

Grade/Unit #	6th Grade Unit 5: <i>Other Words for Home</i>
Lesson #	4
Objective:	- Students will analyze how specific stanzas and details develop the conflicts for Jude and Mama. - Students will examine how internal conflicts develop through figurative language and word choice. <u>Grammar Focus:</u> Identifying Prepositional Phrases Throughout this unit, students are investigating the experiences of a young Syrian refugee navigating identity, belonging, and cultural adaptation in order to understand how displacement shapes personal identity, resilience, and an individual's sense of home and belonging.
Standards:	RL.6.1, RL.6.2, RL.6.3, RL.6.4, W.6.1, W.6.4, W.6.5, G.11d-ii
Materials:	<i>Other Words for Home</i> pgs. 61-97 6th Unit 5 Knowledge Tracker- Other Words for Home - Fluency- Skipped for pacing 6.5.3-6.5.6 Target Task 6.5.4 6.5.3 Student Packet - needed for lessons 6.5.4-6.5.6 6.5.4 Student Packet
Lesson Summary:	- Do Now- Prepositions and Prepositional Phrases - Thesis Mini-Lesson Review - Optional Mini-Lesson: Structuring a Multi-Text Response - Writing - Review Pgs. 61-79 - Read pgs. 80-97 - HW
Lesson Flow and Big Idea	This lesson begins with a quick review of prepositions and prepositional phrases. From there, students revisit the thesis mini-lesson from 6.5.3, analyzing sample thesis statements to understand what makes them clear, specific, and effective. They then apply this knowledge as they draft and refine their own two-paragraph responses, using evidence and analysis to support the thesis they've already developed. The lesson closes with a reading and discussion of <i>Other Words for Home</i>, in which students examine Jude's developing conflicts and the deeper themes emerging in the text. Throughout the lesson, students move between targeted skill practice, structured writing, and close reading to build towards stronger analytical writing and deeper comprehension of the novel's characters, conflicts, and themes.
Summative Writing Prompt	<u>End-Of-Unit Essay</u> Why do you think Jasmine Warga wrote <i>Other Words for Home</i>? What message does she want readers to understand about belonging, identity, or being a refugee? (6.5.15-6.5.16).
Homework :	Read Pgs. 101-116 and answer comprehension and grammar questions
Teacher Note:	

The list below outlines the key writing and grammar focuses for this unit. Use these as a guide during individual student conferences, and look for opportunities throughout the unit to highlight when these skills appear in the text or in students' work.

- Writing Focuses:
 - Informational/Argumentative
 - Expands sentences using prepositional phrases.
 - Revise to strengthen the analysis of evidence.
- Grammar Focuses:
 - G.11d-ii Identify prepositional phrases by identifying prepositions and the object of the preposition.

Note: The "Other Words for Home" unit has been updated based on feedback from the 2025-26 school year. The writing prompts have remained the same, and student work will be attached at the end of the lessons to show the expected level of writing. A teacher example will also be provided to guide instruction and demonstrate how to answer the prompt.

Extended Response Note: Teachers should clarify that when MCAS directions state "Write an extended response," students are expected to write a well-developed response of approximately 1–2 organized paragraphs, not a full essay. Writing tasks that require 2-paragraph responses are a good opportunity to reinforce this expectation, as this is the length we are aiming for with MCAS extended responses.

- Please note that the state has not yet provided guidance on how extended responses will be scored.

Do Now- Prepositions and Prepositional Phrases (10 minutes)

Note: Students should use the grammar note sheet provided to them in their knowledge tracker

- **(2 minutes) Say:** You've been reviewing prepositions for homework over the past few lessons. Now, we're going to build on that by looking at prepositional phrases. It's important to identify prepositional phrases in writing because they provide more detail that helps us answer the questions of where and when. Using prepositions in our own writing also helps us add more detail and precision to our ideas. Today, we'll focus on reviewing them, but in future lessons, we'll explore specific prepositional phrases and the purposes they serve in sentences.
- Show slide 2
 - It is so strange to feel lucky for something that is making my heart feel so sad. (66)
- **(3 minutes) Ask:** What is the preposition in this sentence?
 - for
 - **Note:** "to" in "to feel" is not a preposition. The "to" in "to feel" isn't a preposition. It's part of the verb "to feel," which just shows the action of feeling.
- **(5 minutes) Say:** Remember, a prepositional phrase starts with the preposition and ends with the object of the preposition. **Ask:** What is the object of the preposition?
 - Something
 - **Note:** Remind students that the object of the preposition is usually a noun or a pronoun
- **Follow-up: Ask:** What is the prepositional phrase in this sentence?
 - For something
- Stamp for students that they will continue to practice identifying prepositional phrases for homework, and will be asked to identify at least 2 prepositional phrases in their writing in lesson 6.5.5.

