Analysis of Historical Fiction:

*Paper Son*
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Introduction
Analysis of Historical Fiction: Paper Son
Overview

What is this unit about?
In addition to learning about the experiences of Chinese-American immigrants during the early 20th century, this unit gives students an opportunity to analyze how historical fiction is informed by informational/nonfiction texts, specifically primary and secondary sources, or rather, firsthand and secondhand accounts. By examining people, events, and text features within and across texts, students will discover consistencies as well as differences among perspectives about the Chinese immigrant experience. This discovery will lead students to a greater understanding of the “genre” of historical fiction and the sources authors may use to inform the writing of their stories. As a culminating assignment, students will write an opinion piece that will require them to work across all five texts.

In this unit, students will read, write about, and discuss several texts and text types (literary/historical fiction and informational; primary and secondary sources; firsthand and secondhand accounts) about the Paper Son/Angel Island immigration experience in order to deepen their understanding of the following overarching questions:

- What sources inform historical fiction?
- What can we learn from these texts about some of the cultural aspects of Chinese-Americans and their immigrant experiences during the historical time period of the early 20th century?

What content will students learn?
Students will expand their knowledge base about:

- the circumstances and conditions under which many Chinese-Americans immigrated via the paper son system at the Angel Island Immigration Center in the early 20th century.
- how authors of historical fiction use evidence from primary and secondary sources and/or firsthand and secondhand accounts in order to inform their narratives.
- how analyzing details from the text can give readers insights about the text (characters, genre, etc.) and content (culture, history, etc.).

How will students develop their skills and habits of reading, writing, and speaking?
The unit provides instructional resources and questions that guide an inquiry approach to teaching. Students engage as problem solvers and sense makers as they read, write, talk, and think about the texts they are reading.

Each task includes an inquiry via guiding questions for students to answer and/or pursue. Students are supported to develop skills and habits such as how to:

- comprehend complex texts both with assistance and independently.
- develop, support, and defend text-based explanations, interpretations, and opinions/arguments.
- analyze texts for main ideas, character motivations, and author’s purposes.
- examine text structures such as cause and effect.
- read and take notes from texts.
- study models of genres.
- participate in routines such as maintaining a Reader/Writer Notebook, completing quick writes, pair/trio sharing of textual evidence, and whole group discussions on a text’s ideas and on interpretations of texts.
- value effort as a way to get smarter about reading, writing, listening, speaking, and research.
**What is the unit outline?**

On the next page, there is a unit outline. This unit outline provides a one-page snapshot of the major work that students will engage in over the course of this unit. The outline shows *what* students will do, while the pages that follow the outline show *how* students will engage in that work.

The unit outline lists the unit’s overarching questions, texts, task-guiding questions, and culminating assignment. The unit outline is meant to be read horizontally and vertically. The horizontal work represents the work that students do across texts. For example, the overarching questions reach across all the texts in the unit and students are asked to engage in work that will deepen their understanding of these questions for all the texts in the unit.

The vertical work shows the tasks or questions that students will engage in for a single text or across two texts. The tasks in the vertical rows are designed to build on each other and engage students in evolving, challenging work. Additionally, the tasks are designed to give students multiple opportunities with each text to engage in key tasks aligned to the CCSS.

The unit’s culminating assignment is described at the bottom of the unit outline. Students are asked to write an opinion paragraph, which requires them to analyze all five texts in the unit and to use the knowledge, habits, and skills they’ve gained over the course of the unit and apply them to this assignment. The tasks within and across texts are designed to prepare students for the culminating assignment.

Each unit task on the outline is represented by a prompt, question, or set of questions preceded by two numbers. The first number references a unit text and the second number references the task number for that text. For instance, Task 1.2 uses Text 1, *Paper Son*, and is the second task for this text.
### Unit Outline

#### Overarching Questions
- What sources inform historical fiction?
- What can we learn from these texts about some of the cultural aspects of Chinese-Americans and their immigrant experiences during the historical time period of the early to mid-20th century?

<table>
<thead>
<tr>
<th>TEXT 1</th>
<th>TEXT 2</th>
<th>TEXT 3</th>
<th>TEXT 4</th>
<th>TEXT 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Paper Son: Lee’s Journey to America</strong>&lt;br&gt;by Helen Foster James and Virginia Shin-Mui Loh</td>
<td><strong>Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island</strong>&lt;br&gt;by Laurence Yep with Kathleen S. Yep</td>
<td>“Angel Island: Li Keng Wong’s Story”&lt;br&gt;by Li Keng Wong</td>
<td><strong>“Immigration Inspector’s Statement”</strong>&lt;br&gt;by R. D. McKenzie</td>
<td>“Angel Island, Landmark of U.S. Diversity”&lt;br&gt;by Carl Nolte</td>
</tr>
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<table>
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<tr>
<th>1.1 Comprehension</th>
<th>2.1 Comprehension</th>
<th>3.1 Comprehension</th>
<th>4.1 Comprehension</th>
<th>5.1 Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a paper son? What can we learn about the Chinese-American immigration experience from reading this text?</td>
<td>Who are the main characters and what do we know about them? Where is the setting and what do we know about it?</td>
<td>Who is Li Keng Wong and what do we know about her? What more can you say about the Chinese immigration experience after reading Li Keng Wong’s story?</td>
<td>What do you know about the immigration inspector? How does this statement add to your understanding of the Chinese immigration experience at Angel Island?</td>
<td>What more do you learn about Angel Island from reading this text?</td>
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</table>

<table>
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<tr>
<th>1.2 Significance</th>
<th>2.2 Significance</th>
<th>3.2 Significance</th>
<th>4.2 Significance</th>
<th>5.2 Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>What moment is most significant to understanding Lee’s experience as a paper son? Why is this moment most significant?</td>
<td>Which passage is most significant to your understanding of why the chapter is titled “Hopeless”? Why is this passage most significant?</td>
<td>What is a firsthand account? What are the characteristics of primary and secondary sources?</td>
<td>Which passage do you find most significant to understanding the immigration inspector’s perspective? Why is the passage most significant to your understanding?</td>
<td>What are the effects of the paper son system? What more can you say about the Chinese-American immigration experience?</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>1.3 Interpretation</th>
<th>3.3 Cross-Text Interpretation</th>
<th>5.3 Cross-Text Analysis</th>
<th>5.4 Retrospective</th>
</tr>
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<tbody>
<tr>
<td>What are the characters’ motivations for their actions? Do you agree or disagree with Gong Gong’s and PoPo’s decision to send Lee to the United States to become a paper son? Why or why not?</td>
<td>How does the issue of “lying” present itself in <em>Paper Son: Lee’s Journey to America</em>, “Hopeless” from <em>The Dragon’s Child: A Story of Angel Island</em>, and “Angel Island: Li Keng Wong’s Story”? Do you agree or disagree with the characters’ decisions to lie in these three texts?</td>
<td>What are the similarities and differences across all five texts? How did the authors of <em>Paper Son: Lee’s Journey to America</em> and “Hopeless” from <em>The Dragon’s Child: A Story of Angel Island</em> use information from the primary and secondary sources to inform their historical fiction texts?</td>
<td>What do you know now about historical fiction? What do you know now about sources used to inform historical fiction? From all the texts, what do you know now about the Chinese-American immigration experience at Angel Island?</td>
</tr>
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<tr>
<th>4.3 Cross-Text Interpretation</th>
<th>5.5 Culminating Assignment:</th>
</tr>
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<tr>
<td>What conclusions can you draw about the interrogation experience? How does each person’s status in life influence his/her perspective?</td>
<td>Write an opinion paragraph in which you analyze to what extent the authors of the historical fiction texts <em>Paper Son: Lee’s Journey to America</em> and “Hopeless” from <em>The Dragon’s Child: A Story of Angel Island</em> were informed by primary and secondary sources. Besides fictionalizing the characters and dialogue, did the authors of these two texts fairly or falsely represent the real-life experience of Chinese immigrants at the Angel Island Immigration Center?</td>
</tr>
</tbody>
</table>
Common Core State Standards¹ (CCSS)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS

READING (CCSS, 2012, p. 10)

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING (CCSS, 2012, p. 18)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SPEAKING AND LISTENING (CCSS, 2012, p. 22)**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**LANGUAGE (CCSS, 2012, p. 25)**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The grade-level standards that are addressed are provided at the end of each task.
Instructional Supports in the Unit

How does the unit support planning and implementation?
The unit provides teacher-friendly features such as:

- a unit outline that provides a one-page snapshot of the major work in which the students will engage during the course of the unit.
- texts that are fully identified in the unit’s Materials lists and on the “Unit Texts” page in the Appendix.
- tasks with identified learning targets (elicitations and sample student responses) and goals (overarching questions, open-ended questions, text-based questions, and College and Career Readiness Anchor Standards with matching grade-level CCSS).
- additional teaching options allow the teacher to plan lessons to meet the needs and interests of individual students and the whole class.
- specific means of support—for example, task questions, recommended pedagogical routines with explanations—are provided with each lesson.
- chart titles, resources, and handouts that are listed in one table in the unit introduction to make it easy to organize materials.
- a copy-ready culminating assignment.
- a teacher’s instructional glossary with explanations of terms that is provided in the Instructional Glossary in the Appendix.
- instructional tools relevant to this unit (found in the Instructional Resources section of the Appendix).
**How is it best to read and use the task pages?**

Each task on the unit outline has several pages dedicated to it in the pages of the unit that follows. Each task has an overview page that’s similar to the first example below, a teaching approach, and highlighted boxes to indicate different teaching options within the task.

### TASK 1.1 Comprehension

**What is a paper son?**

**What can we learn about the Chinese-American immigration experience from reading this text?**

### Materials

- Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
- Chart: Historical Fiction
- Chart: Categorizing Assignment (found at end of Task 6.1)
- Chart: The Chinese-American Immigration Experience
- Chart: Summary of Paper Son
- Chart: Paper Son Main Characters
- Chart: Paper Son Settings
- Reader/Writer Notebook
- Chart paper and markers

### Teaching Approach

**Whole Group Work**

**Introduction of Unit**

- Explain to students that over the next several weeks they will be reading and writing about Chinese-American immigration in the early 20th century and about sources that inform historical fiction.
- Review the unit outline with students, highlighting the overarching questions and pointing out each task listed at the top of each column.
- Show students the categorizing assignment for the unit. Explain that the work students do throughout the unit will help them to complete the culminating assignment.

**Note to Teacher:** The text discussion lesson plan used in this task is based on the 2013 hardback edition of Paper Son: Lee’s Journey to America. The following story synopsis provides you with background information to help introduce the text to you.

*Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh and illustrated by William Ong is an immigration story about a boy named Lee whose family buys a paper son slot in order to bypass the Chinese Exclusion Act of 1882, a federal law which banned Chinese laborers from immigrating to the U.S. at the turn of the 20th century. Lee wanted to immigrate to the U.S. in order to escape a life of poverty in China. Lee is detained at the Angel Island Immigration Center in San Francisco and has to endure nerve-wracking interrogations before he can be landed.

- Use the following text discussion lesson plan as a model. Make adjustments as necessary to accommodate the prior knowledge and needs of your students. For example, you might want to add follow-up questions or dig deeper into some of the points if your students need additional support to comprehend the information in the text. Conversely, you might want to omit or glance over some questions if your students have already conveyed an understanding of the information.

### Focus Standards

(CCSS, 2012, p. 12, 21, 24, 29)

**Reading Literature**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that are period-specific (e.g., Herculean).

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing**

W.4.4 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
How is each task organized and sequenced?
Each task is intended to scaffold student learning through the use of pedagogical routines such as teacher modeling (as needed), individual writing or reading tasks with teacher support, partner/trio sharing, or whole group. The routines assist learners toward fully independent engagement and completion of tasks. The pedagogical routines, which signal the level of scaffolding for tasks, are highlighted through the use of bold print.

There are multiple teaching approaches (called options) described for each task. They provide teachers with several instructional methods, so that the content and pedagogy can be differentiated between classes and within a class.

Why these task questions?
The questions have been carefully developed and reviewed to support students’ engagement with the text or texts under study. Changing the language of a question can alter the thinking work that students need to do with a question. The questions follow a sequenced pattern from initial comprehension work with a text to more difficult analytical work. As part of fully supporting students to answer the questions, provide the questions in writing as well as providing them orally. Students can then see and refer back to a question at any time during completion of the task.

How long will it take to fully implement the unit?
It will take approximately four to six weeks to implement this set of tasks. These tasks are designed to be implemented sequentially to support students to achieve the instructional goals. As such, the pacing of the lessons should depend on the time students need to achieve these goals. If teachers choose to include many of the teaching options, the unit could take as long as six to eight weeks.

How does the unit provide support for English learners?
Support for English learners is provided within the lessons in a number of ways. Students learn new information in manageable segments, which are sequenced to build on existing knowledge of language and genre and explicitly relate to the overarching questions and core concepts of the unit. Students revisit new learning a number of times. For example, students read texts multiple times, each time with a new purpose and using a scaffold appropriate to the purpose and the text.

In this way of working, the first time students read a text it is for literal comprehension and to make overall sense of the text. It is only after students have comprehended a text’s basic plot, characters, ideas, or claims that they read the text again for a new purpose. Given their basic comprehension, students are more ready to analyze the development of the text’s characters, themes, ideas, or claims.

Talk is an essential part of this unit and students’ development of spoken academic language is fostered through routines of discussion. Please see the Accountable Talk® Moves and Functions in ELA in the Instructional Resources section of the Appendix. The tool offers practical guidelines and exemplars on how to promote and deepen students’ talking to learn and to expand their thinking with powerful facilitation.

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moves. Students are given multiple opportunities to practice using the language in purposeful ways with effective feedback. To help English learners, as well as other students, students are often asked to share in pairs or trios before being invited to share with the larger group. This allows students to practice and gain confidence sharing their responses with one or two students before doing so with the whole group.

**How is writing supported in the unit?**

Throughout the unit, students will practice writing to learn, using a Reader/Writer Notebook to complete quick writes, take and make notes, and otherwise record their thinking. As they move through the sequence of tasks, students will use their new understandings plus their writing in their Reader/Writer Notebooks to eventually complete the culminating assignment. Please see the Instructional Resources section of the Appendix for information about setting up Reader/Writer Notebooks with students as a daily routine.

Students benefit from reading and deconstructing models of the genre in which they will be writing. Models allow students to examine and talk about the language, subject, and organizational choices other writers have made to construct their analyses so that those choices become explicit. Teachers use exemplar pieces with students so they can talk about the choices those writers made. Highlighting or bringing students’ attention to how authors make meaning and use methods can help students see examples that they can use in their own writing. Being explicit about the grammatical choices writers make can aid student writers in recognizing and using the variety of choices available to them.

**How is the Questioning the Author (QtA) approach used in this unit?**

For each text, there are text discussion lesson plans, which can be used for the interactive read-alouds or shared readings—whether or not teachers choose to do an interactive read-aloud or a shared reading depends on the available resources. In both interactive read-alouds and shared readings, the teacher carries the print load, meaning he/she does the reading. However, in interactive read-alouds, only the teacher has access to the text, whereas in shared readings, both students and teachers have access to the text.

The lesson plans for the interactive read-alouds or shared readings, which appear in Task 1.1, Task 2.1, Task 3.1, Task 4.1, Task 5.1, Task 5.2, and Task 5.3 employ the Questioning the Author (QtA) approach. To learn more about this approach, read *Improving Comprehension with Questioning the Author* by Isabel L. Beck and Margaret G. McKeown. This pedagogy is used to ensure that all students have access to the text and to ensure that all students have an opportunity to practice making sense of the text as they read as opposed to at the end of the reading. In addition, it provides a model for thinking about reading.

