

Anchor Texts: Inside Out and Back Again – Thanhha Lai	ELA Grade: 8 Module 1 - Finding Home: Refugees Duration: 8 weeks	Unit 2 Focus: Case Study Duration – 4 weeks or 20 lessons Essential Question(s): • How do critical incidents reveal character? • What common themes are universal to the refugee experience?
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Lesson	Standard/Long Term Target	I can statement	Ongoing Assessment	Anchor Charts & Protocols
1 Collecting Details: The Challenges Ha Faces and Ha as a Dynamic Character	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2) 	<ul style="list-style-type: none"> • I can review and add to my strategies of things close readers do. • I can identify key details that help me understand Ha. • I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character. 	<ul style="list-style-type: none"> • Structured Notes • Think-Write-Pair-Share 	<ul style="list-style-type: none"> • Numbered Heads protocol • Give One to Get One protocol • Who Is Ha? • Things Close Readers Do
2 Rereading and Close Reading: Communism, “The Vietnam Wars,” and “Last Respects” (Pages 85 and 86)	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can analyze the development of a theme or 	<ul style="list-style-type: none"> • I can explain how key details in the novel reveal the challenges Ha faces and her dynamic character. • I can infer the symbolism in the poem “Last Respects.” 	<ul style="list-style-type: none"> • Structured notes for pages 83–90 (from homework) • Chalk Talk • Who Is Ha? Small group anchor chart • Last Respects note catcher 	<ul style="list-style-type: none"> • Chalk Talk protocol • Think-Write-Pair-Share protocol • Who Is Ha? • Things Close Readers Do

	<p>central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)</p> <ul style="list-style-type: none"> • I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 			
<p>3 Building Background Knowledge: Fleeing Saigon as “Panic Rises”</p>	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) • I can determine a theme or the central ideas of an informational text. (RI.8.2) • 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) 	<ul style="list-style-type: none"> • 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. • I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. • I can identify common themes that connect the universal refugee experience. 	<ul style="list-style-type: none"> • Structured notes (for pages 91–111, from homework) • Fleeing Home: What Challenges Did Ha’s Family Face? graphic organizer • Answers to text dependent questions • Prefixes note catcher • Fist to Five 	<ul style="list-style-type: none"> • Fist to Five
<p>4 Building Background Knowledge, Predicting, and Focusing on Key Vocabulary: “Refugees: Who, Where, Why”</p>	<ul style="list-style-type: none"> • 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) 	<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. • I can use common Greek and Latin affixes 	<ul style="list-style-type: none"> • Structured notes (pages 135–157 from homework) • Prefixes note catcher • Annotated article 	<ul style="list-style-type: none"> • Carousel protocol

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

<p>7 Mid-Unit Assessment: Analyzing an Informational Text about a Refugee Experience</p>	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) • I can objectively summarize informational text. (RI.8.2) • I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) • I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4) • I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) 	<ul style="list-style-type: none"> • I can identify the strongest evidence in the speech by Til Gurung that helps me explain why refugees leave their home. • I can identify the strongest evidence in the speech by Til Gurung that helps me explain challenges refugees face in their new country. • I can determine the meaning of unfamiliar words based on context clues. • I can cite evidence from the text to support analysis of an informational text. 	<ul style="list-style-type: none"> • 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.8.4, and W.8.9). 	<ul style="list-style-type: none"> • Things Close Readers Do (added to) • Jigsaw protocol
<p>8 Analyzing the Content of a Model Essay: “How Ha’s Mother Is Turned ‘Inside Out’”</p>	<ul style="list-style-type: none"> • 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) • 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) • I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) 	<ul style="list-style-type: none"> • I can make connections between the universal refugee experiences of fleeing/finding home and the title of the novel <i>Inside Out & Back Again</i>. • I can find the gist of a model essay. • I can choose the strongest evidence to support my answers to questions about a model essay. • 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’” 	<ul style="list-style-type: none"> • Structured notes (pages 196–212 from homework) • Answers to questions about model essay 	<ul style="list-style-type: none"> • Fleeing Home • Finding Home • Inside Out • Back Again

