



EXPEDITIONARY  
LEARNING

# Grade 8: Module 1: Unit 2

## Overview



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## Unit 2: Case Study: Why do people flee home?

In Unit 2, students will build knowledge about refugees' search for a place to call home. They will read informational texts that convey the universal themes and experiences of refugees across various times and cultures. This study will draw students' attention to the challenges refugees face when they are fleeing and finding home. As students continue to move through the novel, they will focus on how particular incidents move the story forward and reveal aspects of Ha's character. Ha will be analyzed as a case study of a refugee who is faced with challenges that

represent the universal refugee themes of fleeing and finding home. For their mid-unit assessment, students will read an informational text and analyze one refugee's experience of finding home. Unit 2 culminates in a formal literary analysis essay in which students will explain the significance of the novel's title and how it relates to the universal refugee experience and the challenges Ha faces as a refugee.

### Guiding Questions And Big Ideas

- **How do critical incidents reveal character?**
- **What common themes are universal to the refugee experience?**
- *Critical incidents reveal a character's dynamic nature.*
- *Characters change over time in response to challenges.*

### Mid-Unit 2 Assessment

#### Analyzing an Informational Text about a Refugee Experience

This assessment centers on NYSP12 ELA CCLS RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9. In this on-demand assessment, students will read an unfamiliar informational text about a refugee experience (a speech by Til Gurung, a refugee from Bhutan) and then answer a range of literal and inferential text-dependent questions. The assessment will provide questions in the form of selected-response items, a graphic organizer, and short constructed-response items. Students will cite the strongest text-based evidence to support their answers.

### End of Unit 2 Assessment

#### Analysis Essay: Explain the Significance of the Novel's Title and Its Relationship to Universal Refugee Experiences and Ha's Character

This assessment centers on NYSP12 ELA CCLS RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2d, W.8.4, W.8.5, and W.8.9. For this writing assessment, students will explain aspects of Ha's character. They will respond to this specific prompt: "Consider the meaning of the novel's title, *Inside Out & Back Again*. How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Ha's experience an example of this universal experience?" Students will choose the strongest evidence from the informational texts and the novel to construct an informational literary analysis essay.



### Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

#### **Social Studies Themes in Context:**

##### Individual Development and Cultural Identity

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

### Central Texts

1. Thanhha Lai, *Inside Out & Back Again* (HarperCollins, 2011), ISBN-978-0061962783.
2. Fox Butterfield, "Panic Rises in Saigon, but the Exits Are Few," *New York Times*, April 1975.
3. Catherine Gevert, "Refugees: Who, Where, and Why," *Faces*. 19.1 (2002): 6-8.
4. Arthur Brice, "Children of War," Scholastic, March 1994.
5. Til Gurung, speech at Refugee Transitions' World of Difference Benefit Luncheon, San Francisco, November 3, 2010.
6. Ana Marie Fantino and Alice Colak, "Refugee Children In Canada: Searching For Identity." *Child Welfare* 80.5 (2001): 587-596.
7. See specifically Unit 2, Lesson 18 for a complete list of texts students use in their short research project.