There is a model text discussion lesson plan for each interactive read-aloud or shared reading to support teachers in engaging the whole class in a discussion about the various sections of this text. Students should be following along as the teacher reads aloud, ideally reading their own copies of the text if possible. These text discussion lesson plans indicate suggested stopping points and open-ended text-based queries that help students get the gist and that focus on the guiding questions for the task. Teachers should read the text discussion lesson plans ahead of time in order to consider additional follow-up queries. Also, students may provide answers during the text discussion before you pose the queries. As such, these text discussion lesson plans are not scripts—they are guides for teachers to implement with thoughtfulness and an eye on facilitation, not with blind recitation.
In the model text discussion lesson plans, content is provided for teachers to say, ask, and elicit as teachers read aloud specific sections from the texts. Engaging in such reading will take longer than what teachers may be accustomed to. Notes and options are also provided where appropriate.

The elicitings are examples of text-based responses to elicit from students. In order to elicit the responses indicated, teachers may need to prompt students using Accountable Talk moves or repeat queries using slightly different wording. The whole point of these interactive read-alouds or shared readings is to allow students time to process the meaning of the text by slowing down. If students do not answer right away, try calling on specific students, urging them to take an intellectual risk and work collectively toward an answer. Then, call on other students and ask these students if they agree or disagree or how they might explain it in their own words. If a number of ideas are brought forth, ask students to cite evidence from the text in order to make their cases. It’s important to elicit responses from the students and not tell them the answers. The students can, of course, go beyond these elicitings as long as their responses are text-based and relevant to the queries.

At the end of each text discussion lesson plan, there is an opportunity for students to ask questions. Please encourage students to ask questions all along the way if things don’t make sense rather than waiting until the end of each interactive read-aloud or shared reading session.

What is our approach to vocabulary instruction?
There are at least three different contexts to consider when thinking about vocabulary instruction: during the interactive read-aloud or shared reading, during independent reading, and during other times in the ELA block/period/week.

During a First Reading When the Focus is Comprehension and the Context is an Interactive Read-Aloud or Shared Reading
At some point, in all of our units, teachers will be guided to lead students in a close reading of at least a portion of text, or in some cases a whole text, using an interactive read-aloud or shared reading as the context. Teachers are encouraged to identify those words in the text that may be unfamiliar to students and that are essential to comprehension of the text and for each of these words to provide a short, student-friendly definition during the reading (Collins COBUILD English Learner’s Dictionary, 2012).

The idea here is to provide just enough information (when it is needed and not before) about the new words so that students maintain the flow of ideas and can continue their focus on understanding the central ideas in the text. Teachers will need to analyze the text carefully in advance to identify such words. In some cases, these words have been pointed out in the unit, but teachers may need to add to the words we have identified and provide student-friendly definitions. Coxhead has identified a list of 570 academic word families that consist of words that occur with frequency across a number of academic content areas in academic texts. This list can be a resource in deciding which words are most worthy of attention (Coxhead, A., 2000).

During a First Reading When the Focus is Comprehension and the Context is Independent Reading

When reading texts independently, students are likely to encounter a range of words with which they are unfamiliar. They may or may not be able to discern which of these words are essential to understanding the text and which are not. In this situation, we recommend that students use one of three approaches to figure out the meaning of the word:

1) Analyze the word to see if they are familiar with the meaning of any part of it or another form of it (e.g., decide versus decision);
2) Look for context clues, such as definitions within the sentence/paragraph; or
3) If these approaches fail, continue reading to see if they can make sense of the passage without this particular word.

During Language Arts Instruction at Other Times During the ELA Block/Period/Week

Vocabulary is a critically important part of supporting students to understand what they read. The vocabulary work within these units is not meant to replace a district’s robust vocabulary instructional program, but rather to be an important part of it. Typical vocabulary instruction that asks students to look up words in a dictionary and use them in a sentence has been demonstrated to be ineffective and, at its worst, may turn students off and diminish an interest in learning new words (Snow, Lawrence, & White, 20094). More powerful approaches include providing repeated exposure to a word in varied contexts; providing opportunities and encouragement to use the word in speaking and writing; encountering the word in the context of motivating texts (rather than in a word list); providing explicit instruction in the word’s meaning (such as through student-friendly definitions); and through explicit instruction in using word-learning strategies such as morphological analysis, cognate use, and learning multiple meanings (Snow, Lawrence, & White, 2009).

For examples of robust vocabulary instruction and programs, see “Word Generation” by the Strategic Education Research Partnership (http://wg.serpmedia.org/); Rev it Up! (2007) by Steck Vaughn; and Bringing Words to Life: Robust Vocabulary Instruction by Beck, McKeown, & Kucan, 2002/20135).

Additional Comments

Teachers should decide if talking about a particular word or phrase before reading a text would better support students to establish essential prior knowledge. There are times when this is useful and necessary, e.g., for English Learners and for students with special needs. However, as a rule, we encourage teachers to not frontload vocabulary and instead to give student-friendly definitions right within the text as it is needed for comprehension. We also discourage asking students to provide definitions of unfamiliar words encountered during interactive read-alouds or shared readings. Guessing is likely to distract from comprehension rather than enhance it.


Research suggests that it takes many repetitions with a new word before it truly becomes part of a student’s repertoire (Beck, & McKeown, 2002). Students will have many and varied opportunities to incorporate these new words into their spoken vocabulary and writing as a result of repeated use by the teacher, and by fellow students throughout the sequence of lessons in these units. Teachers may also want to utilize techniques such as building a word wall on which teachers post new vocabulary words and to which students contribute as they discover new words during their reading. Finally, verbally marking when students use any of the newly acquired words in their speaking or writing will encourage other students to show off their newly acquired vocabulary.
## Materials by Task

<table>
<thead>
<tr>
<th>Task</th>
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</thead>
</table>
| 1.1  | - *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
- Chart: Historical Fiction  
- Culminating Assignment (found at end of Task 6.1)  
- Chart: The Chinese-American Immigration Experience  
- Chart: Summary of *Paper Son*  
- Chart: *Paper Son*: Main Characters  
- Chart: *Paper Son*: Settings  
- Reader/Writer Notebook  
- Chart paper and markers |
| 1.2  | - *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
- Chart: Timeline: *Paper Son*  
- Chart: Significant Moments  
- Reader/Writer Notebook  
- Chart paper and markers |
| 1.3  | - *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
- Chart: *Paper Son*: Motivations  
- Chart: Norms  
- Chart: Discussion Notes (from inquiry-based discussion)  
- Reader/Writer Notebook  
- Chart paper and markers |
| 1.4  | - *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
- Chart: Conveying Culture in *Paper Son*  
- Reader/Writer Notebook  
- Chart paper and markers |
| 2.1  | - Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
- Chart: *The Dragon’s Child*: Characters  
- Chart: The Chinese-American Immigration Experience (from Task 1.1)  
- Chart: Historical Fiction (from Task 1.1)  
- Reader/Writer Notebook  
- Chart paper and markers |
| 2.2  | - Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
- Reader/Writer Notebook  
- Chart paper and markers |
<table>
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| 2.3  | • Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
• *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
• Chart: Venn Diagram of *Paper Son* and *The Dragon’s Child*  
• Reader/Writer Notebook  
• Chart paper and markers |
| 2.4  | • Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
• *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
• Chart: Historical Fiction (from Task 1.1)  
• Reader/Writer Notebook  
• Chart paper and markers |
| 3.1  | • “Angel Island: Li Keng Wong’s Story” by Li Keng Wong  
• Chart: Chinese-American Immigration Experience (from Task 1.1)  
• Reader/Writer Notebook  
• Chart paper and markers |
| 3.2  | • “Angel Island: Li Keng Wong’s Story” by Li Keng Wong  
• Chart: Firsthand Account  
• Chart: Primary and Secondary Sources  
• Reader/Writer Notebook  
• Chart paper and markers |
| 3.3  | • “Angel Island: Li Keng Wong’s Story” by Li Keng Wong  
• Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
• *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
• Handout: Working Across Texts: Lying  
• Reader/Writer Notebook  
• Chart paper and markers |
| 3.4  | • “Angel Island: Li Keng Wong’s Story” by Li Keng Wong  
• Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
• *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
• Reader/Writer Notebook  
• Chart paper and markers |
| 4.1  | • “Immigration Inspector’s Statement” by R. D. McKenzie  
• Chart: Chinese-American Immigration Experience (from Task 1.1)  
• Reader/Writer Notebook  
• Chart paper and markers |
| 4.2  | • “Immigration Inspector’s Statement” by R. D. McKenzie  
• Reader/Writer Notebook  
• Chart paper and markers |
<table>
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<tr>
<th>Task</th>
<th>Materials</th>
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</table>
| 4.3  | - “Immigration Inspector’s Statement” by R. D. McKenzie  
- “Angel Island: Li Keng Wong’s Story” by Li Keng Wong  
- Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
- *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
- Chart: Who Are They?  
- Handout (and enlarged copy for display): Comparing Perspectives  
- Reader/Writer Notebook  
- Chart paper and markers |
| 5.1  | - “Angel Island, Landmark of U.S. Diversity” by Carl Nolte  
- Chart: Chinese-American Immigration Experience (from Task 1.1)  
- Reader/Writer Notebook  
- Chart paper and markers |
| 5.2  | - “Angel Island, Landmark of U.S. Diversity” by Carl Nolte  
- Quote (that begins “Hundreds, perhaps thousands,” from first paragraph below) posted on chart paper or highlighted on projected copy of the text.  
- Chart: Chinese-American Immigration Experience  
- Handout (and enlarged copy for display): Causes and Effects of the Paper Son System  
- Reader/Writer Notebook  
- Chart paper and markers |
| 5.3  | - “Angel Island, Landmark of U.S. Diversity” by Carl Nolte  
- “Immigration Inspector’s Statement” by R. D. McKenzie  
- “Angel Island: Li Keng Wong’s Story” by Li Keng Wong  
- Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
- *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
- Bulletin Board Chart: Analysis of Unit Texts  
- Handout: Analysis of Unit Texts  
- Reader/Writer Notebook  
- Chart paper and markers |
| 5.4  | - “Angel Island, Landmark of U.S. Diversity” by Carl Nolte  
- “Immigration Inspector’s Statement” by R. D. McKenzie  
- “Angel Island: Li Keng Wong’s Story” by Li Keng Wong  
- Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
- *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
- Chart: Historical Fiction  
- Chart: Wonderings  
- Reader/Writer Notebook  
- Chart paper and markers |
## Task Materials

<table>
<thead>
<tr>
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<th>Materials</th>
</tr>
</thead>
</table>
| **6.1 Culminating Assignment** | - *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh  
- Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep  
- “Angel Island: Li Keng Wong’s Story” by Li Keng Wong  
- “Immigration Inspector’s Statement” by R. D. McKenzie  
- “Angel Island, Landmark of U.S. Diversity” by Carl Nolte  
- Handout: Culminating Assignment  
- Evidence of Learning Across Unit: charts, handouts, etc.  
- Reader/Writer Notebook  
- Chart paper and markers |
Overarching Questions
Analysis of Historical Fiction: *Paper Son*
Overarching Questions

• What sources inform historical fiction?

• What can we learn from these texts about some of the cultural aspects of Chinese-Americans and their immigrant experiences during the historical time period of the early 20th century?
Overarching Questions
Text 1: Paper Son: Lee’s Journey to America
by Helen Foster James and Virginia Shin-Mui Loh
TASKS, TEACHING APPROACHES, AND STANDARDS
Comprehension

- **What is a paper son?**
- **What can we learn about the Chinese-American immigration experience from reading this text?**

**Materials**

- *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh
- Chart: Historical Fiction
- Culminating Assignment (found at end of Task 6.1)
- Chart: The Chinese-American Immigration Experience
- Chart: Summary of *Paper Son*
- Chart: *Paper Son*: Main Characters
- Chart: *Paper Son*: Settings
- Reader/Writer Notebook
- Chart paper and markers

**Teaching Approach**

**Whole Group Work**

**Introduction of Unit**

- Explain to students that over the next several weeks they will be reading and writing about Chinese-American immigration in the early 20th century and about sources that inform historical fiction.
- Review the unit outline with students, highlighting the overarching questions and pointing out each text listed at the top of each column.
- Show students the culminating assignment for the unit. Explain that the work students will do throughout the unit will help them to complete the culminating assignment.

**Individual Work**

**Writing - Prior Knowledge of Historical Fiction**

- Create a chart with the title “Historical Fiction” like the one shown below. Ask students to create a similar chart in their Reader/Writer Notebooks.
- Ask students to take about five minutes to individually answer each question in the chart.

<table>
<thead>
<tr>
<th>Historical Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you know about historical fiction?</td>
</tr>
</tbody>
</table>

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**Notes:**

Pair Work
Sharing Chart
• Ask students to take about two to three minutes to turn and talk with a partner and share their responses.

Whole Group Work
Sharing Prior Knowledge and Introduction to Interactive Read-Aloud or Shared Reading—Paper Son: Lee’s Journey to America
• Ask students to share what they know about historical fiction and what they know about sources used to inform historical fiction. As students share, encourage others to agree, disagree, and add on to what is being said.
• Add student thinking to the class chart.
• Inform students that Paper Son: Lee’s Journey to America is an example of an historical fiction text and that it is an immigration story set in the early 1900s.
• Explain to students that “immigration” is the action of coming to live permanently in a foreign country.
• Prepare students for the interactive read-aloud or shared reading by informing them of the following points:
  o You will be engaging students in a rigorous text discussion as you read the text aloud to them. Encourage students to respond and ask questions throughout this initial reading.
  o This is the first of several readings so students will have multiple opportunities to grapple with the text.
  o Ask students to actively follow along as you read aloud with these guiding questions in mind:
    What is a paper son?
    What can we learn about the Chinese-American immigration experience from reading this text?

Whole Group Work
Text Discussion Lesson Plan for Interactive Read-Aloud or Shared Reading

Note to Teacher: The text discussion lesson plan used in this task is based on the 2013 hardback edition of Paper Son: Lee’s Journey to America. The following story synopsis provides you with background information to help introduce the text to you:

• Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh and illustrated by Wilson Ong is an immigration story about a boy named Lee whose family buys a paper son slot in order to bypass the Chinese Exclusion Act of 1882, a federal law which banned Chinese laborers from immigrating to the U.S. at the turn of the 20th century. Lee wanted to immigrate to the U.S. in order to escape a life of poverty in China. Lee is detained at the Angel Island Immigration Center in San Francisco and has to endure nerve-wracking interrogations before he can be landed.

