



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 2: Lesson 4

Building Background Knowledge, Predicting, and Focusing on Key Vocabulary: “Refugees: Who, Where, Why”



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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 an analysis of informational text. (RI.8.1)
I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)

Supporting Learning Targets

- I can identify the strongest evidence in the text “Refugees: Who, Where, Why” that helps me explain challenges refugees face when fleeing home.
- I can identify the strongest evidence in the text “Refugees: Who, Where, Why” that helps me explain challenges refugees face finding home.
- I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means.

Ongoing Assessment

- Structured notes (pages 135–157 from homework)
- Prefixes note-catcher
- Annotated article “Refugees: Who, Where, Why”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Chalkboard Splash (8 minutes)B. Review Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Prediction and Read-aloud of “Refugees: Who, Where, Why” (13 minutes)B. Vocabulary in Context: Prefixes and Root Words (10 minutes)C. Partner Reading: Reread “Refugees: Who, Where, Why” (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief Learning Targets and Preview Homework (2 minutes)4. Homework<ol style="list-style-type: none">A. Complete a first read of pages 135–157. Take notes (in your journal) using the Structured Notes graphic organizer.B. Continue rereading and annotating the article “Refugees: Who, Where, and Why.”	<ul style="list-style-type: none">• In this lesson, students first make a basic prediction and then read the informational text “Refugees: Who, Where, Why” silently as the teacher reads it aloud. Do not worry if students do not understand everything at this point. Encourage them to persist. Their understanding will grow as they consider key vocabulary and reread this text across Lessons 4 and 5. Note, too, that students read the statistics at the end of the article much later in the unit, when they launch a short research project about refugees. It is great if students notice the statistics in Lessons 4 and 5, but do not feel a need to thoroughly address these bullets yet.• Note that students will focus on specific vocabulary words chosen because they are strong academic vocabulary words, are central to students’ conceptual understanding, and offer an opportunity to teach several new prefixes. Students work with most of these words during Part B of Work Time. Note that the word asylum is held for students to think about later, during their partner reading.• In this lesson, students practice a new, basic structure of partner reading (see Work Time, Part C). This structure is particularly useful to ensure that all students are actively engaged as readers with a challenging text. Paired reading in effect has students share the load of everything reading demands; the person reading aloud is focusing more on decoding and fluency, and the person listening is focusing more on comprehension. It is crucial that students take turns with both roles to continue to develop their full range of literacy skills.• Review: Numbered Heads protocol.• Post: learning targets, prompt for “engaging the reader,” vocabulary words (but not definitions): overburdened (Section 3), malnourished (Section 3), overcrowded (Section 3), repatriation (Section 4), resettle (Section 4), devastation (Section 6).



Lesson Vocabulary	Materials
plight, universal experiences, prediction; asylum, overburdened, malnourished, overcrowded, repatriation, resettle/resettlement (1), devastation (2)	<ul style="list-style-type: none"> • <i>Inside Out & Back Again</i> (book; one per student) • Blank sentence strips—tagboard strips, 24 inches wide by 3 inches high (one per student) • Markers (one per student) • “Refugees: Who, Where, Why” (one per student) • Document camera • Prefixes Note-catcher (from Lesson 3; see supporting materials for teacher reference related to Work Time B of this lesson)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Chalkboard Splash (8 minutes)</p> <ul style="list-style-type: none"> • Students should be sitting with their small groups and should have their novel Inside Out & Back Again. • Remind them that you specifically asked them to pay attention to how Ha is “inside out.” Invite them to work with a partner: <ul style="list-style-type: none"> * “What is the strongest evidence that shows how Ha is turned ‘inside out’ as her family settles in in Alabama?” • As students talk in their pairs, distribute a blank sentence strip and a marker to each student. Ask students to write their strongest evidence (a direct quote, including the page number) on their strip. Then ask them to place their strip on the wall for a Chalkboard Splash. • Invite students to line up and walk by the board in an organized manner to look at all of the “splashes” of detail and think about one they want to add to their notes. • As students return to their seats, encourage them to write down in their journal at least one new strong piece of evidence they noticed and why they chose it. 	