**This unit is approximately 4 weeks of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Collecting Details: The Challenges Ha Faces and Ha as a Dynamic Character	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>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)</li> <li>I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can review and add to my strategies of things close readers do.</li> <li>I can identify key details that help me understand Ha.</li> <li>I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character.</li> </ul>	<ul style="list-style-type: none"> <li>Structured Notes</li> <li>Think-Write-Pair-Share</li> </ul>	<ul style="list-style-type: none"> <li>Numbered Heads protocol</li> <li>Give One to Get One protocol</li> <li>Who Is Ha?</li> <li>Things Close Readers Do</li> </ul>
<b>Lesson 2</b>	Rereading and Close Reading: Communism, “The Vietnam Wars,” and “Last Respects” (Pages 85 and 86)	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>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)</li> <li>I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character.</li> <li>I can infer the symbolism in the poem “Last Respects.”</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes for pages 83–90 (from homework)</li> <li>Chalk Talk</li> <li>Who Is Ha? small group anchor chart</li> <li>Last Respects note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Chalk Talk protocol</li> <li>Think-Write-Pair-Share protocol</li> <li>Who Is Ha?</li> <li>Things Close Readers Do</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Building Background Knowledge: Fleeing Saigon as “Panic Rises”	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can determine a theme or the central ideas of an informational text. (RI.8.2)</li> <li>I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the strongest evidence in the text “Panic Rises in Saigon, but the Exits Are Few” that helps me explain what challenges refugees from South Vietnam faced.</li> <li>I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.</li> <li>I can identify common themes that connect the universal refugee experience.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes (for pages 91–111, from homework)</li> <li>Fleeing Home: What Challenges Did Ha’s Family Face? graphic organizer</li> <li>Answers to text-dependent questions</li> <li>Prefixes note-catcher</li> <li>Fist to Five</li> </ul>	<ul style="list-style-type: none"> <li>Fist to Five protocol</li> </ul>
<b>Lesson 4</b>	Building Background Knowledge, Predicting, and Focusing on Key Vocabulary: “Refugees: Who, Where, Why”	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the strongest evidence in the text “Refugees: Who, Where, Why” that helps me explain challenges refugees face when fleeing home.</li> <li>I can identify the strongest evidence in the text “Refugees: Who, Where, Why” that helps me explain challenges refugees face finding home.</li> <li>I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes (pages 135–157 from homework)</li> <li>Prefixes note-catcher</li> <li>Annotated article</li> </ul>	<ul style="list-style-type: none"> <li>Carousel protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 5</b>	Building Background Knowledge and Summarizing: “Refugees: Who, Where, Why” Part 2	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can objectively summarize informational text. (RI.8.2)</li> <li>I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the strongest evidence in the article “Refugees: Who, Where, Why” and the novel that help me explain challenges refugees face when fleeing home.</li> <li>I can identify the strongest evidence in the article “Refugees: Who, Where, Why” and the novel that help me explain challenges refugees face finding home.</li> <li>I can write a paragraph that provides an objective summary of “Refugees: Who, Where, Why.”</li> <li>I can identify universal themes that connect refugee experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes (for pages 135–157, from homework)</li> <li>Annotated article “Refugees: Who, Where, Why” (from homework)</li> <li>Summary Writing graphic organizer</li> <li>Fleeing Home and Finding Home anchor charts</li> </ul>	<ul style="list-style-type: none"> <li>Chalkboard Splash protocol</li> <li>Fleeing Home</li> <li>Finding Home</li> </ul>
