



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 3: Lesson 6

Revision: Best Draft of “Inside Out” and “Back Again” Poems (Final Performance Task)



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

- I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)
- 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 correct grammar and usage when writing or speaking. (L.8.1)
- I can use correct capitalization, punctuation and spelling to send a clear message to my reader. (L.8.2)

Supporting Learning Targets

- I can write a final draft of two poems describing how the narrator, a refugee, turns “inside out” and “back again” as he or she flees home and adapts to life in a new country.
- I can create meaning in my “inside out” and “back again” poems by using figurative and descriptive language and purposeful word choice to convey a certain tone.
- I can use correct grammar and punctuation in my “inside out” and “back again” poems.

Ongoing Assessment

- Best draft of “Inside Out” and “Back Again” poems



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets (2 minutes) B. Return “Inside Out” and “Back Again” Poems with Feedback (6 minutes) 2. Work Time <ol style="list-style-type: none"> A. Poetry Share in Research Teams (10 minutes) B. Writing Best Draft of “Inside Out” and “Back Again” Poems (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Poetry Share with Someone from Another Research Team (7 minutes) 4. Homework <ol style="list-style-type: none"> A. Write a short review (no more than three paragraphs) of the novel <i>Inside Out & Back Again</i> for someone who is thinking about reading it. Answer these questions in your review: <ul style="list-style-type: none"> • What is the book about? • What did you think of the book? Why? • What was your favorite part of the book? Why? • Would you recommend this book to someone? Why/why not? 	<ul style="list-style-type: none"> • In this lesson, students begin by reviewing teacher feedback on their “Inside Out” and “Back Again” poems (from the mid-unit assessment and the end of unit assessment). They then use the relevant parts of this feedback to guide their revisions to both poems. • Students then share their “inside out” and “back again” poems within their research teams. The focus of this poetry share is on alignment of details between the two poems and on making sure it sounds as though the two poems have been written by the same narrator. Students provide feedback on these points by questioning. • Students then write their best draft of their “Inside Out” and “Back Again” poems. At the end of the lesson they share their best draft poems with students from another research team in order to learn more about a refugee from somewhere else in the world. They synthesize their learning from this poetry sharing by returning to the idea that refugees come from all over the world and different places in time. • If students used computers in Lessons 3 and 4, allow them to use computers to revise. • 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). While there is only one word glossed for this lesson, students may need to be reminded that other unfamiliar words may be found in glossaries from earlier lessons. • Post: Learning targets, anchor charts.



Lesson Vocabulary	Materials
align	<ul style="list-style-type: none"> • “Inside Out” and “Back Again” Poetry Rubric (from Lesson 3) • Student-Friendly Performance Task Prompt (from Unit 2, Lesson 18) • Student computers (one per student) or lined paper (two sheets per student) • What Makes an Effective Poem? Anchor Chart (from Lesson 2) • Poetry Share Task Card (one per student) • Homework: <i>Inside Out & Back Again</i> Review (one per student) <p>Optional Materials</p> <ul style="list-style-type: none"> • Vocabulary Guide • <i>Inside Out & Back Again</i> Review (Alternate Version)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students read through the learning targets with you: <ul style="list-style-type: none"> * “I can write a final draft of two poems describing how the narrator, a refugee, turns “inside out” and “back again” as he or she flees home and adapts to life in a new country.” * “I can create meaning in my “inside out” and “back again” poems by using figurative and descriptive language and purposeful word choice to convey a certain tone.” * “I can use correct grammar and punctuation in my “inside out” and “back again” poems.” • Focus on the final learning target and invite students to read to Row 4 of their “Inside Out” and “Back Again” Poetry Rubric. Remind them that even though this is a poem, they still need to use the appropriate grammar and punctuation. 	<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.



Opening (continued)	Meeting Students’ Needs
<p>B. Return “Inside Out” and “Back Again” Poems with Feedback (6 minutes)</p> <ul style="list-style-type: none"> • Hand out the “inside out” and “back again” poems completed in Lessons 3 and 4 with feedback. • Give students time to carefully read the feedback. Circulate to answer any questions students might have about the feedback they have been given. 	<ul style="list-style-type: none"> • Providing specific and focused feedback helps students to set concrete goals for reaching learning targets.

Work Time	Meeting Students’ Needs
<p>A. Poetry Share in Research Teams (10 minutes)</p> <ul style="list-style-type: none"> • Tell the students that, one at a time, they are going to be reading both of their poems aloud to their research teams. • Post the following questions for students to see: <ul style="list-style-type: none"> – “Do both of the poems sound as though they have been written by the same narrator?” – “Do the details in both poems align?” • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> – “What does <i>align</i> mean? What does it mean to make sure the details in both poems align?” • Listen for students to explain that it means to make sure the details line up between the two poems—there shouldn’t be any details that conflict or confuse the reader. • Tell students that they are going to be listening to the work of their peers for flow between the poems, focusing on whether it sounds as though they have been written by the same narrator and also whether there are any details that don’t match or might cause confusion between the two poems. Give the example that the “inside out” poem might suggest that the refugee has two younger sisters, whereas the “back again” poem might suggest that he/she has an older brother, which could confuse the reader and make the reader question how realistic and believable the two poems are. • Tell students that as they listen to students read their two poems, they are to consider the two questions that have been posted and also think of one question they could ask the writer to help him or her improve either the way it reads, so that it sounds more like one narrator, or to ensure that the details align. • Remind students to make sure that both partners get a chance to perform both roles. • Invite students to share their poems with the research teams. 	<ul style="list-style-type: none"> • Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of the learning target. • Consider using a visible timer to help students make sure that both partners have time to perform both roles.



