

Part 1: Unit Overview

Unit Title:	Course (include title, grade level, and school):
Inside Out & Back Again (IO & BA): Free-verse Poetry, Symbolism and Figurative Language	ELA, 8th Grade, Lincoln Middle School
Essential Question(s):	Dates of unit, total time, and # of lessons:
• What are the elements for verse poetry, and the differences to prose? • How do you write verse poetry? • How to identify figurative language and its usage in verse poetry? • What are denotation & connotation? • Using denotation & connotation, how do you use this to find meaning in symbols?	March 2 – April 10 (24 lessons) Lincoln Middle School (no school) • Professional Development Day March 13 • Spring Break March 30 – April 3
Summative Assessment (this can also link to a different doc):	
Formative assessments (listed below) and reading will build up to the summative to include exercises that cover free-verse, symbols, cultural identity (belonging), and voice.	
Overview (summary of what will happen in the unit):	
Prior to this unit, students will have understanding of the following literary elements: character, plot structure, theme and setting. Previous work - on annotation, how to ask questions, identify new vocabulary - will be further developed through the reading and assignments. Additional work to reinforce students' understanding on CER writing and citing passages from the text will also continue in the unit. This unit will introduce what is and how to write free-verse through the reading of <i>Inside Out & Back Again (IO & BA)</i>. In addition, to enrich their reading and prior to the start of the unit, the students will research the period of the Vietnam War for context. As we begin the unit, new literary devices such as symbolism and voice will be introduced. This will be tied into lessons with KWL, graphic organizers and in-class writing assignments to understand how this ties into cultural identity, emotions and character development which all will build to the final summative assessment - symbolism portfolio & free-verse poem. After this unit, students will build upon the assignments and be able to do basic literary analysis, write longer CER based paragraph(s), other types of poetry, as well as understand that research historical or author for additional context provides a deeper insight to the reading.	

Rationale/Purpose (explanation for why you have chosen to do this unit in this way):

The unit incorporates free-verse poetry which visually is not as daunting as a novel and accessible to the 8th grade students for all levels of literacy competency. The lessons combine literature, understanding of cultures and writing development providing students to reflect upon themselves, communities and the greater world which they may have little to no exposure to. Prior to starting the unit, a week will be dedicated to researching Vietnam as a country and the culture as well as the Vietnam War. The definition of *refugee* and examples from other conflicts will be provided to enhance their understanding of the text. This initial phase will also develop the students' appreciation of different cultural perspectives. Further scaffolding is provided so students understand what is free-verse poetry as well as symbolism to be prepared for *IO & BA*. Both free-verse and symbolism lessons will incorporate mentor poems. This will allow students to expand and apply their critical thinking to identity as well as interpret symbols while developing their literacy skills through the reading, analysis and writing of poetry. This will be tied to their own identity and experiences to further enhance their interaction with the book as they follow along Ha's journey from Vietnam (experiences with the war) to the States (acclimating to a new culture/country). The formative assessments will build up to the summative by pulling together their work in identifying symbols and writing a free-verse poem. The optional choice of creating a personal symbol and writing a free-verse poem is to: provide accommodations as well as a choice to the students who either may have missed classes, do not want to share anything personal and/or wants to push themselves further.

Student Background (Student data and background information that informs your planning):

As stated in the *Summary* this unit builds on prior units and understanding. There are also varying levels of literacy as well as students with IEPs/504s. There is a large portion of students who are POC and from lower socio-economic households. To ensure lesson plans are progressing and students are engaged, there will be daily activities/assessments to pivot, revisit or adjust the lessons. My concern is whether the subject of the text - Vietnam War, refugees, young girl as the main character - will appeal to all the students, especially to the males in the classes. How I can ensure that the lessons are relatable to the majority of the students will be one of my primary focuses. Mentor poems have been selected from songs as options for better relevancy as well as throughout the lessons, there will be table or class discussions to ensure the students are analyzing and writing the texts with their own experiences.

Standards (5-10 focus max; should be tied to formative/summative assessments):

Formative assessment details will be outlined in the daily lesson calendar tied with the learning objective and associated central activity.