• Use the following text discussion lesson plan as a model. Make adjustments as necessary to accommodate the prior knowledge and needs of your students. For example, you might want to add follow-up questions or dig deeper into some of the points if you feel your students need additional support to comprehend the information in the text. Conversely, you might want to omit or glance over some questions if your students have already conveyed an understanding of the information.
<table>
<thead>
<tr>
<th>Task 1.1</th>
<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Show</strong> the front cover and title page of <em>Paper Son: Lee’s Journey to America</em> and read the title, authors, and illustrator. <strong>Stop</strong> at the end of the page. <strong>Show</strong> the illustration.</td>
<td><strong>Say:</strong> “Gum Saan” is Chinese for “Gold Mountain,” which is what the Chinese at that time called the United States.</td>
<td>Lee uses those words to refer to his grandparents. “PoPo” means grandmother and “Gong Gong” means grandfather. We know this because in the last sentence on this page, the author states that Lee doesn’t want to leave his grandparents. Also, the illustrator depicts an older woman sitting next to Lee.</td>
<td><strong>Note to Teacher:</strong> “PoPo” and “Gong Gong” are Chinese-Cantonese words used to indicate one’s maternal grandparents.</td>
</tr>
<tr>
<td><strong>Read</strong> the first page of the text (p. 1), which starts with the words, “What’s this?” <strong>Stop</strong> at the end of the page. <strong>Show</strong> the illustration.</td>
<td><strong>Ask:</strong> What do “PoPo” and “Gong Gong” mean? How do you know?</td>
<td>Lee is 12 years old and lives in China with his grandparents. PoPo tells Lee he is leaving for America in three weeks. Lee has to pretend to be another person and will be questioned in the U.S. Lee has to study details from a coaching book.</td>
<td></td>
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<tr>
<td><strong>Read</strong> p. 2, which starts with the words, “Before your parents…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Say:</strong> A bandit is a robber or outlaw.</td>
<td>Lee’s parents were killed by bandits. We can infer that Lee lives in an unsafe area. Lee is an orphan living with his grandparents.</td>
<td></td>
</tr>
<tr>
<td><strong>Ask:</strong> From what we just read, what do you know about a paper son slot? Why did Lee’s family buy a paper son slot?</td>
<td><strong>Ask:</strong> What do we learn from this first page?</td>
<td>A paper son slot is very expensive; we know this because Lee describes what they could have bought with the money instead. A paper son slot costs one hundred dollars per year in age. Lee’s family went into debt to pay for it. Lee’s family sacrificed and even went hungry in order for Lee to get this paper son slot. Lee’s family bought it so that Lee could have a better future and so that Lee could help his family. They think Lee’s going to the United States means he can send them money like a neighboring family, the Chans.</td>
<td><strong>Note to Teacher:</strong> Explain to students that $1200 was a lot of money at the turn of the 20th century. For a math connection, you can have students figure out the current monetary equivalency.</td>
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<td><strong>Read</strong></td>
<td><strong>Say or Ask</strong></td>
<td><strong>Elicit</strong></td>
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<tr>
<td><strong>Show</strong> the illustration on p. 3, which shows Lee holding a coaching book and talking to PoPo.</td>
<td><strong>Ask:</strong> What does Lee have in his hands? What do we know about it?</td>
<td>Lee is studying a coaching book, which has details about “another person’s story.” Since the paper son slot is very expensive, Lee must study hard.</td>
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<tr>
<td><strong>Show</strong> the illustration on p. 4, which shows Lee holding his book with mountains in the background. <strong>Read</strong> p. 5, which starts with the words, “I don’t want to…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What do we learn from this page?</td>
<td>PoPo is proud of Lee for agreeing to go to the United States for a better future, even though he doesn’t want to go. They think the United States is a rich, safe country; they call it “Gum Saan” and the “Land of the Flowery Flag.”</td>
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<td><strong>Read</strong> p. 6, which starts with the words, “My name is Fu Lee…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What does “chi ming” mean? And, what do we learn about Lee’s situation?</td>
<td>“Chi Ming” refers to the paper son name. Lee has to pretend to be someone else; he has to be “Fu Lee.” Lee is studying his coaching papers. To be a paper son, he has to change his identity and forget about PoPo and Gong Gong. <strong>[Note to Teacher:]</strong> In the Chinese tradition, the family surname is stated first. Lee is a common name and surname in China.</td>
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<tr>
<td><strong>Show</strong> the illustration on p. 7, which shows PoPo embroidering Lee’s cap while Lee reads. Tell students to turn and talk with a partner.</td>
<td><strong>Say:</strong> It looks like Lee is studying very hard. It must be difficult to have to pretend to be someone else. <strong>Ask:</strong> What do you think it would be like to have to pretend to be someone else?</td>
<td>Answers will vary. Students may share their empathy for Lee. Students may share some of the challenges of having to pretend to be someone else. <strong>[Note to Teacher:]</strong> After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.]</td>
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<tr>
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<td><strong>Say or Ask</strong></td>
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<tr>
<td><strong>Read</strong> p. 8, which starts with the words, “Lee memorized…”</td>
<td><strong>Say:</strong> To be deported means to be sent back to one’s country of origin. So, if Lee gets deported, he would get sent back to China.</td>
<td>Paper sons have to memorize a lot of details about their pretend families. Paper sons are questioned. The paper father is also questioned and the answers are compared. If paper sons are caught, they will get deported. We can infer that Lee must be feeling really stressed.</td>
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<tr>
<td><strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> From what we just read on this page, what else have you learned about being a paper son? What can you infer about Lee’s feelings?</td>
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<tr>
<td><strong>Read</strong> pp. 10-11, which start with the words, “Lee traveled…” and ends with, “careful stitching.” <strong>Stop</strong> at the end of the page. When finished reading, show the illustrations.</td>
<td><strong>Ask:</strong> What do we learn from this page? What can we infer?</td>
<td>The immigrants have three weeks at sea before they see land. Lee spends his time on deck, dreaming about his true family while studying his paper family. Lee is still studying his coaching book because it is important he gets the answers right. Lee remembers PoPo’s advice to not trust anyone; he gets rid of his coaching book when he sees land because he doesn’t want people to know he is a paper son. If people find out, Lee could get deported and would waste all the money his family had spent on him.</td>
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<tr>
<td><strong>Read</strong> p. 13, which starts with the words, “Lee spent his days…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What do we learn from this page? What can we infer?</td>
<td>The immigrants have three weeks at sea before they see land. Lee spends his time on deck, dreaming about his true family while studying his paper family. Lee is still studying his coaching book because it is important he gets the answers right. Lee remembers PoPo’s advice to not trust anyone; he gets rid of his coaching book when he sees land because he doesn’t want people to know he is a paper son. If people find out, Lee could get deported and would waste all the money his family had spent on him.</td>
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</tr>
<tr>
<td><strong>Read</strong> pp. 14-17, which start with the words, “In San Francisco, Lee…” and stop reading after the words, “…Lee’s heartbeat calmed.”</td>
<td><strong>Ask:</strong> What do we learn from these pages?</td>
<td>Lee has arrived in San Francisco and had to take a boat to Angel Island. Men and women were separated. Lee had to get a medical exam. Lee learned that sick people get deported. Lee was relieved when he passed.</td>
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</table>
### TASK 1.1

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Read</strong> p. 18, which starts with the words, “More orders were barked…” <strong>Stop</strong> at the end of the page. <strong>Show</strong> illustration.</td>
<td><strong>Ask:</strong> What do we learn from this page?</td>
<td>Guards are “barking” or giving orders very loudly. Lee is sent to his room. Lee found Chinese characters carved in the walls.</td>
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<td></td>
<td><strong>Ask:</strong> What new words do you learn on this page? What helped you figure out their meanings?</td>
<td>There are several new words: dormitory, which means room; <em>muk uk</em>, which means wood house; and bunk, which means bed. The authors define the Chinese words. The illustrations and context can be used to help determine meaning.</td>
</tr>
<tr>
<td><strong>Read</strong> p. 20, which starts with the words, “A head poked…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What do we learn from these pages?</td>
<td>Lee meets Tai. Lee is reading the wall carvings and Tai is encouraging him.</td>
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<td></td>
<td><strong>Say:</strong> “Dialect” is a particular way of speaking a language that is common to people in a region of a country. <strong>Ask:</strong> What does it mean that Tai had a “familiar dialect”?</td>
<td>Tai having a “familiar dialect” means he is probably from the same town.</td>
</tr>
<tr>
<td><strong>Read</strong> p. 21, which starts with the words, “Lee read…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What can we infer from the last sentence on this page?</td>
<td>A guard locks the door with a large bar and a big sound, “BANG.” This seems to imply that Lee and his fellow immigrants are in prison.</td>
</tr>
<tr>
<td><strong>Read</strong> the first two sentences on p. 22, which starts with the words, “In the morning…” <strong>Stop</strong> reading after the words, “…to the dining hall.”</td>
<td><strong>Ask:</strong> What do these sentences imply?</td>
<td>The guard removes the bar and the detainees walk in line. This image suggests a prison environment.</td>
</tr>
<tr>
<td><strong>Read</strong> the rest of p. 22, which starts with the words, “Hungry, Lee ate…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What is happening to Lee?</td>
<td>Lee is studying by recalling facts from his coaching book. He wondered if others were doing the same. Boys bully him by taking his cap; Tai helps him by getting it back.</td>
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<td></td>
<td><strong>Ask:</strong> Why does Lee get so upset about the cap? What can we infer about Lee’s feelings from this page?</td>
<td>The cap is Lee’s only reminder of PoPo and his “real life.” Lee feels lonely and homesick.</td>
</tr>
<tr>
<td>Read</td>
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</table>
| **Read** p. 25, which starts with the words, “Lee joined Tai…”  
**Stop** at the end of the page. | **Ask:** What is the significance of the italicized words on this page? | “Don’t trust anyone” is italicized because Lee is recalling PoPo’s exact words. Lee remembers these words because Tai asks him if he can be trusted. Trust is an issue Lee has to work out. Tai said, “My father…” and “father” is italicized to let us know that Tai is also a paper son. Tai’s father is his paper, or pretend, father. |
| **Show** the illustration on p. 27 and tell students to **turn and talk** with a partner.  
[**Note to Teacher:** After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.] | **Ask:** What else does this page tell us about the paper son experience? | Being a paper son is a big secret because it’s illegal. Paper fathers can pay kitchen help to pass notes to help the paper sons give the correct answers during the interrogations. |
| **Read** p. 26, which starts with the words, “Weeks later…”  
**Stop** at the end of the page. | **Ask:** What are interrogations? What are interrogators? What are interpreters? Why does Lee need an interpreter?  
[**Note to Teacher:** Remind students that Lee is speaking and reading in Chinese. He does not necessarily know English even though the story is being told in English.] | Interrogations mean intense questioning sessions. Interrogators are people who are asking questions and interpreters are people who are translating. Lee is Chinese so he needs an interpreter to translate the questions and his answers from English into Chinese.  
**Ask:** What is happening on this page and why? | Lee is being interrogated. He is a paper son but he is trying to prove that he is really who he says he is.  
**Ask:** How is Lee feeling? How do we know? | Lee is nervous—his stomach churned, he made a mistake, and had to take a deep breath. He apologizes and says he’s nervous. The authors wrote, “One small mistake and he would be sent back to China.” Lee must be under a lot of stress. |
<table>
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<tbody>
<tr>
<td><strong>Read</strong> p. 28, which starts with the words, “They asked questions…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What is happening on this page?</td>
<td>Lee is being interrogated for hours and is getting tired and confused. He drops his cap, which the interrogator picks up and tells him to trust him and not bring it into the interrogation room again. Lee is sent back to his room but his mind is full of questions. He’s worried about not doing well.</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> the first three paragraphs on p. 31, which starts with the words, “A week later…” and <strong>stop</strong> after reading “…even though he wasn’t.”</td>
<td><strong>Say</strong> and <strong>Ask:</strong> A week has passed. What can we infer happened during that time?</td>
<td>Lee has probably been nervous the whole time. The interrogators compared answers like PoPo said they would on p. 8. The interrogator questioned Lee about an answer he got wrong. Lee was able to respond to it.</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> the rest of p. 31, which starts with the words, “The interrogator asked…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What do we learn from reading this section?</td>
<td>Lee was asked a question he hadn’t studied. He had to be honest about why he wanted to live in the U.S. He had to give an answer that wasn’t in his coaching book.</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> p. 32, which starts with the words, “Three days later…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What do we learn from this page?</td>
<td>It is three days later. Lee learns the interrogators liked his last answer. The interpreter wishes him luck and tells him he reminds him of his own son.</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> the first 4 paragraphs on p. 35, which starts with, “Are you going…” <strong>Stop</strong> after reading, “…I’ve never met my father.”</td>
<td><strong>Ask:</strong> Why is “father” italicized here?</td>
<td>The authors also italicized “father” on p. 25 to indicate that the father is a paper father.</td>
<td></td>
</tr>
<tr>
<td><strong>Ask:</strong> What do we learn about Lee from this page?</td>
<td>Lee is going to be landed; he gets to leave Angel Island the next day. He is sad because he misses his grandparents and is nervous about meeting his paper father for the first time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> the rest of p. 35, which starts with, “Trust me.” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What is the significance of the last two paragraphs on this page?</td>
<td>Tai calms Lee down and tells him to trust him. Trust has been a topic in this book. Lee has had to learn how to trust people. Lee carves what Tai says into the wall so that their story can be remembered: They both didn’t want to come to the U.S. but they had to, for better futures.</td>
<td></td>
</tr>
<tr>
<td><strong>Show</strong> the illustration on pp. 36-37.</td>
<td><strong>Ask:</strong> What does this illustration mean?</td>
<td>Lee must be landed. Lee is looking at Angel Island, which must mean he is now in San Francisco, in the United States. The man must be his paper father.</td>
<td></td>
</tr>
</tbody>
</table>
**Read** p. 37, which starts with the words, “In the morning…”
**Stop** at the end of the page.

**Ask:** What does Lee discover about his cap?

PoPo had stitched “Trust your heart” in the rim of his cap. This seems contradictory to her comments about not trusting anyone. But, PoPo seemed to know that Lee would make the right decisions.

**Ask:** What is the significance of Lee greeting his paper father?

Lee is recalling his coaching book. He has recited those lines over and over again. He is now an American citizen with his new “paper” family.

**Tell students to turn and talk** with a partner.

**[Note to Teacher:** After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.]

**Ask:** What are some things this story made you think about?

Answers will vary. Students can share their own immigration stories. They could discuss contemporary issues of illegal immigration. There are no wrong or right answers.

**Read** the last page of the book, which is titled, “Angel Island History.” **Stop.**

**Ask:** What do we learn from this page?

This page gives various facts about the Angel Island Immigration Center.

**Ask:** Why do you think the authors included this page?

Since this is a historical fiction book, the authors may have wanted to share the history behind the story.

**Ask:** Do you have any questions about what we just read? Was something not clear?

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**Teaching Options—Scaffolding Interactive Read-Aloud or Shared Reading:**

Some students may benefit from a greater degree of attention and support. If that is the case:

- Use the teaching approach above but do so with small groups of students or with a particular group of students. This will allow you to address specific concerns and questions. For example, you may need to address more vocabulary words and/or you may need to stop more often and help students summarize. Make sure to display text and/or provide copies for students to follow along.
- You may also wish to revisit this text with specific small groups. In this way, the students who need more support will have read it with the whole class and again in a small group setting facilitated by you.
**Teaching Options–Building Vocabulary:**
Students will be learning many new words and concepts throughout this unit. Consider the following options supporting development of vocabulary knowledge:

- Create and maintain a word wall with explanations of some vocabulary words students encounter in this story.
- Ask students to track unfamiliar words as they read through the texts. After reading, work with students to develop some suggestions for figuring out what those words mean.

**Individual Work**

**Quick Write–Comprehension**
- Ask students to take three to five minutes to compose a quick write in their Reader/Writer Notebook in response to the following questions:
  - What is a paper son?
  - What have you learned about the Chinese-American immigration experience from reading this text?
- Remind students to use textual evidence to support their responses.

**Whole Group**

**Discussion**
- Ask students to share their responses with the class.
- As students respond, capture their thinking on chart paper. Title the chart “The Chinese-American Immigration Experience.”
- Ask students to revisit the Historical Fiction chart from the beginning of the task. Given what they just read, ask students what more could they add to the chart.
- As needed, add new student thinking to the Historical Fiction chart.