Opening (continued)	Meeting Students’ Needs
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read aloud the first two learning targets:<ul style="list-style-type: none">* “I can identify the strongest evidence in the text ‘Refugees: Who, Where, Why’ that helps me explain challenges refugees face when fleeing home.”* “I can identify the strongest evidence in the text ‘Refugees: Who, Where, Why’ that helps me explain challenges refugees face finding home.”• Ask students:<ul style="list-style-type: none">* “What do you notice about the difference between the two?” Students should notice that one focuses on “fleeing” home and the other on “finding” home.• Point students to the third target, which they should recognize from the previous lesson. Invite them to turn and talk:<ul style="list-style-type: none">* “What do you remember about the words, word roots, and prefixes we learned yesterday?”• Emphasize that paying attention to prefixes and word roots is a powerful way to figure out and learn a lot of hard words quickly, and that the more words students learn, the better readers they will become. Today they will continue to focus on words that are important for understanding what refugees experience as they flee home and find a new home.	<ul style="list-style-type: none">• Posting learning targets lets students reference them throughout the lesson to check their understanding. They also remind students about the intended learning behind a given lesson or activity.

Work Time	Meeting Students’ Needs
<p>A. Prediction and Read-aloud of “Refugees: Who, Where, Why” (13 minutes)</p> <ul style="list-style-type: none">• Tell students that for the next few days, they will be reading an informational text that explains the <i>plight</i> or difficulties of refugees across the world and across time periods. Explain that each refugee experience is different, but there are some commonalities or <i>universal experiences</i> that many refugees share. Review with students (from Lesson 3):<ul style="list-style-type: none">* “What does <i>universal</i> means in the term <i>universal experiences</i>?” Be sure students understand that <i>universal</i> refers to “across the world and across time.”	<ul style="list-style-type: none">• For ELLs or other students who struggle with language, provide them with a completed Prefix note-catcher, as well as a glossary of other key words.• Encourage ELLs to use word attack strategies: prefixes, root words, suffixes, cognates, and context.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> Distribute the text “Refugees: Who, Where, and Why.” Focus students on the title and invite them to take 1 to 2 minutes to make a <i>prediction</i> based on everything they have been learning about Ha and why many Southern Vietnamese fled during the fall of Saigon. Ask students to jot notes on the top of their text in response to these questions: <ul style="list-style-type: none"> * “Who are refugees?” * “Where might refugees be from?” * “Why might someone become a refugee?” Tell students that in a moment, you will read the text aloud as they follow along silently. They will then have time to reread the text with a partner. Set purpose for them: As you read aloud, they should look for evidence that confirms their prediction or that surprises them. Before reading aloud, display the article using the document camera. Remind students that it is often helpful to chunk long and complex text; they did something similar with “The Vietnam Wars” text. Have the students draw lines to divide the text into the following sections: <p><u>Section 1:</u> Paragraphs 1 and 2, beginning with “Attila the Hun ...” and ending with “... teachers, accountants, and doctors.”</p> <p><u>Section 2:</u> Paragraphs 3 and 4, beginning with “Refugees are protected ...” and ending with “... Africa and Europe.”</p> <p><u>Section 3:</u> Paragraphs 5–7, beginning with “Many countries are hosts ...” and ending with “... the basic needs of refugees.”</p> <p><u>Section 4:</u> Paragraphs 8–10, beginning with “Most refugees hope to return ...” and ending with “... refugees were offered resettlement.”</p> <p><u>Section 5:</u> Paragraphs 11–15, beginning with “People become refugees ...” and ending with “... in search of food and water.”</p> <p><u>Section 6:</u> Final paragraph of the main article, beginning with “Since early times ...” and ending with “... one we can all achieve.”</p> Ask students to code the text as you read: <ol style="list-style-type: none"> Underline evidence that confirms your prediction. Put a !! mark by anything that surprises you. Read aloud as students read silently. This should be a true read-aloud; read fluently, naturally, and with feeling, but do not pause to explain or go over vocabulary. Vocabulary instruction will come next. 	<ul style="list-style-type: none"> Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently as you read the text aloud.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Invite students to turn and talk: <ul style="list-style-type: none"> * “What was the strongest evidence in the article that confirmed your prediction?” * “What details in the text most surprised you? Why?” • As time permits, cold call a few students to share out in order to gauge students’ initial understanding of the text. But do not spend too much time probing or clarifying; students’ understanding will grow across the next two lessons as they consider key vocabulary and reread this text. Let them struggle a bit! (Remember, too, that students will examine the statistics much more closely much later in the unit.) 	
<p>B. Vocabulary in Context: Prefixes and Root Words (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Prefixes Note-catcher from Lesson 3. Display a copy on the document camera or overhead (for modeling). Tell students you would like to focus on several important words in the article that will help them think about what it was like for real people trying to flee and find home. Ask them to complete the note-catcher as the class discusses the words. • Point students to the board and ask them to circle the six words in their text: overburdened (Section 3), malnourished (Section 3), overcrowded (Section 3), repatriation (Section 4), resettlement (Section 4), devastation (Section 6) • Focus them on the word overburdened. Read the sentence: “A hospital and several clinics provide health care, but these are overburdened with many patients.” Ask: <ul style="list-style-type: none"> * “After reading the sentence, what do you think the word overburdened means?” • Give students a moment to think, then talk with a partner. • Call on student volunteers, listening for answers such as: “too crowded,” “pushed beyond their limits,” or “maxed out.” Tell them it means “overloaded” or “too much to deal with.” • Read aloud the sentence: “Schooling is provided for children, but classes are very overcrowded.” Ask: <ul style="list-style-type: none"> * “What do you think the word overcrowded means?” • Give students a moment to think, then talk with a partner. • Call on a Numbered Head to answer. Be sure students understand this means “too crowded” or “beyond filled to capacity.” 