



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2B: Unit 1: Lesson 5**

## **Mid-Unit Assessment: Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can determine the central ideas in an informational text. (RI.7.2) I can analyze the interactions between individuals, events and ideas in a text. (RI.7.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can determine the central ideas in “Why Couldn’t Snow White Be Chinese?”</li><li>• I can give evidence in support of a central idea of “Why Couldn’t Snow White Be Chinese?”</li><li>• I can analyze the interaction between an individual and events and ideas in “Why Couldn’t Snow White Be Chinese?”</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 1 Assessment</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Introduction to Vocabulary in “Why Couldn’t Snow White Be Chinese?” (7 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 1 Assessment (20 minutes)</li><li>B. National Identity: the 2010 Census (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (3 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete Question 4 in the identity journal Lesson 5 task.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson includes the Mid-Unit 1 Assessment, which assesses RI.7.1, RI.7.2, and RI.7.3. When you grade this, only mark answers correct or incorrect; do not provide students with the correct answers. Students will correct their own work in Lesson 6.</li><li>• The essay “Why Couldn’t Snow White Be Chinese,” which is used for the assessment, contains five terms that students may not be familiar with. In order to accurately assess the skills included on the assessment and ensure there is no confusion over the meaning of these terms, the definitions should be posted for the students to refer to during the assessment.</li><li>• After the mid-unit assessment, students will take a brief look at a map that details some of the results of the 2010 Census. The lesson limits itself to a general overview of the map; however, students may have specific questions about different terms on the map (such as “United States Mean Center of Population.”) Consider going to the U.S. Census website (<a href="http://www.census.gov">www.census.gov</a>) to familiarize yourself with background knowledge about the census, or you may wish to direct students to the website. Researching the answers to specific questions about the census could be treated successfully as extension activities for interested students, as well.</li><li>• In advance: Post vocabulary terms and definitions.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
bluntly, cuisine, chagrin, depiction, mundane	<ul style="list-style-type: none"> <li>Vocabulary terms and definitions: “Why Couldn’t Snow White Be Chinese?” (one to display)</li> <li>“Why Couldn’t Snow White Be Chinese?” (one per student)</li> <li>Mid-Unit 1 Assessment: Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?” (one per student)</li> <li>Mid-Unit 1 Assessment: Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?” (answers, for teacher reference)</li> <li>2010 Census: United States Profile (one per student and one to display)</li> <li>Document camera and/or chart paper (one piece)</li> <li>Identity journals (begun in Lesson 1; one per student)</li> <li>Identity anchor chart (begun in Lesson 1)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Introduction to Vocabulary in “Why Couldn’t Snow White Be Chinese?” (7 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students’ attention to the posted learning targets and tell them that today they get to demonstrate their progress on these targets: <ul style="list-style-type: none"> <li>* “I can objectively summarize ‘Why Couldn’t Snow White Be Chinese?’”</li> <li>* “I can identify the supporting evidence for an analysis of ‘Why Couldn’t Snow White Be Chinese?’”</li> <li>* “I can analyze the interaction between an individual and events and ideas in ‘Why Couldn’t Snow White Be Chinese?’”</li> </ul> </li> <li>Assure students that there are no tricks to this assessment; it follows what they have been doing in Lessons 2, 3, and 4.</li> <li>Tell students that before they take this assessment, you want to be sure that they understand five specific words in these paragraphs. Display the <b>Vocabulary terms and definitions: “Why Couldn’t Snow White Be Chinese?”</b> and clarify as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Struggling readers may need help defining additional words. Encourage students to identify unfamiliar words and determine their meaning from context; provide them with the opportunity to check their predicted meanings.