

Hope ~~XXXX~~

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ELA 8CD

26 November 2013

“Refugee’s Inside Out and Back Again”

Refugees have some of the worst experiences on the planet. Refugees may go through a lot of pain in their homeland, but then they have to start from the very bottom of the social and economic ladder once they reach the country of their haven. Many have little chance of going home. And in their new country, many face bigotry, persecution, and severe racism. In “Inside Out & Back Again” and “Shadow of the Dragon”, authors Thanhha Lai and Sherry Garland capture what is known as the Universal Refugee experience perfectly. Refugees’ lives are turned “inside out” and sometimes “back again”.

Refugees, once they have left their country, feel as though their lives have turned “inside out”. They must start from the lowest point in the economic and social food chain, so they must quickly get jobs and learn the American culture. In Voice of America, “Helping Refugees Ease into the US Way of Life”, Minn Myint Nan Tin states:

“Sometimes people need to take time to adjust to a new place, a new culture, a new system,” (Celeste, 1)

Many refugees must put forth a lot of effort into learning more about American culture, even though they were raised a different way. Even simple things, such as calling for help, or talking to another person can be difficult. Ha in “Inside Out & Back Again” was turned inside out when in *Inside Out*, the I Ching Teller of Fate tells her mother that their lives will turn inside out (Lai, 4). After that, her family fled Saigon and came to Alabama. There, she was teased because of her

beliefs, "All day I hear whispers: *Boo-Da, Boo-Da*" (Lai, 205). She was being hurt physically and mentally. That is a major struggle for any refugee, part of the universal experience. Sang Lee, from "Shadow of the Dragon", was not very happy with his life being turned inside out. He loved America, but was always homesick for Vietnam, saying "I miss my country so much. Sometimes I think I should have stayed." (Garland, 178). Sang Lee loved Vietnam, and never felt at place in America. This happens to most refugees as well.

Sometimes, though, refugees' lives can turn back again, as they settle into a routine. Ha's life eventually turned back again fully when Vu Lee (her brother) rode her home on his motorcycle. This led to *The Vu Lee Effect*, where all of Ha's fellow classmates were so fascinated and charmed by her brother that they were all nicer to her "someone is always saving lunch seats for me, Pem, and SSSI-Ti-Van; someone is always inviting us to a party;". But not ^{→ page ?} always do refugees' lives turn back again. This was most defiantly the case for Sang Lee. He couldn't fit in as well as hoped. He says in a rant: "Why is it so hard? The sign says 'help wanted' but that man didn't want a hard worker like me. In Vietnam we're glad for any work. Any work! Americans don't know how lucky they are to have some choices." (Garland, 176-177). Eventually, he died thanks to a skin head gang because of his ethnicity. He was never a true American, but the son of a dragon, a true Vietnamese boy.

Refugees have the worst experience in the world. Even though this is horrible, losing your home and begging out into the unknown, but in a way, they get more out of life than others. They have their whole world turned inside out. Their life, traditions, and ideas must be changed. But sometimes, their lives can be pulled back again. Even with new traditions, they can come with the old and make a brand new world that celebrates both. Refugees get to know the best of both worlds, and that is just amazing.

"Works Cited"

Garland, Sherry. *Shadow of the Dragon*. San Diego: Harcourt Brace, 1993. Print.

Lai, Thanhha. *Inside out & Back Again*. New York: Harper, 2011. Print.

Articles ?

7/8 ELA - Refugee Experience Unit Reflection

Name: Hope ~~XXXXXXXXXXXXXXXXXXXX~~

Date: 3 DECEMBER 2013 Class: ELA 8 CD

Long Term Learning Target	Supporting Literacy Targets
I can identify and explain common themes across multiple informational sources that describe and connect the universal refugee experience.	<ul style="list-style-type: none"> • I can use evidence from informational sources to support analysis and reflection. • I can analyze the connections and distinctions between individuals, ideas, and/or events in a text.
I can read and respond to literature (poetry, historical fiction), exploring the various ways in which those stories reflect the narrator's personal identity.	<ul style="list-style-type: none"> • I can analyze the interactions amongst individuals, events and ideas in a text, and how they propel the action, reveal aspects of character, or provoke a decision. • I can use evidence from literary texts to support inferences, analysis and reflection.

Type of work: **Universal Refugee Experience of Turning "Inside Out & Back Again" (writing piece)**

This piece shows:

- An area in which I have many strengths X
- An area in which I need to improve _____
- Other _____

*On the back of this page, explain what you learned about **your** ELA skills and strategies from writing this essay.*

Explain what you learned about your ELA skills and strategies from writing this essay.

I learned that I am actually not as bad as I thought I was in this class. Working hard on a piece pays off in the end. Using evidence and citing is important, but it must be realistic to the topic and flow with the rest of the piece. Interpretation of an author's meaning can be hard, but if one dedicates themselves to the topic, then one can find the deeper meaning.

Name: Hope

NYS Grade 6-8 Expository Writing Evaluation Rubric

FXP

ACC

DEV

EMG

INC

CRITERIA	4 Essays at this level	3 Essays at this level	2 Essays at this level	1 Essays at this level	0 Essays at this level
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	<ul style="list-style-type: none"> clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> clearly introduce a topic in a manner that follows from the task and purpose demonstrate grade appropriate analysis of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that follows generally from the task and purpose demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that does not logically follow from the task and purpose demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	<ul style="list-style-type: none"> develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustain the use of relevant evidence, with some lack of variety 	<ul style="list-style-type: none"> partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant use relevant evidence inconsistently 	<ul style="list-style-type: none"> demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	<ul style="list-style-type: none"> provide no evidence or provide evidence that is completely irrelevant

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<ul style="list-style-type: none"> exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice provide a concluding statement or section that is compelling and follows clearly from the topic and information presented 	<ul style="list-style-type: none"> exhibit clear organization, with the use of appropriate transitions to create a unified whole establish and maintain a formal style using precise language and domain-specific vocabulary provide a concluding statement or section that follows from the topic and information presented 	<ul style="list-style-type: none"> exhibit some attempt at organization, with inconsistent use of transitions establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary provide a concluding statement or section that follows generally from the topic and information presented 	<ul style="list-style-type: none"> exhibit little attempt at organization, or attempts to organize are irrelevant to the task lack a formal style, using language that is imprecise or inappropriate for the text(s) and task provide a concluding statement or section that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> exhibit no evidence of organization use language that is predominantly incoherent or copied directly from the text(s) do not provide a concluding statement or section
<p>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<ul style="list-style-type: none"> demonstrate grade appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> demonstrate grade appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> are minimal, making assessment of conventions unreliable

Awsome!