Thesis Mini-Lesson Review (10 minutes)

Note: Students need their student packets from lesson 6.5.3

Teacher Note: If students didn't get to write a thesis statement by the end of lesson 6.5.3, take about 3 minutes to recap the thesis mini-lesson (found in lesson 6.5.3) and about 5 minutes for students to write their thesis statement. Teachers should provide individual feedback on thesis statements instead of the class discussion on effective thesis statements.

- **(2 minutes) Say:** Today, we will finish the writing responses we began in lesson 6.5.3. Afterward, we will continue reading *Other Words for Home*. In lesson 6.5.3, we worked on breaking down the writing prompt, gathering main ideas, and synthesizing them to create a strong thesis statement. We also used the last part of class to review a checklist to ensure our thesis statements were solid. Before we begin writing today, we'll look at a few strong thesis statements and discuss what makes them effective.
- Show slide 3
- **(8 minutes)** Teachers use 2-3 medium to strong student samples for the following activity (noted in lesson 6.5.3).
 - Show a **strong** thesis statement at a time and have students answer the following questions:
 - How does the thesis answer both parts of the prompt?
 - Are the assertions clear and specific?
 - Does the thesis serve as a roadmap for the essay?
 - Once students have reviewed the requirements for a strong thesis statement, workshop the medium example as a class following the checklist that is on slide 3 (**Note:** Students just analyzed an exemplar, so they are carrying the same thinking into analyzing a medium response)
 - Optional to have students discuss why the workshoped thesis statement is now stronger based on the "thesis checklist" on slide 3
 - If there is additional time, teachers can choose to look at a third thesis statement, either a strong or medium-level one, and choose whether students workshop the medium example or explain why the strong thesis statement is strong, either independently or with partners.
- **Example with provided thesis statements**
 - **Strong thesis statement:** Jude and the speaker in the poem 'Home' both feel torn between fear and hope. Their experiences show that home is both a place of safety and love, but also a place that can bring pain and danger, leading them to decide to leave.
 - How does the thesis answer both parts of the prompt?
 - It clearly explains how Jude and the speaker feel about leaving home (they feel conflicted, torn between fear and hope) and what their experiences say about what home means to them (home is both a place of love and pain).
 - Are the assertions clear and specific?
 - Yes. The thesis clearly states two emotional responses (fear and hope) and describes the dual nature of "home" (safety/love vs. pain/danger).
 - Does the thesis serve as a roadmap for the essay?
 - Yes. It sets up two key ideas that the body paragraphs can explore:
 1. The characters' conflicting emotions about leaving home.
 2. The complex meaning of "home" is based on their experiences.

- Medium thesis statement for workshopping: Jude and the speaker in the poem both have a lot of feelings about leaving home. Their experiences show that home can mean different things and that leaving it is never easy.
 - The areas to improve in this thesis are the assertions. They are too vague, and we want to make sure they are clear and specific.
 - Areas to improve:
 - "A lot of feelings" is vague—what specific emotions do they feel?
 - "Home can mean different things" is too general—what exactly does home represent for each character?
 - "Leaving is never easy" is a bit cliché and doesn't give much insight.
 - **Teacher Note:** Ask the following questions to scaffold the revision:
 - What specific emotions do Jude and the speaker experience?
 - What does "home" represent for each one? Love? Safety? Danger? Loss?
 - What makes leaving home so difficult in each case?
 - Workshopped thesis statement: Jude and the speaker in the poem "Home" both feel fear, sadness, and hope as they leave home. Their experiences show that home can be a place of love and safety, but also a place of danger that people must leave to survive.
 - Optional extension: What makes this workshopped thesis statement stronger?
 - This workshopped thesis is stronger because it uses specific emotions (fear, sadness, and hope) instead of the vague phrase "a lot of feelings." It also clearly explains what "home" means to each character, a mix of love, safety, and danger, rather than the general statement that "home can mean different things." Finally, it replaces the overused phrase "leaving is never easy" with a more thoughtful idea: people leave home when they have no choice and need to survive.