Work Time (continued)	Meeting Students’ Needs
<p>B. Writing Best Draft of “Inside Out” and “Back Again” Poems (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Student-Friendly Performance Task Prompt and to reread the final paragraph of Part 2: Writing Free-Verse Narrative Poetry. • Arrange for student use of computers, or if they are unavailable, distribute lined paper. Tell students that they are now going to write up the best drafts of their “inside out” and “back again” poems. • Remind students to refer to the feedback from mid and end of unit assessments, the stars and steps feedback from their peer critique in the previous lesson, feedback from the share with their research team, the “Inside Out” and “Back Again” Poetry Rubric, the What Makes an Effective Poem? Anchor Chart, and the revised drafts of their poems to write the best drafts of their “inside out” and “back again” poems. • 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 students are working on computers, ask them to save their work. 	<ul style="list-style-type: none"> • For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs.

Closing and Assessment	Meeting Students’ Needs
<p>A. Poetry Share with Someone from Another Research Team (7 minutes)</p> <ul style="list-style-type: none"> • Ask students to pair up with someone from another research team. Distribute the Poetry Share Task Card. • Invite students to read the instructions with you. • Invite students to follow the directions to share their “inside out” and “back again” poems. Remind students to make sure that both partners get a chance to perform both roles. • Refocus the whole group. Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “So what do you now know about refugees?” * “Where do they come from in terms of place?” * “When do they come from in terms of time?” * “What do you know about the possible emotional journey of refugees, as they turn ‘inside out’ and ‘back again?’” 	<ul style="list-style-type: none"> • Task cards support students who struggle with following multiple-step directions. • Consider adapting this lesson to instruct students to write answers to the questions on their task cards. This might help some students when they join others for the Pair-Share portion of the activity. • Consider using a visible timer to help students make sure that both partners have time to perform both roles.



Closing and Assessment (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Listen for students to explain that refugees come from all over the world and from different places in time and that they often turn “inside out” as they flee and find home and turn “back again” as they begin to adapt and settle in to life in their new country. • Be prepared for students to mention that perhaps not all refugees do turn “back again.” If this occurs, ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Why do you think some refugees do not turn ‘back again’?” * “From what you have read in the informational texts, how can we help refugees turn ‘back again’?” • Collect the “Inside Out” and “Back Again” poems and all of the student materials: Research Guide, poem organizers, and rough drafts of both poems. • Distribute Homework: <i>Inside Out & Back Again</i> Review. 	<ul style="list-style-type: none"> • Consider which students might benefit from having access to the <i>Inside Out & Back Again</i> Review (Alternate Version) found in the supporting materials.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Write a short review (no more than three paragraphs) of the novel <i>Inside Out & Back Again</i> for someone who is thinking about reading it. Answer these questions in your review: <ul style="list-style-type: none"> – What is the book about? – What did you think of the book? Why? – How effective was the use of poetry in conveying this particular refugee experience? – “Why do you think this author may have chosen to include both ‘inside out’ and ‘back again’?” – Would you recommend this book to someone? Why/why not? 	<ul style="list-style-type: none"> • If your school schedule allows it, consider arranging for a session to support students who might struggle with this assignment.



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Grade 8: Module 1: Unit 3: Lesson 6

Supporting Materials



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1. Number yourselves 1 and 2.
5. Number 1 will share “inside out” and “back again” poems first.
6. While Number 1 is reading, Number 2 will be listening for the answers to these questions:
 - “Who is the refugee?”
 - “Where is he/she fleeing from?”
 - “Why?”
 - “How does he/she turn ‘inside out’?”
 - “How does he/she turn ‘back again’?”
7. When Number 1 has finished reading both poems, Number 2 tells number 1 the answers to the questions based on what you have just heard.
8. Repeat with Number 2 reading poems.



Write a short review (no more than three paragraphs) of the novel *Inside Out & Back Again* for someone who is thinking about reading it. Answer these questions in your review:

- What is the book about?
- What did you think of the book? Why?
- How effective was the use of poetry in conveying this particular refugee experience?
- Why do you think this author may have chosen to include both “inside out” and “back again” poems?
- Would you recommend this book to someone? Why/why not?



GRADE 8: MODULE 1: UNIT 3: LESSON 6
OPTIONAL MATERIALS

Lesson Vocabulary Guide

Word	Definition
align (v)	to line up in a similar way



Note to teacher: The next page includes a scaffolded version of the homework for this lesson, including sentence starters. Before distributing it, adjust it to fit the needs of your students, including directions, content, and space needed to write. Students may need additional instruction to support their use of this tool.



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Name:
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Date:
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Write a short review (no more than three paragraphs) of the novel *Inside Out & Back Again* for someone who is thinking about reading it. Answer these questions in your review:

- What is the book about?
- What did you think of the book? Why?
- How effective was the use of poetry in conveying this particular refugee experience?
- Why do you think this author may have chosen to include both “inside out” and “back again” poems?
- Would you recommend this book to someone? Why/why not?

Inside Out and Back Again is a book about

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I thought that the book was

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The use of poetry to convey the refugee experience was

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The author may have chosen to include both “inside out” and “back again” poems

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My recommendation for others

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