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Focus students on their Prefix note-catcher. Ask them to add the prefix over- and the words overburdened and overcrowded. Ask: <ul style="list-style-type: none"> * “What does the prefix over- mean?” • Clarify as needed and ask students to write “too” next to this prefix on their note-catcher. • Next, focus students on the word malnourished. Reread: “Most refugees are sick and malnourished when they arrive.” Ask: <ul style="list-style-type: none"> * “Cover up the prefix mal-. What does the word nourished mean?” • Give students a moment to think, then talk with a partner. • Call on a Numbered Head to answer. Be sure students understand this means “well fed; having enough nutrition.” • Ask: <ul style="list-style-type: none"> * “So, what do you think malnourished means?” • Give students a moment to think, then talk with a partner. • Call on a Numbered Head to answer. Clarify as needed. Be sure students understand people who are <i>malnourished</i> are underfed and/or have improper nutrition. Point out that the prefix <i>mal-</i> can mean “bad.” Students may be familiar with words like <i>malady</i> (sickness), <i>malice</i> (evil), or <i>malpractice</i> (when a professional does something wrong or illegal). Direct students to write the meaning of the prefix on their Prefix note-catcher. • Help students make a connection to Ha and the poems they most recently read about her on the boat: <ul style="list-style-type: none"> * “What do you remember about the food Ha had on the boat? Do you think she was malnourished when she arrived in the United States?” • Next, focus students on the word <i>repatriation</i>. Read: “Most refugees hope to return to their homes. As conflicts are resolved, many refugees undergo repatriation.” Point out that this word also is defined for them at the end of the text. Ask: <ul style="list-style-type: none"> * “Cover up the prefix re-. What do you think <i>patriation</i> means? Does this word part remind you of another word you might know?” • Give students a moment to think, then talk with a partner. • Call on a Numbered Head to answer. Students may connect this word part to <i>patriot</i> or <i>patriotic</i>. Explain that <i>patria</i> means “native land or homeland.” Ask: <ul style="list-style-type: none"> * “In your own words, how would you define <i>repatriation</i>?” 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Give students time to think and talk.• Call on a Numbered Head to answer. Be sure students understand that <i>re-</i> means “again.” Direct students to the Prefix note-catcher and have them write the prefix, its meaning, and the word <i>repatriation</i>. Ask:<ul style="list-style-type: none">* “What is the difference between <i>repatriation</i> and <i>resettlement</i>?”• Be sure students realize that <i>repatriation</i> involves returning to one’s original home once it is safe to do so, and <i>resettlement</i> involves settling in a new country—making a new home.• Next, focus students on the word <i>devastation</i>. Read: “Since early times, large groups of people have been forced to leave their homelands because of persecution and the devastation of their lands.” Ask:<ul style="list-style-type: none">* “Based on context clues, what do you think the word <i>devastation</i> means?”* “Does this word remind you of another word you might know?”• Give students a moment to think, then talk with a partner.• Invite a volunteer to respond. Students may connect this word to <i>devastate</i> or <i>destroy</i>. Explain that in this case, <i>devastation</i> refers to the removal or taking away of land through damage or destruction. The prefix <i>de-</i> means “the opposite of,” “removal,” or “a taking away.” Direct students to write the meaning of the prefix on their note-catcher.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Partner Reading: Reread “Refugees: Who, Where, Why” (10 minutes)</p> <ul style="list-style-type: none">• Tell students that for the remainder of class, they are going to work with a partner to reread this article more carefully. It is fine if they do not finish; they will be working with this text again in the next lesson.• Pair students of mixed abilities to work together. Tell them that they will use a Partner Reading protocol to annotate the sections of the text. Briefly explain the process:<ol style="list-style-type: none">1. Decide who is Partner A and who is Partner B.2. Partner A, read the first two paragraphs out loud.3. Partner B, state the gist of that section.4. Together, briefly discuss to refine the gist: make sure your gist makes sense, add information your partner has that you think is important, etc.5. On your own, annotate your text: Write down the gist of that section in the margins.6. Switch roles and move on to the next two paragraphs.7. Follow the same process, reading every two paragraphs, sharing the gist and annotating the text, then switching roles, until the article is done.• Ask students to circle the word <i>asylum</i> (in Paragraph 3). Challenge them to try to figure out this word as they read with their partners.• Invite students to begin reading, reminding them to use their “6-inch voices” to keep noise to a minimum. Say: “6-inch voices can only be heard from 6 inches away.” Explain to students that they will be using this annotated text to write a summary in the next lesson.	<ul style="list-style-type: none">• Weaker readers, who are usually dysfluent, may not be able to read this aloud. Alternatives are letting partners choose who reads aloud; reading aloud the article to all with students following, then having them read it silently; or a combination of both.• Tell the students that if one partner does not want to read, it is OK if the other partner does all the reading, or they may choose the silent-read option. Present all the options and use your own judgment.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief Learning Targets and Preview Homework (2 minutes)</p> <ul style="list-style-type: none"> Review the learning targets with students. Ask: <ul style="list-style-type: none"> * “How are these targets related? In other words, how did figuring out specific words and phrases help you meet the first two targets?” Invite students to share out as time permits. Help them notice that many of the words related to refugees’ experiences have to do with: <ul style="list-style-type: none"> * too much (e.g., too crowded) * negative experiences (e.g., malnutrition) * moving to and from (going back to one’s home country or settling again in a new country) Continue to emphasize that using prefixes and word roots is a powerful strategy to figure out words in a particular text and also to learn words they may encounter in many other texts. Preview the homework and note-taking assignment. Be sure students note that this homework has two parts. 	<ul style="list-style-type: none"> Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Complete a first read of pages 135–157. Take notes (in your journals) using the Structured Notes graphic organizer. Focus on the strongest evidence that reveals how Ha is being turned “inside out,” plus vocabulary that helps you understand her challenges and responses. Continue rereading the article “Refugees: Who, Where, and Why” and annotating for the gist of each section. <p><i>Note: Be prepared to return students’ end of unit 1 assessments in Lesson 5, if you have not already done so.</i></p>	<ul style="list-style-type: none"> Vocabulary can be a source of difficulty for struggling readers. Provide a brief list with explanations of the challenging vocabulary words from the reading homework This should be done only for students who need it. Most important is to provide words that cannot be easily determined from context. There are few of these in the novel. On pages 135–157, these words might include: diacritical mark (accent mark) (140); lacquer (polish, gloss) (142).



