



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 2: Lesson 15

Connecting the Universal Refugee Experience of Fleeing and Finding Home to the Title of the Novel *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 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

- 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.

Ongoing Assessment

- Two Forming Evidence-Based Claims graphic organizers (one for Body Paragraph 1, “Inside Out,” and one for Body Paragraph 2, “Back Again”)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Poetry Read Aloud (6 minutes) B. Unpacking Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Introducing Citations (8 minutes) B. Forming Evidence-Based Claims: Connecting the Idea of Fleeing and Finding Home with “Inside Out” (14 minutes) C. Forming Evidence-Based Claims: Connecting the Idea of Fleeing and Finding Home with “Back Again” (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Preview Homework: Planning Your Essay Paragraphs 1 and 2—How to Plan (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete your Forming Evidence-Based Claims graphic organizers if you did not do so in class. B. Complete the Planning Your Essay graphic organizer for Body Paragraphs 1 and 2. 	<ul style="list-style-type: none"> • 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 <i>Inside Out & Back Again</i>, 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. • Consider arranging for a session in advance to support students who might struggle with creating the Forming Evidence-Based Claims Anchor Chart. Students could work in a support class, with time to highlight and discuss portions of their notes that could be used effectively. This would prepare them to participate in the lesson. • 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. • 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). • Post: Learning targets, Questions for Work Time, Part A.



Lesson Vocabulary	Materials
<p>strongest evidence, claim, cited/citation, physical, psychological, emotional</p>	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i> (book; one per student) • Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’” (from Lesson 8; one per student, and 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) <p>Optional Materials</p> <ul style="list-style-type: none"> • Vocabulary Guide

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Poetry Read Aloud (6 minutes)</p> <ul style="list-style-type: none"> • Remind students of their homework, to practice reading aloud the poem “Du Du Face” (pages 219 and 220) from <i>Inside Out & Back Again</i>. Ask: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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.” 	<ul style="list-style-type: none"> • If time permits, adapt this section so that students may benefit from having the activity posted as “do now” when they arrive in class. They could begin by reviewing the poem silently, or by writing a personal journal entry about a similar experience.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask Numbered Heads to pair up—odd numbers together and even numbers together—to read the poem aloud to each other. • Ask them to Think-Pair-Share: <ul style="list-style-type: none"> * “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. 	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud as students follow along silently in their heads: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “What is the <i>strongest evidence</i>? What does that mean?” * “What is a <i>claim</i>?” • 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. 	<ul style="list-style-type: none"> • Some students may benefit from referring to the Lesson Vocabulary Guide for this lesson. • Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson. • 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	Meeting Students' Needs
<p>A. Introducing Citations (8 minutes)</p> <ul style="list-style-type: none"> • Display the first body paragraph in the Model Essay: “How Ha’s Mother Is Turned ‘Inside Out,’” and invite students to refer to their own text. 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “What does <i>cited</i> mean? When you cite something, what are you doing?” * “Why do you cite the work of others?” • Listen for students to explain that to <i>cite</i> 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: <ul style="list-style-type: none"> * Cite the work of others to support your own claims to make them stronger and more valid. • Display the following questions, and then invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “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. 	<ul style="list-style-type: none"> • Providing models of expected work supports all learners, especially those who are challenged. • Students may benefit from annotating or highlighting the portions of the Model Essay being discussed during this part of the lesson.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Record on the Citing Books and Articles Anchor Chart: <ul style="list-style-type: none"> * “Works Cited” are listed in alphabetical order. • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * Books: Author name, <i>title—italicized</i> (place of publishing: publisher, year). * Articles: Author name, “title,” <i>the title of the magazine/journal it was published in—italicized</i>, 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. 	
<p>B. Forming Evidence-Based Claims: Connecting the Idea of Fleeing and Finding Home with “Inside Out” (14 minutes)</p> <ul style="list-style-type: none"> • Remind students that in their end of unit essay, they will analyze how the meaning of the novel’s title, <i>Inside Out & Back Again</i>, 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: <ul style="list-style-type: none"> * “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 <i>physical</i> process in which refugees leave their country and move to a new one, whereas “inside out” and “back again” are more <i>psychological</i> and <i>emotional</i> processes that refugees go through as they leave everything they know behind and try to adapt to life in a new country. 	<ul style="list-style-type: none"> • 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 the graphic organizers or recording forms, consider using a document camera to display them for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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. • 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. Instruct them to fill in the task at the top of the page: “How do the lives of refugees turn ‘inside out’ as they flee and find home?” • 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: <ul style="list-style-type: none"> * “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?” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * "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?" • 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. 	<ul style="list-style-type: none"> • Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * 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.” • 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: <ul style="list-style-type: none"> * “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.” 	



