “This means that the claims the author has made should be supported with a few different pieces of well-chosen evidence from the text and there should be evidence all the way through the model essay.”</td>
</tr>
<tr>
<td>Using a document camera, display Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (from Lesson 8) and invite students to refer to their own text.</td>
</tr>
<tr>
<td>Focus students on the second paragraph. Ask:</td>
</tr>
<tr>
<td>* “Does this paragraph contain evidence?”</td>
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<tr>
<td>* “Does the evidence support the claim the author has made?”</td>
</tr>
<tr>
<td>* “Is there more than one piece of evidence to support the claim?”</td>
</tr>
<tr>
<td>* “Does the cited evidence come from different texts?”</td>
</tr>
</tbody>
</table>
Closing and Assessment (continued)

- Listen for students to confirm that the evidence contained in Paragraph 2 does support the claim the author has made and that there are multiple pieces of evidence from the novel and from the informational text.

- Invite students to reread the rest of the essay one paragraph at a time and at the end of each paragraph to discuss with their Numbered Heads group whether the author has used well-chosen evidence from more than one piece of text to support the claims in the paragraph.

- Explain that the opening and concluding paragraphs may not contain any evidence because those paragraphs are outlining the topic and purpose of the essay rather than getting into the details of the claims.

- Once they have finished, cold call several pairs to determine whether the author of the model has used well-chosen evidence from more than one piece of text throughout the essay to support its claims. Then say: “So the model essay does follow the best description of the rubric. It uses well-chosen evidence from more than one piece of text throughout the essay to support the claims made. This is something I want you to do in your own essays.”

- Remind students that they will work more with this model and rubric in future lessons; be sure they file away these key resources.

Homework

- We discussed what mourning means in this lesson. Complete the homework question at the bottom of the handout “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The first sentence of this paragraph of the text says: “Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot.” What does envision mean? So what does envision the possibility mean?</td>
<td></td>
</tr>
<tr>
<td>2. How do the words typically and at least change what the sentence means?</td>
<td></td>
</tr>
<tr>
<td>3. The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.” What does mourning mean?</td>
<td></td>
</tr>
<tr>
<td>4. The text says: “The grieving process in refugee children, however, is seldom recognized as such.” Explain this sentence in your own words. [Hint: Think about what however indicates.]</td>
<td></td>
</tr>
</tbody>
</table>
Homework
The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.”
What do Ha and her family mourn the loss of? How do you know?
## Words from NEW YORK STATE GRADE 6-8
### EXPOSITORY WRITING EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Row number</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>command</td>
<td>2</td>
<td>control</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ex.: John had command of his emotions and never had an angry outburst.</td>
</tr>
<tr>
<td>relevant (opposite: irrelevant)</td>
<td>2</td>
<td>directly relating to the subject or problem being discussed or considered&lt;br&gt;Opposite: not related to the subject being discussed</td>
</tr>
<tr>
<td>concrete details</td>
<td>2</td>
<td>definite and specific examples</td>
</tr>
<tr>
<td>sustain</td>
<td>2</td>
<td>to make something continue to exist or happen for a period of time, maintain something&lt;br&gt;Ex: A writer must sustain the main idea through an essay.</td>
</tr>
<tr>
<td>varied (noun: variety)</td>
<td>2</td>
<td>consisting of or including many different kinds of things or people, especially in a way that seems interesting&lt;br&gt;(variety: a selection of different things, or different ways of doing something)&lt;br&gt;Ex: Use varied details in your essay to support your claim.</td>
</tr>
<tr>
<td>partially</td>
<td>2</td>
<td>not completely&lt;br&gt;Ex: If you only give one detail you are only partially supporting your ideas.</td>
</tr>
<tr>
<td>textual evidence</td>
<td>2</td>
<td>proof that comes from a written piece&lt;br&gt;Ex: Quotes from the novel count as textual evidence for your claim.</td>
</tr>
</tbody>
</table>
### Writer’s Glossary for Row 2 of the NYS Writing Rubric

<table>
<thead>
<tr>
<th>Word/Phrase</th>
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<th>Definition</th>
</tr>
</thead>
</table>
| consistently (opposite: inconsistently) | 2, 3 | the quality of always being the same, doing things in the same way throughout a piece of work  
Ex: *Jeff consistently used good vocabulary when he wrote.*  
Opposite: changing ideas, claims or style in the middle of an essay. |
| minimal | 2, 4 | very small in degree or amount, especially the smallest degree or amount possible  
Ex: *If you use a minimal number of details, your essay will not prove your ideas completely.* |
| valid (opposite: invalid) | 2 | a reason, argument etc that is based on what is reasonable or sensible  
Ex: *The idea that South Sudan is a dangerous place is valid.*  
Opposite: something that is not logical or reasonable |

Other new words you encountered:
Analyzing the Significance of the Novel’s Title:
Connecting the Universal Refugee Experience to
*Inside Out & Back Again*, Part 3
## Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to *Inside Out & Back Again*, Part 3

### 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

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can use the strongest evidence from the novel and from the informational text to support my answers to questions.</td>
<td></td>
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<tr>
<td>• I can make connections between evidence of the universal refugee experience and the title of the novel <em>Inside Out &amp; Back Again</em>.</td>
<td>• “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part B</td>
</tr>
</tbody>
</table>
# Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unpacking Learning Targets (2 minutes)</td>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Work Time</th>
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</thead>
<tbody>
<tr>
<td>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)</td>
<td>• 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.</td>
</tr>
<tr>
<td>B. Jigsaw Part 2: Group Discussion to Share Answers and Revisit Our Prediction (15 minutes)</td>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Closing and Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)</td>
<td>• Post: Learning targets, directions for Jigsaw Part 1 (see Work Time A), homework question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Homework</th>
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</thead>
<tbody>
<tr>
<td>A. 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?”</td>
<td></td>
</tr>
</tbody>
</table>
Analyzing the Significance of the Novel’s Title:
Connecting the Universal Refugee Experience
to Inside Out & Back Again, Part 3

Lesson Vocabulary
Process of mourning
“Not the Same” (page 232): pouches
“Can’t Help” (page 173): solitude, jasmine, ashy, inhaling, yearning

Materials
• Inside Out & Back Again (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

A. Unpacking Learning Targets (2 minutes)
• Post the learning targets and read them aloud as students follow along silently:
  * “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.”
• 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.

Meeting Students’ Needs
• 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.
## 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)

- 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: *“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:
  - “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.

## Meeting Students’ Needs

- 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)

- Post these directions:
  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:
  - “Not the Same”: pouches
  - “Can’t Help”: solitude, jasmine, ashy, inhaling, yearning
  - “Eternal Peace”: Students should be familiar with the words in this poem.

- As the class works, ask probing questions as needed:
  * “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?”

## Meeting Students’ Needs

- 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.
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

**Work Time (continued)**

<table>
<thead>
<tr>
<th>B. Jigsaw Part 2: Group Discussion to Share Answers and Revisit Our Prediction (15 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Give students about 5 minutes to share within their groups. Encourage them to record new evidence from other poems on their question sheets.</td>
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<tr>
<td>• 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:</td>
<td></td>
</tr>
<tr>
<td>* “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?”</td>
<td></td>
</tr>
<tr>
<td>• Select volunteers from each group to share the group discussion with the whole class.</td>
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</tr>
</tbody>
</table>

**Closing and Assessment**

<table>
<thead>
<tr>
<th>A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.”</td>
<td>• Anchor charts serve as notecatchers when the class is co-constructing ideas.</td>
</tr>
<tr>
<td>• Record on the <strong>Inside Out anchor chart</strong> or the <strong>Back Again anchor chart</strong> according to class suggestions.</td>
<td></td>
</tr>
</tbody>
</table>

**Homework**

- 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 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).
### Dependent Questions, Part B

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
<th>Connections: Specific Details from Inside Out &amp; Back Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 process of mourning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In the phrase “those losses,” what does the word <em>those</em> refer to?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Questions

| 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 *perhaps* change the meaning of the second sentence? |

### Notes

- **Connections**: Specific Details from Inside Out & Back Again
Synthesis Question: 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?
Connecting the Universal Refugee Experience of Fleeing and Finding Home to the Title of the Novel *Inside Out & Back Again*
# 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 analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)  
I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)

## Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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</thead>
</table>
| - I can make a claim about how the lives of refugees turn “inside out” when they flee home, using the strongest evidence I have collected from both the novel and informational text.  
- I can make a claim about how the lives of refugees turn “back again” as they find a new home, using the strongest evidence I have collected from both the novel and informational text.  
- I can cite where I found my evidence. | - Two Forming Evidence-Based Claims graphic organizers (one for Body Paragraph 1, “Inside Out,” and one for Body Paragraph 2, “Back Again”) |
In this lesson, students transition to formally planning their end of unit assessment essay. Throughout the unit, they have read informational texts about refugee experiences and the novel *Inside Out & Back Again*, gathering details from the text that show how refugees turn “inside out” and then come “back again.” Much of this evidence is shown on the Inside Out and Back Again anchor charts.

In this lesson, students use this evidence to begin forming specific claims. They complete two Forming Evidence-Based Claims graphic organizers, one about how refugees turn “inside out” and another about how refugees turn “back again.” These graphic organizers are from Odell Education resource (in supporting materials and also available as a stand-alone document on EngageNY.org). Students use a relatively inductive process to collect and connect details as a way to come to a claim.

After having filled in these Forming Evidence-Based Claims graphic organizers, students receive a new essay planning organizer to complete for homework. On this, they begin with the claim they came up with inductively earlier in the lesson.

Post: Learning targets, Questions for Work Time, Part A.
### Lesson Vocabulary
strongest evidence, claim, cited/citation, physical, psychological, emotional

### Materials
- *Inside Out & Back Again* (book; one per student)
- Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (from Lesson 8; one to display)
- Citing Books and Articles anchor chart (new; teacher-created)
- Inside Out anchor chart and Back Again anchor chart (begun in Lesson 8)
- Forming Evidence-Based Claims graphic organizer (two per student and one to display)
- Document camera
- Directions for Forming Evidence-Based Claims (one per student)
- Planning Your Essay graphic organizer (one per student and one to display)

## Opening

### A. Engaging the Reader: Poetry Read Aloud (6 minutes)
- Remind students of their homework, to practice reading aloud the poem “Du Du Face” (pages 219 and 220) from *Inside Out & Back Again*. Ask:
  * “What is the meaning of the poem ‘Du Du Face’?”
- Listen for students to explain that Ha is called ‘du du’ face by a bully but gets her revenge by calling him names.
- Point out that rereading any text can help one notice both the meaning and certain aspects of the author’s craft. But poetry, in particular, is often written to be read aloud. Ask:
  * “How can reading poetry aloud help you to understand it better?”
- Listen for: “Reading poetry aloud can help you to have a better idea of the flow and rhythms of the poem. The rhythms of a poem can emphasize the ideas presented and develop emotions.”
- Tell students that they are now going to have a few minutes to read aloud with a partner. Display the poem “Du Du Face.” Ask Numbered Heads to pair up—odd numbers together and even numbers together—to read the poem aloud to each other.

### Meeting Students’ Needs
- 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.
- Discussing and clarifying the language of learning targets helps build academic vocabulary.
## Opening (continued)

- Ask them to Think-Pair-Share:
  - “What was different about how each of you read the poem aloud?”
- Cold call students to share their ideas with the rest of the group.

## B. Unpacking Learning Targets (2 minutes)

- Read the learning targets aloud as students follow along silently in their heads:
  - “I can make a claim about how the lives of refugees turn ‘inside out’ when they flee home, using the strongest evidence I have collected from both the novel and informational text.”
  - “I can make a claim about how the lives of refugees turn ‘back again’ as they find a new home, using the strongest evidence I have collected from both the novel and informational text.”
  - “I can cite where I found my evidence.”
- Point out that the first two targets are almost identical.
- Invite students to Think-Pair-Share:
  - “What is the strongest evidence? What does that mean?”
  - “What is a claim?”
- Listen for students to explain that the strongest evidence is evidence that best supports a point being made, and a claim is a statement the author is making about a text.
## Work Time

**A. Introducing Citations (8 minutes)**

- Display the first body paragraph in the *Model Essay: “How Ha’s Mother Is Turned ‘Inside Out.’”* Remind students that they read this full essay several lessons ago. Read the first body paragraph aloud as students follow along silently.

- Point out the citations in the essay and ask:
  * “What do these notes in parentheses mean?”
  * “Why are they there? What is the purpose?”
  * “What order are they presented in?”

- Listen for students to say that they tell readers where they can find the evidence listed by providing first the author’s surname and then the page number to prove that the evidence really came from where the essay writer said it came from.

- Record on the new **Citing Books and Articles anchor chart**: (Author’s last name, page number)

- Refer to the list of works cited at the end and invite students to Think-Pair-Share:
  * “What does cited mean? When you cite something, what are you doing?”
  * “Why do you cite the work of others?”

- Listen for students to explain that to *cite* means to use the work of someone else in your own work. You cite the work of others in support of your own claims to make your claims stronger and more valid.

- Record on the Citing Books and Articles anchor chart:
  * Cite the work of others to support your own claims to make them stronger and more valid.

- Invite students to Think-Pair-Share:
  * “So how are the notes in parentheses in the essay and the list in the Works Cited section linked?”
  * “How are the books and articles cited in the Works Cited section?”
  * “In what order are the books and articles cited?”

- Listen for students to say that the full titles of the books and articles cited in parentheses are listed in the Works Cited section so that readers can check the sources if they need to. They are cited in alphabetical order with the author’s surname, the title of the book or article, where it was published, when it was published, and the page numbers.

## Meeting Students’ Needs

- Providing models of expected work supports all learners, especially those who are challenged.
### Work Time (continued)

- Record on the Citing Books and Articles anchor chart:
  * “Works Cited” are listed in alphabetical order.

- Invite students to Think-Pair-Share:
  * “What is the difference in how articles and books are cited?”

- Listen for students to say that article titles are in quotation marks, whereas book titles are italicized.

- Point out that where the article was published is italicized and that when citing a book, you cite the place of publishing, the publisher, and the year of publishing in parentheses.

- Record on the Citing Books and Articles anchor chart:
  * Books: Author name, *title*—italicized (place of publishing: publisher, year).
  * Articles: Author name, “title,” *the title of the magazine/journal it was published in*—italicized, date, pages on which it was published.

- Tell students that in their essays, they are going to be using this anchor chart to cite the books and articles they use, so they need to make sure they collect page numbers as they gather evidence over the next couple of lessons.
B. Forming Evidence-Based Claims: Connecting the Idea of Fleeing and Finding Home with “Inside Out” (14 minutes)

- Remind students that in their end of unit essay, they will analyze how the meaning of the novel’s title, *Inside Out & Back Again*, relates to the universal refugee experience of fleeing and finding home and how this experience is revealed in Ha’s story.

- Tell students that in this lesson, they will focus on gathering evidence and forming claims related to two questions. Post the questions where everyone can see them:
  * “How do the lives of refugees turn ‘inside out’ as they flee and find home?”
  * “How do the lives of refugees turn ‘back again’ as they find a new home?”

- Remind the class that fleeing and finding home is a physical process in which refugees leave their country and move to a new one, whereas “inside out” and “back again” are more psychological and emotional processes that refugees go through as they leave everything they know behind and try to adapt to life in a new country.

- Tell students that today they will work to gather evidence to answer these two questions. This will support their writing of the two body paragraphs of their essay.

- Refer to the displayed first body paragraph of the model essay. Ask students to Think-Pair-Share:
  * “What is this first body paragraph of the model about? What are the main ideas the writer is trying to communicate?”
  * “What evidence has the writer used to support her claims?”

- Listen for: “The writer describes how refugees turn ‘inside out’ when they flee home and presents evidence from the novel to show how Ha’s mother turns ‘inside out.’”

- Explain to students that the essay they will be writing is similar to the first body paragraph of the model (just read at the beginning of the Work Time), but the model focuses only on turning “inside out.” Their essay will have one body paragraph about how refugees turn “inside out” and one body paragraph about how refugees turn “back again.”

