



EXPEDITIONARY  
LEARNING

## **Grade 6: Module 3A: Unit 1: Lesson 10**

**End of Unit Assessment:** Finding Evidence of Laurence Yep's Perspective on Being Chinese in *Dragonwings* and Determining Connotative Language



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text. (RL.6.4). Explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify evidence of Laurence Yep's perspective on being Chinese in <i>Dragonwings</i>.</li><li>• I can explain what connotative language is and identify the meaning of connotative language.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 1 Assessment</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Unpacking Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>End of Unit 1 Assessment (35 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Concentric Circles: What Can We Learn from Laurence Yep? (8 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read Chapter 7 up to page 150, stopping near the end of the page after "Father and I excused ourselves and left." Answer this question in your structured notes:<ul style="list-style-type: none"><li>"What are the differences between how Miss Whitlaw views dragons and how Moon Shadow views dragons?" Use evidence flags to identify three text details in this part of the chapter to support your answer.</li></ul></li></ol></li></ol>	<ul style="list-style-type: none"><li>Lesson 10 is the end of unit assessment. It builds on the work completed in Lesson 9 and is similar in structure to Lesson 8, although this time students will work independently to find evidence of Laurence Yep's perspective on being Chinese in <i>Dragonwings</i>.</li><li>Before students begin working on this excerpt, it is important that you ensure they are aware that if Laurence Yep was regretful of his attitude toward being Chinese as a child, he may communicate this by making Moon Shadow behave in a different way in the novel. Remind them that he suggests in the opening excerpt from <i>The Lost Garden</i> that he changes things from real life in his writing to make them as he wants them to be.</li><li>Assess student responses on the end of unit assessment using the Grade 6 2-Point Rubric—Short Response. Use the End of Unit Assessment: Finding Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> and Determining Connotation (example answers for teacher reference) in the supporting materials to guide you, but be aware that this is just an example of the kinds of things students may have written.</li><li>In advance: Read pages 145–149 of <i>Dragonwings</i>, from the beginning of the chapter to "... but all I could come up with was, 'No dragon pleasant. A dragonee dragon'" to familiarize yourself with the events and how they might show evidence of Laurence Yep's perspective on being Chinese.</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
Do not pre-teach vocabulary for this assessment.	<ul style="list-style-type: none"> <li>• End of Unit 1 <i>Assessment</i>: Finding Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> and Determining Connotation (one per student)</li> <li>• Being Chinese excerpt (from Lesson 9; one per student)</li> <li>• Gathering Evidence of Laurence Yep's Perspective: Being Chinese graphic organizer (from Lesson 9; one per student)</li> <li>• <i>Dragonwings</i> (one per student)</li> <li>• Evidence flags (five per student)</li> <li>• End of Unit 1 Assessment: Finding Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> and Determining Connotation (answers, for teacher reference)</li> <li>• Grade 6 2-Point Rubric—Short Response. (for teacher reference; use to score students' assessments)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you: <ul style="list-style-type: none"> <li>* "I can identify evidence of Laurence Yep's perspective on being Chinese in <i>Dragonwings</i>."</li> <li>* "I can explain what connotative language is and identify the meaning of connotative language."</li> </ul> </li> <li>• Remind students that these are the same learning targets they have been working with across the past four lessons. Today they will show how well they can demonstrate these targets independently in an assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students of this quote from the opening excerpt: "When I wrote, I went from being a puzzle to a puzzle solver. I could reach into the box of rags that was my soul and begin stitching them together. Moreover, I could try out different combinations to see which one pleased me the most."</li> <li>Ask students to discuss in triads: <ul style="list-style-type: none"> <li>* "What does he mean by this? How does he use writing?"</li> </ul> </li> <li>Select volunteers to share their ideas with the whole group. Listen for them to explain that he uses writing to make sense of his world and can often change things that happened in real life to make them better.</li> <li>Explain that in this assessment, students will think about how Laurence Yep communicated his perspective on being Chinese (his regrets about his behavior toward his Chinese culture as a child) in <i>Dragonwings</i>. Remind them that if he regrets the way he behaved toward the Chinese culture as a child, he may communicate that perspective by making Moon Shadow behave in a different way. So rather than looking for evidence of Moon Shadow being ashamed of being Chinese, they are going to be looking for the opposite.</li> <li>Distribute the <b>End of Unit 1 Assessment: Finding Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> and Determining Connotation</b>. Invite students to read the directions at the top with you.</li> <li>Remind students that they will need: <ul style="list-style-type: none"> <li>– <b>Being Chinese excerpt</b></li> <li>– <b>Gathering Evidence of Laurence Yep's Perspective: Being Chinese graphic organizer</b>, started in the previous lesson</li> <li>– <b><i>Dragonwings</i> book</b></li> </ul> </li> <li>Distribute <b>evidence flags</b>. Record the page numbers and final sentence on the board for students to refer to.</li> <li>Remind the class that because this is an assessment, it is to be completed independently. However, if students need assistance, they should raise their hand to speak with a teacher.</li> <li>Circulate and support students as they work. During an assessment, your prompting should be minimal.</li> <li>At the end of the time, collect the assessments.</li> </ul>	<ul style="list-style-type: none"> <li>If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li> <li>For some students, this assessment may require more than the 35 minutes allotted. Consider providing students time over multiple days if necessary.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Concentric Circles: What Can We Learn from Laurence Yep? (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on the perseverance and stamina it takes to sit and analyze two texts.</li><li>• Direct them to form two circles, an inside circle and an outside circle, standing face-to-face. If there is an odd number of students, join a circle so that everyone has someone to pair up with.</li><li>• Ask the questions below in this sequence. Rotate after each question is asked.<ul style="list-style-type: none"><li>* "How do Moon Shadow and Miss Whitlaw see the dragons differently?"</li><li>* "What does Yep want the reader to learn from these two different connotations of dragon?"</li><li>* "How does Moon Shadow react to teasing by the neighborhood boys?"</li><li>* "What does Yep want the reader to learn about how we should treat people who are different from us?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 7 up to page 150, stopping near the end of the page after "Father and I excused ourselves and left." Answer this question in your structured notes:<ul style="list-style-type: none"><li>– "What are the differences between how Miss Whitlaw views dragons and how Moon Shadow views dragons?"</li></ul></li><li>• Use evidence flags to identify three text details in this part of the chapter to support your answer.</li></ul>	