Reading 4. Analyze figurative language, word choice, and symbols to understand meaning & tone

Formative: starting with the unit there will be a KWL which will be finished at the end of the unit. Examples on symbols as well as dedicated lessons will be scaffolded to set the foundation. There will be exit tickets with sentence stems that ask the students to identify three (3) characteristics of symbolism. Another exercise will be to identify three (3) symbols in their life. The main formative that the students will track throughout the unit will be a graphic organizer that tracks the symbols that appear in the poems. Sentence stems will be available that prompts writing ex. The symbol in the poem _____ is _____. This symbol represents _____. This is important to Ha because _____. I can relate to this because _____.

Writing 1. & Reading 1. - find evidence in text to support answers and ideas

Formative: Part of Reading 2. 3. & 4. and also separate exit tickets will be for students based on the lessons to specifically cite evidence to support their claim whether it is an example of a symbol ... free-verse techniques like line breaks ...

Reading 2. - identify theme or main idea in the text and explain how it develops with the character, events or setting

Formative: at the end of major passages ex. papaya tree which ties into Reading 3. & 4, students will write a CER paragraph that explains the symbol, changes and what this means to the character - Ha and her journey. Sentence stems will be provided.

Reading 3. - explain how dialogue or events show a character's feelings or make the story develop

Formative: same for Reading 2. Both Reading 2. & 3. will work together and students will need to cite poem passages to support their claim.

Writing 3. - write stories or poems that show details of experiences and structure

Formative: after the students receive instruction on what makes a poem free-verse as well as overview of techniques. Similar to the lessons on symbolism, this scaffolding will set the foundation to begin their own writing as well as understand the text. Same in Reading 4., there will be an exit ticket on what are the elements of free-verse poetry as well as what additional questions they may have. Additional activities will include creating or reading a paragraph to break up the sentences into a free-verse format. There will also be free-verse writing exercises throughout the unit with table partner review/feedback.

Summative: The Symbolism Portfolio & Free-verse Poem will be a culmination of the above standards.

Additional formative summative activities to be potentially used:

- Character journey mapping: having a world map or poster to track major events in Ha's life that each table works on throughout the unit.
- Symbol mapping: working by table create a poster to mirror the final Symbolism Portfolio each team works together to add symbols to be referenced later.

Both will be tied to their individual work with the table groups contributing to these maps to be referenced for their summative assessment.

Key Concepts	Learning Objectives
• Free-verse Poetry: through the understanding of free-verse techniques in the beginning of the unit, students will be able identify and analyze the readings. They will see the details of how Ha feels and the changes to her emotions through her journey. Also they will be able to mirror and write their own version. • Symbolism: understanding how figurative language and imagery in text represent different meaning will provide students the tools to better understand Ha's journey. Understanding that the papaya tree is more	• Analysis: (Michigan ELA Standard Reading 4) students will be able to analyze figurative language, word choice, and symbolism to understand deeper meaning. (Michigan ELA Standard Reading 2) students will be able to identify text in how Ha as a character develops through her experiences. (Michigan ELA Standard Reading 1) students will be able to find text evidence to support their answers and ideas.