- Tell students that they are going to use the evidence collected on the *Inside Out and Back Again anchor charts*, along with any other evidence from the informational texts and the novel that they think is relevant, to identify connections between pieces of evidence. This will help them make claims to answer the two questions, which will form the basis of the first and second body paragraphs of their essay.
**Work Time (continued)**

- Distribute one copy of the **Forming Evidence-Based Claims graphic organizer** to each student and display it using a **document camera**.
- Tell students that this organizer will help them connect the strongest pieces of evidence for each of their two body paragraphs.
- Invite them to pair up in their Numbered Heads groups: 1 and 4 together, and 2 and 3 together.
- Focus students on the Inside Out anchor chart. Tell them they will first think about evidence they have gathered from the informational texts. Ask pairs to Think-Pair-Share:
  - “Look at the evidence we have recorded from informational texts on the Inside Out anchor chart. What is the strongest evidence to explain how the lives of refugees turn ‘inside out’ when they flee and find home?”
  - “Is there any stronger evidence in any of the informational texts that hasn’t been recorded on the anchor chart?”
- Tell students that there isn’t a right or wrong answer here; it is up to them to choose, but they need to be able to justify why they think the detail they choose is the strongest example of refugees turning “inside out.”
- Invite a few volunteers to share out.
- Model how to begin completing the Forming Evidence-Based Claims graphic organizer. For example, students may choose this quote from the “Refugee Children in Canada” text: “Some have lost many members of their families and many have lost everything that was familiar to them.” Record this detail in the first Details box on the displayed recording form.
- Remind students that in their essay, they will cite where their evidence came from. Model this by recording the author and page number with the detail (Fantino and Colak 590). Then ask students to record the detail they selected, along with the author and page number. Explain that pairs do not have to record the same detail.
- Repeat this process, focusing on evidence from the novel about how Ha turned “inside out.” Ask pairs to Think-Pair-Share:
  - “Look at the details from the novel collected on the Inside Out anchor chart and on your structured notes. Which of Ha’s experiences relate to the detail you chose from the informational text?”
  - “Is there any stronger evidence in the novel that hasn’t been recorded in your structured notes or on the anchor chart?”

**Meeting Students’ Needs**

- **Distribute one copy of the Forming Evidence-Based Claims graphic organizer to each student and display it using a document camera.**
- **Tell students that this organizer will help them connect the strongest pieces of evidence for each of their two body paragraphs.**
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  - “Look at the details from the novel collected on the Inside Out anchor chart and on your structured notes. Which of Ha’s experiences relate to the detail you chose from the informational text?”
  - “Is there any stronger evidence in the novel that hasn’t been recorded in your structured notes or on the anchor chart?”
**Work Time (continued)**

- Remind students again that there aren’t right or wrong answers here. It is up to them to choose, but they need to be able to justify why they think the details they choose are the strongest evidence of Ha’s experiences to support the detail they have chosen from the informational texts.

- Again model briefly. For example, students may suggest these quotes from the novel: “Mostly I wish Father would appear in our doorway and make Mother’s lips curl upward, lifting them from a permanent frown of worries” and “Three pouches of papaya dried papaya Chewy Sugary Waxy Sticky Not the same at all. So mad, I throw all in the trash.” Record these details in the remaining two Details boxes on the displayed recording form.

- Remind students that in their essay, they will cite where the evidence they have chosen came from. Model this by recording (Lai 31) next to the first detail and (Lai 232) next to the second detail.

- Then ask students to record the details they selected from the novel, including the author and page number. Explain that pairs do not have to record the same details.

- Refocus students whole group. Focus them on the next row of the Forming Evidence-Based Claims graphic organizer. Tell them their next task is to look across the details and connect them.

- Invite students to Think-Pair-Share:
  * “Why did you choose the detail from the informational text? What is your thinking behind choosing this detail?”
  * “What about the two details from the novel? What is your thinking behind choosing those details?”
  * “How are all of the details you have collected on your organizer connected?”

- Model briefly. For example, thinking behind the details already recorded on the displayed recording form could be as follows:
  * Informational text detail: “This detail is about refugees mourning what they leave behind. I think mourning turns refugees ‘inside out’ because they hurt inside.”
  * Novel, first detail: “This detail tells us that Ha mourns the loss of her father, and I think this turns her ‘inside out’ because she hurts inside.”
  * Novel, second detail: “This detail tells that Ha mourns the loss of food from home, like papaya. I think this turns her ‘inside out’ because she hurts inside.”

- An example of the way all of those details are connected could read something like: “All of these details are about how refugees, and Ha as an example, mourn the loss of the things they leave behind.”

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**Meeting Students’ Needs**

- **Remind students again that there aren’t right or wrong answers here. It is up to them to choose, but they need to be able to justify why they think the details they choose are the strongest evidence of Ha’s experiences to support the detail they have chosen from the informational texts.**

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- **Invite students to Think-Pair-Share:**
  * “Why did you choose the detail from the informational text? What is your thinking behind choosing this detail?”
  * “What about the two details from the novel? What is your thinking behind choosing those details?”
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  * Novel, second detail: “This detail tells that Ha mourns the loss of food from home, like papaya. I think this turns her ‘inside out’ because she hurts inside.”

- **An example of the way all of those details are connected could read something like: “All of these details are about how refugees, and Ha as an example, mourn the loss of the things they leave behind.”**
### Work Time (continued)

- Ask students to record their thinking behind the details they have chosen in the same way. Explain that pairs do not have to record the same thinking.
- Focus the class on the final row of the Forming Evidence-Based Claims organizer: Claim. Invite students to Think-Pair-Share:
  * “Based on how your details are connected, what claim are you making about how the lives of refugees can turn ‘inside out’ when they flee and find home?”
- Model briefly. For example, a claim for the evidence recorded on the displayed recording form could be as follows:
  * “Refugees turn ‘inside out’ when they mourn the loss of the things they leave behind.”

### Meeting Students’ Needs

- For students who have trouble following multiple-step directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up the instructions for students to have in hand.
- Many students benefit from having the time available for this activity displayed via a timer or stopwatch.

### C. Forming Evidence-Based Claims: Connecting the Idea of Fleeing and Finding Home with “Back Again” (10 minutes)

- Invite Numbered Head 1 to pair up with 2, and 3 to pair up with 4.
- Tell students that they are going to repeat the same process they just did, but now using the evidence recorded on the Back Again anchor chart and any other evidence they want to include from the informational text and novel. Distribute a new Forming Evidence-Based Claims graphic organizer. Tell them they will use this to begin to form a claim for their second body paragraph.
- Focus on the second question: “How do the lives of refugees turn ‘back again’ when they find a new home?”
- Display and distribute the Directions for Forming Evidence-Based Claims. Remind students that they do not need to record the same details or claim as their partner. The partner discussion is to help them think through their ideas before writing them down.
- Circulate to provide support. Ask probing questions:
  * “What do you think is the strongest piece of evidence on the Back Again anchor chart to explain how the lives of refugees turn ‘back again’ when they find home?”
  * “Look at the details from the novel collected on the Back Again anchor chart. Which of Ha’s experiences support the detail you have chosen from the informational text?”
  * “Why did you choose this detail from the informational text? What is your thinking behind choosing it?”
### Work Time (continued)

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>* “What about the two details from the novel? What is your thinking behind choosing those?”</td>
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### Closing and Assessment

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<tbody>
<tr>
<td><strong>A. Preview Homework: Planning Your Essay Paragraphs 1 and 2—How to Plan (5 minutes)</strong></td>
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<tr>
<td>• Display and distribute the Planning Your Essay graphic organizer.</td>
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<tr>
<td>• Tell students that for homework, they will finish gathering details and forming a claim (from Work Time today). They will then start formally planning Body Paragraphs 1 and 2 using this new organizer.</td>
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<tr>
<td>• Tell students to ignore the Introductory Paragraph and Concluding Paragraph boxes for now (they will work on these in Lesson 16).</td>
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<tr>
<td>• Emphasize two key reminders:</td>
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<tr>
<td>* “Just jot simple notes; you do not need to write in full sentences.”</td>
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<tr>
<td>* “Cite your evidence on the planning form so you will have these citations when you write your essay.”</td>
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<tr>
<td>• As time permits, invite students to begin planning Body Paragraphs 1 and 2 using the Planning Your Essay graphic organizer.</td>
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### Homework

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<tbody>
<tr>
<td>• Complete your Forming Evidence-Based Claims graphic organizers if you did not do so in class.</td>
</tr>
<tr>
<td>• Complete the Planning Your Essay graphic organizer for Body Paragraphs 1 and 2. Remember to cite the author and page number for your evidence. Remember, for now you don’t need to plan the introductory or concluding paragraphs. You will do this in the next lesson.</td>
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# Forming Evidence-Based Claims

Name .................................. ⇒ Task .................................................................

## Finding Details

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<tr>
<th>Detail 1 (Reference:)</th>
<th>Detail 2 (Reference:)</th>
<th>Detail 3 (Reference:)</th>
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<tbody>
<tr>
<td>I find interesting details that are related and that stand out to me from reading the text closely.</td>
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## Connecting the Details

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<th>What I think about detail 3:</th>
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<td>I re-read and think about the details, and explain the connections I find among them.</td>
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## Making a Claim

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<td>I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.</td>
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From Odell Education. Used by permission.
# Forming Evidence-Based Claims

## Name .................  Task .................

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| How I connect the details: | |
|---------------------------| |

### Making a Claim

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</table>
1. Focus on the Back Again anchor chart and the informational texts studied so far.

2. With your partner, discuss the strongest pieces of evidence from an informational text that shows the lives of refugees turning “back again.”

3. Record a detail on your new Forming Evidence-Based Claims graphic organizer. Include the author’s last name and the page number where the detail can be found.

4. With your partner, discuss the strongest pieces of evidence from the novel that show how Ha’s life turns “back again” and relates to the detail you chose from an informational text.

5. Record those details on your Forming Evidence-Based Claims graphic organizer. Include the author’s name and the page number where the detail can be found.

6. Focus on the next row of the graphic organizer. With your partner, discuss how you think the details you have chosen connect.

7. Record this on your Forming Evidence-Based Claims graphic organizer.

8. With your partner, discuss a claim you can make using the connection between the details you have chosen.

9. Record your claim on your Forming Evidence-Based Claims graphic organizer.
Prompt: Analyze how the meaning of the novel’s title, *Inside Out & Back Again*, relates to the universal refugee experience of fleeing and finding home and how this experience is revealed in Ha’s story.

<table>
<thead>
<tr>
<th>Introductory Paragraph</th>
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<tbody>
<tr>
<td><strong>Part 1:</strong> What is the essay about? What point will you, the author, be making? What evidence will you be using? Why?</td>
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<tr>
<th><strong>Part 2:</strong> Who is Ha before she flees her home? Why do we need to know this to understand how she turns “inside out and back again”?</th>
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</table>
**Body Paragraph 1**

How do the lives of refugees turn “inside out” when they are forced to flee and find home? What claims are you making? What evidence are you using?
Body Paragraph 2

How do the lives of refugees turn “back again” when they find home? What claims are you making? What evidence are you using?
## Concluding Paragraph

What was your essay about? What are the main points you made? What is your final thought that you want to leave the reader with? Why?
Planning the Introductory and Concluding Paragraphs of the End of Unit Assessment Essay
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) |
| I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) |
| I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) |
| With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5) |

### Supporting Learning Targets

- I can plan effective introductory and concluding paragraphs for my analytical essay.
- I can cite where I found my evidence.

### Ongoing Assessment

- Forming Evidence-Based Claims graphic organizer (with a claim to answer the question: “Who is Ha before she flees home?”)
- Planning Your Essay graphic organizer (homework for Lessons 15 and 16)
### Agenda

<table>
<thead>
<tr>
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<th>Teaching Notes</th>
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</thead>
</table>
| 1. Opening | - In this lesson, students plan the introductory and concluding paragraphs of their end of unit assessment analytical essay.  
- The introductory paragraph has two components. First, students introduce their central claim (thesis statement). They then provide brief background to describe Ha’s character before she had to flee Vietnam. This context is important so students can then, in the body paragraphs of their essay, explain how Ha’s experience is a specific example of the universal refugee experience of being turned “inside out” and then “back again.”  
- To help students plan their introductory paragraph, they again use the Forming Evidence-Based Claims graphic organizer to gather and connect details about who Ha is before she flees her home.  
- Students have taken copious notes on Ha’s character throughout the module and should also refer to their Who Is Ha? anchor charts (used primarily in Unit 1). Continue to reinforce the concept of Ha as a dynamic character: It is important to establish who she was before fleeing so we can then describe how she has changed.  
- This lesson, which focuses on the introduction and conclusion, includes important new learning for students. Up until this point, they have primarily been writing strong analytical paragraphs (QuickWrites), which are more similar to the two body paragraphs they will write in this extended essay.  
- This is the final lesson during which students will gather evidence and plan their essay. In Lesson 17, they will draft the essay. Encourage students to take home their three Forming Evidence-Based Claims graphic organizers and their Planning My Essay graphic organizer to review and revise for homework.  
|   |   |
| 2. Work Time |   |
|   |   |
| A. Forming an Evidence-Based Claim: “Who Is Ha before She Has to Flee Her Home?” (10 minutes) |   |
| B. Planning the Introductory Paragraph (10 minutes) |   |
| C. Planning the Concluding Paragraph (10 minutes) |   |
| 3. Closing and Assessment |   |
| A. Peer Critique of Plans for Introductory and Concluding Paragraphs (8 minutes) |   |
| 4. Homework |   |
| A. Complete, review, and revise your Planning Your Essay graphic organizer in preparation for writing your essay in the next lesson. Make sure your plans are at the stage that you can use them as a basis for your writing. |   |
Lesson Vocabulary

- introductory, introduction, concluding, conclusion, thesis, cite

Materials

- Document camera
- Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (from Lesson 8; one to display)
- Who Is Ha? small group anchor charts (begun in Unit 1, Lesson 4; students added to this chart throughout Unit 1 in their small groups)
- Forming Evidence-Based Claims graphic organizer (one new blank one the same as from Lesson 15, plus one for display)
- Citing Books and Articles anchor chart (from Lesson 15; one per student and one to display)
- Directions for Forming Evidence-Based Claims: Who Is Ha before She Is Forced to Flee Vietnam? (one per student)
- Planning Your Essay graphic organizer (begun for homework in Lesson 15)
- Inside Out & Back Again (book; one per student)
- NYS Grade 6-8 Expository Writing Evaluation Rubric (from Lesson 11)

Opening

**A. Sharing Homework and Unpacking Learning Targets (7 minutes)**

- Invite Numbered Head 1 to pair up with number 2, and number 3 to pair up with number 4.
- Give students 4 minutes to share with their partner the planning they did for Body Paragraphs 1 and 2 of their essay.
- Circulate to check that all students completed the homework and have now completed their planning of Body Paragraphs 1 and 2.
- Focus students on the posted learning targets. Invite several volunteers to read each target aloud:
  * “I write a successful introductory and concluding paragraph.”
  * “I can cite where I found my evidence.”
- Ask students to Think-Pair-Share:
  * “What is an introductory paragraph?”
  * “Where do you find the introduction in a piece of writing?”
  * “What does the introduction do?”

Meeting Students’ Needs

- 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.
- Discussing and clarifying the language of learning targets helps build academic vocabulary.
### Planning the Introductory and Concluding Paragraphs of the End of Unit Assessment Essay

#### Opening (continued)

- Listen for students to say that the introduction is at the beginning of a piece of writing and introduces what the writer is going to be discussing. It gives the reader an idea of what to expect.
- Ask students to Think-Pair-Share:
  * “What is a *concluding* paragraph?”
  * “Where do you find the *conclusion* in a piece of writing?”
  * “What does the conclusion do?”
- Listen for students to say that the conclusion is at the end of a piece of writing and restates the point the author is trying to make, summarizes the main points, and leaves the reader with a final thought.
- Point out that the second target is repeated from Lesson 15. Review, asking students to Think-Pair-Share:
  * “What does *cite* mean?”
  * “Why do you need to cite where you found evidence?”
  * “How do you cite evidence?”
- Listen for students to say that *cite* means to list where they found the evidence so that they can support their claims and make them stronger. First you list the author’s last name, then the page number.