<b>Lesson 6</b>	Building Background Knowledge: Challenges Bosnian Refugees Faced Fleeing and Finding Home	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can determine a theme or the central idea of an informational text. (RI.8.2)</li> <li>I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the strongest evidence in the text “Children of War” that helps me explain what challenges refugees face when fleeing home.</li> <li>I can identify the strongest evidence in the text “Children of War” that helps me explain challenges refugees face finding home.</li> <li>I can identify common themes that connect the universal refugee experience.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes (pages 180–195 from homework)</li> <li>Written summary of “Refugees: Who, What, Where” (from homework)</li> <li>Summary Writing graphic organizer: “Children of War”</li> <li>Evidence Sort</li> </ul>	<ul style="list-style-type: none"> <li>Fleeing Home</li> <li>Finding Home</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Mid-Unit Assessment: Analyzing an Informational Text about a Refugee Experience	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)</li> <li>I can objectively summarize informational text. (RI.8.2)</li> <li>I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)</li> <li>I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the strongest evidence in the speech by Til Gurung that helps me explain why refugees leave their home.</li> <li>I can identify the strongest evidence in the speech by Til Gurung that helps me explain challenges refugees face in their new country.</li> <li>I can determine the meaning of unfamiliar words based on context clues.</li> <li>I can cite evidence from the text to support analysis of an informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: Analyzing an Informational Text about a Refugee Experience (RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9).</li> </ul>	
<b>Lesson 8</b>	Analyzing the Content of a Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’”	<ul style="list-style-type: none"> <li>I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)</li> <li>I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between the universal refugee experiences of fleeing/finding home and the title of the novel <i>Inside Out &amp; Back Again</i>.</li> <li>I can find the gist of a model essay.</li> <li>I can choose the strongest evidence to support my answers to questions about a model essay.</li> <li>I can evaluate the quality of evidence used to support the claims made in the model essay “How Ha’s Mother Is Turned ‘Inside Out’”</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes (pages 196–212 from homework)</li> <li>Answers to questions about model essay</li> </ul>	<ul style="list-style-type: none"> <li>Fleeing Home</li> <li>Finding Home</li> <li>Inside Out</li> <li>Back Again</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Close Reading: Paragraph 1 of “Refugee and Immigrant Children: A Comparison” (from “Refugee Children in Canada: Searching for Identity”)	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)</li> <li>I can determine a theme or the central ideas of an informational text. (RI.8.2)</li> <li>I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)</li> <li>I can read above-grade informational texts with scaffolding and support. (RI.8.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can find the gist of the first paragraph of “Refugee and Immigrant Children: A Comparison.”</li> <li>I can analyze how specific words, phrases, and sentences help me understand how refugee and immigrant children are similar.</li> <li>I can cite evidence to explain the similarities and differences between refugee children and immigrant children.</li> </ul>	<ul style="list-style-type: none"> <li>Answers to text-dependent questions, Part A</li> </ul>	<ul style="list-style-type: none"> <li>Inside Out</li> <li>Back Again</li> <li>Similarities and Differences in How Refugees and Immigrants Adapt</li> </ul>
<b>Lesson 10</b>	Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to <i>Inside Out &amp; Back Again</i>	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can read above-grade informational texts with scaffolding and support. (RI.8.10)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>“Refugee and Immigrant Children: A Comparison”: Paragraph 1 Text-Dependent Questions, Part B</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw protocol</li> <li>Inside Out</li> <li>Back Again</li> </ul>
<b>Lesson 11</b>	Close Reading: Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison” and Introducing the NYS Expository Writing Rubric	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)</li> <li>I can determine a theme or the central ideas of an informational text. (RI.8.2)</li> <li>I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)</li> <li>I can read above-grade informational texts with scaffolding and support. (RI.8.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can find the gist of Paragraphs 2 and 3 of “Refugee and Immigrant Children: A Comparison.”</li> <li>I can analyze how specific words, phrases, and sentences help me understand what refugee and immigrant children need for successful adaptation.</li> <li>I can read a text closely in order to answer text-dependent questions.</li> </ul>	<ul style="list-style-type: none"> <li>“Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part A</li> </ul>	<ul style="list-style-type: none"> <li>Inside Out</li> <li>Back Again</li> </ul>