than a tree as well as create their symbolism portfolio based on their reading. ● Identity & Culture: the understanding of free-verse and symbolism will facilitate the students' understanding of Ha's journey - leaving Vietnam due to war to the States, and adjusting to a new country. We will start with "who Ha is" to "who Ha becomes." Free-verse techniques will show how her emotions change with line breaks or longer text shows memory. Objects like the papaya tree symbolizes home, hope and loss. Culture will be represented in symbols but also in food, traditions, family roles and expectations that are a part of "who Ha is."	● Writing: (Michigan ELA Standard Writing 3) students will be able to write free-verse to show their own voice, emotional and creative expression modeling the techniques from the text. (Michigan ELA Standard Writing 1) students will be able to cite textual evidence to support CER writing to note use of symbols, free-verse techniques . ● Identity: (Michigan ELA Standard Reading 3) students will make connections between Ha's identity and their own developing self-awareness, empathy through how free-verse technique, word choice, symbolism works in character development.
Accommodations/Differentiation:	Materials (what you/your students will need to have):
1. Multi-modal / Scaffolded Content: provide video options for key parts of lessons for free-verse and symbolism. Video/audio versions for the poems as well as ensuring in-class reading is paced daily and done out-loud. 2. Sentence stems to prompt daily exercises for symbolism, identity, culture as well as graphic organizers. 3. Assessment options to provide simplified rubric and requirements as well as time in-class.	● Novel: <i>Inside Out & Back Again</i> ● Thanhha Lai bio & interview ● Overview of Vietnam: culture, people, food ● Vietnam War: cause, effects ● Refugees of the Vietnam War: personal stories ● Free-verse Mentor poem: Valentine for Ernest Mann by Naomi Shihad Nye ● Free-verse Mentor poem: Refugees by Brian Bilston ● Free-verse or symbolism Mentor song: i by Kendrick Lamar (clean version) ● Free-verse or symbolism Mentor song: To Zion by Lauryn Hill ● Symbolism Mentor Poem: Mother to Son by Langston Hughes ● Symbolism Mentor Poem: Identity by Julio Noboa Polanco

Part 2: Scope and Sequence of Texts, LOs and Key Concepts

Time (week s)	Text(s) ¹²	Learning Objectives ³	Key Concepts/Vocabulary	Formative Assessments/building toward Summative
4	<i>Inside Out & Back Again</i>	Analysis: (Michigan ELA Standard Reading 4) students will be able to analyze figurative language, word choice, and symbolism to understand deeper meaning	Symbolism, Figurative Language, Theme	Symbol graphic organizer; Annotation; Exit ticket - what are the elements of symbolism & figurative language; Drawing
“ “	“ “	Analysis: (Michigan ELA Standard Reading 2) students will be able to identify text in how Ha as a character develops through her experiences	Culture shock, Assimilation, Character Growth	Table talk: Vietnam vs US cultural experiences comparison; CER writing; character development chart where students track major events in Ha's journey
“ “	“ “	Analysis: (Michigan ELA Standard Reading 1) students will be able to find text evidence to support their answers and ideas	Evidence, Inference, Citation	CER writing; symbol graphic organizer; CER writing; Summative
“ “	“ “	Writing: (Michigan ELA Standard Writing 3) students will be able to write free-verse to show their own voice, emotional and creative expression modeling the techniques from the text	Free-verse, Symbolism, Theme, Voice, Imagery, Detail	Free-verse writing
“ “	“ “	Writing: (Michigan ELA Standard Writing 1) students will be able to cite textual evidence to support CER writing to note use of symbols, free-verse techniques	Personal Identity, Belonging, Heritage, Perspective	CER writing on major passages; Exit tickets on annotating different free-verse techniques
“ “	“ “	Identity: (Michigan ELA Standard Reading 3) students will make connections between Ha's identity and their own developing self-awareness, empathy through how free-verse	Identity, Culture, Cultural Identity, Traditions, Refugee, Tet	CER writing on major passages; Free-verse writing

¹ If you are reading only one text in your unit, please split the text into chunks based on when you will read specific parts of the text.

² Provide links to digital copies of the text if possible.

³ Refer to Muhammad's framework to consider different types of objectives (identity, skills, intellect, criticality, joy)

		technique, word choice, symbolism works in character development		
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Part 3: Instructional Unit Calendar