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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</table>
## Work Time

### A. Forming an Evidence-Based Claim: “Who Is Ha before She Has to Flee Her Home?” (10 minutes)

- Using a **document camera**, display the **Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’”** and read the introductory paragraph aloud as students follow along silently.

- Invite students to Think-Pair-Share:
  - “So what is the introduction about? What does it tell you? Why?”

- Listen for students to explain that it tells them what the essay is about and who Ha’s mother is before she has to flee Vietnam. This helps make it clear that she turns “inside out” as a result of having to flee and find home.

- Remind students that for homework in Lessons 12 through 14, they began to locate the strongest evidence at the beginning of the novel to answer the question: “Who is Ha before she is forced to flee Vietnam?” Ask students to Think-Pair-Share:
  - “Why were you doing this? How is this relevant to the content of our essay?”

- Listen for: “To describe how Ha, as an example of a refugee, turns ‘inside out’ and ‘back again,’ we first need to describe who she was before.”

- Draw students’ attention to the **Who Is Ha? small group anchor charts** around the room.

- Distribute a new **Forming Evidence-Based Claims** graphic organizer. Remind students that they used this same organizer in the previous lesson to make claims for Body Paragraphs 1 and 2. Today, they will use the same process to form an evidence-based claim to answer the question: “Who is Ha before she has to flee Vietnam?” This will become part of the introductory paragraph of their essay.

- Refer to the **Citing Books and Articles anchor chart** to remind students to cite their sources.

- Pair up Numbered Heads 1 with 4 and 2 with 3 to work on making a claim to answer the question.

- Post and distribute **Directions for Forming Evidence-Based Claims: Who is Ha before she is Forced to Flee Vietnam?** Ask students to begin.

- Circulate to provide support. Ask probing questions to guide students through the rows of the Forming Evidence-Based Claims graphic organizer:
  - “What are the three strongest pieces of evidence that explain who Ha is before she flees her home?”
  - “Why did you choose those details?”

## Meeting Students’ Needs

- Providing models of expected work supports all learners, especially those who are challenged.

- Graphic organizers engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.

- When reviewing graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.

- For students who have trouble with following multiple-step directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up the instructions for students to have in hand.
Work Time (continued)

* “Where did you find those details?”
* “How are all of the details you have collected on your organizer connected?”
* “Based on how your details are connected, what claim are you making about who Ha is before she has to flee her country?”

B. Planning the Introductory Paragraph (10 minutes)

- Be sure students have their novel Inside Out & Back Again. Pair up odd-numbered and even-numbered heads.
- Invite students to refer to the first row of the NYS Grade 6-8 Expository Writing Evaluation Rubric and remind them of the section about introductory paragraphs: “Clearly introduce a topic in a manner that follows from the task and purpose.”
- Invite students to Think-Pair-Share:
  * “So now that you have read the introductory paragraph of the model and the row of the rubric about introductions, what do you think makes the introduction of an essay effective?”
- List student ideas on the board. Ensure that they include:
  * Outlines what the essay will be about—gives a clear purpose
  * Outlines the main point you are trying to make, and why you are making that point
  * Outlines the evidence you will be using
- Tell students that they will now begin to plan their own introductory paragraph. Focus the class on the Planning Your Essay graphic organizer (from Lesson 15). Point out the questions that students can use to help them build their central claim or thesis in the Introductory Paragraph box.
  * “What is the essay about?”
  * “What point will you, the author, be making?”
  * “What evidence will you be using? Why?”
- Explain that the thesis statement tells the reader what the essay will be about, what point you will be making, and the evidence you will be using to support your claims.
- Ask students to think about the three claims they have made so far:
  * Who Ha is before she flees her home
  * How refugees turn “inside out”
### Work Time (continued)

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>* How refugees turn “back again” as they flee and find home</td>
</tr>
<tr>
<td>* “What point are you going to make in your essay with these claims?”</td>
</tr>
<tr>
<td>• Give students 2 minutes to think and discuss ideas with their partner.</td>
</tr>
<tr>
<td>• Refocus students on the Planning Your Essay graphic organizer, specifically the Introductory Paragraph, Part 1 box. Ask students to record their thinking there. Remind them that this is just a planning organizer, so they don’t need to write in full sentences. But their plans should be clear enough for them to follow to write their essay.</td>
</tr>
<tr>
<td>• Circulate to identify anyone who may need additional support refining their thesis statement. Ask probing questions:</td>
</tr>
<tr>
<td>* “What point will you, the author, be making?”</td>
</tr>
<tr>
<td>• Ask students to look at the questions next to Part 2 of the Introductory Paragraph box on their Planning Your Essay graphic organizer. Invite them to read along with you:</td>
</tr>
<tr>
<td>* “Who is Ha before she flees her home?”</td>
</tr>
<tr>
<td>* “Why do we need to know this to understand how she turns ‘inside out and back again’?”</td>
</tr>
<tr>
<td>• Tell students to use the following resources to finish planning their introductory paragraph on their Planning Your Essay graphic organizer:</td>
</tr>
<tr>
<td>– The model essay</td>
</tr>
<tr>
<td>– The criteria (listed on the board)</td>
</tr>
<tr>
<td>– The Forming Evidence-Based Claims graphic organizer about “Who is Ha?”</td>
</tr>
<tr>
<td>• Remind students that this is just a planning organizer, so they don’t need to write in full sentences, but their plans should be clear enough for them to follow to write their essay.</td>
</tr>
<tr>
<td>• Refer to the Citing Books and Articles anchor chart to remind students to cite their evidence on their planning graphic organizer so that they have everything they need when they begin to write.</td>
</tr>
<tr>
<td>• Circulate while students plan to offer guidance.</td>
</tr>
<tr>
<td>• Some students may not finish in the time allotted; remind them that they can keep working on their plans for homework.</td>
</tr>
</tbody>
</table>
### Work Time (continued)

#### C. Planning the Concluding Paragraph (10 minutes)

- Display the model essay, “How Ha’s Mother Is Turned ‘Inside Out,’” again. Read aloud the concluding paragraph as students follow along silently.

- Invite students to Think-Pair-Share:
  * “What makes this conclusion effective?”

- Record students’ ideas on the board. These should include:
  - Conclusion should tie everything together
  - Conclusion should restate the thesis statement
  - Conclusion should review the main points that have been made
  - Conclusion should remind the reader of what you have outlined in your writing
  - The final sentence should be like a final thought.

- Tell students to use the criteria listed on the board and the model essay to plan their essay’s concluding paragraph on the Planning Your Essay graphic organizer. Remind them again that this is just a planning organizer, so they don’t need to write in full sentences.

- Circulate to offer guidance while the class writes. Ask probing questions:
  * “What was your thesis statement?”
  * “What are the main points you made throughout the essay?”
  * “What is your final thought that you want to leave the reader with? Why?”

- If students finish planning their concluding paragraphs, invite them to do the following:
  - Review and revise the Planning My Essay graphic organizer.
  - Reread the model to see what else they notice that might help them draft their essays in the next lesson.

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### Meeting Students’ Needs

- Many students benefit from having the time available for this activity displayed via a timer or stopwatch.
### Closing and Assessment

#### A. Peer Critique of Plans for Introductory and Concluding Paragraphs (8 minutes)
- Invite Numbered Heads to pair up—odd numbers and even numbers—to peer-critique their plans for the introductory and concluding paragraphs.
- Follow these directions for the peer critique:
  1. Decide who will go first.
  2. Partner A, take two minutes to talk Partner B through your plan for your essay.
  3. Partner B, tell Partner A one “star” (positive thing) about his or her plan.
  4. Partner B, ask Partner A one question that will help Partner A think more deeply about one aspect of his or her plan in order to improve it. Examples could include:
      - “So which evidence are you using in your essay to support your claims?”
      - “Why are you using that evidence?”
      - “What is your final thought?”
      - “Why have you chosen that final thought?”
  5. Partner A, write down one step you will take for homework to improve your plan.
  6. Trade roles and repeat.

### Meeting Students’ Needs
- Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of the learning target.

### Homework
- Complete, review, and revise your Planning My Essay graphic organizer in preparation for writing your essay in the next lesson. Make sure your plans are at the stage that you can use them as a basis for your writing.
Forming Evidence-Based Claims

Name ........................................ Task ......................................................

**FINDING DETAILS**

I find interesting details that are related and that stand out to me from reading the text closely.

Detail 1 (Reference: )  Detail 2 (Reference: )  Detail 3 (Reference: )

**CONNECTING THE DETAILS**

I re-read and think about the details, and explain the connections I find among them.

What I think about detail 1:  What I think about detail 2:  What I think about detail 3:

How I connect the details:

**MAKING A CLAIM**

I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.

My claim about the text:
1. Focus on the Who Is Ha? anchor chart and your structured notes.

2. With your partner, discuss the strongest pieces of evidence that show who Ha is before she is forced to flee Vietnam.

3. Record those details on your Forming Evidence-Based Claims graphic organizer. Include the author’s name and the page number where the detail can be found.

4. Focus on the next row of the graphic organizer. With your partner, discuss how you think the details you have chosen connect.

5. Record this on your Forming Evidence-Based Claims graphic organizer.

6. With your partner, discuss a claim you can make using the connection between the details you have chosen.

7. Record your claim on your Forming Evidence-Based Claims graphic organizer.
Grade 8: Module 1: Unit 2: Lesson 17
End of Unit 2 Assessment, Part One: First Draft of Analysis Essay
End of Unit 2 Assessment, Part One: First Draft of Analysis Essay

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

I can cite text-based evidence that promotes the strongest support for my analysis of literary text. (RL.8.1)
I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)
I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.8.6a)
I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.8.11)
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)
I can produce clear and coherent writing that is appropriate to task, purpose, and audience (W.8.4)
I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9)

Supporting Learning Targets

- I can write an essay explaining the universal refugee experience of turning ‘inside out’ and ‘back again.’
- I can cite the strongest evidence from informational texts to support my claims about how refugees turn “inside out” and “back again.”
- I can cite the strongest evidence from the novel Inside Out & Back Again to support my claims about who Ha is before she flees, and how she is turned “inside out” and “back again.”
- I can cite where I found my evidence.

Ongoing Assessment

- End of Unit 2 Assessment, Part 1: First Draft of Analytical Essay
<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
</table>
| 1. Opening  
   A. Unpacking Learning Targets (3 minutes) | • In this lesson, students pull together all of their graphic organizers and planning notes and draft their essay. |
| 2. Work Time  
   A. Drafting the Essay (25 minutes)  
   B. Analyzing NYS Expository Writing Evaluation Rubric Row 3 and Self-Assessing Draft Essay (12 minutes) | • Be sure students have all their materials from previous lessons: their novel, informational texts, structured notes, completed Forming Evidence-Based Claims graphic organizers, etc. Have on hand a few clean copies of the two articles (“Refugees: Who, Where, Why” and “Refugee Children in Canada”). |
| 3. Closing and Assessment  
   A. Exit Ticket: Selecting a Refugee Experience for Further Research (5 minutes) | • If technology is available, provide computers for students to word-process their essays. |
| 4. Homework  
   A. Continue reading in your independent reading book for this unit at home. | • Emphasize to students that their work today is a draft. They will receive teacher feedback and then will have time in Lesson 20 to revise their essay. |
<p>|  | • At the end of this lesson, students choose which research team they would like to be on for their short research project on refugees from three specific times and places in history: Kurdistan, Bosnia, and Afghanistan (which begins in Lesson 18). |
|  | • Post: Learning targets, anchor charts (Who Is Ha? small group anchor charts; Inside Out anchor chart; Back Again anchor chart) |</p>
<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>coherence/incoherence, style, complex ideas, concepts, precise, appropriate/inappropriate, transitions, unified, enhance, exhibit, predominantly</td>
<td>• End of Unit 2 assessment prompt (introduced in Lesson 8; included again here one per student and one for display)</td>
</tr>
<tr>
<td></td>
<td>• Inside Out &amp; Back Again (book; one per student)</td>
</tr>
<tr>
<td></td>
<td>• Model essay: “How Ha’s Mother is Turned ‘Inside Out’” (from Lesson 8)</td>
</tr>
<tr>
<td></td>
<td>• NYS Grade 6-8 Expository Writing Evaluation Rubric (from Lesson 11)</td>
</tr>
<tr>
<td></td>
<td>• “Refugees: Who, Where, Why” (from Lesson 4)</td>
</tr>
<tr>
<td></td>
<td>• “Refugee Children in Canada” (from Lesson 9)</td>
</tr>
<tr>
<td></td>
<td>• Who Is Ha? small group anchor charts (begun in Unit 1, Lesson 4)</td>
</tr>
<tr>
<td></td>
<td>• Inside Out anchor chart and Back Again anchor chart (begun in Lesson 8)</td>
</tr>
<tr>
<td></td>
<td>• Citing Books and Articles anchor chart (from Lesson 15)</td>
</tr>
<tr>
<td></td>
<td>• Writer’s Glossary for Row 3 of the NYS Writing Rubric (one per student and one to display)</td>
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<tr>
<td></td>
<td>• NYS Expository Writing Evaluation Rubric: Row 3—Conclusion (one per student and one for display)</td>
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<td></td>
<td>• Document camera</td>
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<tr>
<td></td>
<td>• Half sheet of paper for exit ticket (one per student)</td>
</tr>
</tbody>
</table>
**Opening**

### A. Unpacking Learning Targets (3 minutes)
- Invite the class to read the learning targets with you:
  - “I can write an essay explaining the universal refugee experience of turning ‘inside out’ and ‘back again.’”
  - “I can cite the strongest evidence from informational texts to support my claims about how refugees turn ‘inside out’ and ‘back again.’”
  - “I can cite the strongest evidence from the novel *Inside Out & Back Again* to support my claims about who Ha is before she flees, and how she is turned ‘inside out’ and ‘back again.’”
  - “I can cite where I found my evidence.”
- Invite students to Think-Pair-Share:
  - “How do today’s targets help you know what specifically you will need to focus on as you draft your essay?”
- Listen for students to explain that their essay needs to include the strongest evidence from both informational and literary texts to support their claims.

### Meeting Students’ Needs
- 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.
- Discussing and clarifying the language of learning targets helps build academic vocabulary.
## Work Time

### A. Drafting the Essay (25 minutes)
- Display the *End of Unit 2 assessment prompt (introduced in Lesson 8)*. Tell students that they have had a lot of time over the past few lessons to think, talk, and take notes about what they want to write. Today their job is to do their best full draft on their own.
- Emphasize to students that they have already gathered their evidence and planned their four paragraphs. Today is about pulling the information together in clear and coherent paragraphs. They will then get feedback from you and have a chance to revise in a few days.
- Ask students to get their planning materials out:
  - *Inside Out & Back Again*
  - Planning Your Essay graphic organizer (completed)
  - Three Forming Evidence-Based Claims graphic organizers (completed in Lessons 15 and 16)
  - Structured notes
  - *Model essay*
  - *NYS Grade 6-8 Expository Writing Evaluation Rubric*
  - “Refugees: Who, Where, Why”
  - “Refugee Children in Canada”
- Draw students’ attention to the anchor charts posted around the room.
  - *Who Is Ha? small group anchor charts*
  - *Inside Out anchor chart*
  - *Back Again anchor chart*
- Explain that the anchor charts are also resources that they can use to help draft their essays. Refer to the *Citing Books and Articles anchor chart* to remind students to cite sources in their essay correctly and to create a Works Cited list at the end of their essay.
- Let students know that they should raise their hand if they have questions, but otherwise set the expectation that this drafting should be done individually.
**Work Time (continued)**

- Ask students to begin. As the class works, circulate around the room to observe how well students are using their planning resources for their drafting. Guide them toward using their resources as needed.
- If students finish early, encourage them to reread their essay in a whisper voice to check for the overall flow.