Work Time (continued)	Meeting Students' Needs
<p>C. Forming Evidence-Based Claims: Connecting the Idea of Fleeing and Finding Home with “Back Again” (10 minutes)</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> * “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?” * “What about the two details from the novel? What is your thinking behind choosing those?” * “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 how the lives of refugees can turn ‘back again’ when they find home?” 	<ul style="list-style-type: none"> • 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.



Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework: Planning Your Essay Paragraphs 1 and 2—How to Plan (5 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Planning Your Essay Graphic Organizer. • 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. • Tell students to ignore the Introductory Paragraph and Concluding Paragraph boxes for now (they will work on these in Lesson 16). • Emphasize three key reminders: <ul style="list-style-type: none"> * “Each box contains tasks that you should address as you work. Check off each item as you address it.” * “Just jot simple notes; you do not need to write in full sentences.” * “Cite your evidence on the planning form so you will have these citations when you write your essay.” • As time permits, invite students to begin planning Body Paragraphs 1 and 2 using the Planning Your Essay Graphic Organizer. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Complete your Forming Evidence-Based Claims Graphic Organizers if you did not do so in class. • 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. 	<ul style="list-style-type: none"> • Consider arranging for a session to support students who struggle with finishing the Forming Evidence-Based Claims Graphic Organizers. • Some students may benefit from a separate session in which they work on the homework with teacher support.



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Supporting Materials



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Forming Evidence-Based Claims

Name ➔ Task 

<p>FINDING DETAILS</p> <p>I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.</p>	<p>Detail 1 (Reference:)</p>	<p>Detail 2 (Reference:)</p>	<p>Detail 3 (Reference:)</p>
<p>CONNECTING THE DETAILS</p> <p>I re-read and think about the details, and <u>explain</u> the connections I find among them.</p>	<p>What I think about detail 1:</p>	<p>What I think about detail 2:</p>	<p>What I think about detail 3:</p>
<p>MAKING A CLAIM</p> <p>I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.</p>	<p>How I connect the details:</p> <p>My claim about the text:</p>		

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Forming Evidence-Based Claims

Name → Task



FINDING DETAILS	Detail 1 (Reference:)	Detail 2 (Reference:)	Detail 3 (Reference:)
	<p>I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.</p>		

CONNECTING THE DETAILS	What I think about detail 1:	What I think about detail 2:	What I think about detail 3:
	<p>I re-read and think about the details, and <u>explain</u> the connections I find among them.</p>		
How I connect the details:			

MAKING A CLAIM	My claim about the text:
	<p>I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.</p>

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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.



Name:

Date:

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.

Introductory Paragraph

- Describe what Ha is like before she flees her home.
- Explain why we need to know this to understand how Ha turns “inside out and back again.”

Thesis statement:

- Explain the point that you, the author, will be making (your purpose).
- Explain, in general, what evidence you will be using, and why.



Body Paragraph 1

- Make a claim about how the lives of refugees turn “inside out” as they flee and find home.
- List evidence from the informational texts that supports this claim.
- List evidence from Ha’s fictional story that supports this claim.



Body Paragraph 2

- Make a claim about how the lives of refugees turn “back again” when they find a new home.
- List evidence from the informational texts that supports this claim.
- List evidence from Ha’s fictional story that supports this claim.



Concluding Paragraph

Write sentences that explain:

- What your essay was about
- What the main points were that you made
- What your final thought is that you want to leave the reader with, and why



GRADE 8: MODULE 1: UNIT 2: LESSON 15 OPTIONAL MATERIALS

Lesson Vocabulary Guide

Word	Definition
strongest evidence *+	words, phrases, and details from the text, that best support something
claim (n) *	a statement the author is making about a text
cite (v) *	to use the work of someone else in your own work
physical (adj)	related to the body
psychological (adj)	related to or influencing the mind
emotional (adj)	related to strong feelings or mental reactions

*Words that will be important again in Common Core classes

+ Repeated from earlier in the module