


Lesson Plan: Inside Out and Back Again


	TRANSFER	
	<p><i>What kinds of long-term, independent accomplishments are desired?</i></p> <p>Students will demonstrate an understanding of Migration and Identity and apply it to a new problem or situation.</p> <p>Grade 8 (19 students) English Language Arts + History Duration of the lesson: 45 minutes DAY 3</p>	<p>TEXT What authentic text will you use to support performance of this objective? What leveled texts are you using for this?</p> <p>Title: Inside Out and Back again Author: Thanhha Lai¹</p>
	MEANING MAKING	
	<p><i>Students will understand and keep considering...</i></p> <p>Essential Question (Topical):</p> <ol style="list-style-type: none"> 1. How does migration affect people's understanding of self and community? <p>Essential Understanding:</p> <ol style="list-style-type: none"> 1. Migration impacts many aspects of a community and individual's identity 2. Self-identity is a fluid and complex construct that changes in response to the changing context 	

¹ Lai, T. (2012). *Inside out and back again*. St Lucia, Qld.: University of Queensland Press.

	ACQUISITION OF KNOWLEDGE AND SKILLS	
	Students will know: <ul style="list-style-type: none"> • religion may or may not be a large component of someone's identity • religion is one factor that brings communities together • readers and writers can differ in opinions • differences in social and political setting of Vietnam and the U.S. 	Students will be able to: <ul style="list-style-type: none"> • describe the author's purpose and opinion • compare the author's perspective to one's own perspective with justification • compare and contrast various social and political settings • empathize with refugees and respect their life choices • analyze aspects of their own identity
	Students already know: <ul style="list-style-type: none"> • The background of the Vietnam Refugee Crisis through pre-reading the given article² and watching a video³ • Social and political setting of the U.S. and Vietnam through previous lessons • The journey of Hà and her family until they reach Florida through previous lessons 	

² Rupp, G. (2008, June). 1975: The Largest Refugee Resettlement Effort in American History [IRC at 75]. Retrieved March, 2016, from <http://www.rescue.org/blog/1975-largest-refugee-resettlement-effort-american-history-irc-75>

³ History.com. (n.d.). *Vietnam War History Videos*. [Video File]. Retrieved March, 2016, from <http://www.history.com/topics/vietnam-war/vietnam-war-history/videos/after-the-fall-of-saigon>

	LESSON ASSESSMENTS								
	a) Anchor Questions								
	<ul style="list-style-type: none">• What did you know about the Vietnamese War and refugee crisis before this? What are some of the things that you learned?• What are some aspects of the the social and political setting in the U.S. that are different from Vietnam’s setting?• Why would sponsors prefer applications that say “Christians” (p. 108)?• Do you agree with Hà’s mother that “all beliefs are pretty much the same” (p. 108)?• Do you think she did the right thing by saying that the family is Christian? How did her moving away from home inform her decision?								
	b) Performance Task								
	<p>Writing an op-ed piece on one of the following topics (Personal or Character’s point of view):</p> <ol style="list-style-type: none">1) All beliefs are pretty much the same2) Does a piece of paper decide your religion? <p>Understanding and respecting other people’s choices in life</p>								
	c) Other Assessments								
	<p>1) Information about the Vietnamese Refugee Crisis: KWL Chart</p> <table><tr><td>K: What I already know</td><td>W: What I want to know</td><td>L: What I learned</td></tr><tr><td></td><td></td><td></td></tr></table>			K: What I already know	W: What I want to know	L: What I learned			
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2) Independent reading chart

What was the author's mother's perspective on religion?	What is your character's perspective on religion?	What is your personal perspective on religion?
Do you think that religion was a huge part of her identity?	Is religion a huge part of your character's identity?	Is religion a huge part of your own identity?

3) Think-Pair-Share and Group Discussion

Think: Students 'think' about what they know or have learned about the topic.


Pair: Each student should be paired with another student or a small group.

Share: Students share their thinking with their partner. Teacher expands the 'share' into a whole-class discussion.



VOCABULARY

- **Identity:** individuality, self, selfhood, personality, character, originality, distinctiveness, differentness, singularity, uniqueness [*she was afraid of losing her identity*]
- **Sponsor:** a person taking official responsibility for the actions of another [*they act as informants, sponsors, and contacts for new immigrants*]
- **Re-settlement:** the settlement of people in a different place
- **Integration:** the intermixing of people or groups previously segregated

	LESSON ACTIVITIES	TIME
	Pre-Reading	
	<p>For a new book:</p> <ul style="list-style-type: none"> – Getting students curious and excited to read the story – Prior knowledge and background information that students need – Introducing the objective and key points with an example relating to life – Introduction of vocabulary words <p>For continuing a book:</p> <ul style="list-style-type: none"> – Recap of the part of the story read the previous day – Recap of the objective and key points <p>Meet and greet students</p> <p>Recap Ask a few students to recap yesterday’s lesson, the presentation and reflection activity and the big takeaways from the lesson.</p> <p>Lesson Agenda Teacher runs students through the agenda of the lesson: <i>We will continue to understand Ha’s journey and talk about some of the bigger questions that Ha’s journey raises.</i></p> <p>Recap Vocabulary of previous day through pop quiz</p>	<p>2 minutes</p> <p>1 minute</p> <p>2 minutes</p>
	After Reading	30 minutes
	<p>Recap Teacher asks a few basic questions and takes a few responses to recap the events in the poem and refresh students’ memories.</p>	2 minutes

[illegible]

	<p>Partner Discussion</p> <p>Teacher: <i>Alright, now that we've learnt about Ha's mother's and your character's beliefs about religion, let's shift the focus to ourselves. Talk to your partner about how the answers in the table that you filled before differed from your character's beliefs. Remember, this is a safe space so I would encourage you all to share as openly as possible. Take around 5 minutes to do this.</i></p> <p>Class Discussion</p> <p>Ask a few students to share their responses. Ask them if their perspectives changed during the course of the lesson and how they now feel about religion and other people's choices about religion.</p> <p>Ask a few students to recap the lesson and major takeaways. Recap Essential Questions and Understandings. Explain performance task and set deadline for submission.</p>	<p>5 minutes</p> <p>5 minutes</p>
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POEM: Another City Tent (Lai, 2012, pp. 107-108)

We are flown
to another tent city
in humid, hot Florida,
where alligators are shown
as entertainment.

The people in charge
bring in Saigon-famous singers
to raise refugee spirits,
but faces keep twisting with worries.

For a family to leave,
an American must come to camp
and sponsor a family.

We wait and wait,
but Mother says a possible widow,
three boys, and a pouty girl
make too huge a family
by American standards.

A family of three
in the tent to our left
gets sponsored to Georgia;
the couple to our right
goes to South Carolina.

Newcomers leave before us.
Mother can barely eat,
while Brother Quang
picks the skin at his elbows.

I don't mind being here.
My hair is growing
as I've become dark and strong
from running and swimming.

Then by chance Mother learns
sponsors prefer those
whose applications say "Christians".

Just like that
Mother amends our faith,
saying all beliefs
are pretty much the same.