**B. Analyzing NYS Expository Writing Evaluation Rubric Row 3 and Self-Assessing Draft Essay (12 minutes)**

- Ask students to get out their copy of the NYS Grade 6–8 Expository Writing Evaluation Rubric. Tell them that they will be looking at the rubric criteria for coherence and organization, Row 3, in order to self-assess parts of their draft essays.
- Remind them of the routine they built in previous lessons: Ask them to read through this row and circle any words they do not know.
- Distribute the **Writer’s Glossary for Row 3 of the NYS Grade 6–8 Expository Writing Evaluation Rubric** and compare the words they circled with the ones that are on the dictionary page: *coherence/incoherence, style, complex ideas, concepts, precise, appropriate/inappropriate, transitions, unified, enhance, exhibit, predominantly*. The glossary page should already have a simple definition for each of the words.
- Have a student volunteer read the words and definitions that are on the dictionary page. Explain a word further if necessary. Be sure to point out the words that are matched with their opposite, i.e., *coherence/incoherence, appropriate/inappropriate*.
- If students have other words they questioned, ask them to add those to their list and share with the class. See if they can tell what the words mean; if not, give a simple definition.
- Distribute and display the **NYS Writing Rubric: Row 3—Conclusion** using the document camera. Ask students to focus on this third section of Row 3 of the rubric: “Provide a concluding statement or section that follows from the topic and information presented.”
- Ask students to self-assess their conclusion against this part of the rubric. Invite them to highlight on the rubric where they think the conclusion of their draft essay fits and to justify why on the lines underneath by citing evidence from their essay.
Closing and Assessment

A. Exit Ticket: Selecting a Refugee Experience for Further Research (5 minutes)

- Tell students that in the next lesson, they will begin a short research project about real refugees from several different countries to find out more about life for refugees. Build excitement by explaining that in the next unit, students will have the chance to be creative by using their research to write some “inside out” and “back again” poems similar to those by Ha in the novel.

- Distribute half sheets of paper to students. Ask them to indicate their first and second choice:
  - “Out of the refugee experiences we have learned about, identify which one you would like to learn more about and write why.” The list includes Kurdish refugee, Bosnian refugee, or Afghani refugee.

- Collect students’ exit tickets.

Meeting Students’ Needs

Homework

- Continue reading in your independent reading book for this unit at home.

Note: Before Lesson 20, review students’ draft essays and provide specific feedback. Focus feedback on strengths and next steps related to the top two rows of the NYS rubric. In Lesson 20, students have time to revise their essays. Lesson 18 and 19 involve research toward the Final Performance Task. Review students’ exit tickets to form Research Teams (heterogeneous groups of three to four students). Begin to prepare the research texts (see Lesson 18 Supporting Materials for this list of research texts).
Consider the meaning of the novel’s title, *Inside Out & Back Again*. How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Ha’s experience a specific example of this universal experience?
Words from NEW YORK STATE GRADE 6-8
EXPOSITORY WRITING EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Row number</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>coherence (opposite: incoherence)</td>
<td>3</td>
<td>when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way Opposite: when something is hard to understand or does not make sense</td>
</tr>
<tr>
<td>style</td>
<td>3</td>
<td>a particular way of doing, designing, or producing something</td>
</tr>
<tr>
<td>complex ideas</td>
<td>3</td>
<td>consisting of many different parts</td>
</tr>
<tr>
<td>concepts</td>
<td>3</td>
<td>an idea of how something is, or how something should be done</td>
</tr>
<tr>
<td>precise</td>
<td>3</td>
<td>precise information, details etc are exact, clear, and correct</td>
</tr>
<tr>
<td>appropriate (opposite: inappropriate)</td>
<td>3</td>
<td>correct or suitable for a particular time, situation, or purpose Opposite:</td>
</tr>
<tr>
<td>transitions</td>
<td>3</td>
<td>words or phrases that help a writer connect one idea to another so a reader can follow the writer’s thinking</td>
</tr>
<tr>
<td>unified</td>
<td>3</td>
<td>when things are connected, joined</td>
</tr>
<tr>
<td>enhance</td>
<td>3</td>
<td>to improve something</td>
</tr>
<tr>
<td>exhibit</td>
<td>3</td>
<td>to clearly show a particular quality, emotion, or ability</td>
</tr>
<tr>
<td>Word/Phrase</td>
<td>Row number</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>predominantly</td>
<td>3</td>
<td>mostly or mainly</td>
</tr>
<tr>
<td>Other new words you encountered:</td>
<td></td>
<td></td>
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</table>
### COHERENCE, ORGANIZATION, AND STYLE:

<table>
<thead>
<tr>
<th>Level</th>
<th>Essays at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</td>
</tr>
<tr>
<td>3</td>
<td>provide a concluding statement or section that follows from the topic and information presented</td>
</tr>
<tr>
<td>2</td>
<td>provide a concluding statement or section that follows generally from the topic and information presented</td>
</tr>
<tr>
<td>1</td>
<td>provide a concluding statement or section that is illogical or unrelated to the topic and information presented</td>
</tr>
<tr>
<td>0</td>
<td>do not provide a concluding statement or section</td>
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</tbody>
</table>

Justify your score using evidence from your essay:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Introducing Final Performance Task and Analyzing Statistics

### 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

<table>
<thead>
<tr>
<th>Ongoing Assessment</th>
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<tr>
<td>Specific Factual Details tickets</td>
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<tr>
<td>Chalk Talk participation and discussion</td>
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</tbody>
</table>

- 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.
<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
</table>
| 1. Opening  
A. Unpacking Learning Targets (2 minutes)  
B. Introducing the Performance Task Prompt (8 minutes) | • 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. |
| 2. Work Time  
A. Identifying Specific Factual Details in Poems from *Inside Out & Back Again* (10 minutes)  
B. Statistics Chalk Talk (20 minutes) | • 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. |
| 3. Closing and Assessment  
A. Chalk Talk Gallery Walk (5 minutes) | • 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. |
| 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. | • 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. |
Introducing Final Performance Task and Analyzing Statistics

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
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</table>
| specific, statistics; vast, uprising, resettling | - Inside Out & Back Again (book; one per student)  
- Student-Friendly Performance Task Prompt (one per student)  
- Specific Factual Details Task 1 (for half of the students)  
- Specific Factual Details Task 2 (for half of the students)  
- List of research teams (see Teaching Note above)  
- Chalk Talk Statistics (one per student)  
- Prefixes note-catcher (begun in Lesson 3)  
- Chart paper (one piece per research team)  
- Chalk Talk Statistics Guidelines (one per student)  
- Markers (one per student)  
- Research Guide (one per student) |
### Opening

**A. Unpacking Learning Targets (2 minutes)**

- Tell students that in this lesson, they will learn more about a short research project they will do in preparation for Unit 3.
- Ask a volunteer to read aloud the first learning target:
  
  * “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.’”

- Invite students to Think-Pair-Share:
  
  * “What does specific mean?”

- Listen for students to explain that *specific* means “particular,” or based on the historical context Thanhha Lai was writing about.
- Ask another volunteer to read aloud the second target:
  
  * “I can analyze statistics about refugee experiences around the world in order to notice patterns.”

- Ask students to Think-Pair-Share:
  
  * “What are statistics?”

- Listen for students to explain that statistics are numerical representations of facts and data.
- 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 *universal* 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.

### Meeting Students’ Needs

- 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 Performance Task Prompt (8 minutes)

- Display and distribute the Student-Friendly Performance Task Prompt. Focus students on Part 1. Read it aloud, as students read silently in their heads.
- 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.
- Ask students to Think-Pair-Share:
  * “According to the prompt, what type of information will you need to gather within your research teams?”
- Listen for students to explain that they need to collect information about why refugees have to flee their homes and settle somewhere else.
- 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.
- Invite students to Think-Pair-Share to briefly review:
  * “What do you notice?”
  * “What do you wonder?”
  * “How is the ‘Inside Out’ poem different from the ‘Back Again’ poem?”
  * “What does turning ‘inside out’ mean? When do refugees turn ‘inside out’?”
  * “What does ‘back again’ mean? When do refugees turn ‘back again’?”
- 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.
- 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.
A. Identifying Specific Factual Details in Poems from Inside Out & Back Again (10 minutes)

- Be sure students have their novels *Inside Out & Back Again*. 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.

- Ask students to get into Numbered Heads groups. Partner up 1 with 2 and 3 with 4. For each pair, distribute **Specific Factual Details Task 1** to one student and **Specific Factual Details Task 2** to the other student.

  - **Specific Factual Details Task 1**: 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?

  - **Specific Factual Details Task 2**: 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?

- Give students 3 to 4 minutes to do their task individually.

- Then ask students to do the following:
  1. Share with your partner the specific factual details about Vietnam at the time the novel is set that you found in your poem.
  2. Think, then discuss with your partner:

     - “Why were those specific factual details used in the poem? What is the purpose of those details for the reader?”

- 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.

- 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.

- Meeting Students’ Needs

  - 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.
### Work Time (continued)

#### B. Statistics Chalk Talk (20 minutes)
- Announce and post the list of research teams. 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.
- 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.
- Display and distribute the Chalk Talk Statistics. 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.”
- Read the statistics aloud as students follow along in their heads.
- Distribute a piece of chart paper to each research team, the Chalk Talk Statistics Guidelines and markers. Read through the protocol as students follow along silently in their heads:
  * 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.
- Write the question for the Chalk Talk discussion on the board:
  * “What do these statistics tell you about refugees?”
- Invite research teams to begin their Chalk Talk. Give teams 10 minutes to work. Circulate to remind students of and reinforce the guidelines.
- After about 10 minutes, refocus the group. Ask students to discuss in their research team:
  * “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 vast mean?”
- Underline the word vast 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.
- Listen for students to explain that in this context, vast means “a large number.” Students should be able to figure out the meaning of this word from the context.

### Meeting Students’ Needs
- Use of protocols (like Chalk Talk) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge.
- Reviewing academic vocabulary words benefits all students developing academic language. Consider allowing students to grapple with a complex text before explicit teaching of vocabulary.
- Encourage students to use word attack strategies: prefixes, root words, suffixes, cognates, and context.
**Work Time (continued)**

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>Focus on the statistic about Hungary. Ask students to discuss in their research teams:</td>
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<tr>
<td>* “In the statistic ‘1956 Uprisings in Hungary force more than 200,000 people to become refugees,’ what does the □ term uprising mean?”</td>
</tr>
<tr>
<td>* “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?”</td>
</tr>
<tr>
<td>Underline the word uprising on the displayed text and invite students to do the same.</td>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>Invite students to record the word uprising on their Prefixes note-catcher.</td>
</tr>
<tr>
<td>Focus on the statistic about Canada’s role. Invite students to discuss in their research teams:</td>
</tr>
<tr>
<td>* “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?”</td>
</tr>
<tr>
<td>* “What does the word resettled imply about Canada’s role as a host country?”</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Invite students to record the word resettled on their Prefixes Note-catcher.</td>
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</tbody>
</table>
**A. Chalk Talk Gallery Walk (5 minutes)**

- Invite students to circulate to read the Chalk Talks from other research teams.
- Select volunteers to share their answers to the question with the whole group:
  * “What do these statistics tell you about refugees?”
- 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.
- Distribute the **Research Guide**. 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.

**Homework**

- Spend time familiarizing yourself with the Research Guide. Consider what details you are going to be looking for when researching in informational texts.
- Continue reading in your independent reading book for this unit at home.

*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).*
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.
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?
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?
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.

<table>
<thead>
<tr>
<th>Strongest Evidence from Sources</th>
<th>Source Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is your refugee? <em>(include information about distinguishing categories; for example, race, nationality, religion, political affiliation)</em></td>
<td>Article title, author, and page #</td>
</tr>
<tr>
<td>Where is your refugee from? <em>Where did he or she flee to? (include information about both places and time period)</em></td>
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<tr>
<td>Why did your refugee flee? <em>(include information to support why people fled the country; for example, war or natural disaster, religious reasons—include specific information on a historical event)</em></td>
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Grade 8: Module 1: Unit 2: Lesson 19
Launching Researching: Reading for Gist and Gathering Evidence Using the Research Guide
**Launching Researching:**
Reading for Gist and Gathering Evidence Using the Research Guide

### 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

| • 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 |

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**NYS Common Core ELA Curriculum • G8:M1:U2:L19 • June 2014 • 1**
## Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
<th>Teaching Notes</th>
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<tbody>
<tr>
<td>A. Unpacking Learning Targets (2 minutes)</td>
<td>• 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.</td>
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<tr>
<td>B. Introducing the Research Guide (5 minutes)</td>
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<th>2. Work Time</th>
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<tr>
<td>A. Reading All Research Texts for Gist (15 minutes)</td>
<td>• 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).</td>
</tr>
<tr>
<td>B. Rereading One Research Text to Identify “Who? Where? Why?” Details (8 minutes)</td>
<td>• 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.</td>
</tr>
<tr>
<td>C. Gathering Evidence on Research Guides (10 minutes)</td>
<td>• 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.</td>
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<th>3. Closing and Assessment</th>
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<tr>
<td>A. Sharing Evidence (5 minutes)</td>
<td>• Students then reread and use a color-coding system to underline evidence answering the “Who?” “Where?” “Why?” questions on the Research Guide.</td>
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<tr>
<th>4. Homework</th>
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<tr>
<td>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.</td>
<td>• 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.</td>
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<td>• Help students choose text that will challenge them at the appropriate level. Students also may partner read.</td>
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<td>• In advance: Select one text from a research folder to model underlining evidence. See Work Time B for more information.</td>
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<td></td>
<td>• Post: Learning targets, list of research teams (from Lesson 18).</td>
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Opening

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.

Meeting Students’ Needs
- 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.
### Opening (continued)

**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, as they did when writing their analysis essay.

### Work Time

**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 Team 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.

### Meeting Students’ Needs

- 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.
### Work Time (continued)

#### 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.
- 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.

#### 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.

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</td>
</tr>
</tbody>
</table>
## Closing and Assessment

### 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

- 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.
**Articles for Research Folders**
(for Teacher Reference)

**Directions:**
Before Lesson 19, prepare folders for each research team with enough of each text and the glossary for one per team member.

**Kurdish Refugees Research Folder:**

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**Glossary for Kurdish Refugees Research Folder**

<table>
<thead>
<tr>
<th>Article: “People without a Land”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>solemnly</strong></td>
</tr>
<tr>
<td><strong>allies</strong></td>
</tr>
<tr>
<td><strong>treaty</strong></td>
</tr>
<tr>
<td><strong>agitated</strong></td>
</tr>
<tr>
<td><strong>genocide</strong></td>
</tr>
<tr>
<td><strong>covert</strong></td>
</tr>
</tbody>
</table>
### Article: “Meet the Kurds”

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>dynasty</td>
<td>a series of rulers from the same family</td>
</tr>
<tr>
<td>flourish</td>
<td>to do well; prosper</td>
</tr>
<tr>
<td>precipitation</td>
<td>moisture, rainfall</td>
</tr>
</tbody>
</table>
Bosnian Refugees Research Folder:

Glossary for Bosnian Refugees Research Folder

<table>
<thead>
<tr>
<th>Article: “People without a Land”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>siege</strong></td>
</tr>
<tr>
<td><strong>atrocities</strong></td>
</tr>
<tr>
<td><strong>allied</strong></td>
</tr>
<tr>
<td><strong>per capita GDP</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Article: “Welcome to Sarajevo”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>uninhabitable</strong></td>
</tr>
<tr>
<td><strong>desolation</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Article: “Peace Patrol: U.S. Troops Will Stay at Least Another Year in Tense Bosnia”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>treaty</strong></td>
</tr>
</tbody>
</table>
### Article: “Hard Times in Sarajevo: Cold Weather Comes Early to Bosnia’s War-Torn Capital, Bringing More Hardship, Death”

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>persecute</td>
<td>harass or annoy based on someone’s race or religious beliefs</td>
</tr>
<tr>
<td>alliance</td>
<td>friendship between two or more parties</td>
</tr>
<tr>
<td>dictatorship</td>
<td>government ruled by one leader</td>
</tr>
</tbody>
</table>
Afghani Refugees Research Folder:


**Glossary for Afghani Refugees Research Folder**

<table>
<thead>
<tr>
<th>Article: “Town Mouse and Country Mouse”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary definitions included in text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Article: “I Escaped the Taliban”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taliban</td>
</tr>
</tbody>
</table>
## A. Reading for Gist

1. Browse all of the texts in your folder; skim the titles and get an initial 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).
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.
A Place of Her Own

By Andrea Faiad

Jihan Abdulla is happy to finally feel at home

Ever felt as if you didn’t belong? Imagine your life was in danger because you were different from people around you. Millions of people around the world have faced this situation. And in their search for the safety to be who they are, many have become refugees.

