



EXPEDITIONARY
LEARNING

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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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	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Pages 237–247 of <i>Inside Out & Back Again</i> (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>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)</p> <p>B. Jigsaw Part 2: Group Discussion to Determine Whether the Issues Are “Inside Out” or “Back Again” (13 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)</p> <p>4. Homework</p> <p>A. Complete a first read of pages 248–260. Take notes (in your journals) using the Structured Notes graphic organizer.</p>	<ul style="list-style-type: none"> • 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. • 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. • 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.” • 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). Consider adjusting the protocol and posting it so that the expectations can be clearly presented to all students. • Consider arranging a session in advance during which struggling readers can preview the article and text-dependent questions. Students can highlight or annotate information that they can use in preparation for the jigsaw. • Consider which students might need access to the Vocabulary Guide for these lessons to support their acquisition of text. Because the homework for this lesson includes an independent first-read of text, there is also a separate glossary of Additional Words from Assigned Reading. The glossaries can be provided during an additional support class in advance, with time to pre-teach the words, or modified to be used by students independently (see supporting materials). • Post: Learning targets, directions for Jigsaw Part 1 (see Work Time A) homework question.



Lesson Vocabulary	Materials
<p>strongest evidence, represents, endure, adolescents, dependency reversal, interpreter, discrimination, racism “Rainbow”: lacquer, barrettes “Loud Outside”: pluck “More Is Not Better”: stalking</p>	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i> (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) <p>Optional Materials</p> <ul style="list-style-type: none"> • Vocabulary Guide • “Refugee and Immigrant Children: A Comparison”: Text-Dependent Questions, Part B (Alternate Version)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Pages 237–247 of <i>Inside Out & Back Again</i> (5 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • If time permits, students may benefit from having the instructions for this opening activity posted as “do now” when they arrive in class. • Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson.



Opening (continued)	Meeting Students’ Needs
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Post the learning targets and read them aloud as students follow along silently: <ul style="list-style-type: none"> * “I can use the strongest evidence from the novel and from the informational text to support my answers to questions.” * “I can make connections from the universal refugee experience to the title of the novel <i>Inside Out & Back Again</i>.” • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “What does the <i>strongest evidence</i> mean?” • Continue to emphasize that now that they are eighth-graders, they are really being challenged to think about which evidence best proves their point. This is what they will have to do in college and in a broad range of careers, from law to auto mechanics to social work. 	<ul style="list-style-type: none"> • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students’ Needs
<p>A. Jigsaw Part 1: Pairs Reread First Paragraph of “Refugee and Immigrant Children: A Comparison” and Connect to a Poem from the Novel with Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none"> • 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. • 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.” • Remind students of the homework question: <ul style="list-style-type: none"> * “What does it mean to have a disruptive loss to one’s life? What disruptive loss has Ha faced in the novel <i>Inside Out & Back Again</i>?” • Invite students to pair up to share their answers with someone else. • Select some volunteers to share their answers with the whole group. • Explain that today students will continue to build on this idea of the “disruptive loss” faced by refugees and immigrants. 	<ul style="list-style-type: none"> • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., law, peace, etc.) 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – “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: <ol style="list-style-type: none"> 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 them later. • Circulate to assist students in rereading 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. 	<ul style="list-style-type: none"> • Some students may benefit from referring to the Lesson Vocabulary Guide. • Consider which of your struggling students might benefit from having access to the “Refugee and Immigrant Children: A Comparison”: Paragraph 1 Text-Dependent Questions, Part B (Alternate Version) found in the supporting materials. • 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.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • This vocabulary from the poems may need to be discussed: <ul style="list-style-type: none"> – “Rainbow”: lacquer, barrettes – “Loud Outside”: pluck – “More Is Not Better”: stalking • (<i>Pluck</i> and <i>stalking</i> are words that students can probably figure out from the context. They may need to be told what <i>lacquer</i> and <i>barrettes</i> mean.) • As students work, ask probing questions as needed: <ul style="list-style-type: none"> * “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?” 	<ul style="list-style-type: none"> • 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. • Consider posting the probing questions so that all students have access to these hints.
<p>B. Jigsaw Part 2: Group Discussion to Determine Whether the Issues Are “Inside Out” or “Back Again” (13 minutes)</p> <ul style="list-style-type: none"> • Refocus whole group. Tell students that they will now share with their Numbered Heads group. Ask them to take their Text-Dependent Questions, Part B handout with them. • Give students about 5 minutes to share within their groups. Encourage them to record new evidence from other poems on their question sheets. • In the last few minutes of this part of the agenda, be sure that groups discuss and record an answer to the synthesis questions at the bottom of their Text-Dependent Questions, Part B handout: <ul style="list-style-type: none"> * “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 <i>perhaps</i> when looking for evidence, because it suggests that this might not always be the case. 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)</p> <ul style="list-style-type: none"> • Select volunteers to share some of their details from the informational text and the poem and to justify whether they think the details show turning “inside out” or “back again.” • Record on Inside Out or Back Again anchor charts according to student suggestions. 	<ul style="list-style-type: none"> • Anchor charts serve as note-catchers when the class is co-constructing ideas.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Consider which students might need access to the Additional Words from Assigned Reading in the Vocabulary Guide (see supporting materials). • Some students may benefit from a separate session in which they work on the Structured Notes with teacher support.