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Mid-Unit 1 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>“Why Couldn’t Snow White Be Chinese?”</b> Tell students that their assessment today focuses on this piece of text. Do not tell them what the text is about.</li><li>• Remind them that everyone needs to remain silent until the entire class is finished and that this commitment is how they show respect for each other—it is non-negotiable. Write on the board: “If you finish early, you can ...” and include suggestions they made in Module 1, Unit 1, Lesson 14.</li><li>• Distribute the Mid-Unit 1 Assessment: Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”. Remind students that they can and should refer to their texts as they complete the assessment. Tell them you will be concerned if you do not see them rereading as they complete the assessment.</li><li>• Collect students’ assessments. Congratulate them on having completed it. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding this assessment.</li><li>• When you grade this assessment, indicate only whether items are correct or incorrect; do not indicate the correct answer.</li></ul>
<p><b>B. National Identity: the 2010 Census (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Without any preface or explanation, hand out the <b>2010 Census: United States Profile</b>.</li><li>• Have students work with a partner:<ul style="list-style-type: none"><li>* “What do you notice?”</li><li>* “What do you wonder?”</li></ul></li><li>• Cold call several students for their observations and note them on chart paper or under a <b>document camera</b>. Encourage them especially to share surprises or facts about the census of which they were not aware.</li><li>• Once you have a significant collection of observations, connect those observations wherever possible to these key points:</li><li>• Taking a census, or an official count of the people in America, is obligatory under the Constitution. Its main purpose is to determine how many seats are needed in the House of Representatives.<ul style="list-style-type: none"><li>– The census was first conducted in 1790 and occurs every 10 years.</li><li>– The census documents the ethnicity, race, and housing of people living in America.</li><li>– Citizens, legal residents, long-term visitors, and illegal residents are all counted.</li></ul></li><li>•</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>– To protect the privacy of the people counted, the census takers are prohibited from revealing any personal information about the people they count, and the specific census records are sealed for 72 years.</li><li>• Students may notice that “Hispanic/Latino” is not counted as a “race” in this profile, although it is counted in the census itself. Explain that this wasn’t always the case. However, in 1997, the Census Bureau wanted the census to reflect that there are many “races” contained within Hispanic/Latino culture. As a result, they separated them on the census. Not all people agree that this is an accurate way to count Latinos on the census.</li><li>• Have students open their <b>identity journals</b> to the Lesson 5 task:<ul style="list-style-type: none"><li>* “How do you think the data in this profile influences our national identity—our sense of who we are as Americans?”</li><li>* “How do you see the data in this profile reflected in your own personal sense of identity? Fill in the sentence below: ‘I am _____, and in the profile I see this connection: _____.’”</li><li>* “Where do you think the data in this profile would fit in the Sample Cultural Identifiers?”</li></ul></li><li>• Ask students to leave Question 4 blank for now.</li><li>• Give them a few minutes to complete Questions 1–3 in the task, then cold call several students for their answers. Note important and/or insightful answers on the <b>Identity anchor chart</b>.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<b>A. Reviewing Learning Targets (3 minutes)</b> <ul style="list-style-type: none"><li>Read the learning targets aloud again. Point out that students will continue to use and develop these skills as they keep reading the texts of the unit.</li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>Complete Question 4 in the identity journal Lesson 5 task.</li></ul> <p><i>Note: Be ready to return the Mid-Unit 1 Assessment to students in Lesson 6. When you assess it, only indicate whether answers are correct or incorrect; do not provide correct answers. Students will correct their own Mid-Unit 1 Assessment as a way to prepare for the End of Unit 1 Assessment.</i></p>	