A refugee is someone who has been forced to leave his or her own country out of fear of being out under enemy control or killed. Refugees’ only crime is their race, religion, nationality, or political opinion.

One Refugee’s Story

Jihan Abdulla wasn’t yet born when her family fled their home in Iraq in 1988. The Abdullas were in danger because of their nationality. They are from Kurdistan.

Kurdistan is an area in the Middle East that includes part of the countries of Iraq, Turkey, and Iran. Kurds, as people from Kurdistan are called, are the largest ethnic group (about 25 million people) in the world today that does not have its own country. As neighboring countries continue to fight to made Kurdish land part of their own country, many Kurds continue to be harassed.

Now a high school student in Nashville, Tenn., Jihan told Current Health about her experience as a refugee.

Fearing for Their Lives

“I was born in a refugee camp in Turkey. My family lived in the camp for four years. I was too young at the time to now remember much about our lives there. But my family remembers.
“When my family got to Turkey, the whole family—nine of us—lived and slept in a tent together. We struggled to find food and to stay safe. Sometimes we’d go for one or two days without eating. My parents were afraid we children would die. They worried about our relative still in northern Iraq. And they worried about what the Turkish soldiers protecting the refugee camp might do.

“We were fortunate when missionaries (people who are sent to help another group of people) sponsored us to come to America. We arrived in 1992.”

Life in America

“We didn’t know anybody or speak English. But the missionaries met us at the airport and helped us settle. They helped us find a home. They and other American friends we made also helped us learn about life in America. When you’re new to a country, language, and culture, it’s difficult to know what to do or how to do it—even things that seem simple, like buying groceries, enrolling in school, or filling out a job application, were new to us.

“We like our life in Nashville (about 8,000 Kurds live in the city) and America as a whole. But many cultural differences exist—from the food we eat to our faith to our general way of life. Because I grew up here from a young age, I understand both cultures, but sometimes it’s difficult for my parents and older relative to fathom how Americans can be so [likely to think for themselves]. In Kurdish culture, family is most important and comes first, and that sometimes means making sacrifices for the benefit of the whole family.

“I became a U.S. citizen when I was in middle school. In addition to the legal rights, like being able to vote, you are more respected in everyday life. It feels good. Not that I’m ashamed of where I came from or being a refugee—not at all. That’s who I am. [But] I am glad to be here, where I have many opportunities.

“For example, my mom never got to go to school, and my father only went through fourth grade. If I do well in school and work hard, I can become whatever I want to become. I want to be a fashion designer someday.”
Facing Challenges After 9/11

“Of course, we face challenges here too, especially after the Sept. 11, 2001, terrorist attacks. I am Muslim. After the attacks, some Americans began to think that all Muslims are terrorists. I wish my classmates and others would ask me questions about my culture and religion, instead of making these hurtful and harmful assumptions. If they did, I would tell them the truth. The vast majority of Muslims, like me, are as kind, loving, and peaceful as people of other faiths.

“Fortunately, only a small group was racist against me and other people of Middle Eastern heritage in my community. In fact, many of my teachers and classmates were supportive and offered to help me if anyone were to harass me. I feel safe in Nashville. And, mostly, I lead a normal life, like other teenagers. I go to school, hang out with my friends, and spend a lot of time with my family and work part-time.

“It makes me sad to know there are refugees all over the world who hope to live in a safe place full of opportunities like I do. I hope they get the help they need, like I did—I am grateful for my life. And I am proud to be a Muslim, a Kurd, and an American.”
Attacked by enemies and betrayed by friends, the Kurdish people fight for survival.

In the early morning hours of September 3, sailors aboard the U.S.S. *Shiloh* watched solemnly as tomahawk missiles sliced their way through the sky on their way to Iraq. The missiles slammed into air-defense sites in Southern Iraq. President Bill Clinton has ordered the missile strike as a warning to Iraq’s dictator, Saddam Hussein.

What provoked the U.S. attack? On August 31, Hussein has send 40,000 Iraqi troops to invade Kurdistan, an area in northern Iraq. That area—and the Kurds who live there—have been under the protection of the U.S. and its allies since the Persian Gulf war ended in 1991.

The U.S. had warned Iraq against such an invasion. But Hussein sent his troops in anyway, saying that he had been invited by he leader of the Kurdistan Democratic Party (KDP), one of two warring groups of Kurds.

The U.S. attaché focused world attention on the plight of the Kurds, one of the world’s largest ethnic minorities without a country of its own. More than 20 million Kurds live in the mountains of Iraq, Turkey, Syria, Iran, Azerbaijan, and Armenia.

**Unique Culture**

The Kurds, who are Muslims, have their own language and culture. In 1920, after World War I, an international treaty called for the creation of an independent Kurdish state. Though the Kurds have agitated for the creation of such a state ever since, they remain under foreign rule. In all countries where they live, the Kurds have faced problems ranging from discrimination to attempted genocide. The Kurds have often played the role of political pawns in the violent chess games of their host nations, which has reinforced an old Kurdish saying: “Except for mountains, the Kurds have no friends.”

Even the U.S., despite the September missile attack, has been an unreliable friend. In the early 1970s, for example, the U.S. enlisted the Kurds in a covert scheme to help overthrow Saddam Hussein, with the help of neighboring Iran. In exchange, the U.S. promised the Kurds independence. But when Iraq and Iran later signed a peace agreement, Iraq then crushed the Kurds, and the U.S. looked the other way.
Help Promised

After Iraq’s defeat in the 1991 Gulf War by the U.S. and its allies, President George Bush promised U.S. help if the Kurds in the north of Iraq would rise up in revolt. When they did, Hussein fought back—and the U.S. did not intervene. More than 1.5 million Kurds fled to Turkey and Iran, again feeling betrayed. In the midst of this crisis, the U.S. declared that those Kurds who remained in the northern Iraq would be protected by the U.S. and warned Hussein to stay out of the north.

But with Kurdish dreams of independence crushed, once-unified Kurdish political groups began fighting each other, until the U.S. brokered a cease fire in 1994. The division caused the rival groups to seek outside aid. One group—the Patriotic Union of Kurdistan (PUK)—turned to neighboring Iran. In response, the other group, KDP, asked its former arch enemy, Iraq, to join forces to oust its Kurdish rivals from northern Iraq.

Although U.S. missile attacks prompted Saddam Hussein to remove his troops from northern Kurdistan, the pro-Iraqi KDP remains firmly in control. And the U.S. has made it clear that it will not fight a war to save the Kurds. As one anti-Iraqi Kurdish political official recently told a U.S. reporter: “The Americans are just interested in there being no fighting. They want ‘no war, no peace’—they want us to hang in limbo, as we always have.” —Steven Manning

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Meet the Kurds

When you think of the Middle East, you might imagine palm trees, camels, and deserts. This is not the Middle East of the Kurds. Kurdish country is a land of high mountains and great rivers.

The Kurds live in a region called Kurdistan, which appeared on maps prior to World War I. Much of the region consists of areas in the central and northern Zagros Mountains, the eastern two-thirds of the Taurus and Pontus Mountains, and the northern half of the Amanus Mountains. The 230,000 square miles that make up Kurdistan are stretched across the countries of Turkey, Syria, Iraq, and Iran.

Kurds are the fourth largest ethnic group in the Middle East, but they have no modern nation of their own. Throughout this century and earlier, Kurds have fought to regain control over their ancestral territories. They want to be a respected nation among nations. The Kurdish independence fighters are called peshmerga (those who face death). As in every conflict the world over, the Kurdish civilians suffer most from the Kurdish struggle for self-determination. Until recently, Kurds in Turkey were not allowed to speak their own language in public or practice their customs.

About half of the world's 25 million to 30 million Kurds live in Turkey. Six million to 7 million live in Iran, 3.5 million to 4 million live in Iraq, and 1.5 million live in Syria. Others are distributed in such countries as Armenia, Germany, Sweden, France, and the United States. Kurdish communities also exist in countries of the former Soviet Union.

The Kurds are an ancient people who trace their history back several thousand years. Like the Highland Scots, who have a clan history, Kurds have a tribal history. Kurds, like Scots, are often fiercely loyal to other members of their tribe. There are almost 800 separate tribes in Kurdistan. One can often identify the tribe from which a Kurd comes by his or her last name.

Even today, the isolation of the mountains has enabled local dynasties and tribes to flourish. In the absence of a central government, many Kurds consider their clan leaders to be their highest source of authority. At times, this has been an obstacle to Kurdish independence, as Kurds have been loyal to local leaders rather than to a Kurdish nation.

The Kurds are an Indo-European people with their own history, language, and culture. They are lovers of music, poetry, and dance. Most Kurdish villages and regions have their own dances. Men and women often dance together. Kurdish musicians play a type of flute (zornah] and drum (dohol]. Kurds are fond of folk legends that tell of heroism, romance, and the love of country.
A love of flowers is reflected in the Kurdish native garb, which is as colorful as their mountain flowers in spring. Men wear fringed turbans, baggy pants, matching jackets, and cummerbunds tied around their waists, most in earth tones. Women wear long dresses of brightly colored fabric and coats often of brocade shot with silver or gold threads, baggy trousers, fancy vests, and headscarfs. To see a Kurdish woman in her home setting is to see a riot of colors.

The mountains have shaped Kurdish history and culture. Kurds are great walkers and mountain climbers. They have learned to survive in the often-harsh conditions of the region. The winters are cold (with heavy snows for up to six months of the year), and earthquakes are not uncommon. Compared with most areas in the Middle East, which are dry, Kurdistan receives a considerable amount of precipitation.

The rain and snow run down the rugged mountainsides spilling onto the lowlands, filling the great Tigris and Euphrates rivers. Some of the grandest gorges in the world are in Kurdish country. Many people think that Gall Ali Beg in central Kurdistan is the grandest of them all.

Most of the major rivers of the Middle East run entirely or nearly entirely in Kurdistan. However, non-Kurds control the flow of most of these rivers. They regulate the waters for agricultural and industrial use and to generate electricity. The area is also known for its natural lakes and exceptionally powerful springs.

Because of the amount of rainfall, the soil of Kurdistan is rich. The mountainsides are covered with blankets of flowers. The flowers make a delicious meal for grazing sheep. In ancient times, Vikings traveled to Kurdistan to buy Kurdish butter because Kurdish sheep ate flowers as they foraged, and the butter had a delightful scent.

Kurds have long used the land for agricultural purposes, and some scholars believe Kurds invented farming. About 28 percent of the region is arable (suitable for farming), and many Kurds use the land to grow wheat and other cereals.

Higher in the mountains, the land is unfit for farming. Here herders pasture their sheep. Some lands, especially those on steep slopes and hard-to-reach plateaus, would not be used if not for these herders. Kurds use sheep and goats for their meat and their wool.
Meet the Kurds

Water and fertile soil are not the only natural resources in Kurdistan. The region has some of the largest oil reserves in the Middle East and in the world. In ancient times, the Zagros and Taurus mountains were known as a great source for many metal ores, including copper, chromium, and iron. Though they are no longer considered a plentiful source of such minerals, the mountains are still mined.

Though today Kurdistan may seem isolated from the rest of the Middle East, at one time it was a center of civilization. It was located along the Silk Road -- the trade route that linked Asia and Europe. Traders passing through would buy beautiful Kurdish rugs and other handicrafts. After the 1500s, however, traders began using sea routes and Kurdistan fell into a long period of decline. In this decade, Kurds are making themselves known once more.

Gorges (GORJ-es) are deep, narrow passages between hills and mountains.

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By Vera Saeedpour
Dr. Vera Saeedpour is the director and founder of the Kurdish Library and Museum and is the consulting editor for this issue.
Welcome to Sarajevo

As the bus entered the suburbs of Sarajevo, I felt my stomach flip-flop. It was getting dark, and the sky was filled with clouds. It was sprinkling a bit, and I could feel the cold through the thin glass windows of the bus. As far as the eye could see, on both sides of the road, were massive, uninspired cement apartment buildings. Many looked at least 30 or 40 stories high. Some buildings had huge chunks taken out of their sides or entire floors that looked burnt out and uninhabitable. Still, residents occupied the areas below, on top of, and to the sides of these destroyed areas. These crumbling gray buildings against the darkening sky looked anything but inviting. As if in support of this desolation, thick black wires cut through the blocks of apartments, guiding battered metal cable cars. Destruction, desolation and cold—as I looked out the window, these were the only three words the gloomy landscape inspired. My first thought was that I wanted leave this uninviting place.

A few minutes later, the bus pulled into equally gloomy, large cement bus station with about 20 cabs out front and a large group of cab drivers standing around waiting. My friend and I hopped off the bus into the cold. We had arranged to stay in the home of a former university professor. We were supposed to call her from the bus station when we arrived. However, our Bosnian phone card didn’t work in Sarajevo. Fortunately we had her address. Since we had no idea where we were or how far away she lived, and we’d didn’t speak Bosnian, we realized our only option was to take a taxi. I told my friend, “You have to speak to the drivers since at least you know about 10 words of Bosnian compared to my zero.”

She groaned and said, “Okay.” We approached them and after a few minutes of arguing among themselves about where the address was, we climbed into one of the cabs. By this time, it was almost pitch black outside.

The driver took us up a steep hill and stopped in front of a house set back from the street. We paid the driver and got out. We were incredibly nervous. We didn’t know if we were still welcome, since it was late, or if this was even the right house. When we reached the glass front door, my friend said, “You have to knock, since I talked to the cab driver.”

Lacking a good counter-argument, I smiled weakly and said, “Okay.”
I knocked, but nobody came. I swallowed and knocked again—still nobody. Looking through the glass I could see that the TV was on, so surely someone must be home. Maybe they just didn’t hear. I knocked again, and we waited… Suddenly, running full-force, toward the door, in flowing purple robes, was a large woman, close to six feet tall, with curly, dark hair going in every direction. She was smiling and shouting gleefully and waving her arms like crazy. “I guess we’re welcome!” I said as I eyed the most expressive person I’d ever seen.

She opened the door, pulled us into the entry room and hugged us vigorously, talking enthusiastically all the while in Bosnian. She pointed for us to take off our shoes, as this was a Muslim household, and led us into her living room.

Every inch of the place was covered with carpets. Carpets hung on each wall, and several layers of carpets covered the floors, including a small, bright pink rabbit pelt that had been spread decorously across the single stair that divided the dining and living areas. As she motioned for us to sit down on the couch, I noted that even the couch was covered in a carpet. “Kava?!” (coffee) she shouted forcefully.

Not about to refuse this woman anything, we immediately nodded yes. She flew into the kitchen and rattled pots and pans. Then she returned bearing a pair of slippers for each of us to wear. Amazingly, we all happened to wear the same size. We slid into these wedge-heeled plastic shoes and admired the gold and sparkly straps that crossed the tops of our feet, feelings almost like royalty. The second time she came back from the kitchen, she carried a tray with Turkish-style coffee (much thicker than American coffee), milk, sugar cubes, and an unopened pack of cigarettes.

My friend and I served ourselves sugar cubes using the tiny spoon inside the dish. But, when we handed it to her, she just reached in and grabbed the cube. She dipped the cube into the coffee, removed it and then sucked the coffee out before stirring the cube into her coffee. I was completely stunned, as was my friend. For the past few months, I had been performing this very same ritual each time I was served coffee. And each time, my friend has been making fun of me. What’s more is that I’d never seen anyone else do it. But there we were in this lady’s house in Sarajevo, and she practiced the very same habit! I wished desperately that we could tell her about it, but I knew gestures and expressions were insufficient for explaining this coincidence.
Welcome to Sarajevo

Nevertheless, we talked with her for quite a while, her is Bosnian, us in English and French with lots of miming. She told us her son and husband had been killed in the war. The TV had been on since our arrival, so we even talked a bit about current events. Finally we ha to go out to find some dinner. To show us where to go, she drew a map, complete with stick figures, one with wavy hair (me), one with straight hair (my friend).

