



EXPEDITIONARY  
LEARNING

## **Grade 8: Module 1: Unit 2: Lesson 12**

### **Analyzing the Significance of the Novel's Title: Connecting the Universal Refugee Experience to Inside Out & Back Again, Part 2**



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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”:  
 Paragraphs 2 and 3 Text-Dependent Questions, Part B



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Unpacking Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>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)</li> <li>B. Jigsaw Part 2: Group Discussion to Share Answers and Discuss a Synthesis Question (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>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?”</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• For the second part of the Jigsaw, students get back into Numbered Heads groups to answer a synthesis question.</li> <li>• 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.”</li> <li>• 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.”</li> <li>• Consider arranging a session in advance during which struggling readers can preview the text-dependent questions. . Students can highlight or annotate information that they can use to answer the questions, preparing them to participate in the lesson.</li> <li>• Consider which students might need access to the Vocabulary Guide for this lesson to support their acquisition of text. The glossary 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).</li> <li>• Post: Learning targets, directions for Jigsaw Part 1 (see Work Time A), homework question.</li> </ul>



Lesson Vocabulary	Materials
<p>severity, society, traumatic events, reception, resiliency, settlement, crucial, integrate, characteristics, torture</p> <p>“Neighbors”: hogwash, puckering, widow, volunteers</p> <p>“Laugh Back”: Students should be familiar with all of the vocabulary in this poem</p> <p>“NOW!”: butcher, motions</p>	<ul style="list-style-type: none"> <li>• <i>Inside Out &amp; Back Again</i> (book; one per student)</li> <li>• “Refugee and Immigrant Children: A Comparison” (from Lesson 9)</li> <li>• Document camera</li> <li>• “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part B (one per student and one to display)</li> <li>• Inside Out and Back Again anchor charts (begun in Lesson 8)</li> <li>• Homework Purpose for Reading: Who Was Ha before She Was Forced to Flee Her Home? (one per student)</li> </ul> <p><b>Optional Materials</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Guides</li> <li>• “Refugee and Immigrant Children: A Comparison,” Paragraphs 2 and 3 Text-Dependent Questions, Part B (Alternate Version)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the learning targets and read them aloud as students follow along silently:<ul style="list-style-type: none"><li>* “I can use the strongest evidence from the novel and from the informational text to support my answers to questions.”</li><li>* “I can make connections between evidence of the universal refugee experience and the title of the novel <i>Inside Out &amp; Back Again</i>.”</li></ul></li><li>• Remind students that they have seen these learning targets in previous lessons, so they should be familiar with them by now.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Students may benefit from having the instructions for this opening activity posted as “do now” when they arrive in class. Based on the time you have available, students can be instructed to read the targets silently or with a partner.</li><li>• 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.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students’ Needs
<p><b>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></p> <ul style="list-style-type: none"> <li>• Be sure students have their novel <i>Inside Out &amp; Back Again</i> as well as their article “<b>Refugee and Immigrant Children: A Comparison.</b>” Using a <b>document camera</b>, 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.</li> <li>• 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.”</li> <li>• Remind students of the homework question:             <ul style="list-style-type: none"> <li>* “Which factors help Ha adapt successfully in Alabama? How does she grow as a person as a result?”</li> </ul> </li> <li>• Invite students to pair up to share their answers with someone else.</li> <li>• Select some volunteers to share their answers with the whole group.</li> <li>• Display and distribute “<b>Refugee and Immigrant Children: A Comparison</b>”: <b>Paragraphs 2 and 3 Text-Dependent Questions, Part B.</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.</li> <li>• 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.”</li> <li>• 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.</li> <li>• 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"> <li>– “Neighbors” (page 162)</li> <li>– “Laugh Back” (page 147)</li> <li>– “NOW!” (page 217)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Some students may benefit from referring to the <b>Lesson Vocabulary Guide</b> for this lesson.</li> <li>• Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson.</li> <li>• Consider which students might need access to the “<b>Refugee and Immigrant Children: A Comparison,</b>” <b>Paragraphs 2 and 3 Text-Dependent Questions, Part B (Alternate Version)</b> found in the supporting materials.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Post these directions:               <ol style="list-style-type: none"> <li>1. Reread Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison.”</li> <li>2. Think about the questions.</li> <li>3. Discuss your thinking with your partner.</li> <li>4. Then write your thinking down in the center column.</li> <li>5. On your own, reread your pair’s assigned poem.</li> <li>6. With your partner, discuss your thinking about the key details in the poem.</li> <li>7. Then write your thinking down in the right-hand column.</li> </ol> </li> <li>• 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.</li> <li>• 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.</li> <li>• This vocabulary from the poems may need to be discussed:               <ul style="list-style-type: none"> <li>– “Neighbors”: hogwash, puckering, widow, volunteers</li> <li>– “Laugh Back”: Students should be familiar with all of the vocabulary in this poem.</li> <li>– “NOW!”: butcher, motions</li> </ul> </li> <li>• As students work, ask probing questions as needed:               <ul style="list-style-type: none"> <li>* “Which factors affect how successfully refugee and immigrant children adapt?”</li> <li>* “What evidence of those factors can you find experienced by Ha in your poem?”</li> <li>* “What is the strongest evidence of those challenges that you can find in your poem?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing academic vocabulary words benefits all students developing academic language. Consider allowing students to grapple with a complex text before explicit teaching of vocabulary. 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.</li> <li>• 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.</li> <li>• Circulating teachers and aides should gently encourage struggling students to use their glossaries to answer the text-dependent questions.</li> <li>• Consider posting the probing questions so that all students have access to these hints.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Jigsaw Part 2: Group Discussion to Share Answers and Discuss a Synthesis Question (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Give students about 5 minutes to share within their groups. Encourage them to record new evidence from other poems on their question sheets.</li> <li>• 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:               <ul style="list-style-type: none"> <li>* “How do some of the challenges described in these two paragraphs about adaptation differ from Ha’s experiences as a refugee?”</li> </ul> </li> <li>• Select volunteers from each group to share the group discussion with the whole class.</li> </ul>	
Closing and Assessment	Meeting Students’ Needs
<p><b>A. Adding to the Inside Out and Back Again Anchor Charts (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.”</li> <li>• Record on the <b>Inside Out Anchor Chart</b> or the <b>Back Again Anchor Chart</b> according to class suggestions.</li> <li>• Distribute <b>Homework Purpose for Reading: Who Was Ha before She Was Forced to Flee Her Home?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Anchor charts serve as note-catchers when the class is co-constructing ideas.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Remember that for the end of unit assessment, you are going to be writing about how the novel’s title, <i>Inside Out &amp; Back Again</i>, 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:           <ul style="list-style-type: none"> <li>* “Who was Ha before she was forced to flee her home?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from a separate session in which they work on rereading and collecting evidence with teacher support.</li> </ul>