**Whole Group**

**Charting–Summarizing**
- Model writing a summary paragraph via think-aloud.
  - Explain to students that the first thing you do is to understand the task, which, in this case, is to write a story summary.
  - Explain to students that the second thing you do is to brainstorm ideas. Model brainstorming by making a list of important ideas from the text.
  - Explain to students that after you brainstorm, you start drafting. Draft a summary paragraph. Mark how you use transitional words, punctuation marks, and capitalization. Mark how you indent and write in complete sentences.
- After you finish drafting the summary paragraph, read it aloud and ask students the following questions:
  - What do we need to add to or delete from the summary paragraph?
  - How else can we revise the summary paragraph to make it better?
- Note the students’ suggestions and revise as necessary.
- Write the final version on chart paper entitled, “Summary of Paper Son.”
  - To help you elicit responses from your students, the following is a sample summary paragraph: *Paper Son: Lee’s Journey to America*, by Helen Foster James and Virginia Shin-Mui Loh and illustrated by Wilson Ong, is an immigration story about a boy named Lee whose family buys him a paper son slot in order to escape a life of hunger, wars, and bandits in China. Before he can be landed in the United States, Lee is detained at the Angel Island Immigration Center in San Francisco and has to endure medical examinations, interrogations, and homesickness.
Teaching Options—Summarizing

The main objectives of this task are to have a summary of Paper Son written on chart paper for future reference and to model writing paragraphs. Students will need an anchor for their independent writing. As such, you can also choose one of these options for summarizing:

Option 1: Instead of a whole group activity, have students independently write their own summaries of the text. Then, convene as a whole group and ask students to help you construct one summary for the class chart entitled, Summary of Paper Son. Ask students to compare their writing process with the modeled writing process.

- Some students may need language frames such as: Paper Son written by __________________ and illustrated by ________________ is about _______________ who wants to _______________ but can’t because___________________.

Option 2: Apply the Guided Reading and Summarizing Procedure (GRASP); this strategy is effective because it helps students to summarize in their own words.

- Inform students that the objective is to write a summary in their own words of what they just read.
- Tell students to brainstorm and recall as many details as they can from the story. As students share, record all their responses on blank chart paper (or on the board or via document camera).
- Tell students to refer to the text in order to verify the responses and/or to make any corrections, deletions, or additions.
- Working with the students, organize the responses into categories or topical areas and create headings for each category.
- Working with the students, eliminate any categories that are not relevant to writing a summary.
- For each category, tell students to keep important details and eliminate details that aren’t relevant to the topic of the category. Tell students to condense redundant information.
- Using the headings of the categories, co-construct a topic sentence (or introduction sentence) for your summary paragraph. Write this sentence on blank chart paper.
- Working with the students, write a sentence explaining each category. Use these sentences as the supporting sentence for your summary paragraph.
- Read the summary out loud and revise as necessary. Model adding, deleting, and combining words during the revision process.
- Write the final version of the summary paragraph on the chart paper entitled, Summary of Paper Son.
- Read the revised version and check for coherence.

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**Whole Group**

**Discussion–Topics in Paper Son: Lee’s Journey to America**

- Remind students that *Paper Son: Lee’s Journey to America* is an historical fiction book, which means it is based on actual events that happened in our history.
- Tell students to think about the story they just read, the historical note at the end of the book, and the summary paragraph they wrote in the last task.
- Ask students the following question:
  - In order to write this story, what do you think the authors needed to know more about?
- Possible responses: The authors need to know about the paper son system, Angel Island Immigration Center, processing, medical examinations, interrogations, China, Chinese words, etc.
- Tell students to discuss in pairs how they would go about researching these various topics. As a whole group, tell students to refer back to their Reader/Writer Notebook for the Historical Fiction chart and ask if students want to add more items to that list.
- Inform students that they will be learning more about these topics throughout this unit.

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**Teaching Options–Finding Topics**

Some students may need assistance in recalling topics from the story.

- Tell students to revisit the chart paper entitled, Summary of *Paper Son*. Students can also reread the historical note at the end of the book and follow the same procedure described below.
- With a red marker, tell students to underline words that indicate subject matter or topics.
- With a green marker, tell students to underline words that are new or unfamiliar.
- Explain to students the colored words indicate unfamiliar topics or words, all of which require research.

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**Note to Teacher:** To help assist you in supporting your students, the following are historical notes about some of the topics, vocabulary, or concepts related to the topic of the Chinese-American experience at Angel Island during the early 20th century:

- **Chinese Exclusion Act of 1882:** This was a federal law that prohibited the immigration of Chinese laborers. It was in response to complaints by workers on the West Coast who felt that competition from Chinese immigrants (who composed only .002 percent of the nation’s population) was driving down their wages and threatening white “racial purity.” This law suspended Chinese immigration and declared Chinese immigrants ineligible for naturalization as American citizens. It was the first law to ban a specific group of immigrants based on race/nationality.

- **Paper Son Slot:** The San Francisco earthquake and fire of 1906 destroyed City Hall, which meant local public records were also destroyed; as a result, some Chinese people living in the United States claimed citizenship and also claimed to have sons (or daughters) in China. As such, Chinese immigrants could pretend to be citizens by claiming to be related to a Chinese-American citizen; this is a form of illegal immigration. These slots were sold for a small fortune to Chinese people who wanted to immigrate to the United States. The paper son system was an effect of the Chinese Exclusion Act.

- **Angel Island Immigration Center:** From 1910 to 1940, the Angel Island Immigration Center served as an immigrant processing facility. It’s located on Angel Island in San Francisco Bay. It is often referred to as the “Ellis Island of the West.” The Center processed immigrants coming mainly from Asia and Russia. As a result of the Chinese Exclusion Act and in an effort to crack down on the paper son system, Chinese immigrants were detained there for long periods of time and had to endure nerve-wracking interrogations.
• Interrogations: In order to prove that they weren’t paper sons or daughters, Chinese immigrants had to endure a painful interrogation process that was intended to trip up the detainees. Interrogators interviewed all members of a Chinese immigrant’s family. The detainees were drilled on specific details for long periods of time by interrogators. The interrogators cross-referenced responses, looking for discrepancies. Many Chinese immigrants needed interpreters to translate the questions to them and to translate their answers to the interrogators.

• Coaching books: When Chinese people bought paper son slots, they were also given coaching books describing details of the “paper family.” Members of the paper family were interviewed. Interrogators compared the responses from the paper family members to the responses of the detainees. Any discrepancies could result in deportation. Paper sons and daughters memorized “coaching books” in order to pass these intense questioning sessions.

• Landed: Landed is the term used to indicate being permitted to immigrate to the United States. Chinese immigrants considered themselves to be “landed” if they passed the interrogations and detention period at Angel Island.

Whole Group Work
Charting–Main Characters
• Prepare a chart entitled, “Paper Son: Main Characters,” as shown below:

<table>
<thead>
<tr>
<th>Paper Son: Main Characters</th>
<th>What is the character’s name?</th>
<th>How does he/she contribute to the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Tell students to share out to the whole group all the characters in Paper Son: Lee’s Journey to America.
  o Elicit: Lee, PoPo, Gong Gong, Tai, medical examiner, interrogator, interpreter, Angel Island guards, other Chinese immigrants, bullies, paper father.
• Record students’ responses (names or character types) in the left column of the chart.
• Complete the chart with students by asking students the following questions:
  o Out of all of these characters, who is the protagonist or the leading character?
    – Elicit: Lee
    – Circle Lee’s name.
  o Why do you think so? How does he contribute to the story?
    – Elicit: The story is told from Lee’s point of view. He is in all the scenes. The reader follows Lee’s trials and tribulations.
    – Record students’ responses in the right column next to Lee’s name.
• For each character, ask students the following question and record their responses in the right column next to the character’s name:
  o How does he/she contribute to the story?
    – Student responses must be text-based. Student responses should address how the characters support Lee’s story.
• Explain to students what it means to be a primary (main) or secondary character by informing students of the following points:
  o Primary or main characters are essential to the story.
  o The protagonist is a primary character and is considered to be the leading character and/or the narrator. The story is told from the protagonist’s perspective.
o Secondary characters support the main characters.
  • Revisit the chart entitled, Paper Son: Main Characters. Ask students the following questions:
    o Which characters are primary or main characters and why?
      – Elicit: Lee is the protagonist of Paper Son so he is a main character because the whole story is about him. Other main characters could be PoPo and Tai. PoPo was in several scenes in the beginning and motivated Lee to immigrate; Lee is always thinking of PoPo. Tai seems to be Lee’s only friend at Angel Island.
    o Which characters are secondary characters and why?
      – Elicit: Secondary characters could include Gong Gong, the immigration inspector, the interpreter, the paper father, etc.
      – Answers can vary depending on how students justify the characters’ contributions.

Whole Group Work
Charting–Main Settings
• Prepare a chart entitled, "Paper Son: Settings," as shown below:

<table>
<thead>
<tr>
<th>Paper Son: Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>When and where does the story take place? (List the various settings.)</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

• Explain to students that a setting includes the historical moment (when) and geographic location (where) in which a story takes place.
• Tell students to share out to the whole group all of the settings. Record students’ responses in the left column.
  o Elicit: The story takes place in the “Year of the Tiger, 1926” which is “four days before the Lantern Festival.” The geographic locations include a rural village in China, Gum Saan/U.S., Canton, Hong Kong, the S.S. President Lincoln, Angel Island, and San Francisco.
• For each setting, ask students the following questions:
  o How do you know this is where the story takes place?
    – Record students’ responses in the middle column.
    – For each setting listed in the left column, students should provide specific page/line numbers, context clues, and illustrations.
  o Why is this particular setting important to the story?
    – Record students’ responses in the right column.
    – Possible responses: China is important to the story because that’s where Lee is from; because his village is poor and suffering from bandits and droughts, Lee is motivated to immigrate. Gum Saan is important because that’s where Lee is immigrating and his family believes the U.S. is a land of riches. Canton and Hong Kong are part of Lee’s journey; S.S. President Lincoln is the ship that carried Lee across the ocean; it’s also where he studied and got rid of his coaching book. Angel Island is where he was detained before being landed in San Francisco where he met his paper father. His arrival in San Francisco represents his successful navigation of a difficult journey and the fulfillment of his parents’ and grandparents’ wishes.
Focus Standards

(CCSS, 2012, p. 12, 21, 24, 29)

Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

Language
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Significance

- What moment is most significant to understanding Lee’s experience as a paper son?
- Why is this moment most significant?

Materials
- Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
- Chart: Timeline: Paper Son
- Chart: Significant Moments
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group Work
Charting—Timeline of Events
- Explain to students that they have already read this text once and have examined the characters and setting and that this time, they will be studying the text to help them understand the sequence of events and to select an event that they think is most significant to understanding Lee’s experience as a paper son.
- Prepare a chart entitled, “Timeline: Paper Son,” as shown below:

<table>
<thead>
<tr>
<th>Timeline: Paper Son</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
</tr>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>End</td>
</tr>
</tbody>
</table>

- Read the first few pages of Paper Son aloud and model completing an event in the “Beginning” row for students. As you model think aloud about why you are selecting the event and why the event is important to the story. For example, you could write, “Lee gets his coaching book” in the “Events” column and then think through why the event is important in the story. Continue to model until you feel students have a firm understanding of how to complete the chart.

Pair Work
Completing the Timeline
- Ask students to work with a partner to reread the text and complete the chart. As students work, circulate around the room and assist as needed.
Small Group
Coming to a Consensus About Events
• Ask pairs to share their charts with another pair. As pairs share, they should work to come to an agreement about the events included on the chart and the reasons why they are important.

Whole Group
Sharing Timelines and Modeling Significant Moments
• Convene the whole group.
• Ask students to share what they completed for each section of the chart. As students share, encourage others to agree or disagree and to state why. Add student thinking to the class Timeline: Paper Son chart.
• Next, explain to students that they will now be selecting one moment that they think is most significant to understanding Lee’s experience as a paper son. Explain that moments can be significant for various reasons and these reasons differ from student to student. In other words, students may choose the same moment, but explain its significance differently.
• Create a two-column chart with the title “Significant Moments,” like the one below, and explain to students that you will model the process of selecting and explaining a significant moment in Paper Son.

<table>
<thead>
<tr>
<th>Significant Moments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Moment</td>
</tr>
</tbody>
</table>

• Model rereading a portion of the text to select a moment that seems significant to understanding Lee’s experience as a paper son. Select a moment that is important to understanding Lee’s experience, but is not one that a reader would consider most significant, as that is the assignment for students. In the left column of the chart, record the moment. In the right column, explain the significance of the moment by writing what the author seems to be saying with this moment and how it contributes to the readers’ understanding of Lee’s experience.
• After completing the model, ask students to share what they saw and heard you do to select and explain a moment significant to the development of the plot. Record the information for all students to see. This record will serve as support for students when they engage in this task.

Pair Work
Selecting and Explaining a Significant Moment
• Ask students to work with their partners again to select a moment that strikes them as significant to understanding Lee’s journey. Students should create a two-column chart in their Reader/Writer Notebooks to record (left column) and explain (right column) the event.
**Additional Support for Small Group Significant Moments**

Use the teaching approach above but with a particular group of students that you believe would benefit from a greater degree of attention and support. It is important for students to engage individually in selecting moments and explaining each. Peers and the teacher will talk with students about whatever they were able to write. After you read their moments and explanations, work to determine what might be helpful to model or scaffold in another way to expand their understanding and support their skills’ development in using textual evidence to write an explanation of why the evidence is significant to the question.

**Whole Group Work**

**Share—Significant Moment**
- Reconvene as a whole group to share students’ thinking.
- Ask students the following question:
  - What moment is most significant to understanding Lee’s experience as a paper son? Why is this moment most significant?
- Hold all students accountable for explaining their reasoning by prompting them to cite evidence from the text. Add students’ thinking to the Significant Moments chart.

**StepBack**
- Students individually reflect and write on these two questions:
  - How did you go about choosing the significant moment?
  - What did you learn by hearing a range of moments and explanations?

**Whole Group**
- Ask a few students to share their StepBacks and for other students to listen and discuss how their StepBacks were similar or different.

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**Focus Standards** *(CCSS, 2012, p.12, 21, 24)*

**Reading Literature**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**Writing**

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Interpretation

- What are the characters’ motivations for their actions?
- Do you agree or disagree with Gong Gong’s and PoPo’s decision to send Lee to the United States to become a paper son? Why or why not?

Materials
- Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
- Chart: Paper Son: Motivations
- Chart: Norms
- Chart: Discussion Notes (from inquiry-based discussion)
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group Work

Charting—Motivations of Characters
- Explain the concept of character motivations by informing students of the following points:
  - Motivations are the reasons characters do something.
  - Motivations influence the characters’ actions and direct their choices.
  - Sometimes, readers have to infer the motivations of a character from textual evidence.
- Prepare another chart entitled, “Paper Son: Motivations,” as shown below:

<table>
<thead>
<tr>
<th>Character</th>
<th>What are his/her actions?</th>
<th>What are his/her motivations for the actions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lee’s parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PoPo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tai</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper Father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrogator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpreter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Explain to students that they are going to select one action for each character and explain his or her motivation for that action.
- Before asking students to complete the chart, model completing the row for Lee for students. For example, you could write, “Lee tells Tai he is a paper son” in the “Action” column and then think through what may have motivated Lee to do so. For example, you could write, “Lee has been lonely and wants a friend. He was wondering who else was a paper son. He felt he could trust Tai because he helped him” in the “Motivations” column.
**Teaching Options—Examining Characters’ Motivations**

If students need additional support, work with small groups of students or the whole group to complete the chart collaboratively. Ask students to select an action for each character and then think through the motivations as a group.

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**Individual Work**

**Completing the *Paper Son*: Motivations Chart**
- Ask students to work individually to complete the chart for the rest of the characters.
- As students work, circulate around the room to assist students as needed.

**Pair Work**

**Sharing Thinking**
- Ask students to share their completed charts with a partner. Encourage students to agree or disagree with each other and to support their thinking with evidence from the text.