We were very sorry when our last hours in Sarajevo came. The lady we stayed with seemed sad to see us go as well. She hugged is again and even began to cry as we went out the door. We kept turning back and waving to her again and again until she was out of sight.

As the bus pulled out of the city, I realized how quickly a single person could change my view of an entire place. When I arrived. All I could think about was leaving this dark, gloomy city, but in leaving, all I could do was wish that I were staying in this warm, welcoming place a little longer.

–Nicole Degli Espositi, Eugene, Oregon.

On My Way to Nowhere

I come up a riverbed
dried by the summer's heat.
Rocks jutting from the ground
make me a path to nowhere.

And I follow eagerly
only to find my rocks, not rocks at all,
rather toads; heads dug into the mud
bathing their sultry skin in the heat.

And I walk nonetheless,
feet bare and mind intent.
The feel of their skin
echoes in my mind.

They turn their heads
to gaze at me.
Pull in, farther and farther
into the deepness of those dark spheres.
Welcome to Sarajevo

I see a girl, cradled by the moonlight
sleeping on a star.
Slipping through translucent bonds
I enter her dream world.

She watches from a tree
a man in a riverbed
dancing on the backs of toads
lost in a trance, leading him everywhere
and yet nowhere.

–Gabe Roth, 15,
Fayetteville, NY.

The Moon

It’s all knowing, all commanding.
Some worship it; some fear it.

It holds the power to turn water into glass,
Black castle walls into silver knights.

It is as mysterious as an owl, one of its followers,
Yet still as revealing as its brother, the sun.

Be careful, for it may cast its binding spell,
And pull you into an eternal trance.

It can transform and affect you,
For it is the moon.

–Elizabeth Kapp, 12, Gibsonia, Penn.

“Welcome to Sarajevo” by Nicole Degli Esposti from Skipping Stones, Vol. 15, no. 1
How has a war affected a generation to young to remember it?
By Colin Woodard in Sarajevo

Before Reading
About Bosnia and Herzegovina

Q. What and where is it?
A. Bosnia and Herzegovina (HURT-suh-GOH-vee-nuh) is an independent nation in an Eastern European region known as the Balkans. It is called Bosnia for short.

Bosnia was one part of the country Yugoslavia. From 1945, a Communist government under Josip Broz Tito held Yugoslavia together. After Tito died in 1984, conflicts arose among Yugoslavia’s six republics. During the 1990s, they began to split off into separate countries. Bosnia and Herzegovina declared independence in March 1992.

Q. What are Bosnia’s ethnic groups?
A. There are three main ethnicities: Bosniaks, Serbs, and Croats. The chief distinctions among them are religious: Bosniaks are typically Muslim, Serbs are mostly Orthodox Christian, and Croats are usually Catholic.

Q. What was Bosnia’s war about?
A. In 1992, a majority of Bosniaks and Croats voted to create an independent Bosnia and Herzegovina. That angered Yugoslavia’s President, Slobodan Milosevic, a Serb. He wanted to keep Bosnia and Serbia together as Yugoslavia. Bosnian Serbs took up arms against their fellow Bosnians. Bosnian Serbs, and later Croats, tried to create ethnically pure mini-states by killing or expelling other ethnicities.

About 100,000 of Bosnia’s people were killed during the war. Another 1.8 million were driven from their homes. In December 1995, a U.S.-brokered peace treaty was signed in Dayton, Ohio, ending the war.
Damir Medunjanin (*MAD-oon-YAHN-in*) 12, lives with his mother and sister in Sarajevo (*SAH-rah-YAY-voh*), Bosnia and Herzegovina’s capital. His life doesn’t seem much different from that of kids in any European or American city.

An aspiring writer, Damir is plugged into the modern world. His friends all have cell hopes and Internet access. A steady diet of foreign movies and cable-TV programs has helped make him fluent in both English and German.

Yet Damir lives in a country still recovering from a bitter war. Little more than a decade ago, people risked their lives simply by going outside. Today, kids like Damir can walk to school and play in the streets and parks of their neighborhoods. “I don’t have any impression that there was a war,” Damir tells JS.

**The City’s Scars**

Sarajevo sits in a valley surrounded by some of the world’s most beautiful mountains. From April 1992 to February 1996, it was ripped apart by war. *See “Before Reading,” at left* Bosnian Serb forces surrounded the city and bombarded it with artillery and mortar rounds. The bloody siege—the longest in modern history—killed more than 10,000 people. About 1,800 of those killed were children.

The most notorious atrocities in Sarajevo occurred in the city’s Markale (*mar-KAH-lay*) market. On two occasions, mortar shells landed in the crowded square. The blasts killed more than 100 people and wounded hundreds of others.

News of the shelling horrified the world. The United States and allied nations sent their military to bomb Bosnian Serb positions. Eventually, Serbian leaders agreed to participate in peace talks.

By the time the war ended, Sarajevo was in ruins. Its office towers and high-rise apartment buildings had been reduced to burnt-out husks. Many centuries-old buildings were scarred by shells and bullet holes. Minefields in the outskirts of Sarajevo still pose a danger.

Yet, for the most part, the city has made a remarkable comeback. Most buildings have been repaired or replaced. New skyscrapers are under construction. Once again, the Markale market is bustling, with not traces of the war’s carnage.
“Our Generation”

To many young Sarajevans, the recent war is ancient history. Haris Begic (hah-REESE BEG-itch) 12, is one of them. Haris was born in the Netherlands, where his parents had fled to escape the siege. His younger brother and most of his classmates also were born abroad. The families returned to Bosnia after the war, when the children were still small.

Haris is glad that his family came back. The Netherlands is a very flat country—not a great place for his passion, downhill skiing. Sarajevo has three world-class ski resorts. They are a legacy of the 1984 Winter Olympics, which were hosted by Sarajevo. A decade ago, the mountain where Haris practices was covered with land mines. After the mines were removed, the ski areas were repaired. Once again, they attract skiers from all over the world.

Most days, Haris heads to the slopes or to physical training after school. His ski team has traveled to Austria and Spain for training and competitions. Of the hundreds of Bosnian skiers competing in his age group, Haris is ranked No. 5. His ultimate ambition: to win an Olympic gold metal—preferably with Sarajevo again hosting the Games.

“Right now, the Austrian, Swiss, Germans, and Italian dominate the skiing world,” Haris tells JS. “But soon, Bosnia is going to catch up. It’s our generation that’s going to make Bosnia and Herzegovina one of the top nations in skiing and soccer.”

Inset: Teen Diary: A Report From Sarajevo
“Everyone is Outside”
A relatively carefree life in Bosnia’s capital
Our school—which was built in the 1930s—is very good, but there are too many students. We attend in separate shifts, by grade—either from 8 a.m. to 1 p.m., or from 2 p.m. to 7 p.m. We change shifts every week. The teachers lecture in front of the blackboard, but when students make presentations, we usually use a laptop and an LCD projector.

We also have cell phones. We have the Internet at home—kids here can’t live without it! But during summer break everyone is outside.

We usually play hide-and-seek, cops-and-robbers, or soccer in our neighborhood [an urban residential area of apartment buildings]. It’s safe during the day. Sometimes in the evening drunkards and drug users gather behind some of the buildings. But they’re harmless, and we know all of them, so we play outside in the evenings as well. Here in Sarajevo, kids can breathe. –Hana Sulejmanpasic, 13
Popular Culture

Mahir Povlakic (MAH-heer POHV-lah-KITCH) might add basketball to the list of future Bosnian strengths. The 12-year-old is a forward on his school’s team.

“Basketball is very popular here,” he says. “We watch the NBA. I like the Los Angeles Lakers because Kobe Bryant plays for them. I follow all the playoffs.”

Yugoslavia was a basketball powerhouse that challenged or defeated the U.S. in international competition. The countries resulting from its breakup still produce top talent. More than a dozen current NBA stars are from the former Yugoslavia.

Cable TV brings weekly NBA games into Sarajevan homes. It also keeps teens up on popular music, as does the Internet.

“Hip-hop and rock are popular here, especially 50 Cent,” says Mahir, “but I like Linkin Park.”

Internal Strife

Mahir, Haris, and Damir are typical middle-class Sarajevans. But they live in the relatively prosperous capital city. Not all Bosnian kids are as fortunate.

With a per capita GDP of only $6,600, Bosnia is one of the poorest countries in Europe. (By contrast, the U.S. per capita GDP is $46,000.) Full-time workers in Bosnia make only about $500 a month, and the unemployment rate is 45 percent.

The war isn’t the only reasons for Bosnia’s poor economy. New borders drawn in the breakup of Yugoslavia cut off many old factories and businesses from their customers.

The people of Bosnia face internal divisions as well. The peace accord signed in 1995 divided the country into two regions— one for Bosnian Serbs, the other for Croats and Bosniaks.

A rotating trio of Presidents, one from each ethnic group, heads the federal government. This arrangement doesn’t work very well because the groups tend to mistrust one another.

That’s why the 1995 agreement established a supreme authority: a High Representative appointed by the international community. European Union (EU) peacekeepers support that authority.
Bosnia The Children of War

**Bridging the Divide**

Before the war, people of all ethnic groups lived peacefully side-by-side. They often intermarried and attended social events together. Now, in some parts of Bosnia, kids of different ethnicities are taught in separate classrooms.

But in Sarajevo, where schools have never been segregated, few teens are bound by the ethnic mistrust of their elders.

When Damir is asked if he knows the ethnicities of his classmates, the concept is alien to him. “Well, yes,” he says. “This year we had a girl from Algeria. We could tell she wasn’t from Bosnia right away.”
SARAJEVO, Bosnia - This month snow fell in the cold mountains surrounding Sarajevo (sara-AY-voh). And so did hopes for peace.

Bosnian Serb soldiers, who have surrounded Sarajevo for more than two years, succeeded last month in cutting off running water, gas, and electricity to the city’s suffering people. In order to survive, people now line up with large plastic jugs to get water, then return to their dark, often cold homes. With food running short, and with no heat or electricity, the city’s 380,000 people, who have already suffered enough for several lifetimes, face especially hard times.

Country at War

Sarajevo is the capital of Bosnia and Herzegovina, a country that has been torn apart by the bloodiest fighting in Europe since World War II (1939-45). The war in Bosnia began in 1992, when the country of Yugoslavia, which had been a Communist dictatorship since 1945, broke apart. In March 1992, soon after Bosnia, which had been part of Yugoslavia, declared its independence. Bosnia's three main ethnic groups then took up arms against one another.

Bosnia's main ethnic groups are Muslims, who make up 40 percent of the population; Serbs, who make up 31.4 percent; and Croats (KROH-ats), who make up 17 percent. Each of those groups has its own religion, culture, and way of life - plus a long history of hating the other groups.

The Serbs and Croats began the war because they feared that Bosnia's Muslim-controlled government would persecute them. The Serbs in Bosnia were helped and aided by fellow Serbs in neighboring Serbia. Similarly, the Croats received aid from supporters in Croatia, which borders Bosnia to the north.

People Against People

Most of the fighting has been between Muslims and Serbs. It is a war of people against people, not just army against army. To many Bosnian Serbs, all Muslims are the enemy, including women and children. Many Muslims view the Serbs in much the same way.

"Ethnic cleansing," the process of driving all people of one ethnic group away from conquered territory, has become a feature of this ethnic war. The world has been shocked to see pictures of children being shot, old people abandoned to die, and people being chased from their homes - all because they belonged to the wrong ethnic group.
Since the Bosnian civil war began, more than 200,000 Bosnians - men, women, and children - have been killed on all sides. Hundreds of thousands more have been wounded, blinded, or crippled. And more than 2 million people, out of a total population of only 4.4 million, have been chased from their homes.

The Bosnian Serbs have achieved the most success. They now control more than 70 percent of Bosnia's territory. Their army now surrounds Sarajevo and other major cities.

**Peace Plans**

But the Muslim government, centered in Sarajevo, has not given up. It has been able to gain international support for peace settlements that would keep Muslims in power. A number of peace plans have been proposed by the United States and other countries to end the war in Bosnia. But so far, none has been accepted by all three ethnic groups. The latest peace plan, which would have given the Serbs 49 percent of Bosnia, was rejected by the Serbs in September. The previous peace plan was rejected by the Muslims.

Still, there have been some small gains for peace. No longer do large Serb guns rain down shells on Sarajevo from the surrounding hills. Earlier this year, under the threat of NATO (North Atlantic Treaty Organization) air strikes, the Serbs agreed to withdraw their big guns. NATO is a military alliance that includes major European nations and the United States.

The big guns may be gone. But Serb snipers, who still remain in the hills and look for any moving target in the city below, make walking Sarajevo's streets a life-threatening experience.

**U.N. Role**

The United Nations also is trying to reduce the bloodshed in Bosnia's civil war. More than 9,000 U.N. troops are now in Bosnia to try to keep food, water, and medicine supplied to people suffering from the fighting.

But dealing with the Bosnian Serbs has been tough for U.N. soldiers - especially around Sarajevo. Many times in the past, the Serbs have agreed to let U.N. relief convoys enter Sarajevo, only to back off from such agreements at the last moment.
In September, the Serbs agreed once again to open the roads around Sarajevo to U.N. trucks carrying medicine and food. On October 1, however, they stopped 29 of 34 truck convoys going into Sarajevo, reportedly in response to a NATO air strike on September 23.

Earlier this month the Serbs also agreed not to try to shoot down U.N. relief planes landing at Sarajevo's airport. So far, this agreement has held.

On October 5, the U.N. issued a warning that vital food supplies were dwindling in Bosnia, especially in Sarajevo, and called upon all nations to help. Powdered milk is expected to run out in Sarajevo by November and sugar and salt by December.

Many nations, including the United States, are responding. But everything depends on the Serb army. Will it keep its agreements to allow emergency food and medicine to enter Sarajevo and other cities?

U.S. Secretary of Defense William Perry, who visited Bosnia on October 1, has called for NATO to threaten massive air strikes against the Bosnian Serbs if they block relief shipments to Sarajevo.

In war-torn Bosnia, the threats go on - and so does the suffering.

BACKGROUND

The tragedy in Bosnia has its roots in the birth - and death - of Yugoslavia. Modern Yugoslavia dates from the end of World War I, in 1918, when a new state rose from the ruins of the Austro-Hungarian empire and its bordering states.

In World War II, Yugoslavia was taken over by the Nazis and occupied by German troops. But the Yugoslavs fought a tough and determined guerrilla war against the occupying Germans. Aided by the country's mountainous terrain, Communist guerrilla leader Tito and his forces held down a number of German divisions, preventing them from joining other German forces fighting in Europe, thus helping the Allies win the war.

Still, Yugoslavia suffered dreadfully during the war - Losing an estimated 10 percent of its entire population.

Tito's iron dictatorship held Yugoslavia together after the war. But after Tito's death in 1980, the country began to fall apart - a process that was swiftly completed with the fall of communism in Europe between 1990 and 1992.
Outwardly, it is hard for an American to understand the deep hatreds and divisions among the various ethnic groups of what was once Yugoslavia. To begin with, Muslims, Croats, Serbs, and Slovenes are all Slavs - the large division of the human race that includes the Russians, Poles, Ukrainians, and Bulgarians.

Language is another area where the differences don't seem that great. The Serb language and the Croat language are nearly identical. In fact, linguists often speak of one language called Serbo-Croatian. The major difference is that the Serbs, like the Russians, write their language using the Cyrillic alphabet, and the Croats, like the Poles, write their language in the Roman alphabet. Slovene is very similar to Serbo-Croatian, and Muslims speak mainly Serbo-Croatian.

The main division among these peoples appears to be religion. The Slovenes and Croats are mainly Roman Catholic. The Serbs are mainly Eastern Orthodox. And the Muslims, of course, are followers of Islam. The Muslims are a legacy of centuries of Turkish rule, in which followers of Islam were given preference in jobs and in status.