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# Grade 7: Module 2B: Unit 1: Lesson 5

## Supporting Materials



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**Vocabulary Terms and Definitions:**  
“Why Couldn’t Snow White Be Chinese?”

**bluntly** (page 1): abruptly in speech or manner

**chagrin** (page 2): a feeling of being annoyed by failure or disappointment

**cuisine** (page 2): style of cooking

**depiction** (page 2): a description in words or pictures

**mundane** (page 2): having to do with the practical details of everyday life

**“Why Couldn't Snow White Be Chinese? –  
Finding Identity through Children's Books” by Grace Lin**  
(Assessment Text)

When I was in third grade, the class decided to put on a production of *The Wizard of Oz*. The news spread across the playground like an electrical current, energizing every girl to ask, “Who will play Dorothy?” The thought was thrilling and delicious, each of us imaging ourselves with ruby shoes. I whispered to my friend Jill, “Do you think I could be Dorothy?”

Jill stared at me in shock, “You couldn’t be Dorothy. You’re Chinese. Dorothy’s not Chinese.”

And then I remembered. I was different. I felt stupid for even thinking I could be the star of a play. That Dorothy, like everyone and everything else important, was not like me.

And what was I? Jill had bluntly termed me Chinese. But I didn’t feel Chinese. I spoke English, I watched *Little House on the Prairie*, learned American history and read books about girls named Betsy and boys named Billy. But, I had black hair and slanted eyes, I ate white rice at home with chopsticks and I got red envelopes for my birthday. Did I belong anywhere?

The books that I loved and read did not help me answer that question. Betsy and Billy were nice friends but they didn’t understand. Neither did Madeline, Eloise, or Mike Mulligan. Cinderella, Snow White? I didn’t even try to explain. Rikki Tikki Tembo and Five Chinese Brothers tried to be pals, but really what did we have in common? Nothing. And so I remained different from my friends in real life, different from my fictional friends in stories ... somehow always different.

I’m older now, and wiser, and I appreciate that difference. Instead of the curse I had felt it was during my childhood, I now treasure it. I realize the beauty of two cultures blending and giving birth to me (!), an Asian American.

When I decided to create children’s books as my profession, I remembered my own childhood. I remembered the books I wished I had had when I was a child. Books that would have made me feel like I belonged, that there was someone else like me out there, and that who I was, was actually something great.

So with this in mind, I create my books. I try to make books that make readers appreciate Asian American culture. I try to make books that the contemporary child can relate to. I try to make books that encourage Asian American children to embrace their identities.

“Why Couldn't Snow White Be Chinese? –  
Finding Identity through Children's Books” by Grace Lin  
(Assessment Text)

**Production Note**

For example, *The Ugly Vegetables* takes place in a suburban neighborhood and deals with one child's chagrin of having a Chinese vegetable garden while the rest of the neighbors grow flowers. *Dim Sum for Everyone!* takes place in Boston's Chinatown and shows a modern family enjoying this unusual cuisine. *Kite-Flying* shows the same family, driving a car, making and flying their own Chinese dragon kite. They are depictions of a present-day Asian American child's life.

Do these books make a difference? I think so. In my life, moments of insecurity and isolation could have been magically erased simply by having a book transform into a friend that shared what I saw and what I am. And, perhaps, if these books had been generously spread, exposing children of all races to the Asian part of the melting pot, perhaps then my childhood friend Jill would not have said, “Dorothy's not Chinese,” but rather, “Sure, Dorothy could be Chinese.”

Why not? I'd click my heels three times to wish that.

*Grace Lin is the author and illustrator of more than a dozen picture books, including The Ugly Vegetables and Dim Sum for Everyone! Most recently, Grace's first children's novel, The Year of the Dog, was released with glowing praise. While most of Grace's books are about the Asian American experience, she believes, “Books erase bias—they make the uncommon everyday, and the mundane exotic. A book makes all cultures universal.” See more about Grace and her work at her website.*



**Mid-Unit 1 Assessment:**

Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Long-Term Learning Targets Assessed**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can determine a theme or the central ideas in an informational text. (RI.7.2)

I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

**Directions:**

Answer these questions after reading the text “Why Couldn’t Snow White Be Chinese?”

1. Which statement best summarizes the central idea in this text? (RI.7.2)

- a. It was deeply unfair to be told as a child that the author could not play Dorothy.
- b. Multicultural children’s books allow children to appreciate and embrace the different cultural influences in their lives.
- c. Children growing up in two cultures can feel isolated and insecure.
- d. The author feels most comfortable writing books about Chinese-American culture.