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**Whole Group**

**Developing a Shared Understanding**
- Convene the whole group.
- Ask students to share actions and motivations for each character. As students share, encourage the class to agree or disagree and to support their thinking with evidence from the text. As students share, add their thinking to the class *Paper Son*: Motivations chart.

**Quick Write—Preparation for Inquiry-Based Discussion**
- Ask students to compose a quick write in their Reader/Writer Notebooks in response to the following questions:
  - Do you agree or disagree with Gong Gong’s and PoPo’s decision to send Lee to the United States to become a paper son? Why or why not?
- Inform students that there are multiple and varied valid responses to this question so there is no one right answer; however, responses need to be supported by reasons and information from the text.
- As students are writing, circulate around the room to monitor their progress and confer with students as needed.

**Whole Group Work**

**Inquiry-Based Discussion**
- Facilitate an inquiry-based discussion in which students share their responses to the following question:
  - Do you agree or disagree with Gong Gong’s and PoPo’s decision to send Lee to the United States to become a paper son? Why or why not?

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**Important**

Your role as the facilitator of the discussion includes:
- encouraging all students to participate.
- reminding students, when necessary, to anchor their ideas in moments from the text.
- reminding students, when necessary, to explain how the textual evidence they cite supports or links to their ideas.
- tracking students’ ideas and interpretations so that you can share the ideas and interpretations that have been offered and track the progress of the discussion.
- reminding students to talk directly to each other; agree, disagree, or otherwise build on each other’s ideas; use textual evidence to support their ideas; and request textual evidence from peers when they offer unsupported ideas.

Additional support for leading an Inquiry-Based Discussion is included in the Appendix.
• As the discussion is winding down, ask the class to help you summarize the ideas that surfaced during the discussion. As part of the summary, ask students to cite textual evidence to support the ideas. Consider charting what students say so that they have a visual record of the discussion.

**StepBack**

• Following the inquiry-based discussion, ask students to reread their quick writes.
• Give students two to three minutes to respond to the following question in their Reader/Writer Notebooks:
  o How have your ideas changed now that you’ve discussed them with your peers?
• Ask students to share their responses with the class.

### Focus Standards

**Reading Literature**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**Writing**

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**Language**

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.
Analysis

- What words, phrases, and textual details convey aspects of Chinese culture?
- How does including these words, phrases, and textual details in the story contribute to your understanding of Chinese culture?

Materials
- *Paper Son: Lee's Journey to America* by Helen Foster James and Virginia Shin-Mui Loh
- Chart: Conveying Culture in *Paper Son*
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group Work

Modeling Completion of Conveying Culture in *Paper Son* Chart

- Explain to students that authors often include specific details in their stories to help readers understand the characters better. In *Paper Son*, the authors help the reader understand the characters by providing information about the characters’ culture.
- Prepare a chart entitled, “Conveying Culture in *Paper Son*,” as shown below:

<table>
<thead>
<tr>
<th>Conveying Culture in <em>Paper Son</em></th>
<th>Evidence from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Customs and Traditions</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

- Ask students to create a similar chart in their Reader/Writer Notebooks.
- Model the process of revisiting the text and locating one or two pieces of evidence from the text for each row. For example, you may write the word “Gum Saan” in the “Evidence from the Text” column for “Words” or “steamed fish with brown rice” in the “Evidence from the Text” column for “Food.”

Pair Work

Completing the Chart

- Ask students to work in pairs to revisit the text and complete the chart.
- As students work, circulate around the room and monitor student progress.

Small Group

Developing a Shared Understanding

- Ask students to share their completed charts with another pair. As pairs share, they should work to come to an agreement about what should be listed as evidence for each row.
Individual Work
Monitoring Student Thinking
• Ask students to respond to the following question in their Reader/Writer Notebooks:
  o How does including these words, phrases, and textual details in the story contribute to your understanding of Chinese culture?
• Remind students to support their thinking with evidence from the text.
• Circulate around the room as students are working and confer with individual students as needed.

Pair Work
Sharing Student Thinking
• Ask students to share their responses with a partner. Encourage students to agree or disagree with their classmates thinking and to support their own thinking with evidence from the text.

Whole Group Work
Share–Analysis
• Reconvene as a whole group.
• Ask students to share their responses.
• Remind students to listen carefully to one another and add new ideas without repeating.
• Chart students’ responses on chart paper entitled, “Chinese-American Culture and Immigration Experience.”
### Focus Standards

**Reading Literature**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**Writing**

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**Language**

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.
Text 2: Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep

TASKS, TEACHING APPROACHES, AND STANDARDS
Comprehension

- Who are the main characters and what do we know about them?
- Where is the setting and what do we know about it?

Materials

- Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep
- Chart: *The Dragon’s Child: Characters*
- Chart: The Chinese-American Immigration Experience (from Task 1.1)
- Chart: Historical Fiction (from Task 1.1)
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group Introducing the Text

- Explain to students that they will now be reading chapter 9 (entitled “Hopeless”) of *The Dragon’s Child: A Story of Angel Island*.
- Explain to students that Laurence Yep is an award-winning author who is known for writing stories about Chinese-Americans.
- Display the following quotation, which can be found on p. ix of *The Dragon’s Child: A Story of Angel Island*, for students to see:
  - “Though this book is a work of fiction, it is based on facts drawn from the immigration files, as well as on my own research. But historical fiction is more than a record of dates and statistics: it should be a dialogue with the dead. And so this novel is a conversation with my father about his long journey to Angel Island and America.”
- Ask students to respond to the following question in their Reader/Writer Notebooks:
  - What do you think this quotation means?
- Ask students to share their responses with the class.
- Explain to students that the book is about ten-year-old Gim Lew Yep who must leave his home in China and immigrate to America. Inform students of the following points:
  - Even though he is not a paper son, like Lee in *Paper Son*, Gim Lew Yep still has to endure the interrogations at Angel Island in order to prove he is who he says he is.
  - Because of the paper son system, all Chinese immigrants were considered to be suspect and as a result, had to go through the interrogation process.
**Note to Teacher:** The following background information is meant to help introduce the text to you and to provide you with some context and assistance for the interactive read-aloud or shared reading. Since you will be reading the chapter out of context, provide students with information and explanations as needed without giving too much away:

- Chapter Synopsis/Context: Chapter 9, “Hopeless,” of *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep is centered around Gim LewYep’s trip to America via the U.S.S. China and his preparation for the interrogations. He learns a lot about his father and about why he has to immigrate to America. Readers also learn about what it means to be a “Guest of Gold Mountain.”

- Story Context for Chapter: Gim Lew Yep’s father was born in the year of the dragon in the United States; as such, his children, even if they are born in China, are American citizens. Gim Lew Yep’s father works in America and sends money to China; people from their Chinese village all think he is wealthy. When he visits China, he rents an expensive robe and pretends to be rich. It turns out that he is a “house boy” or servant. He is lonely in America so he comes back to China to get his youngest son, Gim Lew Yep, to live with him. He buys Gim Lew Yep western clothes and prepares him for the interrogations. Gim Lew Yep is nervous because he has a stammer and he uses his left hand and he is young; all of these things work against him because he is not considered to be “normal.” Gim Lew Yep is detained and interrogated at Angel Island before he is landed in San Francisco with his father.

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**Whole Group Work**

**Text Discussion Lesson Plan for Interactive Read-Aloud or Shared Reading**

- Use the following text discussion lesson plan as a model. Make adjustments as necessary to accommodate the prior knowledge and needs of your students. For example, you might want to add follow-up questions or dig deeper into some of the points if you feel your students need additional support to comprehend the information in the text. Conversely, you might want to omit or glance over some questions if your students have already conveyed an understanding of the information.
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<th><strong>Read</strong></th>
<th><strong>Say or Ask</strong></th>
<th><strong>Elicit</strong></th>
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<td><strong>Read</strong> the book title, authors, and chapter title. <strong>Stop.</strong></td>
<td><strong>Say:</strong> The symbol behind the chapter title is the Chinese character for nine.</td>
<td><strong>Laurence Yep asks his father about the trip and his father replies that he was studying for the test at Angel Island. When they talk about the “test,” they are referring to the interrogations at Angel Island.</strong></td>
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| **Read** the italicized words on page 66, which starts with the words, “Question: What was…” and **stop** after reading the words, “…for Angel Island.” | **Say:** The authors start each chapter with a few lines from interviews between Laurence Yep and his father. Yep refers to his father as “Pop,” which is an endearing word, like “Dad.” | **Ask:** What do you learn from reading these lines?  
**Ask:** Why do you think the authors included these lines at the beginning of the chapter?  
**Laurence Yep asks his father about the trip and his father replies that he was studying for the test at Angel Island. When they talk about the “test,” they are referring to the interrogations at Angel Island.** |
| **Read** the first paragraph on p. 66, which starts with the words, “As I lay…” **Stop** after reading the words, “…away from China.” | **Ask:** What do we learn from this first paragraph? | **Gim Lew Yep is on the ship heading to America and he is homesick.** |

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## TASK 2.1

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| **Ask:** What comparisons are made in this first paragraph? What do these comparisons show? | (1) Gim Lew Yep compares the ship to “a monster that was “carrying [him] away from China.” He also shares that he feels “swallowed up” by this monster. This comparison shows his fear and desperation.  
(2) Gim Lew Yep compares the ship’s vibrations to the rhythmic beats of a “gigantic heart.” A heart beats loudly when one is scared. This comparison describes the setting and his feelings more. |  
**Note to Teacher:** Additionally, students might discuss the following comparisons, which are stretches for students to make without being cued:  
(1) A dragon is a monster and Gim Lew Yep is a dragon’s child, which is the title of the book. Like the ship, his father is also taking him away from China. This shows how he is living in uncertainty even about his father; he is scared.  
(2) Gim Lew Yep is pretending to be home lying next to a “pond” instead of ocean. This shows how little he feels.] |
| **Read** the rest of p. 66 and the first eight paragraphs of p. 67, which starts with the words, “All around me…” **Stop** after reading the words, “…I was with Father.” | **Ask:** What do we learn from reading this section? | Gim Lew Yep is surrounded by sick men and is uncomfortable with the smells and heat. Gim Lew Yep and Father seem to be below deck; they decide to go see the sun, which means they have to go above deck. |
| **Ask:** What comparison is made in this section? | | Gim Lew Yep compares himself to an ant. He feels small because he sees the big ocean. |
| **Read** the last two paragraphs on p. 67, which start with the words, “Then I heard…” **Stop** after reading the words, “That’s first class.” | **Say:** The Chinese called Caucasians “Westerners.” It is meant to be a polite term. “First class” means you have money.  
**Ask:** What do you learn about Gim Lew Yep’s situation from reading this? | The “Western men and women” are playing games on a higher deck. They are laughing. The Yeps are not allowed up there because it is “first class” which suggests that the Yeps are poor and the Westerners are rich. The Yeps are considered to be of a lower class than the “Westerners.” |
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<tr>
<td>Read the first two paragraphs on p. 68, which start with the words, “I saw a…” and stop after reading the words, “…what we have.”</td>
<td><strong>Ask:</strong> So, why is Gim Lew Yep confused and what does he learn?</td>
<td>Gim Lew Yep is confused because he sees a Chinese man in western clothes with all the rich Caucasians. Father tells him he’d be wearing a uniform if he were a servant. Gim Lew Yep learns that his father is not rich. But, Father says that the “same sun shines” on all which means that people may be separated by class but they are all still people.</td>
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<td>Say: The Chinese Exclusion Act only discriminated against Chinese laborers; educated and wealthy Chinese people were allowed to immigrate to the U.S. Gim Lew Yep’s father was born in the U.S. so he is a citizen; Gim Lew Yep’s father’s father had immigrated at a different time period, a period in which the U.S. was recruiting Chinese to work on the railroads.</td>
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### 2.1 Task

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<th>Read</th>
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<tr>
<td>Read the rest of p. 68, which starts with the words, “I hated...” and stop after reading the words, “…I’m an official.”</td>
<td>Say: In the sixth paragraph, the authors refer to Wart Man. Wart Man has a huge wart on his neck. He is a traveling companion and one of Gim Lew Yep’s father’s friends. Ah Lee is another traveling companion and friend; he will come up later in the chapter. In this section, Gim Lew Yep mentioned he was thinking about something Wart Man said. In the previous chapter, Wart Man said Gim Lew Yep was too young and that his stammering would get both Gim Lew Yep and his father kicked out of the United States.</td>
<td>Gim Lew Yep and Father are studying for the interrogations. Gim Lew Yep is feeling stressed about the interrogations and nervous about his ability to pass. These are high stakes for him; if he messes up, Gim Lew Yep and Father would be deported and their fortunes would be ruined as his family relies on the money Father makes in America. The interrogations are difficult and painful. He is thinking about Wart Man’s comments because he is unsure of himself.</td>
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<td>Ask: What is happening in this section that we just read? Why does Gim Lew Yep think about what Wart Man said at this particular time?</td>
<td>Ask: Why does Father imitate the American officials?</td>
<td>Father wants Gim Lew Yep to be prepared. The paragraph suggests that he was softer on him before by letting him take his time to answer. Father wants him to practice not stammering in order to speak clearly, to think quickly, and to be prepared to answer questions that they haven’t rehearsed.</td>
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<td>Ask: Why does the author write “r-r-rehearse”?</td>
<td>Ask: Why does Father mean when he says, “That point doesn’t concern the Americans”?</td>
<td>This is how the author shows Gim Lew Yep’s stammering. This indicates that he is nervous.</td>
</tr>
<tr>
<td>Read p. 69, which starts with the words, “‘No,’ I said…”) and stop after the fourth paragraph which ends with, “…Where are they”).</td>
<td>The interrogators are not necessarily looking for the truth; they want the “correct answers.” Father wants Gim Lew Yep to learn how to think more like the interrogators and give the interrogators the answers they want to hear. This also shows how unfair the questions are.</td>
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<td><strong>Read</strong></td>
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<td><strong>Read</strong> the next seven paragraphs on p. 69, which start with the words, “I scratched…” and <strong>stop</strong> after reading the eleventh paragraph, which ends with the words, “…creased Father’s forehead.”</td>
<td><strong>Ask:</strong> What is happening in this section? How do the authors show the characters’ feelings?</td>
<td>Father is asking Gim Lew Yep questions non-stop; at one point, the authors write, “Bang-bang-bang came questions…” which shows that questions were being quickly fired at Gim LewYep. Gim Lew Yep is getting more nervous as evidenced by his stammering (“y-yes”) and his giving wrong answers. Father shows disappointment by sighing, wrinkling his forehead, etc. Father also coaches Gim Lew Yep on what to say; he becomes directive.</td>
</tr>
<tr>
<td><strong>Read</strong> the last two paragraphs on p. 69, which start with the words, “He took some…” <strong>Stop</strong> at the end of the page.</td>
<td><strong>Ask:</strong> What is Father doing and why is he doing it?</td>
<td>Father realizes Gim Lew Yep is frustrated so he gives him a different task using rolled-up socks instead of blocks. Father tells Gim Lew Yep that he may be asked to arrange blocks to represent his village.</td>
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<tr>
<td><strong>Read</strong> p. 70, which begins with the words, “’Now tell me…” and <strong>stop</strong> after the sixth paragraph which ends with the words,”… Father said.”</td>
<td><strong>Ask:</strong> Why is Father frustrated here and how do we know he is frustrated?</td>
<td>Gim Lew Yep is taking too long to answer the questions and he is answering the questions incorrectly. The authors tell us Father shook his head “in disgust.”</td>
</tr>
<tr>
<td><strong>Tell students to turn and talk</strong> with a partner.</td>
<td><strong>Ask:</strong> How does this section build on what you already know?</td>
<td>Father says, “What you say has to match the immigration files.” This is like the paper son experience described in <em>Paper Son</em>. Everyone is interviewed and the paper sons have to be able to answer all the details perfectly to prove they are who they say they are. The paper sons’ answers have to be the same as the paper fathers’ answers. Any discrepancies could result in deportation.</td>
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<tr>
<td><strong>Read</strong> the rest of p. 70, which starts with the words, “He kept firing…” <strong>Stop</strong> reading after the words, “…he’s doing right now” which is on the top of p. 71.</td>
<td><strong>Ask:</strong> What is happening to Gim Lew Yep in this section?</td>
<td>Gim Lew Yep is breaking down; he is feeling pressured and tired. He wants to rest.</td>
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<td></td>
<td><strong>Ask:</strong> What does Father mean when he says, “Because that’s how the Americans will do it”?</td>
<td>Gim Lew Yep thinks Father is picking on him, but Father is trying to prepare Gim Lew Yep for the intensity of the interrogations.</td>
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### TASK 2.1