Over the last thousand years, each of these groups, while linked by basic similarities, developed its own tribal identity to the point that - today - each tends to look on the others as very different peoples. This attitude, aided by desire for land and wealth at the expense of other groups, has led to the current ethnic civil war in Bosnia.

**DOING MORE**

As in any news that takes place far from our shores, students might not relate very well to news from Bosnia. To make this story more relevant, you might ask some students to do a report on the history of Yugoslavia - how it became a nation, and how it died as a nation.

Another way to make this story more relevant is to compare Bosnia to the United States. We, too, are a multi-ethnic society. What conditions would have to exist for the U.S. to break apart in ethnic fighting? Is such a fate for the United States even possible? Discuss the possibilities.
Hard Time in Sarajevo: Cold Weather Comes Early to Bosnia’s War Torn Capital, Bringing More Hardship, Death

Consider This...

The United States, like Bosnia, is a nation composed of different ethnic groups. But, unlike Bosnians, Americans have not resorted to war and "ethnic cleansing." Why have different racial and ethnic groups been able to live peacefully in the United States, but haven't been able to do so in Bosnia? As an American, what advice would you give a Bosnian about tolerance?
Peace Patrol; U.S. Troops Will Stay at Least Another Year in Tense Bosnia

Tuzla, Bosnia—A cold wind from the hills blows through this war-ravaged city. Snow and ice are on their way, and for U.S. troops in this remote corner of Europe, so is another lonely winter far from home.

That wasn't supposed to be. When President Clinton sent U.S. troops to Bosnia last year, he said they would be home by this Christmas. But in a televised statement from the White House last month, the president said U.S. troops would be staying for at least one more year.

"Bosnia," said the president, "still reaps a bitter harvest of hatred" so the United States must stay to keep Bosnians from slaughtering one another once again.

History of Hate

Bosnia is a small country (about half the size of Pennsylvania) that was torn apart between 1992 and 1995 by a brutal civil war among its three main ethnic groups--the Bosnian Serbs, the Croats (KROH-ats), and the Muslims. Each group has its own religion, culture, and way of life--plus a history of hating the other groups that goes back hundreds of years.

The main difference between Bosnia's ethnic groups is religious. Most Serbs belong to a division of the Eastern Orthodox Church. Muslims, of course, are followers of Islam. And Croats are mainly Roman Catholic.

In 1992, when Bosnia declared itself independent of Yugoslavia, Muslims controlled the government. Fearing Muslim domination, Bosnian Serbs revolted and attacked government forces. The Croats then entered the conflict--fighting both Serbs and Muslims in a three-way battle for control of the land.

The fighting expanded in 1993 and in 1994. Large parts of Bosnia were turned into killing fields. The war, fueled by age-old hatreds, became more than just a war between armies. It became a war in which women, children, and the elderly were targets as well. All sides took part in "ethnic cleansing," the process of killing or driving all people of one ethnic group away from conquered territory.

During the fighting, the worst in Europe since World War II (1939-45), dozens of villages and towns were burned to the ground. More than 200,000 people were killed, many in mass executions. Thousands of others were crippled or wounded. Almost 2.8 million of Bosnia's 4.4 million people fled their homes.
Peace Patrol; U.S. Troops Will Stay at Least Another Year in Tense Bosnia

The Paris Peace Treaty

On Dec. 14, 1995, representatives of the three ethnic groups signed a peace treaty in Paris, France, as President Clinton and other world leaders looked on. To make sure that the treaty would be honored, NATO sent 60,000 peacekeeping troops—20,000 of them from the United States—to Bosnia.

According to the terms of the treaty, each of the ethnic groups is assigned a part of Bosnia under a loose federal government. The U.S. peacekeeping force, now at 14,000 troops, is stationed in northeastern Bosnia. (See map on page 1.)

U.S. troops in Bosnia are under orders to fight back with overwhelming force if they are attacked. The troops are equipped with about 150 tanks and 250 other armed vehicles. In addition, more than 70 Apache and Kiowa attack helicopters patrol the skies over the U.S. sector in Bosnia.

A U.S. fleet of naval ships, with attack planes, is also stationed off the coast in case extra firepower is needed.

So far, the peace treaty has held. But it is clear to President Clinton and other leaders that it has held only because troops are there to enforce it. Last month, U.S. troops moved in when Muslim refugees traded gunfire with Serb police. The U.S. soldiers simply overwhelmed both sides with helicopters and tanks to stop the fighting.

How Long Will They Stay?

How long will U.S. troops have to stay in Bosnia?

The president says his goal is to withdraw U.S. troops no later than June of 1998, but critics who want U.S. troops withdrawn say the troops will have to stay much longer. Floyd D. Spence (R—S.C.) said that "the presence of a significant military force in Bosnia will be necessary for many years."

How does the president answer his critics? By pointing out the importance of keeping peace in Bosnia and preventing a resumption of a war that could spread throughout Europe. In his White House speech, the president said: "The United States cannot and should not try to solve every problem in the world. But where our interests are clear and our values are at stake, where we can make a difference, we must act and we must lead. Clearly, Bosnia is such an example."
Peace Patrol; U.S. Troops Will Stay at Least Another Year in Tense Bosnia

RELATED ARTICLE: Consider This...

The United States, like Bosnia, is a nation composed of different ethnic groups. But, unlike Bosnians, Americans in modern times have not resorted to war or "ethnic cleansing." Why have different racial and ethnic groups been able to live in relative peace in the United States? Why haven't ethnic groups been able to do the same in Bosnia? As an American, what advice would you give to a Serb, Croat, or Muslim about how to live together in peace?

RELATED ARTICLE: Bosnia

BACKGROUND
What has happened in Bosnia in the last several years has its roots in the birth--and death--of Yugoslavia. Modern Yugoslavia dates from the end of World War I, in 1918, when a new nation rose from the ruins of the Austro-Hungarian empire. It was called the nation of the South Slavs, or Yugoslavia, comprising Serbia, Bosnia, Croatia, Slovenia, Montenegro, and other smaller nations.

During World War II, Yugoslavia was occupied by the Germans, who fought against Communist guerrillas led by Josef Broz, known as Tito. After the war, Tito ruled Yugoslavia with an iron hand. But after Tito's death in 1980, the country began to fall apart--a process that was swiftly completed with the fall of Communism in Europe between 1990 and 1992.
Peace Patrol; U.S. Troops Will Stay at Least Another Year in Tense Bosnia

Here is a short chronology of what has happened since:

1991--On June 25, Croatia and Slovenia proclaim independence from Yugoslavia.

1992--On March 3, Bosnia's Muslims and Croats vote for Bosnia's independence. Vote is boycotted by Bosnia's Serbs. On April 6, most European nations recognize Bosnia’s independence; war breaks out between rebel Serbs and Bosnia's government.

1994--In March, the United States succeeds in sponsoring an agreement to end the Bosnian war between Muslims and Croats.

1995--On January 1, Bosnian Serbs and Bosnian government sign four-month truce, mediated by former U.S. President Jimmy Carter. On November 21, Serbs, Croats and Muslims reach a peace agreement in Dayton, Ohio. On December 14, a formal peace treaty ending the war is signed in Paris, France with major world leaders, including President Clinton, looking on.

1996--On November 18, the United States and other nations sign an agreement keeping their peace-keeping troops in Bosnia for another 12 months.
Feeling Afghanistan, Karim Kaidari arrives in the West.

The plane manoeuvered. I looked out of the window; little signs of activity were becoming visible on the ground below.

I said to Suson: ‘I think we are getting there.’ She turned her face away. Like a scholar reading verses. The plan descended. I was the authority, giving myself the right to come here. But soon the power shifted to the voice of the main behind the immigration desk: ‘Passports please!’

Suson was not bothered. She did not speak English. I pretended not to either.

‘Which airline did you travel with?’

The advice of the agent rang in my mind: if they know the airline they might send you back on the same place.

‘No...Anglish,” I hesitated. Oh, my first conversation started with a lie. How many lies should I say before I could prove the truth? Why do reasons fail against the system?

The officers started to search our bags. Groups of passengers were passing by, casting puzzled glances. I felt humiliated, as if I had committed a crime. In my luggage the officers found a tiny bag with the Emirates logo on it and a Swissair pen. There were other items with airline names of them. The tallest of the officers asked me something in German, I wished I could tell them about the woman I knew who used to work for Areana Airline in Afghanistan. She had valued this collection so much. When she was no longer allowed to work [because of the Taliban] she was generous enough to give me the collection.

The officer added another harsh-sounding comment in German and gave me a serious look. I looked into his eyes. I was on the brink of saying in English: ‘Listen to me, I’m screwed up by the system of my own country. I need shelter and food now. I’m capable of putting my own bread on the table. So please let me get in. I wouldn’t have left my home if I didn’t have to. I understand your concerns but my reasons are strong. Can’t we sit and talk as human beings?’ But I remained silent. Humanity is not the superpower in this real world.

My wristwatch was ticking towards late afternoon in Afghanistan. The officers asked us to sit on chairs in front of the desk and wait. I was expecting a thorough search so I checked through my things. I found a visiting card belonging to Angela, a woman who worked in the Geneva office of the organization I had quit 20 days previously in Kabul. I asked Suson if she knew how to get rid of this card. She took it from me, put it in her mouth and chewed it.
Every limb of my body was shaking. It wasn’t just the fear of going back home and getting into trouble again. It felt as if a nightmare was about to repeat itself.

At times of extreme emotional disturbance sometimes writing helps me. I opened my blank diary and without thinking I wrote a few lines which turned into a letter to my mother:

_Sitting here is not easy. This is making me feel like once again I am accused of an offence, a treason. Dear mum, these guys have the same rough attitude as the people who were interrogating me at the beginning of my imprisonment. Do you think I will survive a new life with such a start?_

One of the officers came and took the diary from me and tried to read it. I had written it in a Dari script with Arabic alphabet. He never gave it back. They asked the same questions again. Perhaps our appearance confused them. I had a tourist T-shirt on, a money belt around my waist and a stylish haircut. Suson was dressed like a Western Asian returning from the motherland. The officer gave us each a form to fill out. “I wish they would take us somewhere private, even a prison cell,” I thought, when another group of people passed by.

Suson and I were separated.

‘For the last time, I’m asking you: which airline have you come in with?’

I shrugged. Another officer banged his bunch of keys on the desk: ‘We need to put on this bloody form. If you want to be difficult, you will stay here even longer,’ he shouted. The other gave him a disapproving look.

I was helpless and exhausted. After a long search of body and luggage, I was led to a waiting hall where I met Suson again. The air-conditioned room was cold. I found an intimacy with the other people from various cultures. They all had fear and fatigue, like ours, on their faces.

I looked at Suson, her eyes filled with tears, her shoulders hunched. We had known each other barely a day – only since becoming travelling companions. But I felt a wrench in my heart for her. I was 25 and had survived harrowing moments; I knew uncertainty. But she was only 16m has grown up in an era of total male domination. ‘She’s such an innocent,’ I thought. ‘How is she going to make it?’ She noticed I was looking at her.
‘What’s going to happen?’ she asked.

I sighed: ‘I don’t know.’

‘Are they going to prosecute us and send us to jail or will they send us back home?’

‘Which one would you prefer?’ I asked, as if we were given a choice. She became breathless for a moment, silent tears ran down her cheeks.

‘How stupid of me,’ I thought. ‘She can’t handle it’. I grabbed her arms. ‘You are a silly girl. This is a civilized country, we both have strong reasons to be here. You know a family who will look after you. Someone will marry you one day, and you’ll have kids, one after another.’ I was relieved when I saw her face brighten again. I told he that her name, with a slight change in pronunciation, was Western, that a character in a famous novel was called Susan.

There was a Sikh immigration officer sitting near the door behind a small desk. He was doing nothing throughout the hours we were waiting there. He came to us and handed out parcels of food. He gestured towards the free drink machine. Suson was hungry and started to unpack her food.

‘Don’t you want some?’ she asked.

But I didn’t have the appetite for anything but getting out of here.

‘They give rations to refugees all over the world,’ I said.

She glanced at me, pausing while biting the plastic with her teeth.

But I was delighted with the discovery, I had found my new identity: I’M A REFUGEE.
Dear Mimmy

In a diary she calls ‘Mimmy’ schoolgirl Zlata Filipovic records her departure from besieged and war-torn Sarajevo and her arrival in Paris.

Paris. There’s electricity, there’s water, there’s gas. There’s, there’s ... life, Mimmy. Yes, life; bright lights, traffic, people, food ... Don’t think I’ve gone nuts, Mimmy. Hey, listen to me, Paris!? Me, my mum and my dad. At last ... The darkness is behind us, now we’re bathed in light lit by good people. Remember that – good people. Bulb by bulb, not candles, but bulb by bulb, and me bathing in the lights of Paris. Yes, Paris. Incredible.

On 6 December, three days after my thirteenth birthday (my second in the war), the publishers told us that on Wednesday 8 December, we were to be ready, that they would be coming for us – we were going to Paris for your promotion, Mimmy.

We had one day to accept that we were leaving Sarajevo, to say our goodbyes to Grandma and Grandpa, the whole family, Mirna, to pack and be ready by 8.00 am when an UNPROFOR personnel carrier would be coming to pick us up.

It’s impossible to explain those mixed feelings of sorrow and joy. Joy at being able to leave the war and sorrow at having to leave EVERYTHING behind. ALL MY LOVED ONES.

Wednesday 8 December, 8.00 am. It was all done. We had cried our eyes out, said our goodbyes. Eight o’clock came and went. No personnel carrier. Why? Who knows? Something went wrong. Again that strange mixed feelings, again that feeling of sunken hopes.

At 10.00 am on 23 December, the personnel carrier actually came. Through our little window of the vehicle I watched the Post Office pass by, the Law Faculty, the Holiday Inn, Marin Dvor, Pofalici, Hrasno, Alipasino, polje, Nerdazarici, Sarajevo was passing by. We reached the airport safely.

Then the Hercules cargo place, flying over Bosnia and Herzegovina, leaving it behind. We flew over the Adriatic Sea. Our landing point – Ancona. And ... we stepped out of the Hercules and together with our friend Jean-Christophe Rufin, we boarded a small plane – destination PARIS. In the place we were given Coca-Cola, salmon, eggs, steak, chicken, tomatoes YUMMY. Everything I hadn’t seen for almost two years.
And then ... the lights of Paris appeared. There was electricity. Then I caught sight of the Eiffel Tower. Arc de Triomphe, cars, houses, roads, people... LIFE. At about 3.00 pm we landed at the military airport in Paris. A wonderful reception, warm words of welcome.

Then a SHOWER. WATER. BATH. HOT WATER. COLD WATER. SHAMPOO. SHOWER. Bliss!

That’s how Paris welcomed me. That’s how I came out of the darkness and saw the lights. Are these lights my lights as well? I wonder. When even a glimmer of this light illuminates the darkness of Sarajevo, then it will be my life as well. Until then ...???
When Nargis Alizadeh remembers her childhood in Afghanistan, she remembers fear. Life was dangerous for her family under the Taliban government. They banned TV, radio, and photographs. Women weren't allowed to attend school or even go outside without a man. Those who didn't obey were jailed--or killed. "They took away our happiness," Nargis says. "They put fear in people's hearts so they wouldn't disobey the rules."

After the Taliban found out that Nargis's father had been teaching women, the family knew he had to escape Afghanistan immediately. A year and a half later, Nargis, her younger sister and brother, and their mother also made the break for the border between Afghanistan and Iran--and for freedom. "I was really scared," Nargis says. "If we were caught, we would be killed."

They left in darkness, carrying only two blankets and a few clothes. Anything else might attract thieves. The next night, they struggled through the rain on a three-hour journey across muddy trails. "Those three hours felt as long as three days," she says. "Our feet were numb because it was so cold."

They walked in silence--and fear. At any moment the family could face wolves, wild dogs, or worse: soldiers who would arrest them. After crossing a swift, swollen river and paying guards $5,000 to let them into Iran, Nargis and her family finally made it across the border.

Reunited with her father, Nargis and her family now live in San Diego, California. And she's grateful for the journey she made eight years ago. "I appreciate everything I have in the United States," says Nargis. "I have the freedom to go to school, practice my religion, and make my dreams come true."