Optional Mini-Lesson: Structuring a Multi-Text Response (10 minutes)

Teacher Note: If students have been struggling with paragraph organization, consider showing them the outline of one of the student writing samples from the 25-26 SY (attached at the end of the lesson). Ask students to explain what they notice about the focus of each body paragraph, and prompt them to think about why that organizational structure makes sense given the prompt.

- If teachers choose to do this mini-lesson, teachers can shorten the discussion of pages 80-97 by skipping questions 4, 5, and 6, and skipping the fluency in lesson 6.5.5 to give students extra writing time

How the Organization of the Body Paragraphs Makes Sense for This Prompt

The prompt asks two connected questions:

1. **How do Jude and the speaker in *Home* feel about leaving home?**
2. **What do their experiences tell us about what 'home' means to them?**

Because the prompt asks students to compare the feelings and experiences of **two different characters/texts**, both student sample responses organize their body paragraphs in a way that directly matches this structure:

- Body paragraph 1- focuses on Jude
 - How **Jude feels about leaving home** (her mix of sorrow, fear, or hope).
 - What **her experiences reveal about what “home” means to her** (comfort, family, safety, memories).
- Body paragraph 2- focuses on the speaker in *Home*.
 - How the speaker feels about leaving home (forced to leave, danger, heartbreak).
 - What these experiences show about their understanding of “home” (a place of safety, love, or comfort that was lost).

Why this organization makes the most sense for this writing prompt:

- It separates the two texts clearly, helping the reader follow the argument without confusion.
- It ensures each character is analyzed equally, which directly answers the comparison part of the prompt.
- It sets up a natural point of comparison, since both paragraphs address the same two ideas (feelings about leaving home + meaning of home).
- It keeps the writing focused because each paragraph answers the prompt for one text at a time rather than mixing evidence.

Writing (15 minutes)

- **(15 minutes)** Students start to write their 2-paragraph response on the target task document. Students will have 20 minutes in lesson 6.5.5 to write and 20 minutes in lesson 6.5.6 to finish their responses. Students will also revise their responses in lesson 6.5.6.
 - **Note:** Students already have their thesis and 2 assertions completed, so this time should be spent picking out evidence to use and writing strong analysis sections. Remind students that a lot of the evidence that will be helpful for this writing prompt was annotated and discussed in lesson 6.5.3.

Teacher Note: Student writing samples from the 25/26SY are included at the end of the lesson plan

Prompt: How do Jude and the speaker in the poem *Home* feel about leaving home? What do their experiences tell us about what ‘home’ means to them?

Example Response:

Jude and the speaker in *Home* feel torn between fear and hope. Their experiences show that home is a place of safety and love, yet it can also bring pain and danger.

Jude feels love for her family and home, but fear of danger leads her to realize she must leave. Jude’s mother explains that things are becoming too dangerous and they can’t risk waiting to leave any longer (48). Jude’s mother admits that staying home is unsafe and uncertain. Even though they love their home and family, they must leave because of growing fear and the need to protect each other. Even if it once felt loving and familiar, one’s home can become unpredictable and dangerous. Jude is upset about leaving, but once she learns that her mother is pregnant, she explains that she is “learning how to be sad and happy at the same time” (49). Although leaving

home is painful, Jude also feels hopeful about the future and the baby. Home means more to her than just a physical place, it's the people and feelings connected to it.

The speaker in the poem also loves home but is forced to leave because of violence and fear. The speaker says, "no one leaves home unless / home is the mouth / of a shark" (lines 1-3). The speaker describes how home becomes dangerous, like the "mouth of a shark," illustrating that leaving isn't a choice but something forced by fear and violence. This helps us understand that home can be both important and harmful at the same time. The speaker further emphasizes their thoughts about leaving home by saying, "you only leave home when home won't let you stay" (line 10). The speaker didn't want to leave, but they had no other option. It adds to the idea that people deeply value and hold onto home, even when forced to let it go to survive.