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Grade 8: Module 1: Unit 2: Lesson 10

Supporting Materials



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Name: _____

Date: _____

Questions	Notes	Connections: Specific Details from <i>Inside Out & Back Again</i>
<p>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.”</p> <p>How do the forces of home and school push and pull refugee and immigrant children in opposite directions?</p>		
<p>What challenges do refugee and immigrant children face at school?</p>		



Questions	Notes	Connections: Specific Details from <i>Inside Out & Back Again</i>
<p>The informational text says: “Both refugee and immigrant children may encounter society’s discrimination and racism.”</p> <p>What is <i>discrimination and racism</i>?</p>		
<p>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.”</p> <p>What does <i>dependency reversal</i> mean?</p>		



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 10
OPTIONAL MATERIALS

Lesson Vocabulary Guide

Word	Definition
strongest evidence *	words, phrases, and details from the text, that best support something
represents (v)	serves as an example of
endure (v)	allow to happen
adolescents (n)	teenagers
dependency reversal	a change in the way two people or groups of people rely on one another
interpreter (n)	someone who explains the meaning of a language to someone who does not understand it.
discrimination (n)	treatment of a person or thing based on a category, such as race or gender, instead of on true worth
racism (n)	hatred or intolerance of another race
lacquer (n) +	a protective varnish-like coating
barrette (n)	a clasp for holding hair in place
pluck (v)	to pull with sudden force
stalking (v)	hunting slowly and quietly

*Words that will be important again in Common Core classes

+ Repeated from earlier in the module

Additional Words from Assigned Reading

Word	Page	Definition
intermingling (v)	257	mixing together
glutinous (adj) +	257	sticky, glue-like in texture

+ Repeated from earlier in the module



Note to teacher: The next pages include a scaffolded version of the text-dependent questions for this lesson, including sentence starters and hints. Before distributing it, adjust it to fit the needs of your students, including directions, content, and space needed to write. This tool is more useful if used in conjunction with the Vocabulary Guide. Students may need additional instruction to support their use of this tool.



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Name:

.....
Date:

Questions	Notes	Connections: Specific Details from <i>Inside Out & Back Again</i>
<p>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.”</p> <p>How do the forces of home and school push and pull refugee and immigrant children in opposite directions?</p>	<p>At school they want to</p> <p>At home they have to</p>	<p>In the poem it says</p>
<p>What challenges do refugee and immigrant children face at school?</p>	<p>Just like other adolescents, at school they</p>	<p>In the poem it says</p>



Questions	Notes	Connections: Specific Details from <i>Inside Out & Back Again</i>
<p>The informational text says: “Both refugee and immigrant children may encounter society’s discrimination and racism.”</p> <p>What is <i>discrimination and racism</i>?</p>	<p>Discrimination is</p> <p>Racism is</p>	<p>In the poem, discrimination and racism take place when</p>
<p>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.”</p> <p>What does <i>dependency reversal</i> mean?</p>	<p>Dependency means</p> <p>Reversal means</p> <p>Therefore, dependency reversal is</p>	<p>In the poem, dependency reversal takes place when</p>



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?

The author is saying that the biggest problem is

The evidence that shows this is