WORLD REFUGEE DAY draws attention to the more than 17 million refugees worldwide who, like Nargis, have been forced to leave their homes to escape war and oppression. This year's celebration on June 20 focuses on basic human rights, such as food, water, shelter, and safety. For more information, go online. unrefugees.org
A Conversation with Nazrullah and Ehsanullah

**Nazrullah, age 12**

My village, called Amla, is situated in the mountain valley of Darrai Noor. Everyone in Amla lives in buildings called qala, which are high-walled fortresses with large, open courtyards and huge wooden doors that we lock at night. I also know what city life is like because my family were refugees in Pakistan and we lived in a big city there. Two years ago, we returned to our land and home in Afghanistan. Unlike the city houses of brick or concrete, here in Amla our houses are made of shela, sun-baked mud brick. Inside these walls, we have two small buildings with a couple rooms in each.

My mother is the first one up each morning, before dawn. She builds a fire and sets water to boil for cha’i, the green tea everyone in Afghanistan drinks. My favorite breakfast is bread dipped in patinik, the cream off the top of the milk. Six days a week, I walk a kilometer (about 2/3 of a mile) to school. Because I could not go to school for a few years during the war, I am only in 3rd grade. School lasts from 8 to 11:30 A.M. The best part of school is passing through the bazaar on the way home. I always make sure to have some money to spend on a treat such as cookies, marbles, or a water gun. I'm not all that into school and would rather skip days to hunt little birds with my chapar, my slingshot. My sisters roast them over the fire and we all enjoy the tasty treat.

When I get home from school, I greet my parents and elders and help out wherever I'm needed. This could mean running errands for my mother to the store (women in Afghanistan mostly stay inside the compound) or serving tea to the guests. As we don't have phones here, sometimes I'm asked to bring a message to a neighbor. My father, who lost a leg in the war, needs my help carrying alaf, feed for the cows.

My favorite lunch is lubiya, beans, and for dinner we often have greens, fruit, or juguri, yogurt. We eat dinner after dark, lit by kerosene lanterns. My father says we will get a generator soon to have a light bulb for the evening. The children in our house often go to sleep listening to adults talking, telling stories, and gossiping late into the night.

I think I will grow up to be a farmer like my father. I like working on the land.
Ehsanullah, age 11

My family lives in Kabul, where my father works. We also have land and a house in the countryside that we share with Nazrullah’s family. Our fathers are brothers. Like our fathers, Nazrullah and I were born in the same house and grew up playing together. We all went as refugees to Pakistan but when we returned to Afghanistan my family came to Kabul and his went back to the land.

We live in a two-floor rented house. Downstairs is my father’s office and upstairs is our living space. My grandparents live in one room, my uncle and aunt and two cousins live in another room. I have four sisters and I am the oldest of three brothers; we live in the third room with our parents. Like most homes in Afghanistan, our house has walls around it and a door we keep locked. We get our water from a pump behind the house and have a generator for electricity. We only run the electricity at night to have lights and watch TV. I like seeing sports on TV, especially American sports.

I get up early each morning and go to school with my brother. Although he is two years younger than me, we are both in 2nd grade. We didn't go to school when we lived in Pakistan, so we are working hard to catch up. I like school and am trying to be the best in my class. Math is my favorite subject. School lasts from 7 to 9:30 every morning but Friday. After school, we help our parents and elders with errands. I like to be sent out to the corner store to buy things for my mother, because there is often a little change left I can spend on a treat. My grandfather is crazy about birds, all kinds of birds.

If I continue in school, I could be a doctor someday. Although I enjoy the lifestyle on our land out in the countryside, the open fields, and running freely with my cousins, I want to make something more of my life.

Meet Gulafruz

Gulafruz is about nine years old. She doesn't know for sure, as birthdates are not recorded in Afghanistan. "Gupsik" (her nickname) lives in the capital city of Kabul and goes off with her brothers to a school near her home. They get up early in the morning and put on their uniforms. For her brothers, that means pants and a clean shirt. For Gulafruz, it is a black tunic and pants and a white headscarf, or chador.
Although they go to school together, their classes are separate, girls in one part of the building, boys in another. Six days a week, they leave for school at 7 and return at 9:30 A.M., finished with school and famished. That's when they get breakfast. Her older sisters are busy all morning preparing bread dough, cleaning the house, and getting breakfast ready for the return of "Gupsik" and her brothers. They change out of their uniforms and into everyday clothing as soon as they get home and then eat their breakfast of green tea and scrambled eggs scooped up with bits of bread, nan.

Gulafruz has been in 1st grade for a couple of years. Her family has moved several times around the city, and she has had to stop and start school each time. She is learning to speak, read, and write Dari, one of the two national languages of Afghanistan. At home, her family speaks their own tribal language, so learning Dari is difficult. Her favorite school subjects are math and calligraphy. Dari is written in a beautiful flowing script, and even 1st-grade students learn to use reed pens and black ink to form precise and fluid letters. Team sports aren't available for all girls in Afghanistan, but "Gupsik" really likes calisthenics, the physical exercises that the teacher leads in the classroom.

Homework gets done when there is light available, either during the day or at night when there is electricity, which is not all the time.

Gulafruz says, "I hope I will be allowed to keep going to school and even graduate from high school. Then I might be able to become a doctor."

R.L.

Some 2 to 4 million people live in the ancient city of Kabul.

Meet Qazibim

Qazibim, 13, lives in the valley of Darrai Noor in eastern Afghanistan. With two brothers and five sisters, her family is about average size. As in most Afghan families, her father is a farmer who works his land growing corn, wheat, rice, and vegetables in season. Qazi's mother takes care of the family, and tends the cows and chickens. This year, Qazi is not allowed to go to school anymore. She was able to attend school until the second grade last year, but now she is prevented by her father, who says she is too old.
Town Mouse and Country Mouse

Lack of security due to years of civil war and the rule of the Taliban kept many children out of school in Afghanistan. Qazi, like many of her peers, finally did get a chance to go to school despite being several years beyond her grade level.

When Qazi went to school, her favorite subject was the Pashto language — the official language of eastern Afghanistan. Although Qazi’s community speaks a different language, called Pasha’i, she likes learning other languages. For three years, her family lived as refugees in Pakistan, where she learned to speak Urdu.

"One of the best parts of going to school was walking home," Qazi recalls. "My father would give me a few coins everyday to buy something on the way home. School was about a half-mile walk up the road. We passed through the bazaar on the way back. I used to buy little dolls, rings, earrings, or a snack on the walk home. Now that I'm too old, I cannot go out to the bazaar and don't get to run errands anymore for my parents. My younger sister and brothers go to school and they bring me things from outside sometimes." In Afghanistan, many young women are restricted by custom and tradition from going outside, and, at 13, Qazi is considered a woman. In fact, her father would not allow Qazi’s photograph to be taken for this article.

For Qazi, a typical day starts by sweeping the open area of the courtyard and then outside around the walls. It is dusty because there is no concrete, just the packed dirt ground. Next, she washes the dishes from the night before. "We pump the water from a well outside our walls and, balancing the containers on our heads, carry it into the house. We do this over and over throughout the day."

Qazi helps her older sister with the cooking by cutting up tomatoes, rumi, and onions, pyaz. The older sister does most of the cooking now, but when she gets married it will become Qazi’s job. Darrai Noor has none of the modern conveniences such as gas or electricity, so cooking is done over a wood fire. Qazi serves tea to elders, helps her mother milk the cows, and helps her father bring water for the animals.

Qazi is philosophical about her future. Accepting her fate, she says matter-of-factly, "I will be married (hopefully not too soon) to someone my parents choose. I wish I could have been a doctor if I had continued at school, but I won't be anything like that now." Qazibim realizes she will live like her mother and grandmother before her, tending children and animals in the countryside of Afghanistan. R.L.
Town Mouse and Country Mouse

By Rachel Lehr

Rachel Lehr, who lives and works part-time in Afghanistan, interviewed male cousins: Nazrullah, who lives in the country, and Ehsanullah, who lives in the city. She asked them to describe where they live, daily life, and their future plans.
Grade 8: Module 1: Unit 2: Lesson 20
End of Unit 2 Assessment, Part Two: Final Draft of Analytical Essay
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)
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 use evidence from literary texts to support analysis, reflection, and research. (W.8.9)

Supporting Learning Targets

• I can use teacher feedback to revise my analytical essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric.

Ongoing Assessment

• End of Unit 2 Assessment, Part 2: Final Draft of Analytical Essay

Agenda

1. Opening
   A. Unpacking Learning Target (2 minutes)
   B. Examining Row 4 of NYS Writing Rubric (5 minutes)
2. Work Time
   A. Mini Lesson: Addressing Common Errors (5 minutes)
   B. Return Draft Essays with Feedback (6 minutes)
   C. Essay Revision (25 minutes)
3. Closing and Assessment
   A. Collecting End of Unit Assessments (2 minutes)
4. Homework
   A. If you haven’t already, finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners.
   B. Continue reading in your independent reading book for this unit at home.

Teaching Notes

• This lesson is an opportunity for students to further review their essays to meet the expectations of the NYS rubric.
• In advance, be sure to have reviewed students’ drafts (from Lesson 17). Give specific positive feedback for at least one thing each student did well. Provide at least one specific area of focus for each student for revision.
• This lesson includes 5 minutes to address common mistakes you may have noticed while reviewing student essays. A sample structure is provided here. Focus the lesson on one specific common convention error you noticed as you assessed students’ drafts.
• Some students may need more help with revising than others. There is time for this during the revision time.
• If students used computers in Lesson 17, allow them to use computers to revise.
• Some students may not finish their final draft during this lesson. Consider whether to allow them to finish their essays at home and hand them in at the beginning of the next lesson.
• Post: Learning targets.
### Lesson Vocabulary
- conventions, standard English grammar, emerging, frequent, hinder

### Materials
- *Inside Out & Back Again* (book; one per student)
- NYS Grade 6-9 Expository Writing Evaluation Rubric (from Lesson 11)
- Writer’s Glossary for Row 4 of the NYS Writing Rubric (one per student)
- Student draft essays (from Lesson 17; with teacher feedback)
- Citing Books and Articles anchor chart (from Lesson 16)
- Materials for student writing (computers or lined paper)

### Opening

**A. Unpacking Learning Target (2 minutes)**

- Invite the class to read the learning target with you:
  - “I can use teacher feedback to revise my analytical essay to further meet the expectations of the NYS Writing Rubric.”
- Ask students to Think-Pair-Share:
  - “Given what you have been learning from looking at the model essay and the NYS rubric, and from planning your own essay, what do you want to focus on as you revise?”
- Emphasize that writing well is hard, and revision is important to make one’s message as clear as possible for one’s readers. Encourage them and thank them in advance for showing persistence and stamina. Revising is difficult, but it is one of the things that can help make a good essay great.

### Meeting Students’ Needs

- The review of the learning targets is yet another identifier of what is expected on the student essays.
- 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. Examining Row 4 of NYS Writing Rubric (5 minutes)

- Ask students to get out their copy of the NYS Grade 6-8 Expository Writing Evaluation Rubric and give each student the Writer's Glossary for Row 1 of the NYS Writing Rubric.

- The vocabulary words from the learning target and Row 4 of the NYS rubric are already on the Writer's Glossary page. Ask students to read Row 4 of the rubric and add any other words they want to talk about.

- Go through the words on the Writer's Glossary page. First ask students if they know the meaning of each word. If they do not, give a brief definition and ask them to write the definitions on their pages.

- When you get to “standard English grammar,” say: “If standard means the way something must be done, how would that relate to the English language?”

- If necessary, you could give an example of “standards” in the gas mileage that cars must meet. Once they give you something like: “Standards must be the rules for English,” point out why a language needs to have rules for how words are put together. Say: “The standards for English mean that anyone in the world can understand what another English speaker is saying or writing if they both know and follow the rules.”

- Point out that their essays should be clear to any English speaker and have to follow the rules of standard English grammar. Ask them to give you a rule or two of English grammar to be sure they understand what you are explaining. If they cannot give examples, you might offer something like these: “Sentences need to have a subject and a verb” or “In English, we capitalize the first word in a sentence.”

- It is important that students begin to realize why their grammar matters when they write. They may have dialects or local speech patterns and words that are not understandable to English speakers elsewhere. There are many situations—conversations or personal writing—when other forms of English (and of course other languages) are totally fine. However, it is important to distinguish when a situation calls for or requires formal English. When they speak, their friends understand, but when they write, they are writing for a larger audience. As authors, it is their responsibility to be sure that readers can understand what they are saying about a topic. This is part of why they have been looking at the model essay so much: to start to get a feel for this more formal standard English.
### Work Time

**A. Mini Lesson: Addressing Common Errors (5 minutes)**
- Tell students that you noticed a common error in their essays (for instance, comma splices or inconsistent capitalization).
- Display an example of the error. Explain why it is incorrect.
- Model how to revise and correct the error.
- Check for understanding. Ask students to give you a thumbs-up if they understand the error and how to fix it when revising, or a thumbs-down if they don’t understand fully.
- If many students give a thumbs-down, show another example of the error. Ask students to think about how to fix it.
- Cold call a student to suggest how to correct it. If the answer is incorrect, clarify. Again ask students to give you a thumbs-up or thumbs-down. If some students are still struggling, consider checking in with them individually.

**B. Return Draft Essays with Feedback (6 minutes)**
- Tell students that they will be getting their essays back now with specific feedback. Ask them to look over the comments and make sure they understand them. Invite students to raise their hands to ask questions if they have them. Alternatively, create a “Help List” on the board and invite students to add their names to it if they need questions answered.
- Return students’ draft essays.

**C. Essay Revision (25 minutes)**
- Be sure students have their novels *Inside Out & Back Again*. Invite students to apply their learning from Row 4 of the rubric, the mini lesson and the feedback given on their draft to revise their essay.
- Refer to the Citing Books and Articles anchor chart and remind students to cite the surname of the author and page number of their evidence within the essay and to create a Works Cited list at the end of the essay containing all of the books and articles they have cited.
- If using computers to word process, students can review and revise. If handwriting, students will need lined paper to write a best copy of their essay incorporating the feedback and learning from the mini lesson.
- Circulate around the room, addressing questions. Consider checking in first with students who need extra support to make sure they can use their time well.
- When a few minutes are left, if working on computers, ask students to save their work.

### Meeting Students’ Needs

- The use of leading questions on student essays helps struggling students understand what areas they should improve on before submitting their essay again.
## Closing and Assessment

**A. Collecting End of Unit Assessments (2 minutes)**

- Give students specific positive praise for perseverance you observed. Collect the final drafts from those students who feel that they have finished (plus all of their organizers and planners).
- (Based on whether or not you want this to be a timed assessment, consider whether to give students who still want more time the option of finishing for homework.)

## Meeting Students’ Needs

### Homework

- If you haven’t already, finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners.
- Continue reading in your independent reading book for this unit at home.
Words from NEW YORK STATE GRADE 6-8
EXPOSITORY WRITING EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Word/Phrase</th>
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<th>Definition</th>
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| conventions            | 4    | a formal agreement, especially between countries, about particular rules or behavior  
  Ex: *Standard English conventions mean that anyone who speaks English can understand what is written in English.* |
| standard English       | 4    | grammar rules for how the English language will be spoken and written  
  Ex: *In English, the subject of a sentence usually comes before the verb.* |
| emerging               | 4    | in an early state of development  
  Ex: *A student who is an emerging writer is just beginning to learn how to write well.* |
| frequent               | 4    | happening or doing something often  
  Ex: *Frequent spelling mistakes make a writer’s work hard to read and understand.* |
| hinder                 | 4    | to make it difficult for something to develop or succeed  
  Ex: *Sentence fragments or run on sentences hinder a reader’s understanding of a piece of writing.* |
| valid (opposite: invalid) | 2    | a reason, argument etc that is based on what is reasonable or sensible  
  Ex: *The idea that South Sudan is a dangerous place is valid.*  
  Opposite: something that is not logical or reasonable |

Other new words you encountered: