



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 3: Lesson 1

Finishing Who? Where? and Why? Research



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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 discussion, and I can build on others' 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.
- I can use the evidence I have gathered in research to create a culturally appropriate fictional character profile for the refugee narrator of my “inside out” poem.

Ongoing Assessment

- Research Guide
- Character Profile on the “Inside Out” Poem Graphic Organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Review Learning Targets (2 minutes) B. Sharing Strongest Evidence (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Finishing Research (20 minutes) B. Review Performance Task Prompt (5 minutes) C. Building a Character Profile (8 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Becoming the Character in an Interview (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Familiarize yourself with the rest of the “Inside Out” Poem Graphic Organizer to get ready for the next lesson. Be clear about what you think should be recorded in each column and why so that you are prepared for a discussion. Do not record anything else on the organizer yet. 	<ul style="list-style-type: none"> • This is the first lesson in Unit 3. However, students began their research for the performance task in Unit 2, Lessons 18 and 19. • Students start by sharing the evidence they collected for homework with another student. This makes students accountable for completing their homework. It also gives them the opportunity to add research to their Research Guide that they may have missed. • During Work Time Part A, students finish using the informational texts in their Research Folders to gather enough evidence on their Research Guides to plan their “inside out” poems. Continue to emphasize with students that this is a very short research project, and they are not expected to know everything about this complex time and place in history. Their goal is to simply be able to tell the story of “Who,” “Where,” “Why,” and how their refugee turned “inside out.” • During this lesson, students are formally introduced to the “Inside Out” Poem Graphic Organizer, which they will use to organize their research into a free verse narrative poem. Students are not completing the entire graphic organizer in this lesson, though; they are only filling out the character profile at the beginning of the organizer. • Consider which students might need access to the Vocabulary Guide to support understanding during the lesson. 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). • Review: Final performance task (see Lesson 18). • Post: Learning targets; directions for closing activity.



Lesson Vocabulary	Materials
culturally appropriate, fictional, character profile	<ul style="list-style-type: none">• Research Guide (from Unit 2, Lesson 18)• Research Folder (from Unit 2, Lesson 19)• Research Task Card (from Unit 2, Lesson 19)• Student-Friendly Performance Task Prompt (from Unit 2, Lesson 18)• “Inside Out” Poem Graphic Organizer (one per student) <p>Optional Materials</p> <ul style="list-style-type: none">• Vocabulary Guide



Opening	Meeting Students' Needs
<p>A. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Ask the students to read along as you read the learning targets aloud: <ul style="list-style-type: none"> * “I can find the <i>gist</i> of informational texts.” * “I can select the strongest evidence in an informational text about who the refugees were, where they fled from, and why they had to flee.” * “I can use the evidence I have gathered in research to create a culturally appropriate fictional character profile for the refugee narrator of my ‘inside out’ poem.” • Students should be familiar with the first two targets as they are the same as the targets for Lesson 19. • Focus students on the third learning target. Ask them to Think-Pair-Share: <ul style="list-style-type: none"> * “What does <i>culturally appropriate</i> mean?” * “What does <i>fictional</i> mean?” * “What is a character profile?” • Listen for students to explain that culturally appropriate means they have considered the culture of their refugee, that fictional means made up, and that a character profile is building an idea of whom the character is. • Use Ha as an example. Remind students that Ha is a fictional character—a young girl from Vietnam who flees with her family to Alabama to escape the dangers of the war. Although the author of <i>Inside Out & Back Again</i>, Thanhha Lai, was a refugee from Vietnam herself, she made up a fictional character to tell the story. 	<ul style="list-style-type: none"> • Students may benefit from having the instructions for this part of the lesson posted as a “do now” when they arrive in class. • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Discussing and clarifying the language of learning targets helps build academic vocabulary. • Posting learning targets allows students 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. • 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. Make sure students are aware that some words are found in glossaries from earlier lessons.



Opening (continued)	Meeting Students' Needs
<p>B. Sharing Strongest Evidence (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to get into research teams. Ask them to get out their research texts and their Research Guide, (from Unit 2, Lesson 19). • Remind students that part of their homework in Unit 2, Lesson 19 was to finish collecting the strongest Who? Where? Why? evidence from the informational text they read in Lesson 19 on their Research Guide. • Invite students to pair up within their research teams to work with someone who read and annotated one of the other informational texts from their Research Folder. They are going to share the Who? Where? Why? evidence recorded on their Research Guides referring back to the texts. • Encourage students to record any Who? Where? Why? evidence they are missing on their Research Guides as their peers share. 	

Work Time	Meeting Students' Needs
<p>A. Finishing Research (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that in this lesson they are going to finish up collecting evidence from the texts in their Research Folders. • Invite students to refer to their Research Task Cards from previous lessons and tell them that, as in the previous lesson, they are going to work on the remaining texts in their Research Folders to find the gist, underline the Who? Where? and Why? evidence, and then collect that evidence in the appropriate boxes on their Research Guide. • Tell students that they may all need to work on the same text this time, as they may have only one text left to work with, but they are still to work in pairs. • Circulate to assist students with reading for the gist and identifying the Who? Where? and Why? details. Remind students of the guiding words in brackets on the Research Guide. 	