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<b>Lesson 12</b>	Analyzing the Significance of the Novel's Title: Connecting the Universal Refugee Experience to <i>Inside Out &amp; Back Again</i> , Part 2	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can read above-grade informational texts with scaffolding and support. (RI.8.10)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>"Refugee and Immigrant Children: A Comparison": Paragraphs 2 and 3 Text-Dependent Questions, Part B</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw protocol</li> <li>Inside Out</li> <li>Back Again</li> </ul>
<b>Lesson 13</b>	Close Reading: Paragraph 4 of "Refugee and Immigrant Children: A Comparison"	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RL.8.1)</li> <li>I can determine a theme or the central ideas of an informational text. (RI.8.2)</li> <li>I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)</li> <li>I can read above-grade informational texts with scaffolding and support. (RI.8.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can find the gist of Paragraph 4 of "Refugee and Immigrant Children: A Comparison."</li> <li>I can analyze how specific words, phrases, and sentences help me understand what refugee and immigrant children need for successful adaptation.</li> <li>I can read a text closely in order to answer text-dependent questions.</li> </ul>	<ul style="list-style-type: none"> <li>"Refugee and Immigrant Children: A Comparison": Paragraph 4 Text-Dependent Questions, Part A</li> </ul>	<ul style="list-style-type: none"> <li>Inside Out</li> <li>Back Again</li> </ul>
<b>Lesson 14</b>	Analyzing the Significance of the Novel's Title: Connecting the Universal Refugee Experience to <i>Inside Out &amp; Back Again</i> , Part 3	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can read above-grade informational texts with scaffolding and support. (RI.8.10)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>"Refugee and Immigrant Children: A Comparison": Paragraph 4 Text-Dependent Questions, Part B</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Inside Out</li> <li>Back Again</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 15</b>	Connecting the Universal Refugee Experience of Fleeing and Finding Home to the Title of the Novel <i>Inside Out &amp; Back Again</i>	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>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)</li> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>I can cite where I found my evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Two Forming Evidence-Based Claims graphic organizers (one for Body Paragraph 1, “Inside Out,” and one for Body Paragraph 2, “Back Again”)</li> </ul>	<ul style="list-style-type: none"> <li>Citing Books and Articles</li> <li>Inside Out</li> <li>Back Again</li> </ul>
<b>Lesson 16</b>	Planning the Introductory and Concluding Paragraphs of the End of Unit Assessment Essay	<ul style="list-style-type: none"> <li>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)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</li> <li>With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can plan effective introductory and concluding paragraphs for my analytical essay.</li> <li>I can cite where I found my evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Forming Evidence-Based Claims graphic organizer (with a claim to answer the question: “Who is Ha before she flees home?”)</li> <li>Planning Your Essay graphic organizer (homework for Lessons 15 and 16)</li> </ul>	<ul style="list-style-type: none"> <li>Who Is Ha?</li> <li>Citing Books and Articles</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 17</b>	End of Unit 2 Assessment, Part One: First Draft of Analysis Essay	<ul style="list-style-type: none"> <li>• I can cite text-based evidence that promotes the strongest support for my analysis of literary text. (RL.8.1)</li> <li>• 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)</li> <li>• I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>• I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.8.6a)</li> <li>• I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.8.11)</li> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience (W.8.4)</li> <li>• I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>• I can write an essay explaining the universal refugee experience of turning “inside out” and “back again.”</li> <li>• I can cite the strongest evidence from informational texts to support my claims about how refugees turn “inside out” and “back again.”</li> <li>• I can cite the strongest evidence from the novel <i>Inside Out &amp; Back Again</i> to support my claims about who Ha is before she flees, and how she is turned “inside out” and “back again.”</li> <li>• I can cite where I found my evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 2 Assessment, Part 1: First Draft of Analytical Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Who Is Ha?</li> <li>• Inside Out</li> <li>• Back Again</li> <li>• Citing Books and Articles</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 18</b>	Introducing Final Performance Task and Analyzing Statistics	<ul style="list-style-type: none"> <li>I can determine a theme or central idea of literary text. (RL.8.1)</li> <li>I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the factual details (specific to a time and place in history) that Thanhha Lai used in the poems "Birthday" and "Saigon Is Gone."</li> <li>I can analyze statistics about refugee experiences around the world in order to notice patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Specific Factual Details tickets</li> <li>Chalk Talk participation and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Chalk Talk protocol</li> </ul>
<b>Lesson 19</b>	Launching Researching: Reading for Gist and Gathering Evidence Using the Research Guide	<ul style="list-style-type: none"> <li>I can conduct short research projects to answer a question. (W.8.7)</li> <li>I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9)</li> <li>I can express my own ideas clearly during discussions, and I can build on other's ideas during discussions. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can find the gist of informational texts.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Research Guide</li> </ul>	
<b>Lesson 20</b>	End of Unit 2 Assessment, Part Two: Final Draft of Analytical Essay	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)</li> <li>With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5)</li> <li>I can use evidence from literary texts to support analysis, reflection, and research. (W.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can use teacher feedback to revise my analytical essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment, Part 2: Final Draft of Analytical Essay</li> </ul>	<ul style="list-style-type: none"> <li>Citing Books and Articles</li> </ul>