Jude and the speaker in the poem leave home with sadness, fear, and hope. Their stories show that home can be filled with love, memories, and people, but leaving is sometimes the only choice when it becomes unsafe.

Review Pages 61-79 (23 minutes)

- **(2 minutes) Say:** We have discussed what Jude feels about leaving home. As you read for homework, she and her mother make it to Clifton, Ohio. (Optional to show slide 4 that shows where Clifton, Ohio, is)
 - **Teacher Note:** Google Flights says that the flight from Aleppo, Syria (the city Jude mentions earlier in the book) to Columbus, Ohio (the capital of Ohio) is about a 22-hour flight with layovers
- **(6 minutes) Ask:** Who are the new characters we met for our homework reading? How are they described?
 - Uncle Mazin: Excited to see his sister, Jude's mom, he's accommodating, an important doctor
 - Aunt Michelle: warm, nice, voice sounds like an American movie star,
 - Sarah: Rude, not warm, "cool" with her clothing choices, sulking, sometimes friendly, doesn't want Jude to join her at school
- **Follow-up: Ask:** Make a prediction, why do you think Sarah is being so rude to Jude?
 - **Teacher Note:** Students will discuss this more in-depth later in the unit
- **(15 minutes) Ask:** Let's look at poem II, specifically the top 2 stanzas on page 64. How do these two stanzas represent a deeper conflict for Jude?
 - Question on slide 5
 - Steps to answer this question:
 - Students should first re-read the two stanzas, then write (in their books) what the literal conflict is under the first stanza on page 64

But this man is not asking me
simple things like
If I am hungry or what I would like to order
He is asking real questions that
I can barely understand like
Why are you here?
And how long do you plan on staying?
 - **Literal conflict:** In this stanza, she doesn't understand him well because English is not her first language, and the questions are more complicated.

I glance at my mama and her newly swollen stomach

And know this part is my responsibility.
I am the one who knows English.
I am the one who needs to talk,
But I am failing.
Words, all kinds of them, bubble up in my throat
But nothing comes out.

- **Literal conflict:** The conflict in this stanza is that she is supposed to help her mom because she speaks English, but she can't right now because she can't understand the man in the airport.
- Have students answer: How do these two stanzas represent a deeper conflict for Jude?
 - She is beginning to realize the weight of responsibility she now carries in her new life. Even though she is young, she feels she must protect and help her mother, especially because of the baby. But in this moment, she feels powerless and overwhelmed. The fear, confusion, and pressure all make her feel like she's already failing in her role. This moment shows how the transition to a new country is not just about language or travel, it's about identity, duty, and the emotional cost of leaving home.

Read Pgs. 80-97 (32 minutes)

- **(2 minutes) Say:** We will keep track of developing conflicts as we continue reading. Pay attention to what Jude notices, how she feels, and her thoughts about her new home. Throughout the book, we should also consider the messages Warga is trying to convey and the themes she is building. It's important to focus on the conflicts because understanding how they are resolved will help us analyze the messages and themes of the story.
- **(30 minutes)** Teachers choose if students read and complete the questions independently on pages 1-2 of the student packet, or if students read the poems independently, then discuss the questions as a class.
 - If students do the work independently, allocate 17 minutes to reading and answering the questions, and about 6 minutes to reviewing answers as a class to ensure understanding of the text.

Teacher Note: Students can finish reading and the questions for homework if running out of time

Answers:

- 1) **What is the deeper meaning of the last stanza on pg. 82: "America, / like every other place in the world, / is a place where some people sleep / and some people / other people / dream"?**
 - a) This stanza suggests the disparity between those who are comfortable or settled (sleep) and those who are hopeful or striving (dream). It reflects a reality where, in every place, individuals are struggling for a better life and those who live in comfort. The poem seems to highlight the contrast between the dreams of immigrants (like Jude) and the established life of others in America.
 - i) **Potential Misconception:**
 - (1) If students are saying that the deeper meaning is that America is like other places in the world— have students identify which parts of the excerpt is literal (America, / like every other place in the world) and which part of the excerpt is figurative (is a place where some people sleep / and some people / other people / dream"?). Tell students to analyze the figurative part of the excerpt and use the book's context to determine the deeper meaning of what is being said.

2) What is the significance of the conversation with Baba through the computer?

