



EXPEDITIONARY
LEARNING

Grade 6: Module 3A: Unit 1: Lesson 9

Inferring Laurence Yep's Perspective of Being Chinese, from the "Being Chinese" Excerpt of *The Lost Garden*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

Explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)

Supporting Learning Targets

- I can find the gist of the "Being Chinese" excerpt.
- I can identify details in the "Being Chinese" excerpt that affected Laurence Yep's perspective of being Chinese.
- I can infer how those details affected Laurence Yep's perspective of being Chinese.

Ongoing Assessment

- Structured notes (from homework)
- Gathering Evidence of Yep's Perspective: "Being Chinese" graphic organizer

Agenda

1. Opening
 - A. Engaging the Reader: Chapter 5 of *Dragonwings* (5 minutes)
 - B. Unpacking Learning Targets (3 minutes)
2. Work Time
 - A. Reading for Gist: Being Chinese Excerpt from *The Lost Garden* (15 minutes)
 - B. Identifying Cultural Details through Questions: Being Chinese Excerpt from *The Lost Garden* (8 minutes)
 - C. Inferring Laurence Yep's Perspective of Being Chinese (9 minutes)
3. Closing and Assessment
 - A. Sharing Ideas (5 minutes)

Teaching Notes

- In this lesson, students read a third excerpt from Laurence Yep's autobiography, *The Lost Garden*.
- This lesson is similar in structure to Lesson 7. In this lesson, students infer Laurence Yep's perspective of being Chinese.
- Review Mix and Mingle (Appendix) and have music ready to use for the opening of this lesson.
- Post: Learning targets.



Agenda (continued)	Teaching Notes
<p>4. Homework</p> <p>A. Read Chapter 6 of <i>Dragonwings</i> and answer this focus question in your structured notes:</p> <p>– “What is Moon Shadow’s point of view of Miss Whitlaw in this chapter?” Use evidence flags to identify three text details that support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep used to convey Moon Shadow’s point of view of Miss Whitlaw.</p>	

Lesson Vocabulary	Materials
<p>perspective, infer;</p> <p>Paragraph 1: quarreled, comic-pitched battle</p> <p>Paragraph 2: caricatures, exaggerated, clad</p> <p>Paragraph 3: slunk,</p> <p>Paragraph 4: imitations, obnoxious, banquet</p>	<ul style="list-style-type: none">• <i>Dragonwings</i> (book; one per student)• Structured notes (distributed in Lesson 1)• Being Chinese excerpt from <i>The Lost Garden</i> (one per student and one to display)• Word-catcher (from previous lessons; one per student)• Dictionaries (enough for students to be able to refer to as they are reading)• Gathering Evidence of Laurence Yep’s Perspective: Being Chinese graphic organizer (one per student and one to display)• Gathering Evidence of Laurence Yep’s Perspective: Being Chinese graphic organizer (answers for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Chapter 5 of <i>Dragonwings</i> (5 minutes)</p> <ul style="list-style-type: none"> Be sure students have their text <i>Dragonwings</i>. Ask students to discuss in triads: <ul style="list-style-type: none"> "What happens in Chapter 5?" Listen for: "Moon Shadow gets beaten up by Black Dog, and then Windrider beats up Black Dog for justice. Moon Shadow and Windrider must leave Chinatown to protect themselves." Invite students to refer to their structured notes and the answer they wrote to the homework focus question: <ul style="list-style-type: none"> "How does Moon Shadow's point of view of his father change in this chapter?" Mix and Mingle (repeat three times for each question) <ol style="list-style-type: none"> Play music. Invite students to move around the room. After 15 seconds, stop the music. Invite students to share their answer to the homework question with the person standing closest to them. Repeat until students have spoken to three people. 	<ul style="list-style-type: none"> Reviewing homework holds all students accountable for reading the novel and completing their homework.
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> Invite students to silently read the learning targets along with you as you read them aloud: <ul style="list-style-type: none"> "I can find the gist of the Being Chinese excerpt." "I can identify details in the Being Chinese excerpt that affected Laurence Yep's perspective of being Chinese." "I can infer how those details affected Laurence Yep's perspective of being Chinese." Point out that students had similar learning targets in Lesson 7 when reading the Crime in the Neighborhood excerpt. Remind them what <i>gist</i>, <i>infer</i>, and <i>perspective</i> mean. Tell students that in this lesson, they will read a new excerpt from <i>The Lost Garden</i> and use clues from the text to infer Laurence Yep's perspective of being Chinese. 	<ul style="list-style-type: none"> Learning targets are a research-based strategy that helps all students, especially challenged learners. 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. Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Reading for Gist: Being Chinese Excerpt from <i>The Lost Garden</i> (15 minutes)</p> <ul style="list-style-type: none">• Display and distribute the “Being Chinese” excerpt from <i>The Lost Garden</i>. Invite students to read along silently in their heads as you read it aloud. Remind them that the purpose for reading is to discover author Laurence Yep's perspective and how it influences what he writes. Tell the class to listen for things that shaped his beliefs, values, and ideas.• Tell students they are going to reread the Being Chinese excerpt for gist. Pair students up and invite them to work together to annotate for gist in the margin of their text excerpt handout and record unfamiliar words on their word-catchers.• Tell students that if they aren't sure what the word means after looking for context clues and looking in the dictionary, they should leave the definition column blank, to be discussed with the whole group later on.• Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it down.• Invite students to get into triads to compare what they wrote for their gist statements and to help each other with any unfamiliar vocabulary they haven't been able to figure out.• Refocus whole class and invite students to share any unfamiliar vocabulary words they found, along with the definition. If they were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the meaning. To keep things moving, if no one else knows the definition, offer it yourself.• These are words students may struggle with, so be sure to address them here: <i>quarreled, comic-pitched battle, caricatures, exaggerated, clad, slunk, imitations, obnoxious, banquet</i>.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.• Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves.• Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.