**Optional: Experts, Fieldwork, And Service**

**Experts:**

- Invite recent refugees to the United States who can speak about the experience of coming to a new country. This is an opportunity for students to better understand Ha's experiences.
- Seek out professionals or volunteers who support refugees in local centers. This is an opportunity for students to learn about the challenges and needs of refugees in their locale, and the local supports that attend to these needs.

**Fieldwork:**

- Visit a local center for helping refugees acclimate to the United States.
- If there is a local museum that has exhibits on Vietnam, consider taking students to help them learn more about where Ha came from.

**Optional: Extensions**

- With Social Studies: Collaborate on a study of refugee issues in “finding home” in the local community or state of New York.



**This unit includes a number of routines that involve stand-alone documents.**

### Preparation and Materials

**Binders or Journals:** Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a binder in which to collect these materials and refer back to them. Alternately, teachers who prefer to use notebooks or journals can use the recording forms and graphic organizers as a template with which to model for students to create these structures independently.

### 1. Reading Calendar

- Students read *Inside Out and Back Again* for homework for Lessons 1–10.
- Each night, they read some pages.
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when.
- See stand-alone document.

### 2. Writer's Glossary

- This glossary includes academic words related to the writing process and products. These words come from the New York State Grade 6–8 Expository Writing Evaluation rubric. Student writing will be evaluated with this rubric through seventh and eighth grades. In Module 1 of both seventh and eighth grade, students are introduced to the rubric and its vocabulary. The purpose of the Writer's Glossary is to have a place for students to reference these words as they go through the rest of the year. Since there is not enough information in the context of the rubric for students to come to a definition for themselves, the glossary has all the words defined. It does, however, have space for students to add any other words that they do not know. Even though the definitions are in the glossary, you will need to go over them and give students examples so that they understand how these words are used in the rubric to refer to writing. As students progress through the rest of the year, there may be other academic words that relate directly to their writing or writing products. Feel free to create more pages for this glossary as more vocabulary about writing is encountered throughout the year.
- There are four pages in the Writer's Glossary: one page for each row of the NYS rubric. Students use this glossary in Lessons 12–15. The full glossary is provided here for teachers who may wish to make a packet. The words related to a specific lesson are also provided in the supporting materials of each lesson (12–15), along with instructions for using the glossary page for that lesson.



### 3. Independent Reading and Reading Response Letter

- Some students, especially stronger readers, will finish *Inside Out* and *Back Again* early in the unit. They should be encouraged to complete independent reading related to the topic of the unit. See the Unit 2 Recommended Texts, which includes texts at many levels. The daily lessons do not include time to check on students' independent reading. But consider how you might support students with this volume of reading. Included is a template for a Reader's Response letter, a format students can use to share their thinking about their reading with you or with other students. Some teachers create a binder of these letters, and then future students can use them as they select books to read.



The calendar below shows what is due on each day.  
Teachers can modify this document to include dates instead of lessons.

Due at Lesson	Read the chapter below:	Gathering Textual Evidence
2	83–90	Take notes (in journals) using the Structured Notes graphic organizer. Focus on key details that reveal the challenges Ha is facing and her dynamic character, plus vocabulary that helps you understand her challenges and responses.
3	91–111	Take notes (in journals) using the Structured Notes graphic organizer. Focus on key details that reveal the challenges Ha is facing and her dynamic character, plus vocabulary that helps you understand her challenges and responses.
4	115–134	Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.
5	135–157	Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.
6	158–179	Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.
7	180–195	Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out and back again” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.
8	196–212	Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out and back again” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.
9	213–237	Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out and back again” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.





Due at Lesson	Read the chapter below:	Gathering Textual Evidence
10	238–247	Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out and back again” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.
11	248–260	Take notes (in journal) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out” (the challenges Ha faces and her dynamic character), plus vocabulary that helps you understand her challenges and responses.

This glossary is for academic words related to the writing process and products. The words for the four lessons here come from the New York State Expository Writing Evaluation Rubric, Grades 6-8. Student writing will be evaluated with this rubric through 7th and 8th grades. In Module 1 of 7th grade, students are introduced to the rubric and its vocabulary. Feel free to create more pages for this glossary as more vocabulary about writing is taught throughout the year.

**Writer's Glossary from Row 1 of the NYS Rubric**

**Words from NEW YORK STATE GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC**

Word/Phrase	Page	Definition
content	1	the ideas, facts, or opinions that are contained in a speech, piece of writing, film, program, etc.
extent	1, 2, 3, 4	used to say how true, large, important or serious something is Ex: <i>The extent of his injuries was not clear immediately.</i>
conveys	1	to communicate or express something Ex: <i>The TV ad conveys the message that thin is beautiful.</i>
compelling	1	very interesting or exciting, so that you have to pay attention Ex: <i>The movie's story was very compelling.</i>
task	1	a piece of work that must be done Ex: <i>I was given the task of building a fire.</i>
insightful	1	showing that you understand what a text, situation or person is really like Ex: <i>Steve's comments about the story were very insightful.</i>
comprehension	1	understanding Ex: <i>They don't have the least comprehension of what I'm trying to do.</i>
logically (opposite: illogically)	1, 3	seeming reasonable and sensible, ideas are in a clear order Ex: <i>He could logically present his argument for desert to his mom.</i> opposite: Not reasonable, sensible or clearly put together
Other new words you encountered:		