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<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
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<tbody>
<tr>
<td><strong>Ask</strong>: Why does Wart Man say that the Americans want him to “break down”?</td>
<td>Father feels bad for Gim Lew Yep but then Wart Man says that the Americans wouldn’t stop just because Gim Lew Yep was tired. The interrogators are looking for reasons to deport Chinese immigrants so they are looking for the Chinese detainees to make mistakes.</td>
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<td><strong>Read</strong> the first full paragraph on p. 71, which starts with the words, “Father reluctantly…” <strong>Stop</strong> after reading the words, “…without mercy.”</td>
<td><strong>Say</strong>: The Chinese call Chinese people who were born in the United States but who have family in China “Guests of Gold Mountain.” This is meant to signify that they are living in two worlds.</td>
<td><strong>Ask</strong>: What do we learn about Father in this paragraph? Father refers to himself as a “Guest.” He goes back and forth between China and America. He feels the Americans treat him unfairly.</td>
</tr>
<tr>
<td><strong>Read</strong> p. 71, which starts with the words, “With each new…” and <strong>stop</strong> after the sixth full paragraph, which ends with the words, “…water ready to boil.”</td>
<td><strong>Ask</strong>: What is happening now?</td>
<td>Father keeps questioning Gim Lew Yep to make sure he is prepared. Several days have passed and Gim Lew Yep spends most of his time preparing by answering his father’s barrage of questions. He doubts himself and says, “Father should never have asked me to come.” He thinks about what Wart Man said and is nervous about his stammering and his being too young. He thinks he is getting worse and is going to flunk.</td>
</tr>
<tr>
<td><strong>Ask</strong>: What is Gim Lew Yep comparing himself to at the end of this section? What does this mean?</td>
<td>The authors compare Gim Lew Yep’s resentment to “water ready to boil.” This suggests his resentment has been building (or “bubbling”) and that he is getting increasingly more upset about having to go through all of this.</td>
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<tr>
<td><strong>Tell students to turn and talk with a partner.</strong></td>
<td><strong>Ask</strong>: How would you feel if you were Gim Lew Yep?</td>
<td>Answers will vary. Students might feel the same resentment and frustration as Gim Lew Yep. Students might feel like they need to be more obedient and grateful.</td>
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<tr>
<td><strong>[Note to Teacher:</strong> After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.**]</td>
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<td><strong>[Teaching Option: Tell students to think of metaphors or similes that would describe their feelings.]</strong></td>
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<tr>
<td>Read</td>
<td>Say or Ask</td>
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| **Read** the last sentences on p. 71, which start with the words, “Then, one long…” and read p. 72 through the fifth full paragraph, which ends with the words, “Why sh-should I?” **Stop** at the end of the page. | **Say:** This section refers to what has happened in previous chapters. First, Gim Lew Yep learned that his father was not a rich man, that he was really a houseboy. Because American money is worth a lot in China, everyone thought he was rich and successful. Father pretended to be rich by renting expensive Chinese robes when he visited his village. Second, Gim Lew Yep was disappointed to learn he would have to go to an American school to learn English and a Chinese school to learn Chinese.  
**Ask:** What is happening in this section? Why does Gim Lew Yep think his father is being unfair? | Gim Lew Yep blames his father for taking him away from his family and making him go to the United States and for making him so nervous that he started stuttering. He also resents his father for lying about his job and for making him go to two schools. The last straw seems to be Father making Gim Lew Yep lie about his textbook, as Gim Lew Yep is proud of reading the more advanced textbook. Because his answers need to make sense to the interrogators, Father is making Gim Lew Yep lie about it. |
| **Read** the rest of p. 72, which starts with the words, “You’ve got to be…” **Stop** after reading the words, “…especially Wart Man,” which is at the top of p. 73. | **Ask:** What is happening in this section? | Gim Lew Yep and his father are having a fight in front of everyone. Gim Lew Yep does not want to lie and Father just wants his son to do well. Wart Man is telling Father to be firm and Ah Lee is telling Wart Man to stay out of it. Tensions are high for everyone. |
| **Read** pp. 73-74, which start with the words, “I tried to…” **Stop** after the fifth full paragraph on p. 74, which ends with the words, “…I’ll be in school.” | **Say:** Yuen and Jong are Gim Lew Yep’s older brothers.  
**Ask:** What do we learn about Gim Lew Yep’s brothers from these pages? | Jong must have realized his father lied about his job as well. Jong was prideful and would rather be rich in China than poor in America. Jong couldn’t adjust to life as the son of a servant. And, Yuen is a grown man, which probably means he has his own life and can’t keep Father company. |
### TASK 2.1

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<tr>
<td><strong>Ask</strong>: What do we learn about Gim Lew Yep’s father from these pages?</td>
<td>Father feels bad for Gim LewYep when he is crying. Ah Lee shares the following: Father is lonely and he brought over his elder sons and they left him. The life of a Guest is hard because Guests really don’t belong anywhere; Guests are outsiders. Their sole purpose is to make money to send back home.</td>
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| **Read** the rest of p. 74, which starts with the words, “But the time…” **Stop** reading after the words, “… being a Guest,” which is at the top of p. 75. | **Say**: A Guest is another category of Chinese immigrant like being a paper son. **Ask**: What more do you learn about being a Guest from this paragraph? | **Guests** leave their families and have to take low-end jobs. They don’t spend a lot of time with their Chinese families and they can’t relate to Americans so they are without friends and family. Guests have lonely lives. **Ask**: How does this paragraph add to what you already know about aspects of Chinese culture? **There is evidence of filial piety and sacrifice.** |

| **Tell students to turn and talk** with a partner. | **Ask**: How does learning about “Guests” affect your thoughts about Father? | **Answers will vary. Possible responses**: Students may feel sorry for Father. Students may feel Father deserves to be lonely for lying. Students may begin to see how complex and complicated Chinese-American immigration was at this time. |

| **Read** the rest of p. 75, which starts with the words, “I had a whole jumble…” **Stop** reading after the words, “…n-now or never?” | **Ask**: What does Gim Lew Yep learn from Ah Lee? | **Father** was lonely and felt bad about messing up his relationship with Jong. Even though he is young, Gim Lew Yep’s best chances were to leave for the United States now. Father was afraid that the United States’ immigration laws were going to get tougher and that it might be even harder to get Gim Lew Yep into the country. |

| **Read** p. 76, which starts with the words, “Ah Lee nodded…” **Stop** at the end of the page. | **Ask**: What do we learn from this page? | **Father** is also left-handed. Gim Lew Yep told his father he would get in trouble for using his left hand and for stuttering. His teacher, Uncle Jing, would hit him and tell that it was upon his father’s orders. |
### Read

**Read** p. 77, which starts with the words, “Father winced…”  
**Stop** reading after the ninth paragraph, which ends with the words, “…earn more money?”

### Say or Ask

**Ask:** What is happening between Gim Lew Yep and his father in these past two pages? How is their relationship changing?

**Elicit:** Gim Lew Yep and Father’s relationship is changing and becoming softer. They’re learning more about each other and understanding each other’s motivations. The stress is gone because they are no longer practicing for the interrogations; they are just talking. They are learning that they share similarities, like they both are left-handed. Gim Lew Yep learns that his father did not want Uncle Jing to hit him and that Father was not upset about his stammering. Father was only concerned about protecting his son against the Americans. Father was worried that Gim Lew Yep would resent him like Jong.

### Read

**Read** the rest of p. 77, which starts with the words, “It was more…”  
**Stop** after reading the first full paragraph on p. 78, which ends with the words, “…last of his children.”

### Say or Ask

**Ask:** What do we learn about Gim Lew Yep in this section?

**Elicit:** Father confirms that he is lonely and that he wanted to bring Gim Lew Yep to America with him so that he could have a second chance at being a parent, not just to earn more money. Gim Lew Yep is his last child, the “miracle baby.” Gim Lew Yep’s parents were in their forties when Gim Lew Yep was born.

### Read

**Read** the rest of the chapter, which begins on p. 78, and ends on p. 79, starting with the words, “Once again…”  
**Stop** at the end of the page.

### Say or Ask

**Ask:** How does this chapter end?

**Elicit:** Gim Lew Yep showed Father his “treasures” like candied strips of coconuts, a painted toy top, rocks from their fields, preserved salted plums. They share treats, and have a “party.” Gim Lew Yep asks to start over and Father says, “Let’s.”

**Ask:** What is the significance of Gim Lew Yep asking his father, “Can we start over?”?

**Elicit:** Gim Lew Yep and Father are forming a new relationship; they see each other in new ways and realize how much they have in common. They moved from a stressful relationship to a loving relationship in this chapter. Their life in the United States signals a new beginning. Gim Lew Yep must start his life over in a new country.

### Task 2.1

**Note to Teacher:**

- After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.

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**Ask:** What are some things this story made you think about?

**Elicit:** Answers will vary. Students could share comparisons to *Paper Son: Lee’s Journey to America*. They could discuss personal examples of cultural clashes or parental relationships.

**Ask:** Do you have any questions about what we just read? Was something not clear?

**Elicit:** [Note to Teacher: It is important to keep the discussion text-based. If students seem to be moving away from the text, ask—“How does your personal issue/idea/event deepen your understanding of this story?”]
Teaching Options–Building Vocabulary:
Students will be learning many new words and concepts throughout this unit. Consider the following options that support development of vocabulary knowledge:
- Create and maintain a word wall with explanations of some vocabulary words students encounter in this story.
- Ask students to track unfamiliar words as they read through the texts. After reading, work with students to develop some suggestions for figuring out what those words mean.

Whole Group Work
Charting–Main Characters
- Prepare a chart entitled, “The Dragon’s Child: Characters,” as shown below:

<table>
<thead>
<tr>
<th>The Dragon’s Child: Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the character’s name?</td>
</tr>
</tbody>
</table>

- Ask students to create a similar chart in their Reader/Writer Notebooks.
- Ask students to call out the names of the characters in this chapter. As students call out names, add them to the chart.

Pair Work
Completing the Chart
- Ask students to work with a partner to complete the “How does he contribute to the story” column.
- As students work, circulate around the room and provide assistance as needed.

Whole Group Work
Developing a Shared Understanding
- Convene the whole group.
- Ask students to share what they have charted about each character. Allow others to agree or disagree and work to come to a consensus about what each character contributed to the story.
- Add student thinking to the chart.

Individual Work
Monitoring Understanding
- Ask students to work individually to answer the following question in their Reader/Writer Notebooks:
  o What is the setting of the story? What do you know about it?

Pair Work
Sharing Understanding
- Ask students to share their responses with a partner. As students share, encourage partners to agree or disagree with what is being said and to support ideas with evidence from the text.
- Students should work to come to a consensus about the setting of the text.
Whole Group
Developing a Shared Understanding
- Convene the whole group.
- Ask a few students to share their responses to the above questions, encouraging students to agree or disagree with what is said.
- Display the chart The Chinese-American Immigration Experience. Ask students to take two to three minutes to respond to the following question in their Reader/Writer Notebooks:
  - What more can you say about the Chinese Immigrant experience now that you’ve read some of Gim Lew Yep’s story?
- Ask students to share their thinking with the class. Add new student thinking to the chart.
- Ask students to revisit the Historical Fiction chart from Task 1.1. Given what they just read, ask students what more could they add to the chart.
- Add new student thinking to the Historical Fiction chart.

Focus Standards  (CCSS, 2012, p. 12, 21, 24)
Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Significance

- Which passage is most significant to your understanding of why the chapter is titled “Hopeless”?
- Why is this passage most significant?

Materials
- Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island by Laurence Yep with Kathleen S. Yep
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Individual Work
Monitoring Student Thinking
- Remind students that Chapter 9 of The Dragon’s Child: A Story of Angel Island is entitled, “Hopeless.” Ask students to take two to three minutes to respond to the following in their Reader/Writer Notebooks:
  - Why is the chapter titled “Hopeless”?

Pair Work
Sharing and Adjusting Thinking
- Ask students to share their responses with a partner.
- After pairs share, allow students an opportunity to adjust their thinking based on any new thinking that may have occurred as a result of sharing.

Individual Work
Using Evidence to Support Ideas
- Explain to students that now that they have written out their ideas about why the chapter is titled “Hopeless,” they are going to be rereading the text to find evidence that supports their ideas.
- Ask students to reread the text. As students read, they should highlight passages that support their ideas of why the chapter is titled “Hopeless.”
- When students have finished rereading the text, ask them to respond to the following question in their Reader/Writer Notebooks:
  - Which passage is most significant to your understanding of why the chapter is titled “Hopeless”? Why is this passage most significant?

Note to Teacher: Some students may need additional support in highlighting evidence to support their ideas. If this is the case, pull small groups of students together or convene the whole group and model highlighting the text in support of a statement about why the chapter is titled “Hopeless.”
Trio Work
Sharing Thinking
• Ask students to turn and share their responses with two other students.
• Encourage students to agree or disagree with each other and build on each other’s responses by citing evidence from the text.

Whole Group Work
Share—Significant Passage
• Reconvene as a group to share what students had discussed in their trios.
• Hold all students accountable for explaining their reasoning by citing evidence from the text.

Individual Work
Revising
• Based on the trio and whole group discussions, provide students with time to revise their writings. Ask students to hand in their writings when they have finished their revisions.

Focus Standards
(CCSS, 2012, p. 12, 21, 24)

Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Writing
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Cross-Text Comparison

- What are some similarities and differences between Paper Son: Lee’s Journey to America and “Hopeless”?
- How does your reading of Paper Son help you to understand “Hopeless”?

Materials
- Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island by Laurence Yep with Kathleen S. Yep
- Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
- Chart: Venn Diagram of Paper Son and The Dragon’s Child
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group
Setting up the Task
- Prepare a chart with a Venn Diagram and title it, “Venn Diagram of Paper Son and The Dragon’s Child.”
- Ask students to copy the Venn diagram in their Reader/Writer Notebooks and explain that they will be using it to capture the similarities and differences in Paper Son and “Hopeless.”

Pair Work
Charting–Finding Similarities and Differences
- Ask students to work in pairs to discuss the following questions.
  o What are the similarities between Paper Son: Lee’s Journey to America and “Hopeless” from The Dragon’s Child: A Story of Angel Island?
  o What are the differences between Paper Son: Lee’s Journey to America and “Hopeless” from The Dragon’s Child: A Story of Angel Island?
- Explain to students that their responses to each question should be included in the appropriate sections of the diagram.
- As pairs are working, circulate around the room to monitor the students’ progress. Be on the lookout for students who are having difficulty with staying focused, comprehending the text, or understanding the task. If necessary, pull small groups of students together to reread the text(s) and/or confer with them.