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

Rubric	key concept). (RI.8.5) • I can read above-grade informational texts with scaffolding and support. (RI.8.10)	dependent questions.		
12 Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience to <i>Inside Out & Back Again</i> , Part 2	• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) • I can read above-grade informational texts with scaffolding and support. (RI.8.10)	• I can use the strongest evidence from the novel and from the informational text to support my answers to questions. • I can make connections between evidence of the universal refugee experience and the title of the novel <i>Inside Out & Back Again</i> .	• “Refugee and Immigrant Children: A Comparison”: Paragraphs 2 and 3 Text-Dependent Questions, Part B	• Jigsaw protocol • Inside Out • Back Again
13 Close Reading: Paragraph 4 of “Refugee and Immigrant Children: A Comparison”	• I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) • I can determine a theme or the central ideas of an informational text. (RI.8.2) • 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) • I can read above-grade informational texts with scaffolding and support. (RI.8.10)	• I can find the gist of Paragraph 4 of “Refugee and Immigrant Children: A Comparison.” • I can analyze how specific words, phrases, and sentences help me understand what refugee and immigrant children need for successful adaptation. • I can read a text closely in order to answer text dependent questions.	• “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions, Part A	• Inside Out • Back Again
14 Analyzing the Significance of the Novel’s Title: Connecting the Universal Refugee Experience	• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • I can cite text-based evidence that provides the strongest support for an analysis of informational	• I can use the strongest evidence from the novel and from the informational text to support my answers to questions. • I can make connections between evidence of the universal refugee experience and the title of	• “Refugee and Immigrant Children: A Comparison”: Paragraph 4 Text-Dependent Questions,	• Jigsaw • Inside Out • Back Again

<p>to <i>Inside Out & Back Again</i>, Part 3</p>	<p>text. (RI.8.1)</p> <ul style="list-style-type: none"> • I can read above-grade informational texts with scaffolding and support. (RI.8.10) 	<p>the novel <i>Inside Out & Back Again</i>.</p>	<p>Part B</p>	
<p>15 Connecting the Universal Refugee Experience of Fleeing and Finding Home to the Title of the Novel <i>Inside Out & Back Again</i></p>	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) 	<ul style="list-style-type: none"> • I can make a claim about how the lives of refugees turn “inside out” when they flee home; using the strongest evidence I have collected from both the novel and informational text. • I can make a claim about how the lives of refugees turn “back again” as they find a new home, using the strongest evidence I have collected from both the novel and informational text. • I can cite where I found my evidence. 	<ul style="list-style-type: none"> • Two Forming Evidence-Based Claims graphic organizers (one for Body Paragraph 1, “Inside Out,” and one for Body Paragraph 2, “Back Again”) 	<ul style="list-style-type: none"> • Citing Books and Articles • Inside Out • Back Again
<p>16 Planning the Introductory and Concluding Paragraphs of the End of Unit Assessment Essay</p>	<ul style="list-style-type: none"> • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) • With support from peers and adults, I can use the writing process to ensure 	<ul style="list-style-type: none"> • I can plan effective introductory and concluding paragraphs for my analytical essay. • I can cite where I found my evidence. 	<ul style="list-style-type: none"> • Forming Evidence-Based Claims graphic organizer (with a claim to answer the question: “Who is Ha before she flees home?”) • Planning Your Essay graphic organizer (homework for Lessons 15 and 16) 	<ul style="list-style-type: none"> • Who Is Ha? • Citing Books and Articles