2. Grace Lin discusses several ways in which she was affected by being told as a child that she could not play Dorothy in the school play. Which of the effects below does she NOT name? (RI.7.3)

- a. determination to win the part of Dorothy despite the odds
- b. isolation from her friends
- c. confusion about which culture she belonged to
- d. sadness that she could not participate in certain activities

**Mid-Unit 1 Assessment:**

Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”

3. Which statement best shows the way in which the author’s opinion of being Chinese evolved over the course of her life? (RI.7.1)

- a. The author was grateful to be Chinese-American as a child, but as she grew older she grew more confused.
- b. The author felt neutral toward her heritage, which increased as she grew older.
- c. At first, it was a terrible burden. Later, it became a source of joy.
- d. The author’s Chinese culture made her feel angry as a child. As an adult, she struggled to contain her anger.

4. In what specific way does the author suggest that having multicultural books could have changed the way she experienced her childhood? (RI.7.3)

- a. The author would not have read other books that were only about American children.
- b. The author would have stood up to the childhood friend who said the author could not play “Dorothy.”
- c. The author would not have grown up to become an author.
- d. The author would have felt more accepted and supported as a child.

5. Which phrase below does NOT accurately describe a central idea of the text? (RI.7.2)

- a. multiculturalism
- b. anger
- c. sympathy
- d. growth



**Mid-Unit 1 Assessment:**

Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”

**6. Using what you have learned about the “quote sandwich,” choose a quotation from the text and explain why it strongly supports the central idea of the text that you identified in Question 1. (RI.7.1)**

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**Mid-Unit 1 Assessment:**

Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”  
(Answers, for Teacher Reference)

**Long-Term Learning Targets Assessed**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

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- a. It was deeply unfair to be told as a child that the author could not play Dorothy.
- b. Multicultural children’s books allow children to appreciate and embrace the different cultural influences in their lives.**
- c. Children growing up in two cultures can feel isolated and insecure.
- d. The author feels most comfortable writing books about Chinese-American culture.

2. Grace Lin discusses several ways in which she was affected by being told as a child that she could not play Dorothy in the school play. Which of the effects below does she NOT name? (RI.7.3)

- a. determination to win the part of Dorothy despite the odds**
- b. isolation from her friends
- c. confusion about which culture she belonged to
- d. sadness that she could not participate in certain activities

**Mid-Unit 1 Assessment:**

Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”  
(Answers, for Teacher Reference)

3. Which statement best shows the way in which the author’s opinion of being Chinese evolved over the course of her life? (RI.7.1)
- a. The author was grateful to be Chinese-American as a child, but as she grew older she grew more confused.
  - b. The author felt neutral toward her heritage, which increased as she grew older.
  - c. At first, it was a terrible burden. Later, it became a source of joy.**
  - d. The author’s Chinese culture made her feel angry as a child. As an adult, she struggled to contain her anger.
4. In what specific way does the author suggest that having multicultural books could have changed the way she experienced her childhood? (RI.7.3)
- a. The author would not have read other books that were only about American children.
  - b. The author would have stood up to the childhood friend who said the author could not play “Dorothy.”
  - c. The author would not have grown up to become an author.
  - d. The author would have felt more accepted and supported as a child.**
5. Which phrase below does NOT accurately describe a central idea of the text? (RI.7.2)
- a. multiculturalism
  - b. anger**
  - c. sympathy
  - d. growth





**Mid-Unit 1 Assessment:**

Evidence, Ideas, and Interactions in “Why Couldn’t Snow White Be Chinese?”  
(Answers, for Teacher Reference)

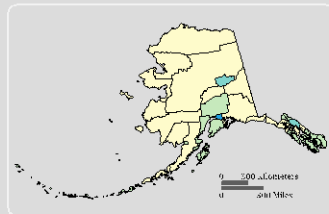
6. Using what you have learned about the “quote sandwich,” choose a quotation from the text and explain why it strongly supports the central idea of the text that you identified in Question 1. (RI.7.1)