- a) Correct answer: B- The conversation with Baba is significant because it provides a way to see him but doesn't fully bridge the emotional gap between them. Despite the technology that allows them to communicate, Jude and Mama are still separated from Baba emotionally due to the trauma of the situation and physical distance.
- i) A) incorrect: While Baba is glad to see them, the true significance is more about the emotional distance rather than happiness.
 - ii) C) incorrect: This isn't the case, as the conversation with Baba also exposes the gap between their lives in America and their memories of Syria.
 - iii) D) There's no indication in the conversation that Baba is planning to visit. The concern is more about his situation in Syria.

3) What is the conflict that is emerging between Mama and Uncle Mazin that is revealed in this section?

- a) Correct answer: D- This section reveals a growing tension between Mama and Uncle Mazin. Mama feels uncomfortable with Aunt Michelle's "American" way of life and seems to think that she has changed her brother, Uncle Mazin. On the other hand, Uncle Mazin defends Aunt Michelle and her lifestyle, showing a cultural divide between them.
- i) A) incorrect: This is not the issue; Mama's discomfort is not about returning to Syria but about the Americanization of life around her.
 - ii) B) incorrect: While Mama may not agree with some aspects of American life, the conflict is more about Aunt Michelle's influence on Uncle Mazin.
 - iii) C) incorrect: This is not a conflict highlighted in this section; it's about lifestyle and cultural differences.

4) What is the significance of the storm in the final chapter?

- a) The storm in this chapter serves as a metaphor for the emotional turbulence Jude feels about her new life in America. It symbolizes her internal struggle with her feelings of displacement, fear, and uncertainty. It mirrors the feelings of being caught between two worlds, both her old life in Syria and her new life in America.

5) In the sentence, "The wind bends the tree, and there is a hiccup of fear in my chest, but the trees stay strong" (pg. 94), what comparison is being made?

- a) The sentence compares Jude's emotional state to the tree being bent by the wind. The "hiccup of fear" suggests Jude's vulnerability, but the trees "stay strong," symbolizing her resilience. The trees represent how she must endure and stay strong even in the face of adversity.

6) What figurative meaning is "I am the tree in the wind that is always pushed but never allowed to fall down"? (pg. 95)

- a) Correct answer: C- The comparison here is that Jude faces pressure and hardship like a tree in the wind, but is expected to remain resilient and strong. Her circumstances are constantly pushing her, but she must stay upright and endure.
- i) A) incorrect: This interpretation focuses too much on movement, while the tree metaphor is more about enduring pressure.
 - ii) B) Incorrect: This answer focuses on confinement, but the metaphor about the tree is more about strength under pressure.
 - iii) D) incorrect: This would imply defeat, but the metaphor suggests Jude must remain strong despite feeling pushed.

Homework

Directions: Read Pgs. 101-116 and answer comprehension and grammar questions

- 1) Student choice
- 2) D “yet somehow I reverse them and I end up wandering down the long halls,” and “I feel everyone’s eyes on me”
- 3) She is scared to talk in English
- 4) She likes it, it’s comforting, and she likes that there are other students like her in the class. She feels safe to struggle with learning a new language.

Grammar Review:

- 1) ***On the snowy slope***, we slid down as fast as we could.
- 2) I wrapped my scarf tightly ***around my neck***.
- 3) Our sled raced past the trees ***through the forest***.
- 4) We stopped to rest ***beside the frozen pond***.
- 5) ***Near the big oak tree***, the kids built a snow fort.

Part 2

- 1) B
- 2) C

Student Writing Samples 25/26 SY

Student Sample 1:

Prompt: How do Jude and the speaker in the poem Home feel about leaving home? What do their experiences tell us about what 'home' means to them?

Introduction- skip in planning

Thesis: Jude's feelings while leaving home are pain and hope while the speaker's feelings while leaving home are pain and desperation. Their experiences tell us that home represents safety but can be a place of pain, betrayal, and danger.

Paragraph 1 Assertion: Jude feels that leaving home is having emotions of pain and hope because she is unsure if she wants to make the choice of not being connected with it.