Work Time (continued)	Meeting Students' Needs
<p>B. Review Performance Task Prompt (5 minutes)</p> <ul style="list-style-type: none"> • Celebrate the work that students have done in collecting the strongest evidence from the informational texts. Remind them that this is something that researchers have to do in the real world when they gather evidence, so it is a very important skill to practice. • Tell the students that over the next few lessons they will use the evidence recorded on their Research Guide to develop their individual “inside out” poems. • Invite students to reread Part 2 of the Student-Friendly Performance Task Prompt (from Unit 2, Lesson 18) in their heads as you read it aloud: “Then 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 <i>Inside Out & Back Again</i>. One poem will be an ‘inside out’ poem. For this poem, consider these questions: <ul style="list-style-type: none"> * 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?’” • Tell students that the questions in the prompt are to help them to think about what they know about their refugee. They don’t have to answer all of these questions in their poem as they may not have found all of this information in their research texts, but they should use them as a guideline for the kind of details to include to make their poem more realistic and believable. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “So what is your ‘inside out’ poem going to be about?” • Listen for students to explain that they are going to imagine they are a refugee from the country they have researched and they are going to write a poem that answers the questions and explains how their lives turn ‘inside out’ when they have to flee. 	



Work Time (continued)	Meeting Students' Needs
<p>C. Building a Character Profile (8 minutes)</p> <ul style="list-style-type: none"> • Remind students that even though they have been gathering factual information, they are going to be using it to write a fictional poem, just like the poems in the novel <i>Inside Out & Back Again</i>. Tell students that now they are going to begin the creative process by using the evidence they have collected to consider who their refugee is going to be. • Display and distribute the “Inside Out” Poem Graphic Organizer. Give students a minute to read through the organizer. • Focus them on the Character Profile section at the top of the handout and ask them to read it with you. • Tell students that in the same way Thanhha Lai created Ha to be the fictional narrator of the poems in <i>Inside Out & Back Again</i>, they are going to build a profile of a fictional character to be the narrator of their poem. They are going to use the research they have conducted to determine where this person fled from, why he or she fled, and where he or she fled to—but students can decide the age of their refugee and whether this person will be a male or a female. • Explain that students can name their refugee if they have seen names of people in their research to use; otherwise, they should avoid choosing a name as people from different places sometimes have different names. It would make their poem unrealistic if the refugee had a culturally inappropriate name. • Use the example of Ha to model how to fill out the character profile: <ul style="list-style-type: none"> * Who is your refugee? Ha, a female child. * Where did he/she come from? Vietnam at the time of the Vietnam War. * Why did he/she flee? Because there was a war, it was dangerous, and the family was suffering through lack of food. * Where did he/she flee to? Alabama. • Invite students to spend a couple of minutes thinking about who their fictional character is going to be before recording it on their character profile. • Circulate to assist students in filling out their character profile. Look in particular for those students who have chosen names that may not be culturally appropriate; ask questions to encourage them to reconsider their choices: <ul style="list-style-type: none"> * “Where is that name in your article?” * “How do you know it is culturally appropriate?” 	<ul style="list-style-type: none"> • 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. • When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. • Modeling provides a clear vision of the expectation for students.



Closing and Assessment	Meeting Students' Needs
<p>A. Becoming the Character in an Interview (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to pair up with someone from another research team. Tell them that when they write their poem, they are going to write it as if they are the refugee, just as with Ha’s poems, so they are going to practice being the refugee they have developed in the character profile. • Tell them that they are going to interview their partner and be interviewed using the questions on the character profile. They do not need to speak as if they are reading poetry—they just need to answer the questions, giving as many details as possible, as if they are the refugee. • Post the directions below. Invite students to read the directions with you: <ol style="list-style-type: none"> 1. In your pairs, decide who will be Number 1 and who will be Number 2. 2. Number 1, use your character profile to pretend to be your character. 3. Number 2, interview Number 1 using the following questions: <ul style="list-style-type: none"> • Who are you? • Where did you come from? • Why did you flee? • Where did you flee to? 4. Switch roles. • Invite students to begin the interview. Remind students, as needed, to make sure that both partners have time to perform both roles. 	<ul style="list-style-type: none"> • Consider using a visible timer to help students make sure that both partners have time to perform both roles. • Consider partnering ELL students 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.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Familiarize yourself with the rest of the “Inside Out” Poem Graphic Organizer to get ready for the next lesson. Be clear about what you think should be recorded in each column and why so that you are prepared for a discussion. Do not record anything else on the organizer yet. 	



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Supporting Materials



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.....
Name:

.....
Date:

Character Profile:

Who is your refugee? (age, male/female)

.....
.....

Where did he/she come from? (place and time)

.....
.....

Why did he/she flee?

.....
.....
.....

Where did he/she flee to?

.....
.....

Scene:

.....
.....



<p>Think about what you know about Ha’s experiences and those of real refugees to answer the following:</p>	<p>Using strong word choice and figurative and descriptive language, write your ideas as if they are taking place in the fictional scene you have chosen:</p>	<p>Why these words? How will this word choice affect the meaning and tone of your poem?</p>
Beginning of Poem		
<p>Who are you? (Include as many of the following: race, nationality, religion, political affiliation.)</p>		
Middle of Poem		
<p>Where are you from, and why did you flee? What hardships did you face in your country?</p>		
End of Poem		
<p>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”?</p>		



**GRADE 8: MODULE 1: UNIT 3: LESSON 1
OPTIONAL MATERIALS**

Lesson Vocabulary Guide

Word	Definition
culturally appropriate	acceptable based on the beliefs and customs of a specific group of people
fictional (adj) *	made up
character profile	a collection of facts about a character created to build who the character will be

*Words that will be important again in Common Core classes