Small Group Work
Coming to a Consensus
- Ask pairs to share their completed diagrams with another pair.
- As pairs share, they should work to come to a consensus about the similarities and differences in the two stories.
Whole Group Work
Developing a Shared Understanding
• Ask small groups to share their diagrams. As students share, encourage others to agree or disagree and to support their thinking with evidence from the text.
• Add student thinking to the class Venn Diagram of Paper Son and The Dragon’s Child chart.

Individual Work
Monitoring Student Thinking
• Ask students to compose a quick write in their Reader/Writer Notebooks in response to the following questions:
  o How does your reading of Paper Son: Lee’s Journey to America help you understand “Hopeless” from The Dragon’s Child: A Story of Angel Island?
• As students work, circulate around the room and assist as needed.

Whole Group Work
Discussion—Paper Son: Lee’s Journey to America and “Hopeless” from The Dragon’s Child: A Story of Angel Island
• Ask students to share their responses with the class.
• Remind students to talk directly to each other; agree, disagree, or otherwise build on each other’s ideas; use textual evidence to support their ideas; and request textual evidence from peers when they offer unsupported ideas.

Focus Standards (CCSS, 2012, p. 12, 21, 24)

Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narratives.

Writing
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Retrospective

• What do you know now about historical fiction?
• What helped you learn this?

Materials
• Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island by Laurence Yep with Kathleen S. Yep
• Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
• Chart: Historical Fiction (from Task 1.1)
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Individual Work
• Ask students to take two to three minutes to respond to the following questions in their Reader/Writer Notebooks:
  o What do you know now about historical fiction?
  o What helped you learn this?
  o How has your previous thinking changed?

Pair Work
• Ask students to share their responses with a partner.
• As students share, circulate around the room to get a sense of the range of responses from students.

Whole Group Work
• Display the chart entitled, Historical Fiction, from Task 1.1.
• Ask students to share their responses with the class. As needed, revise the Historical Fiction chart and add new thinking.
• Explain to students that now that they are familiar with two historical fiction texts, they will soon be looking at sources that could be used to inform the writing of these types of texts.

Focus Standards (CCSS, 2012, p. 12, 21, 24)

Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Text 3: “Angel Island: Li Keng Wong’s Story”
by Li Keng Wong

TASKS, TEACHING APPROACHES, AND STANDARDS
Comprehension

- Who is Li Keng Wong and what do we know about her?
- What more can you say about the Chinese immigration experience after reading Li Keng Wong’s story?

Materials
- “Angel Island: Li Keng Wong’s Story” by Li Keng Wong
- Chart: Chinese-American Immigration Experience (from Task 1.1)
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group and Pair Work

Accessing Prior Learning
- Ask students to turn and talk to a partner and discuss the following question:
  - What do you already know about the Angel Island experience?
- Students will share information they learned from Paper Son: Lee’s Journey to America and “Hopeless” from The Dragon’s Child: A Story of Angel Island.
- Reconvene as a whole group and ask several students to share what they already know about the Angel Island experience.
- Inform students that they will be reading the third text in the unit, “Angel Island: Li Keng Wong’s Story” by Li Keng Wong, which is an autobiography.

Individual Work

Independent Reading—“Angel Island: Li Keng Wong’s Story”
- Ask students to read “Angel Island: Li Keng Wong’s Story” independently.
- Explain to students that when they finish reading, they should respond to the following question in their Reader/Writer Notebooks:
  - Who is Li Keng Wong and what do we know about her?

Teaching Option

Text Discussion Lesson Plan for Interactive Read-Aloud or Shared Reading

If you feel that your students are not yet ready to read this text independently, engage them in an interactive read aloud as outlined below.

<table>
<thead>
<tr>
<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the heading for chapter 1 and the first paragraph, which starts with the words, “My father came…” Stop after reading the words, “…and his widowed mother.”</td>
<td>Ask: What does this section tell you about Li Keng Wong’s family’s situation and their motivations?</td>
<td>Li Keng Wong’s father came to the U.S. in 1912, around the same time as Lee and Gim Lew Yep. They left their small village in southern China for better opportunities in the United States, just like Lee and Gim Lew Yep. Li Keng Wong’s father needed money to support his new family and widowed mother. Ask: How does this section support what you have learned about Chinese culture? Taking care of the family is a priority. The last sentence provides evidence of filial piety and sacrifice.</td>
</tr>
<tr>
<td>Read the rest of the paragraph, which starts with the words, “When he…” Stop after reading the words, “…herbal store.”</td>
<td>Ask: What do you learn from this section? What does it suggest about Chinese immigrants?</td>
<td>Li Keng Wong’s father took any job he could. This suggests that Chinese immigrants had to work low-status jobs, jobs that many other people might not want to do. Ask: How does this compare to Gim Lew Yep’s story? Li Keng Wong’s father is like Gim Lew Yep’s father who took a job as a houseboy.</td>
</tr>
<tr>
<td>Read the rest of the chapter, which starts with the words, “He sent money…” Stop reading after the words, “…only seven years old.”</td>
<td>Ask: What do we learn about Wong’s father from this section?</td>
<td>Li Keng Wong’s father sounds like a Guest, just like Gim Lew Yep’s father. He worked in the U.S. and sent money home to China and would visit China several times a year. He was saddened by the village’s poverty so he decided to immigrate his family to the U.S. for a better life. The Wongs left in 1933. Ask: What do we learn about the people living in China? How does this support what you have already learned? Li Keng Wong depicts a peaceful village; she describes how she played and how villagers got along and helped each other. However, she also mentions how poor the villagers were. They had little milk and meat to eat. Few people learned to read or write. Lee and Gim Lew Yep have fond memories of their villages because of their families and they also seem to be poor. Tai couldn’t read, which suggests that he may also have been poor.</td>
</tr>
<tr>
<td>Read the heading for chapter 2 and the first sentence, which starts with the words, “First, Father…” Stop after reading the words, “…coaching papers.”</td>
<td>Ask: What do you already know about coaching papers?”</td>
<td>Coaching papers are scripts used to study for the interrogations at Angel Island. Both Lee and Gim Lew Yep studied for the interrogations.</td>
</tr>
<tr>
<td>Read</td>
<td>Say or Ask</td>
<td>Elicit</td>
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</table>
| Read the rest of the first paragraph, which starts with the words, “He explained to us…”  **Stop** after reading the words, “…call our mother, ‘Auntie.’” | **Ask:** What did you learn from this section and how does this add to what you already know?  
**[Note to Teacher:** The United States wanted to keep the Chinese out, not have them build families.]* | The Chinese Exclusion Act discriminated against Chinese laborers. There are rules about who can bring wives and who can’t. Because Li Keng Wong’s father is a laborer (and not a diplomat, student, or merchant), he was not allowed to bring a wife. But, he could bring a sister. So, Li Keng Wong’s mother had to pretend to be the auntie, like how a paper son had to pretend to be someone else’s son. |
| Read the rest of chapter 2, which starts with the words, “Once we got…”  **Stop** after reading the words, “…entering the U.S.” | **Ask:** What do we learn from this section and how does it add to what you already know? | All Chinese immigrants at this time had to go through this process even if they weren’t paper sons or daughters. Interrogators at Angel Island questioned the Chinese immigrants; they looked for discrepancies, which could result in deportation. Li Keng Wong is describing how she studied for the interrogations by memorizing answers to questions. She gives examples of some questions. She shares how she had to practice calling her mother, “auntie.” |
| **Say:** Li Keng Wong Wong quotes her father saying, “You must never make a slip by calling your mother, ‘Mother.’ If you make a mistake, the authorities will deport us back to China in shame.”  
**Ask:** Why is this important enough for Li Keng Wong to remember her father’s exact words? | | It was important for the Wongs to memorize the answers and to not get caught lying about their mother. Li Keng Wong did not want to get deported or shame the family. The Chinese culture values pride; this is another instance of filial piety. |
| Read the heading for chapter 3 and the entire chapter, which starts with the words, “We were happy…”  **Stop** after reading the words, “…get to Hong Kong!” | **Say:** Quota means that the United States had a limit, a fixed number, of how many people could immigrate.  
**Ask:** What do we learn about the Chinese Exclusion Act from this chapter? | The Chinese Exclusion Act is the reason Li Keng Wong has to lie about her mother and why the United States only allows a few Chinese to immigrate. It’s an unfair law because it only applies to the Chinese, not immigrants from the United Kingdom. Li Keng Wong shares statistics that indicate a wide discrepancy between immigrants from China (4,928) and from the United Kingdom (339,570). |
### TASK 3.1

<table>
<thead>
<tr>
<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
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<tbody>
<tr>
<td><strong>Ask:</strong> What do we learn about Li Keng Wong’s immigrant experience from chapter 3?</td>
<td>Li Keng Wong was happy to go to the United States but sad about leaving China. They gave away their belongings and had to travel by foot, boat, and train to get to Hong Kong. Her father secured four spots for them. She never learned how he was able to do that.</td>
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</table>
| **Read** the heading for chapter 4. **Stop.**  
Tell students to **turn and talk** with a partner.  
[**Note to Teacher:** After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.] | **Say:** Remember, you have read this text independently prior to the interactive read-aloud or shared reading.  
**Ask:** From chapter 4, what is important to know in regard to learning about the Chinese-American immigrant experience?  
Li Keng Wong enjoyed her stay in Hong Kong before boarding a large steamship called the *U.S.S. Hoover*. Li Keng Wong’s father took them shopping for “American outfits;” she said she looked different and felt rich. Li Keng Wong did not know English yet; she heard it for the first time in Hong Kong. Her father translated for them. She seems excited to learn English (unlike Gim Lew Yep). |
| **Read** the heading for chapter 5. **Stop.**  
**Read** the first paragraph starting with the words, “We sailed…” **Stop** after reading, “…to go to Angel Island.” | **Ask:** How does this section support or confirm what you already know?  
Li Keng Wong traveled by ship, landed in San Francisco, and then was transferred to Angel Island. Lee also boarded a steamship in Hong Kong, landed in San Francisco, and then, took a “small boat” to Angel Island.  
**Ask:** What new facts did you learn?  
There’s another steamship named *U.S.S. Hoover*. In *Paper Son: Lee’s Journey to America*, the ship was named the *S.S. President Lincoln* and in “Hopeless” from *The Dragon’s Child: A Story of Angel Island*, the ship was named the *U.S.S. China*. It takes 19 days to sail across the Pacific Ocean. A tender is a ferry. |
| **Read** the next two paragraphs, which start with the words, “Angel Island is located…” **Stop** after reading the words, “…up to two years!” | **Ask:** What do you learn from this section?  
Angel Island is located in San Francisco Bay and the immigration center processed immigrants from the Far East. Li Keng Wong states that about 175,000 Chinese immigrants were processed at Angel Island. Immigrants from other ethnic groups were not detained as long as the Chinese because of the Chinese Exclusion Act. Li Keng Wong states that Chinese immigrants were detained from two weeks to two years.  
**Ask:** How does this section support or confirm what you already know?  
We already know the location of Angel Island and that Chinese immigrants (who were laborers) could possibly face long detentions. |
<table>
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<th>Read</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Read the fourth paragraph, which starts with the words, “Some detainees carved…” Stop after reading the words, “…express their frustrations.”</strong></td>
<td><strong>Say:</strong> Lament means to express sadness. <strong>Ask:</strong> What do you learn from this paragraph? How does it support or confirm what you already know?</td>
<td>Some detainees carved Chinese poems on the walls as a way to express their feelings of being imprisoned. Lee also mentions wall carvings; he carved his own poem (or story) in the wall.</td>
</tr>
<tr>
<td><strong>Read the last paragraph, which starts with the words, “My mother, sisters, and I…” Stop reading after the words, “…for us in San Francisco.”</strong></td>
<td><strong>Ask:</strong> What do you learn about Li Keng Wong’s father from this paragraph?</td>
<td>Because he was already immigrated and/or a citizen, Li Keng Wong’s father could skip Angel Island and go straight to San Francisco.</td>
</tr>
<tr>
<td><strong>Read the heading for chapter 6. Stop.</strong></td>
<td><strong>Ask:</strong> What does the use of the word, “detained,” suggest?</td>
<td>Li Keng Wong, like many of the Chinese immigrants, felt imprisoned. (Lee also felt this way.)</td>
</tr>
<tr>
<td><strong>Read the first two paragraphs, which start with the words, “We arrived in…” Stop after reading the words, “…back to China.”</strong></td>
<td><strong>Ask:</strong> What does this section reveal to us about the Chinese-American immigrant experience and/or the Chinese culture?</td>
<td>The Wongs, like many of the Chinese immigrants, wanted to be landed and were stressed about the interrogations. They strongly feared being deported. The Chinese place a huge emphasis on pride and shame and honor. Being deported was a huge humiliation.</td>
</tr>
<tr>
<td><strong>Read the third paragraph, which starts with the words, “Women and men were…” Stop after reading the words, “…in shame?”</strong></td>
<td><strong>Say:</strong> Barracks are what the military calls bedrooms or dormitories. <strong>Ask:</strong> What do we learn from this paragraph?</td>
<td>Women and men were separated. They felt imprisoned because the rooms had barred doors and windows and guards stood watch. Li Keng Wong was worried about the fate of some of the women. People can be detained for a long time. Again, this paragraph emphasized deportation as a shameful thing.</td>
</tr>
<tr>
<td><strong>Read the fourth paragraph, which starts with the words, “Each day, we sat and waited…” Stop after reading the words, “…back in our village.”</strong></td>
<td><strong>Ask:</strong> What does “nerve-wracking” mean and why does Wong use this adjective?</td>
<td>Nerve-wracking means very worrisome. Wong used it to describe how anxious she was about waiting for the immigration interview. They had to wait a lot and didn’t have books or toys to pass the time.</td>
</tr>
<tr>
<td></td>
<td><strong>“What do you know about the coaching papers?”</strong></td>
<td>Many immigrants got rid of their coaching papers. If they got caught with them, they would risk deportation.</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td><strong>Say or Ask</strong></td>
<td><strong>Elicit</strong></td>
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</tr>
<tr>
<td><strong>Read</strong> the next two paragraphs, which start with the words, “Each day, we were escorted…” <strong>Stop</strong> after reading the words, “…to worry for long.”</td>
<td><strong>Ask:</strong> What do we learn about life at Angel Island from these two paragraphs? How does this support what you already know?</td>
<td>Li Keng Wong shares the type of food she ate in the dining hall. She ate Chinese food like rice, meat, and vegetables; she also ate bread and fruit. The government supplemented the food. She seemed to enjoy the food, while Lee didn’t. Lee mentioned jook. Wong felt she wasn’t treated kindly as the officials weren’t friendly. Chinese immigrants didn’t seem to be welcomed.</td>
</tr>
<tr>
<td><strong>Read</strong> the seventh paragraph, which starts with the words, “After a week…” <strong>Stop</strong> after reading the words, “…communicate with him!”</td>
<td><strong>Ask:</strong> How does Wong describe her interrogation experience?</td>
<td>Wong waited a week to be interviewed. Her family members were interrogated separately. (This must have been scary for a child.) She was questioned for two hours. Her mother was questioned for one day and her sister for half a day. Her father was questioned for two days but they didn’t know he was there because they couldn’t communicate with him.</td>
</tr>
<tr>
<td></td>
<td><strong>Ask:</strong> Why were they interviewed separately and why was the father interviewed?</td>
<td>The interrogators needed to compare their answers. They were looking for discrepancies.</td>
</tr>
<tr>
<td></td>
<td><strong>Ask:</strong> What can you infer from the last line?</td>
<td>The detainees were isolated from the rest of the world. They were cut off from outside communication. (Although in <em>Paper Son: Lee’s Journey to America</em>, some people were able to slip messages to Angel Island via the kitchen staff.)</td>
</tr>
<tr>
<td><strong>Read</strong> the next paragraph, which starts with the words, “Finally, we…” <strong>Stop</strong> after reading the words, “…for America.”</td>
<td><strong>Ask:</strong> What do we learn from this paragraph? How does it support what you already know?</td>
<td>The Wongs are landed. Wong’s father was waiting for her in San Francisco. “Gold Mountain” is what they called the United States; this is also mentioned in <em>Paper Son: Lee’s Journey to America</em>.</td>
</tr>
<tr>
<td>Read</td>
<td>Say or Ask</td>
<td>Elicit</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| **Read** the last paragraph, which starts with the words, “I was so upset…” Stop reading after the words, “…write about it.”  
Tell students to **turn and talk** with a partner. | **Say:** Many detainees, especially the paper sons and daughters, chose to remain silent about their experiences at Angel Island.  
**Ask:** Why do you think these detainees, like Li Keng Wong, chose to remain silent? | The paper son system is a form of illegal immigration; the paper sons were forced to lie. These detainees did not want to confess because they might have feared deportation and criminal charges. Also, it is humiliating and upsetting to be discriminated against in this way; they probably wanted to forget about their pasts and move on with their futures. |
| **Note to Teacher:** After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking. |