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# Grade 6: Module 3A: Unit 1: Lesson 10

## Supporting Materials



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**End of Unit 1 Assessment:**

Finding Evidence of Laurence Yep's Perspective in  
*Dragonwings* and Determining Connotation

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**Name:**

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**Date:**

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**Learning Targets:**

I can identify evidence of Laurence Yep's perspective on being Chinese in *Dragonwings*.

I can explain what connotative language is and identify the meaning of connotative language.

**Directions:**

1. Reread the Being Chinese excerpt from Lesson 9.
2. Reread what you recorded on your graphic organizer in Lesson 9 about Laurence Yep's perspective on being Chinese.
3. Read from the beginning of Chapter 7 to the bottom of page 149, which ends with "*No dragon pleasant. A dragonee dragon.*"
4. Reread that excerpt of *Dragonwings*, thinking about evidence of Laurence Yep's perspective on being Chinese. Remember that Yep often changed things in his writing to make them better than real life. Use evidence flags to mark any evidence you find of his perspective on being Chinese.
5. Record evidence in the final column of your graphic organizer.
6. Use the evidence you have recorded on your graphic organizer to make a claim with evidence in order to make connection statement (below) explaining how Yep's perspective on being Chinese is evident in this excerpt from *Dragonwings*.
7. Complete Question 2 about connotation.
8. Check through your answers.





**End of Unit 1 Assessment:**

Finding Evidence of Laurence Yep's Perspective in  
*Dragonwings* and Determining Connotation

1. Write a connection statement, explaining how Laurence Yep's perspective on being Chinese is evident in this passage from *Dragonwings*.

**CLAIM:** Yep's perspective is that?

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**EVIDENCE:** In *The Lost Garden*, Yep's autobiography, he writes:

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**EVIDENCE:** In his novel *Dragonwings*, he writes:

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**CONNECTION STATEMENT:** This evidence supports Yep's perspective that (claim restated):

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**Because:**

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**End of Unit 1 Assessment:**  
Finding Evidence of Laurence Yep's Perspective in  
*Dragonwings* and Determining Connotation

2. Reread the excerpts below and complete the chart to explain the connotation of the word *dragon* according to the Tang people and to Miss Whitlaw.

Page 138–139:

*“What’s that?”* I asked, pointing at the green creature.

*“A dragon,”* she said. *“You know. It’s a very wicked animal that breathes fire and goes about eating up people and destroying towns. St. George killed many of them.”*

Page 149:

*“Dragon do terrible thing, yes,”* I said, struggling for the right words. *“But dragon, they do good thing, too. Bring rain for crops. They king among all ... all reptile. They emperor of all animal.”*

Connotation for <i>dragon</i> according to Miss Whitlaw	Connotation for <i>dragon</i> according to Moon Shadow

**End of Unit 1 Assessment:**

Finding Evidence of Laurence Yep's Perspective in  
*Dragonwings* and Determining Connotation  
(For Teacher Reference)

1. Write a connection statement, explaining how Laurence Yep's perspective on being Chinese is evident in this passage from *Dragonwings*.

CLAIM: Yep's perspective is that?

**Yep's perspective is that he regrets being ignorant and intolerant of his Chinese cultural background as a child and wishes he could have done it differently.**

EVIDENCE: In *The Lost Garden*, Yep's autobiography, he writes:

**In *The Lost Garden*, Yep's autobiography, he writes, "There are so many things that I did as a child that I regret now."**

EVIDENCE: In his novel *Dragonwings*, he writes:

**In his novel *Dragonwings*, he writes, "Cream and sugar, Moon Shadow?" "Oh, but you never put that into it!" She stood with the sugar bowl in her hand. "You don't?" "No. No. It ruin tea."**

CONNECTION STATEMENT: This evidence supports Yep's perspective that (claim restated):

**This evidence supports Yep's perspective that he regrets being ignorant and intolerant of his Chinese cultural background because he says he regrets many things that he did as a child in the context of describing how he refused to eat with chopsticks. In *Dragonwings*, we see Yep trying to right the wrongs of his childhood by making Moon Shadow insist to Miss Whitlaw that he take his tea in a traditional Chinese way rather than accepting it the American way with milk and sugar.**

**End of Unit 1 Assessment:**

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Page 149:

*“Dragon do terrible thing, yes,”* I said, struggling for the right words. *“But dragon, they do good thing, too. Bring rain for crops. They king among all ... all reptile. They emperor of all animal.”*

Connotation for <i>dragon</i> according to Miss Whitlaw	Connotation for <i>dragon</i> according to Moon Shadow
<b>Dragons are dangerous animals that harm you and must be destroyed.</b>	<b>Dragons are good and bad. They can harm you and help you. They are the ruling animals.</b>



**2-Point Rubric: Writing from Sources/Short Response<sup>1</sup>**  
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

<b>2-point Response</b>	The features of a 2-point response are:
	<ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1-point Response</b>	The features of a 1-point response are:
	<ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0-point Response</b>	The features of a 0-point response are:
	<ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.