- Evidence: (stanza 3, page 49, OWFH) "I am learning how to be sad and happy at the same time."
- Evidence: (stanza 1, page 48, OWFH) "*Why do we have to go?*"
- Evidence: (stanza 2, page 56, OWFH) "*I don't understand how you can be so happy, I say. I'm leaving.*"

Concluding Sentence SKIP in planning

Paragraph 2 Assertion: The speaker feels that leaving home is pain and desperation because that isn't their safe place anymore.

- Evidence: (stanza 3, *Home*) "sobbing as each mouthful of paper made it clear that you won't be going back."
- Evidence: (stanza 2, *Home*) "You only leave home when home won't let you stay."
- Evidence: (stanza 1, *Home*) "No one leaves home unless home is the mouth of a shark you only run for the border when you see the whole city running as well."

Essay Conclusion SKIP in planning

Leaving home could be hard for many immigrants or refugees because they may have felt that is their safe place when danger comes for them. Some people build really strong connections with their homes just because of safety reasons and when you have to leave your home, it is a really hard emotional time. Jude's feelings while leaving home are pain and hope while the speaker's feelings while leaving home are pain and desperation because they are going to lose their relationship with their home. Their experiences tell us that home represents safety but can be a place of pain and danger when home isn't there to protect them anymore.

Jude feels that leaving home is having emotions of pain and hope because she is unsure if she wants to make the choice of not being connected with it. Initially, in stanza 3, page 49, of *Other Words For Home*, it states, "I am learning how to be sad and happy at the same time." This illustrates that Jude has to learn how to be hopeful and in pain because she has to learn to have hope since she is being brought to a safer place, but she can be heartbroken because she is leaving her home which she grew an emotional connection with. Since Jude is leaving her home, this has caused her to feel pain that she has to leave her brother and father behind even though they don't have that strong of a relationship. Jude has to learn to deal with the pain and learn to be optimistic so she can look after her pregnant mother. Furthermore, in stanza 1 of page 48 of *Other Words For Home* it says, "Why do we have to go?" Jude is not very optimistic about leaving her home because she doesn't want to leave what has protected her, her whole life. This is causing Jude to feel inconsolable because she is upset about having to leave her safe place. Moreover, in stanza 2 of page 56 in *Other Words For Home*, it states, "I don't understand how you can be so happy, I say. I'm leaving." This exemplifies that leaving home is hard for Jude because she feels that she is so close with all her family and the place she lives, but she feels that no one seems to care that much. Jude makes it seem as if home has a special significance with her home that won't allow her bond with it to break. Since, Jude's connection is so strong, it makes her feel that it won't be as strong because she can't bond with her home anymore. To conclude, Jude's feelings while moving is pain and hope because of the emotional connections she had with her home.

Similarly, the speaker feels that leaving home is pain and desperation because that isn't their safe place anymore. Initially, in stanza 3 of *Home* it states, "sobbing as each mouthful of paper made it clear that you won't be going back." The speaker feels a lot of pain for leaving their home because they had a lot of good memories there and leaving causes a lot of emotional tension between the home and the speaker. The speaker also displays that their home meant a lot to them and was a very important thing in their life but now it isn't because it won't be the same since the speaker is leaving forever which is painful. Likewise, in stanza 2 of *Home* it says, "You only leave home when home won't let you stay." The speaker feels desperation of wanting to stay at her home but having to leave anyway because of danger and unsafety. This also conveys that the speaker doesn't agree with leaving because she believes her home will keep her safe but she has to leave because that is not true and this is causing her to feel desperate. Finally, in stanza 1 of *Home*, it states, "No one leaves home unless home is the mouth of a shark you only run for the border when you see the whole city running as well." This communicates that the speaker feels pain and desperation because they will have to start a new life without the emotional support of her home. This also communicates how important her home was to her because the speaker will only run away from her home when the speaker realizes that everyone is running from homes because the home put them in danger. Ultimately, the speaker feels desperation and pain because the speaker doesn't have emotional support from her home since she has to leave.

Consequently, both *Other Words For Home* and *Home* suggest that their homes played very important roles for the characters by being their emotional support and giving them safety. When both characters had to leave their home they did it because they realized that their home couldn't protect them anymore which caused the reader to leave their home. Leaving home could be very painful and emotional since that isn't just a building but a place that feels safe and has memories.

Student Sample 2:

Prompt: How do Jude and the speaker in the poem Home feel about leaving home? What do their experiences tell us about what 'home' means to them?