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# Grade 8: Module 1: Unit 2: Lesson 12

## Supporting Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Notes	Connections: Specific Details from <i>Inside Out &amp; Back Again</i>
<p>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 <i>severity</i> mean? What are <i>traumatic events</i>? So what does the <i>severity of previous traumatic events</i> mean?</p>		
<p>2. What does reception by the host community mean?</p>		



<b>Questions</b>	<b>Notes</b>	<b>Connections: Specific Details from <i>Inside Out &amp; Back Again</i></b>
3. What is individual resiliency?		
4. What are the factors that affect how well children adapt?		

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

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**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:**

1. Reread pages 1–17 of the novel.
2. Collect the strongest evidence you can find to answer the question: “Who was Ha before she was forced to flee her home?”



Who Was Ha?	Strongest Evidence from the Text

**GRADE 8: MODULE 1: UNIT 2: LESSON 12**  
**OPTIONAL MATERIALS**

**Lesson Vocabulary Guide**

<b>Word</b>	<b>Definition</b>
severity (n)	quality of harshness and difficulty
society (n)	a group of individuals living as members of a community
traumatic (adj)	very stressful emotionally and mentally
reception (n)	the act of welcoming or accepting
resiliency (n)	the ability to recover from misfortune or change
settlement (n)	the act of residing (living) somewhere
crucial (adj)	very important
integrate (v)	to become an equal part of a group
characteristics (n)	qualities that make an individual different from others
torture (n)	the act of causing horrible pain

**Additional Words from Poems**

<b>Word</b>	<b>Page</b>	<b>Definition</b>
hogwash (n) +	163	nonsense
puckering (v)	163	squeezing into folds or wrinkles
widow (n)	165	a woman whose husband has died
volunteers (v)	165	offers to do something
butcher (n)	217	a person who cuts and sells meat
motions (v)	217	moves hands in order to express a feeling

+ Repeated from earlier in the unit



*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.*



Name:

Date:

Questions	Notes	Connections: Specific Details from <i>Inside Out &amp; Back Again</i>
<p>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 <i>severity</i> mean? What are <i>traumatic events</i>? So what does the <i>severity of previous traumatic events</i> mean?</p>	<p>“Severity” means</p> <p>“Traumatic” means</p> <p>So the “severity of previous traumatic events” means</p>	<p>In the poem</p>
<p>2. What does reception by the host community mean?</p>	<p>“Reception” means</p> <p>So “reception by the host community means</p>	<p>In the poem</p>





Questions	Notes	Connections: Specific Details from <i>Inside Out &amp; Back Again</i>
3. What is individual resiliency?	<p>“Resiliency” means</p> <p>So “individual resiliency” is</p>	In the poem
4. What are the factors that affect how well children adapt?	The factors that affect how well children adapt are described in paragraph three. They are	In the poem

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

The challenges described differ from Ha’s experiences in the following way

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