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Supporting Materials



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Attila the Hun invaded Western Europe, pillaging the Italian peninsula in A.D. 452. Thousands of inhabitants of the Italian countryside fled their homes and sought refuge on neighboring islands in the Adriatic Sea. This was certainly not the first example of people forced to flee their homes, and, unfortunately, it was not the last. Today, more than 14 million men, women, and children have been forced to flee their homes, towns, and countries because they are afraid to stay. We call these people refugees.

In 1951, the United Nations defined a refugee as a person who, “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.” Refugees are also people just like us: grandparents, mothers, fathers, children, students, secretaries, store clerks, teachers, accountants, and doctors.

Refugees are protected by international law and have special rights, such as the right to safe asylum. In ancient times, churches and temples were often used as places of asylum; today, asylum is typically another country. In a country of asylum, refugees have the right to be treated the same as legal residents, and as such are entitled to basic civil rights, medical care, and schooling.

Today, half of all refugees worldwide come from three locations — Afghanistan, Iraq, and Palestine, currently occupied by Israel. Asia is the number one source of refugees, followed by Africa and Europe.

Many countries are hosts to large numbers of refugees. The largest numbers of refugees are found in Iran and Pakistan, with more than one million each. Germany shelters nearly one million refugees, and Tanzania hosts more than 620,000. The Palestinians, who represent one of the largest groups of refugees, are found in host countries throughout the world.

Once inside a host country’s borders, refugees must find shelter, sometimes within another family’s home, but more often in a refugee camp. Refugee camps are typically located outside cities or towns along the border of the host country.

Kakuma Camp, on the hot, dry border of Kenya, Sudan, and Ethiopia, provides shelter for more than 80,000 refugees. Refugees share small huts that are made of tree branches, mud, and plastic sheeting. Food and water are provided, but they are rationed. A hospital and several clinics provide health care, but these are overburdened with many patients; most refugees are sick and malnourished when they arrive. Schooling is provided for children, but classes are very overcrowded. Refugee camps are not meant to be permanent shelters, but they do provide asylum and protection, and take care of the basic needs of refugees.