Introduction- skip in planning

Thesis: Jude accepts that she has to leave but is heartbroken, and similarly, the speaker is very melancholy about leaving home because of the unforgettable times they've had in that one location. Both experiences tell us that home is a very significant part of their identity and who they are

Paragraph 1 Assertion: Jude accepts that she has to leave but is heartbroken, and similarly, the speaker is very melancholy because of the memorable times they've made

- Evidence: "And that's when I realize..." (pg. 57)
- Evidence: " 'What about Baba?' I..." (pg. 47)
- Evidence : "Sobbing as each mouthful..." (stanza 3)

Concluding Sentence SKIP in planning

Paragraph 2 Assertion: Both experiences tell us that home is a very significant part of their identity and who they are

- Evidence: Jude argues that things might not get worse when they've seen the violence
- Evidence: The speaker says the only time you leave is when there is extreme danger like 'the mouth of a shark'
- Evidence: The speaker says its not something you would think of until 'a blade burns threats into your neck'

Essay Conclusion SKIP in planning

Home plays an important part in who you want to be. Jude's and the speaker's experiences tell that home is very sentimental to them. Jude accepts that she has to leave but is heartbroken, and similarly the speaker is very melancholy about leaving home because of the unforgettable times they've had in that one location. Both experiences tell us that home is a very significant part of their identity and who they are.

Jude accepts that she has to leave but is troubled, and similarly, the speaker is very melancholy about leaving home because of the memorable times they've made. For example, Jude realizes she doesn't have a choice. On page 57, it says, "And that's when I realize I don't have a choice. I'm going to have to be brave," demonstrating she's entered the stage of acceptance and is maturing. Her realizing that this big choice has to

be made means that she has accepted this outcome and has no reason to argue. Furthermore, Jude is sad because she starts asking about everyone else. On page 47, she says, " 'What about Baba?' I ask and watch Mama big dark eyes fill up with tears. 'What about Issa,' " then when Mama says they're not coming, Jude's heart starts to hurt even more because of her despair. This quote illustrates that Jude is not taking moving lightly because she starts asking about the other important people in her life and only when the answer is they're not coming, her heart starts to hurt. Her heart starts to hurt more because her brother and father aren't coming, showing that Jude has a lot of care for them and will miss them very much. Finally, in *Home*, the speaker says they sob when they have papers that mean they're not going back. In stanza 3, it says, "Sobbing as each mouthful of paper made it clear that you wouldn't be going back." The speaker was very forlorn about leaving because they use the word 'sob.' 'Sob' means intensely shedding tears because they won't stop coming, showing their extreme sorrow towards leaving the one and only thing they've ever known as home. In conclusion, Jude is understanding but is heartbroken, and the speaker is sorrowful about leaving home because of the memories they've made.

Both experiences tell us that home is a very significant part of their identity and who they are. For instance, Jude believes that things have a chance of not getting worse when she's seen all of what could happen. Jude has seen all the violence that could happen to her and her family like on page 32 where she sees the newspaper with all the bloodied people. Jude still wants to deny all of the danger that could happen when she's seen all the danger that has happened, showing Jude's unbreakable bond between her home and her. Her being in denial of it getting more dangerous at home expresses that Jude doesn't want to see any of the flaws. Additionally, the speaker in *Home* starts the poem by making the remark that you only leave home when there's extreme danger like 'the mouth of a shark.' This emphasizes that the speaker is so attached to home, that they will only be willing to leave when faced with extreme. Making the comparison between the danger and the mouth of a shark shows the strong connection between the speaker and home. Finally, the speaker says that the idea of leaving home would not be something that would come and you would think of until 'a blade burns threats into your neck,' displaying how the idea of leaving home would not come up into a single thought of the speaker until they were looking straight at the face of danger. This shows how leaving would not be an idea unless they had a firsthand experience with danger. In short, Jude and the speaker's experiences tell us that home is a very important part of their identity and who they are.

To conclude, Jude accepts that she has to leave but is heartbroken, and similarly the speaker is very melancholy about leaving home because of the unforgettable times they've had in that one location. Both experiences tell us that home is a very significant part of their identity and who they are. Home is a big part of yourself and who you identify as. Jude and the speaker's experiences shows us that home plays a big role in your life and is very important.