Work Time (continued)	Meeting Students' Needs
<p>B. Identifying Cultural Details through Questions: Being Chinese Excerpt from The Lost Garden (8 minutes)</p> <ul style="list-style-type: none">• Distribute and display the Gathering Evidence of Laurence Yep's Perspective: Being Chinese graphic organizer. Remind students that the purpose of the organizer is to support them with the learning targets.• Invite the class to reread along with you the learning target that will be the next focus:<ul style="list-style-type: none">* "I can identify details in the Being Chinese excerpt that affected Laurence Yep's perspective of being Chinese."• Invite students to read the questions with you as you read them aloud. Remind them that, as in the previous lesson, they need to reread the questions in Column 1, review the excerpt, discuss the answers with their triad, and then record the answers in Column 2. For now, they should leave the other columns blank. Clarify directions as needed.• Circulate and observe student work. As needed, support students by asking them to use evidence from the excerpt to answer the questions.• Refocus whole group after a few minutes. Cold call students you missed while circulating to increase your check for understanding among the whole class. Listen for responses like those listed on the Gathering Evidence of Laurence Yep's Perspective: Being Chinese (answers for teacher reference). Invite students to revise their organizers as necessary based on what they hear from the rest of the class.	<ul style="list-style-type: none">• Asking students to discuss challenging questions before recording their answers helps to ensure that all students have an idea about what to write and can give students confidence in their responses.• Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.• Some students may benefit from having access to "hint cards": small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, "look in the third paragraph."• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Work Time (continued)	Meeting Students' Needs
<p>C. Inferring Laurence Yep's Perspective of Being Chinese (9 minutes)</p> <ul style="list-style-type: none">• Ask for a volunteer to read the last learning target aloud:<ul style="list-style-type: none">* "I can infer how those details affected Laurence Yep's perspective of being Chinese."• Remind students that perspective means how you see something, based on your background and your previous experiences. Direct their attention to the question at the top of the third column of the graphic organizer:<ul style="list-style-type: none">* "As a result of what you have read so far, what do you think Laurence Yep's perspective of being Chinese might be?"• Point out the Child/Adult underneath the question and tell students that you would like them to consider two perspectives:<ul style="list-style-type: none">* "What do you think Laurence Yep's perspective of being Chinese was when he was a child?"* "What do you think Lawrence's Yep of being Chinese is as an adult?"• Remind students that they are going to have to infer the answer to the question because Yep doesn't give us this answer directly, but he does give us clues.• Tell students to reread the excerpt and their answers to the questions in the second column and to discuss the question at the top of the third column in triads before recording their answers in the final column of their graphic organizer.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing Ideas (5 minutes)</p> <ul style="list-style-type: none">• Refocus whole class. Select volunteers to share an inference they made about Laurence Yep's perspective of being Chinese based on what they read in the excerpt.• Listen for responses like those listed on the Gathering Evidence of Laurence Yep's Perspective: Being Chinese (answers for teacher reference).• Invite students to revise their organizers as necessary based on what they hear from the rest of the class.	<ul style="list-style-type: none">• Asking students to share their ideas can enable them to build on their own thinking using the ideas of others, deepening their understanding. It can also help them to identify where they need to make revisions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 6 of <i>Dragonwings</i> and answer this focus question in your structured notes:<ul style="list-style-type: none">– "What is Moon Shadow's point of view of Miss Whitlaw in this chapter?"• Use evidence flags to identify three text details that support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep used to convey Moon Shadow's point of view of Miss Whitlaw.	