**Writer's Glossary from Row 2 of the NYS Rubric**

**Words from NEW YORK STATE GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC**

Word/Phrase	Page	Definition
command	2	control Ex.: <i>John had command of his emotions and never had an angry outburst.</i>
relevant (opposite: irrelevant)	2	directly relating to the subject or problem being discussed or considered Ex: <i>Every detail in Sally's paper was relevant to the claim she made.</i> Opposite: not related to the subject being discussed
concrete details	2	definite and specific examples Ex: <i>Using quotes in an essay is giving concrete examples to support your claim.</i>
sustain	2	to make something continue to exist or happen for a period of time, maintain something Ex: <i>A writer must sustain the main idea through an essay.</i>
varied (noun: variety)	2	consisting of or including many different kinds of things or people, especially in a way that seems interesting (variety: a selection of different things, or different ways of doing something) Ex: <i>Use varied details in your essay to support your claim.</i>
partially	2	not completely Ex: <i>If you only give one detail you are only partially supporting your ideas.</i>
textual evidence	2	proof that comes from a written piece Ex: <i>Quotes from the novel count as textual evidence for your claim.</i>
consistently (opposite: inconsistently)	2, 3	the quality of always being the same, doing things in the same way throughout a piece of work Ex: <i>Jeff consistently used good vocabulary when he wrote.</i> Opposite: <i>changing ideas, claims or style in the middle of an essay.</i>
minimal	2, 4	very small in degree or amount, especially the smallest degree or amount possible Ex: <i>If you use a minimal number of details, your essay will not prove your ideas completely.</i>
valid (opposite: invalid)	2	a reason, argument etc that is based on what is reasonable or sensible Ex: <i>The idea that South Sudan is a dangerous place is valid.</i> Opposite: something that is not logical or reasonable
Other new words you encountered:		

**Writer's Glossary from Row 3 of the NYS Rubric**

**Words from NEW YORK STATE GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC**

Word/Phrase	Page	Definition
Coherence (opposite: incoherence)	3	when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way Opposite: when something is hard to understand or does not make sense
style	3	a particular way of doing, designing, or producing something
complex ideas	3	consisting of many different parts
concepts	3	an idea of how something is, or how something should be done
precise	3	precise information, details etc are exact, clear, and correct
appropriate (opposite: inappropriate)	3	correct or suitable for a particular time, situation, or purpose Opposite: not correct or suitable for a particular time, situation, or purpose
transitions	3	words or phrases that help a writer connect one idea to another so a reader can follow the writer's thinking
unified	3	when things are connected, joined
enhance	3	to improve something
exhibit	3	to clearly show a particular quality, emotion, or ability
predominantly	3	mostly or mainly
Other new words you encountered:		

**Writer's Glossary from Row 4 of the NYS Rubric**

**Words from NEW YORK STATE GRADE 6-8 EXPOSITORY WRITING EVALUATION RUBRIC**

Word/Phrase	Page	Definition
conventions	4	a formal agreement, especially between countries, about particular rules or behavior Ex: <i>Standard English conventions mean that anyone who speaks English can understand what is written in English.</i>
standard English grammar	4	rules for how the English language will be spoken and written Ex: <i>In English, the subject of a sentence usually comes before the verb.</i>
emerging	4	in an early state of development Ex: <i>A student who is an emerging writer is just beginning to learn how to write well.</i>
frequent	4	happening or doing something often Ex: <i>Frequent spelling mistakes make a writer's work hard to read and understand.</i>
hinder	4	to make it difficult for something to develop or succeed Ex: <i>Sentence fragments or run on sentences hinder a reader's understanding of a piece of writing.</i>
valid (opposite: invalid)	2	a reason, argument etc that is based on what is reasonable or sensible Ex: <i>The idea that South Sudan is a dangerous place is valid.</i> Opposite: something that is not logical or reasonable
Other new words you encountered:		



Name:	
Date:	

Title of book:

Author of book:

*Use the prompts below to write a 3 paragraph reader's response letter about the independent reading book you just read. You can write it on this form or on a separate sheet of notebook paper. Remember that next year, students will look at your letter to decide whether or not to read this book.*

Dear eighth grader,

For my independent reading book, I read \_\_\_\_\_ (title) by \_\_\_\_\_. In this book, (summarize here – including setting, plot, and character – but don't give away the end of the book):

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This book connected to *Inside Out & Back Again* and our study of the universal refugee experience because . . .

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I would/would not recommend this book because . . .

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Sincerely,

(Name)