Most refugees hope to return to their homes. As conflicts are resolved, many refugees undergo repatriation. During the 1980s, civil war erupted in Central America, causing more than two million people to flee their homes. In 1987, a regional peace agreement was signed ending the war and allowing thousands of people to return to their homes.



Some refugees cannot return home, nor can they stay in their country of asylum. They must resettle in a new country. Since World War II, millions of refugees have been successfully resettled in ten established resettlement countries, including Canada and the United States.

The United States has traditionally been a sanctuary for refugees. One of the first groups of refugees to arrive were the Pilgrims. In 1620, the Mayflower sailed into what is now Plymouth harbor carrying refugees from England. They had fled to America because of religious persecution in their homeland. Since then, millions of refugees have resettled in the United States. From 1975 to 2001, more than two million refugees were offered resettlement.

People become refugees for many reasons. The number one reason is war. Perceptions of unfairness, such as unequal treatment or denial of rights based on race, religion, economic status, or political thought, instigate war; so does unequal access to land, food, water, and other necessary resources. Another important trigger is the feeling of superiority over others; some individuals feel their system of belief, country, or ethnic background is superior to that of others. In 1991, Yugoslavia splintered into several independent states. One of these states, Bosnia, was an ethnic mix of Muslims, Serbians, and Croats. The Serbians, who were predominantly Christian, decided that Muslims should not be allowed to live in their new country. They began an “ethnic cleansing” campaign, which killed thousands of innocent men, women, and children, and forced hundreds of thousands of people to seek refuge in neighboring countries.

Others are forced to flee their countries because of natural disasters such as floods, fires, and drought, although they are not considered refugees by the United Nations.

In January 2002, Mt. Nyiragongo in the Democratic Republic of the Congo erupted, sending tons of red-hot lava through the city of Goma. As buildings and villages burned, 400,000 people fled into neighboring Rwanda.

In Ethiopia, crop failures and livestock loss caused by drought conditions over the last several years have caused widespread famine. Thousands have fled into neighboring countries in search of food and water.

Since early times, large groups of people have been forced to leave their homelands because of persecution and the devastation of their lands. In today’s world, we have the knowledge and tools to seek solutions to some of these issues. We must also consider and respect the human rights of every man, woman, and child. It may seem like an enormous task to some, but it is one we can all achieve.

Persecuted means oppressed or harassed, especially because of race, religion, gender, sexual orientation, or beliefs.

Repatriation is the process of returning to one’s country of birth, citizenship, or origin.

Through Time — Refugees

- 1950 The United Nations High Commissioner for Refugees (UNHCR) is set up to help the more than one million Europeans displaced after World War II.
- 1956 Uprisings in Hungary force more than 200,000 people to become refugees.
- 1959 Algeria fights for its independence and 200,000 people flee the country.
- 1964 Rwanda, Mozambique, and Tanzania explode in conflicts for independence and thousands become refugees.
- 1971 More than ten million Bengalis flee to India, as Bangladesh becomes a nation.
- 1974 Nearly 400,000 refugees become homeless as the Greeks fight the Turks in Cyprus.
- 1978 About three million Asians escape to neighboring countries, including Thailand and Malaysia, during conflicts throughout Indochina.
- 1979 Six million Afghans flee their country.
- 1980s Violence in Central America results in more than 300,000 refugees. In Africa, many Ethiopians try to escape drought and war in Sudan.
- 1990s During the Gulf War, 1.5 million Iraqi Kurds become refugees. Civil war in West Africa causes 800,000 West Africans to flee their homes. War in the Balkans forces thousands to leave their homes as Yugoslavia breaks apart.
- 1991 Fighting in Somalia forces about 750,000 Somalis to seek shelter in Ethiopia.
- 1992 More than 1.5 million refugees return to their homes in Mozambique as part of repatriation program.
- 1993 Thousands of Cambodian refugees return home as part of a repatriation program.
- 1994 Widespread killing in Rwanda sends thousands to neighboring countries.
- 1999 More than one million people from Kosovo are forced to leave their homes.
- 2001 Thousands of people flee Afghanistan



Prefix	Meaning	Words—with a brief meaning
uni		universal—
in		inexorable—
e		evacuee— emigrate—
over-	too, abundant	overburdened— overcrowded—
mal-	bad	malnourished—
re-	again	repatriation— resettle—
de-	opposite of, removal, a taking away	devastation—