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Supporting Materials



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Being Chinese
(Excerpt from *The Lost Garden*)

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Gathering Evidence of Yep's Perspective: Being Chinese

Name: _____

Date: _____

Learning Targets:

I can find the gist of the Being Chinese excerpt.

I can identify details in the Being Chinese excerpt that affected Laurence Yep's perspective of being Chinese.

I can infer how those details affected Laurence Yep's perspective of being Chinese.

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

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep's perspective of being Chinese might be? Child/Adult	EVIDENCE Evidence of Yep's perspective in <i>Dragonwings</i> (use evidence from the text to support your answers)
CHINESE EXCERPT			
1. What culture did Laurence Yep see himself belonging to?			
2. How does he react to the cartoon of the Chinese laundrymen arguing with Scrappy?			



Gathering Evidence of Yep's Perspective: Being Chinese

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep's perspective of being Chinese might be? Child/Adult	EVIDENCE Evidence of Yep's perspective in <i>Dragonwings</i> (use evidence from the text to support your answers)
CHINESE EXCERPT			
3. What happens when his mother sees him imitating the cartoon? Why?			
4. What does Laurence Yep do to be different from his Chinese family and culture?			
5. Why do you think Laurence Yep regrets his actions now?			



Gathering Evidence of Yep's Perspective: Being Chinese
(For Teacher Reference)

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep's perspective of being Chinese might be? Child/Adult	EVIDENCE Evidence of Yep's perspective in <i>Dragonwings</i> (use evidence from the text to support your answers)
CHINESE EXCERPT			
1. What culture did Laurence Yep see himself belonging to?	American	I think Laurence Yep, as a child, was ashamed of being Chinese and thought being Chinese was a bad thing, perhaps because he felt like an American and American cartoons made fun of Chinese people. He said, "I still didn't particularly want to be Chinese," and later he says, "I did my best to show that I was different." I think this because he refused to do a lot of the things that other Chinese would do, like use chopsticks and drink tea.	"Miss Whitlaw stood away from the front door. 'Would you like some cookies and milk?' 'Maybe cookies and tea?' I asked. I held up the small package I had brought. It was a jasmine type of tea that is sweet and light and fragrant. "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.'"
2. How does he react to the cartoon of the Chinese laundrymen arguing with Scrappy?	He mocks Chinese people. He says, "I remember putting my fingers up by the sides of my eyes to slant them like characters in the cartoon and running around making high, sing-song noises."		



Gathering Evidence of Yep's Perspective: Being Chinese
(For Teacher Reference)

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep's perspective of being Chinese might be? Child/Adult	EVIDENCE Evidence of Yep's perspective in <i>Dragonwings</i> (use evidence from the text to support your answers)
CHINESE EXCERPT			
3. What happens when his mother sees him imitating the cartoon? Why?	She was horrified. She tells him, "You're Chinese. Stop that," because he is Chinese and by imitating the cartoon, he is making fun of his own people.	I think that as an adult, he regrets the way he behaved and wishes he had tried to be more tolerant of and value his Chinese heritage because he says he was obnoxious and uses the word "regret."	"Once I understood her, I shook my head vehemently. 'No, no. It a ...' I fumbled for the right word in the demon language, but all I could come up with was, 'a dragonnee dragon.'" "I went on to tell the demoness everything my Father had told me about dragons."
4. What does Laurence Yep do to be different from his Chinese family and culture?	He "had to have a fork instead of chopsticks at a banquet in Chinatown," he drank Coca-Cola instead of tea, and he scraped his father's customs stickers off the wooden box gift.		



Gathering Evidence of Yep's Perspective: Being Chinese
(For Teacher Reference)

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep's perspective of being Chinese might be? Child/Adult	EVIDENCE Evidence of Yep's perspective in <i>Dragonwings</i> (use evidence from the text to support your answers)
CHINESE EXCERPT			
5. Why do you think Laurence Yep regrets his actions now?	He said, "There are so many things that I did as a child that I regret now." I think he regrets scraping the stickers off his father's box and pretending not to be Chinese because he describes himself as "obnoxious" for doing things like refusing to eat with chopsticks.		