Monday 3/2	Tuesday 3/3	Wednesday 3/4	Thursday 3/5	Friday 3/6
Learning Objective(s): Verse Poetry Central Activity: Overview of the Unit (book, Author Intro, Learning Objectives (LO), What is Verse Poetry: verse vs. prose Read <i>Early Monsoon & 1975: Year of the Cat</i> - use as example for the building blocks of verse poetry *add to literacy notebook (LN) Exit ticket:	Learning Objective(s): Figurative Language Central Activity: Recap of Figurative Language from prior semester (p38 (LN) Reading <i>Inside Out, Kim Ha, Papaya Tree, TiTi Waves Good-bye</i> (p4-11) - focus for figurative language *add to LN Exit ticket: Character Map: Ha's family (LN)	Learning Objective(s): Symbolism, Denotation & Connotation Central Activity: Symbolism: Denotation & Connotation Instruction via Reading <i>Missing in Action, Mother's Days, Eggs</i> (p12-17) Exit ticket: Symbolism: Denotation & Connotation Exercise (Warm up)	Learning Objective(s): Recap of week's LOs Central Activity: Recap of prior lessons Reading of <i>Eggs</i>, through <i>Birthday Wishes</i> (p25-31) Exit ticket: Update LN: symbolism, denotation, connotation figurative language, verse	Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Poetry Central Activity: Weekly Quiz: LOs Reading from <i>Birthday</i> (p26) <i>Twisting, Twisting</i> (p32-) Exit ticket:
Monday 3/9	Tuesday 3/10	Wednesday 3/11	Thursday 3/12	Friday 3/13
Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Central Activity: Watch (part of) Last Days of Vietnam Read Part 1: Saigon Exit ticket:	Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Central Activity: Read Part 1: Saigon Exit ticket:	Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Central Activity: Finish Part 1: Saigon Recap & prep for weekly quiz Exit ticket: Verse Poem	Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Central Activity: Weekly Quiz: Part 1 Saigon <i>Option: Verse Poem</i> Exit ticket: Update LN	No School (PD)
Monday 3/16	Tuesday 3/17	Wednesday 3/18	Thursday 3/19	Friday 3/20
Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Central Activity: Warm Up, Video (boat people) & Read Part 2: At Sea Exit ticket:	Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Central Activity: Read Part 2: At Sea Exit ticket:	Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Central Activity: Read Part 2: At Sea Exit ticket:	Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Central Activity: Verse Poetry Activity Recap & prep for weekly quiz Exit ticket:	Learning Objective(s): Symbolism, Denotation & Connotation, Figurative Language, Verse Central Activity: Weekly Quiz: Part 2 At Sea Exit ticket:

- key dates;
- key activities;
- ways families can support students; and
- requests for collaboration.

Dear *(insert student's parent(s)/guardian name)*,

I hope this email finds you well. I wanted to let you know what *(insert student's name)* and the rest of the class will be studying for the next month. We will be reading *Inside Out & Back Again* by Thanhha Lai - a Newberry Honor Book as well as National Book Award winner. The story is set during the Vietnam War. We will do basic research on the time period to give everyone a better understanding of the text. The main character is Ha, a young girl who with her family eventually immigrates to the US.

The novel is written in free-verse which is a type of poetry with emphasis like other forms of poetry in emotion, imagery but does not follow a set rhythm or rhyme scheme. The line breaks can show intensity of emotions or experiences. We will be going over this in detail with all students learning to write their own free-verse poems as they read about Ha's journey from Vietnam to Alabama.

The other key point of learning in this month's lessons is symbolism. *(insert student's name)* and the rest of the class will learn how to identify symbols and what they mean, starting with everyday concepts like wall, rain, house which can be extended to represent many things as you know beyond their obvious definitions. There are many symbols in *Inside Out & Back Again*. For example, early in the book the papaya tree is used which mirrors Ha's growth as a child and comes up again throughout the book after she immigrates with her family to Alabama.

Through the reading, writing and identifying symbols *(insert student's name)* and the rest of the class will not only learn about key literary devices but also through these exercises learn about different cultures, identity, voice as well as belonging. The final project will be a symbolism portfolio where they will select at least 3 symbols from the book to draw their own interpretation, an explanation of the symbol which will pair with a free-verse poem of their own creation.

As your schedule allows, it would be very helpful to myself and *(insert student's name)* if you would ask about the reading, and their progress. As always if there are any questions please do not hesitate to reach out but will be checking in separately with you through the month. Thank you in advance for your continued support and I look forward for you to see and read *(insert student's name)*'s symbolism portfolio and free-verse poem.

Happy happy *(insert day)*,
David

Part 5: Reflection (To be completed during/after teaching the unit)

I do not believe this is applicable