**(Something like) On the first page of “Why Couldn’t Snow White Be Chinese?” Grace Lin describes her thoughts on writing multicultural children’s books. She says, “I remembered the books I wished I had had when I was a child. Books that would have made me feel like I belonged, that there was someone else like me out there, and that who I was, was actually something great.” This demonstrates the author’s conviction that it is important to treasure all of our cultural heritage, and children’s books can help us do so.**



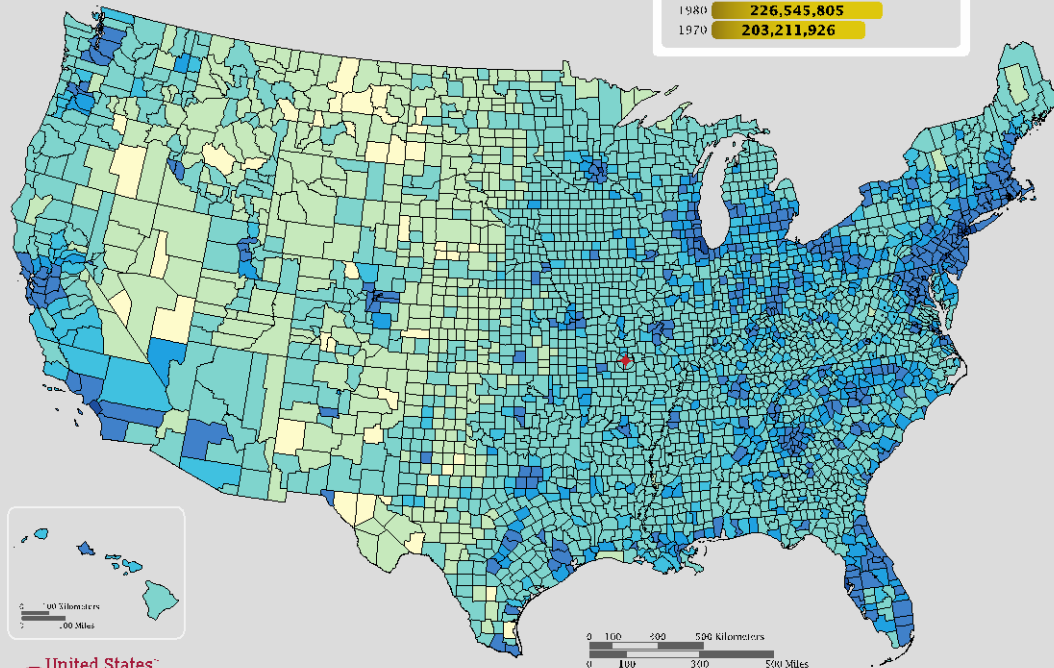
2010 Census: United States Profile

## 2010 Census: United States Profile



Population Density by County<sup>†</sup>

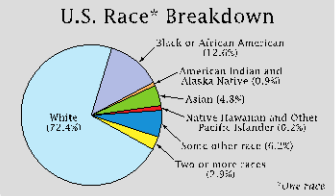
United States Population 1970 to 2010	
2010	<b>308,745,538</b>
2000	<b>281,421,906</b>
1990	<b>248,709,873</b>
1980	<b>226,545,805</b>
1970	<b>203,211,926</b>



United States  
**Census**  
Bureau

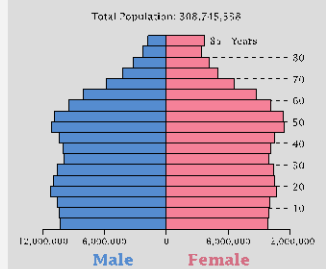
0 100 200 300 400 500 Kilometers  
0 100 200 300 400 500 Miles

<sup>†</sup>County and statistically equivalent entity

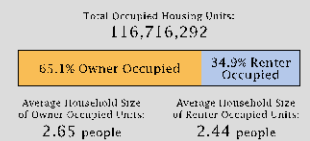


Hispanic or Latino (of any race)  
makes up **16.3%** of the U.S. population.

### Population by Sex and Age



### Housing Tenure



### People per Square Mile by County<sup>†</sup>