	that purpose and audience have been addressed. (W.8.5)			
17 End of Unit 2 Assessment, Part One: First Draft of Analysis Essay	<ul style="list-style-type: none"> • I can cite text-based evidence that promotes the strongest support for my analysis of literary text. (RL.8.1) • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) • I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) • I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. (RL.8.6a) • 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) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience (W.8.4) • I can use evidence from literary texts to support 	<ul style="list-style-type: none"> • I can write an essay explaining the universal refugee experience of turning “inside out” and “back again.” • I can cite the strongest evidence from informational texts to support my claims about how refugees turn “inside out” and “back again.” • I can cite the strongest evidence from the novel <i>Inside Out & Back Again</i> to support my claims about who Ha is before she flees, and how she is turned “inside out” and “back again.” • I can cite where I found my evidence. 	<ul style="list-style-type: none"> • End of Unit 2 Assessment, Part 1: First Draft of Analytical Essay 	<ul style="list-style-type: none"> • Who Is Ha? • Inside Out • Back Again • Citing Books and Articles

	analysis, reflection, and research. (W.8.9)			
18 Introducing Final Performance Task and Analyzing Statistics	<ul style="list-style-type: none"> • I can determine a theme or central idea of literary text. (RL.8.1) • I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) • I can effectively engage in discussions with diverse partners about eighth grade topics, texts, and issues. (SL.8.1) 	<ul style="list-style-type: none"> • 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.” • I can analyze statistics about refugee experiences around the world in order to notice patterns. 	<ul style="list-style-type: none"> • Specific Factual Details tickets • Chalk Talk participation and discussion 	<ul style="list-style-type: none"> • Chalk Talk protocol
19 Launching Researching: Reading for Gist and Gathering Evidence Using the Research Guide	<ul style="list-style-type: none"> • 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 discussions, and I can build on other’s ideas during discussions. (SL.8.1) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Research Guide 	
20 End of Unit 2 Assessment, Part Two: Final Draft of Analytical Essay	<ul style="list-style-type: none"> • I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) • 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 evidence from 	<ul style="list-style-type: none"> • I can use teacher feedback to revise my analytical essay to further meet the expectations of the CCSS Expository Writing Evaluation Rubric. 	<ul style="list-style-type: none"> • End of Unit 2 Assessment, Part 2: Final Draft of Analytical Essay 	<ul style="list-style-type: none"> • Citing Books and Articles

	literary texts to support analysis, reflection, and research. (W.8.9)			
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Academic and Reading Vocabulary:

key details, aspects, symbol/symbolize; rations (77), pouches, rounds, wedges, stranded (81) infer, symbolism; communism, totalitarianism, last respects, formal, regret (85) informational text, common themes, cause, motivate/motivation; flee, inexorable, stringent, emigration/immigration/migrate/migration, evacuees (n)/evacuate (v), totalitarian, plight, universal experiences, prediction; asylum, overburdened, malnourished, overcrowded, repatriation, resettle/resettlement (1), devastation (2) universal experience, summary, controlling idea, key details, clincher commonalities, common themes, discriminated against, targeted, summary, summarize, unique; Muslim, ethnic universal refugee, refuge, immigrant, significant, disruptive, interrupt, sense of identity, generational gap, cultural gap strongest evidence, dependency reversal, discrimination, racism
 “Rainbow”: lacquer, barrettes “Loud Outside”: pluck “More Is Not Better”: stalking, adaptation, at large, to a larger extent, persecution, prolonged stays, atrocities severity, traumatic events, reception, resiliency, “Neighbors”: hogwash, puckering, widow, Words from Row 2 of rubric: command, relevant/irrelevant, concrete details, sustain, varied (variety), partially, textual evidence, consistent/inconsistent, minimal, valid/invalid Process of mourning “Not the Same” (page 232): pouches “Can’t Help” (page 173): solitude, jasmine, ashy, inhaling, yearning strongest evidence, claim, cited/citation, physical, psychological, emotional introductory, introduction, concluding, conclusion, thesis, cite, coherence/incoherence, style, complex ideas, concepts, precise, appropriate/inappropriate, transitions, unified, enhance, exhibit, predominantly specific, statistics; vast, uprising, resettling gist, strongest evidence informational texts conventions, standard English grammar, emerging, frequent, hinder

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