| **Show** the photograph entitled, “Chinese detainees getting tested on Angel Island.” (Photo from California State Museum Resource Center)  
Tell students to **turn and talk** with a partner. | **Ask:** What do we learn from the photograph? How does the photograph confirm what you have already learned? | In the photograph, a Chinese man is being interrogated by several Caucasians who look very official. The Chinese man sits behind a half-wall that looks like bars. He sits a bit isolated from the other people. The photograph confirms that these interrogations really happened; it is proof. |
| **Note to Teacher:** After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking. |

| **Read** the last sentence in chapter 8, “We have achieved our American Dream.” **Stop.** | **Say:** Remember, you have read Chapters 7 and 8 independently prior to the interactive read-aloud or shared reading.  
**Ask:** How does Li Keng Wong define the “American Dream”? | Wong said that she and her family live comfortable lives, which means they are not poor. They have the jobs they want. They are successful and law-abiding. |
<table>
<thead>
<tr>
<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask: What is the significance of the word “law-abiding” in this last paragraph?</td>
<td>The Wongs had lied about the mother being an auntie, which is against the law.</td>
<td></td>
</tr>
<tr>
<td>Read the chapter titles again.</td>
<td>Ask: What do the chapter titles suggest about the text structure or how this text is organized? Is this the best way to organize this particular text?</td>
<td>The chapter titles suggest that the text is organized in chronological order. This is an autobiography so it makes sense that Wong tells the story of her life in the order it happened.</td>
</tr>
<tr>
<td>Ask: Besides the chapter titles, how else does Wong show chronology?</td>
<td>Wong includes dates and photographs.</td>
<td></td>
</tr>
<tr>
<td>Ask: Do you have any questions about what we just read? Was something not clear?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Independent Work:**
- Ask students to respond to the following questions in their Reader/Writer Notebooks:
  - Who is Li Keng Wong and what do we know about her?

**Pair Work**
**Coming to a Consensus**
- When students have completed the story and responded to the question, ask them to share their writing with a partner.
- As students share, they should work to come to a consensus about what they know about Li Keng Wong.

**Whole Group Work**
**Share—Comprehension**
- Reconvene as a whole group and give students an opportunity to share their responses.
- As students share, record their responses on chart paper and title it, “Li Keng Wong.”
- Display the Chinese-American Immigration Experience chart. Ask students to take two to three minutes to respond to the following question in their Reader/Writer Notebooks:
  - After reading this text, what more can you say about the Chinese-American Immigration Experience?
- Ask students to share their responses with the class.
- As students respond, capture new student thinking on the Chinese-American Immigration Experience chart.
Focus Standards (CCSS, 2012, p. 14, 21, 24)

Reading Informational Text
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
### Analysis

- **What is a firsthand account?**
- **What are the characteristics of primary and secondary sources?**

### Materials

- “Angel Island: Li Keng Wong’s Story” by Li Keng Wong
- Chart: Firsthand Account
- Chart: Primary and Secondary Sources
- Reader/Writer Notebook
- Chart paper and markers

### Teaching Approach

**Whole Group and Pair Work**

**Charting—Introduction to Firsthand Account**

- Inform students that in addition to being an autobiography, “Angel Island: Li Keng Wong’s Story” is also a firsthand account which means that a person is describing an experience that he/she actually experienced firsthand.
- Prepare a vocabulary concept map on chart paper entitled, “Firsthand Account,” as shown below:

<table>
<thead>
<tr>
<th>Firsthand Account</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition of “Firsthand Account”:</strong></td>
</tr>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• “Angel Island: Li Keng Wong’s Story”</td>
</tr>
<tr>
<td><strong>Non-Examples:</strong></td>
</tr>
<tr>
<td>• <em>Paper Son</em> (historical fiction)</td>
</tr>
<tr>
<td>• <em>The Dragon’s Child</em> (historical fiction)</td>
</tr>
<tr>
<td><strong>How do we know “Angel Island: Li Keng Wong’s Story” is a firsthand account?</strong></td>
</tr>
<tr>
<td><strong>Why are these texts non-examples of firsthand accounts?</strong></td>
</tr>
</tbody>
</table>

- Work with students to come up with a student-friendly definition of “firsthand account.” Record this definition on the chart.
- Ask students the following question:
  - Why would we consider *Paper Son: Lee’s Journey to America* and “Hopeless” from *The Dragon’s Child: A Story of Angel Island* to be non-examples of firsthand accounts?
- Work with students to come up with other examples and non-examples of firsthand accounts. Make sure students can justify their thinking. Record students’ responses on the chart.
Teaching Option–Scaffolding for Examples and Non-Examples

If students are having a difficult time coming up with examples or non-examples, you might want to list texts and have students decide if each text is an example or non-example. Make sure students justify their thinking by referring back to the definition.

Pair Work
Monitoring Student Thinking

- Ask students to turn and talk with a partner and ask pairs to discuss the following question:
  - How do we know “Angel Island: Li Keng Wong’s Story” is a firsthand account?
- As students are talking, circulate around the room to get a sense of the responses to the question.

Whole Group
Developing a Shared Understanding

- Reconvene as a whole group and ask students to share their thinking. Allow others to agree or disagree and work to come to a consensus about why this text is a firsthand account. Record students’ responses on the chart.
- Inform students that they will be returning to this chart as they read the other texts in the unit.

Note to Teacher: To help you elicit responses from your students, the following are possible responses for the chart entitled Firsthand Account:

<table>
<thead>
<tr>
<th>Student-Friendly Definition of “Firsthand Account”: A nonfiction text written by someone who actually experienced a factual event.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
</tr>
<tr>
<td>• “Angel: Island: Li Keng Wong’s Story”</td>
</tr>
<tr>
<td><strong>Non-Examples:</strong></td>
</tr>
<tr>
<td>• Paper Son (historical fiction)</td>
</tr>
<tr>
<td>• The Dragon’s Child (historical fiction)</td>
</tr>
<tr>
<td><strong>How do we know “Angel Island: Li Keng Wong’s Story” is a firsthand account?</strong></td>
</tr>
<tr>
<td>• It’s written using “I.”</td>
</tr>
<tr>
<td>• We know Li Keng Wong is a real person and that these events really happened in history and to her, personally.</td>
</tr>
<tr>
<td>• She is telling her own story in her own words. (She tells us so in her interview and in the text.)</td>
</tr>
<tr>
<td><strong>Why are these texts non-examples of firsthand accounts?</strong></td>
</tr>
<tr>
<td>• They are fiction, meaning someone made up the story.</td>
</tr>
<tr>
<td>• The authors had to do research to understand the history of the events in the story.</td>
</tr>
</tbody>
</table>
### Whole Group Work

**Charting—Definitions of Primary and Secondary Sources**
- Prepare a chart entitled, “Primary and Secondary Sources,” as shown below:

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
</tr>
<tr>
<td>• Autobiographies</td>
<td>• Biographies</td>
</tr>
<tr>
<td>• Interviews</td>
<td>• News reports</td>
</tr>
<tr>
<td>• Photographs</td>
<td>• Textbooks</td>
</tr>
<tr>
<td>• Diaries</td>
<td></td>
</tr>
<tr>
<td>• Creative works, like art</td>
<td></td>
</tr>
</tbody>
</table>

- Review this chart with students and tell them to deduce definitions based on the examples provided.
- Ask students the following questions and record their responses on the chart:
  - Considering the examples for primary sources, how would you define primary sources?
  - Considering the examples for secondary sources, how would you define secondary sources?

### Individual Work

**Quick Write—Sources**
- Ask students to compose a quick write in their Reader/Writer Notebooks in response to the following question:
  - What do you know now about sources authors of historical fiction can use to inform their work?

### Whole Group Work

**Share—Sources**
- Reconvene as a whole group and give students an opportunity to share their quick write responses.

### Focus Standards


**Reading Informational Text**
- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Writing**
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**
- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Cross-Text Interpretation

• How does the issue of “lying” present itself in Paper Son: Lee’s Journey to America, “Hopeless” from The Dragon’s Child: A Story of Angel Island, and “Angel Island: Li Keng Wong’s Story”?
• Do you agree or disagree with the characters’ decisions to lie in these three texts?

Materials
• “Angel Island: Li Keng Wong’s Story” by Li Keng Wong
• Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island by Laurence Yep with Kathleen S. Yep
• Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
• Handout: Working Across Texts: Lying
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Whole Group
Setting up the Task
• Provide students with the handout “Working Across Texts: Lying” (found on page 94).
• Review the handout with students, explaining that students will be working in pairs to complete the chart with examples of lying from the three texts they’ve read in this unit and explaining why the characters lied. Provide time for students to ask questions.

Pair Work
Handout–Lying
• Ask students to complete the handout with a partner.
• As pairs are working, circulate around the room to monitor the students’ progress. Be on the lookout for students who are having difficulties staying focused or understanding the task. If necessary, pull small groups of students together to review the task.
• When pairs have completed the work, ask them to post their charts in preparation for a Gallery Walk.

Whole Group
Gallery Walk
• Students should circulate around the room and view each chart. Students should note where they agree, where they disagree, and any questions or insights they have from viewing their classmates’ work.
Whole Group
Sharing Student Thinking
• Reconvene the whole group.
• Ask students to share what they saw during the Gallery Walk, including how their thinking about why the characters in each story may have lied changed from viewing their classmates’ thinking.
• Explain to students that now that they’ve spent some time thinking about why the characters lie, they are going to write an opinion paragraph in response to the following question:
  o Do you agree or disagree with the characters’ decisions to lie in Paper Son: Lee’s Journey to America, “Hopeless” from The Dragon’s Child: A Story of Angel Island, and “Angel Island: Li Keng Wong’s Story”?
  o Why or why not?
• Explain to students that there aren’t any right or wrong answers to this question, but that responses should be supported with evidence from the texts.

Individual Work
Monitoring Student Thinking
• Provide students time to write their paragraphs individually.
• As students are writing, confer with them individually. Be on the lookout for students who are having difficulties supporting their statements with relevant information from the text, as this is a skill they will need for the culminating assignment. If necessary, pull together a few students who are struggling with this concept and engage in small group conference around supporting claims in writing.

Note to Teacher: By having students write an opinion paragraph, this task provides students an opportunity to practice and prepare for the culminating assignment. This task allows you to find out what your students don’t know or aren’t able to do while there is still time to do something about it. This task will provide you with some formative data that will allow you to change or modify instruction to better address the needs of individual learners.

In addition, if you have already completed the Grade 4 unit entitled, The Issue of Child Labor: Reading Informational Text and Writing an Opinion Piece, you can review the chart from Task 1.5: “Criteria for an Opinion Piece,” in which students discussed and listed the characteristics of an effective opinion piece.

Pair Work
Sharing–Opinion Paragraph
• Ask students to share their writing with a partner. As students share, their partner should be noting what the student did well, what could be improved upon, and where the student used evidence to support his or her thinking.
• As pairs are sharing, circulate around the room and choose several students to share their paragraphs with the whole class so that students can have models of writing. Look for paragraphs that address the prompt in a cohesive manner.

Whole Group Work
Sharing–Opinion Paragraph
• Ask several students to share their opinion paragraphs.
• Point out specific reasons why these are models/exemplars for students to employ in their own writing.
  o For example, you may want to point out how one student used transition words or how one student cited the text, etc.
• Collect students’ work, provide feedback, and allow them to resubmit. Review students’ opinion paragraphs to determine small and whole group follow-up mini-lessons and to identify particularly effective pieces that can be shared with the class to provide them with additional models. Remove students’ names from their papers before sharing with the class.

Focus Standards

(CCSS, 2012, p. 12, 14, 20, 21, 24, 28)

Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Reading Informational Text
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Writing
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

Language
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
## Task 3.3: Cross-Text Interpretation

Handout: Working Across Texts: Lying

<table>
<thead>
<tr>
<th>Text</th>
<th>Paper Son: Lee’s Journey to America</th>
<th>“Hopeless” from The Dragon’s Child: A Story of Angel Island</th>
<th>“Angel Island: Li Keng Wong’s Story”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide examples from the text in which there is evidence of LYING:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why did the characters lie?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cross-Text Comprehension

• *Where do you see overlaps between “Angel Island: Li Keng Wong’s Story,” Paper Son: Lee’s Journey to America, and “Hopeless” from The Dragon’s Child: A Story of Angel Island?*

• *Where does the information presented by Li Keng Wong differ from the events presented in Paper Son: Lee’s Journey to America and “Hopeless” from The Dragon’s Child: A Story of Angel Island?*

Materials

- “Angel Island: Li Keng Wong’s Story” by Li Keng Wong
- Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island by Laurence Yep with Kathleen S. Yep
- Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

**Teaching Option—Rereading**

Depending on how many days have passed since the last reading of the text, you may want to give students an opportunity to reread the text (or texts). You can read the texts aloud or have students read the texts individually or in pairs.

**Individual Work**

**Quick Write—Preparation for Text Discussion**

- Ask students to compose a quick write in their Reader/Writer Notebooks in response to the following questions:
  - Where do you see overlaps between “Angel Island: Li Keng Wong’s Story,” Paper Son: Lee’s Journey to America, and “Hopeless” from The Dragon’s Child: A Story of Angel Island?
  - Where does the information provided by Li Keng Wong differ from the events presented in Paper Son: Lee’s Journey to America and “Hopeless” from The Dragon’s Child: A Story of Angel Island?
  - Why do you think there are similarities and differences?
- Remind students to refer to the work they have already completed from previous tasks.

**Whole Group Work**

**Text Discussion**

- Facilitate a text discussion around the quick write questions.
- Remind students to talk directly to each other; agree, disagree, or otherwise build on each other’s ideas; use textual evidence to support their ideas; and request textual evidence from peers when they offer unsupported ideas.
Pair Work
Talk–Follow-Up for Text Discussion
• Ask students to turn and talk to a partner.
• Ask pairs of students to discuss the following question:
  o How did the discussion confirm and/or change your thinking?

Individual and Whole Group Work
Quick Write–Interpretation
• Ask students to compose a quick write in their Reader/Writer Notebooks in which they respond to the following question:
  o Is Li Keng Wong’s immigration experience more similar to Lee’s or Gim Lew Yep’s? How so?
• Tell students that there are no wrong or right answers but that there can be unsupported answers. As such, remind students to support their answers with evidence from the texts.
• Reconvene as a whole group and give students an opportunity to share highlights from their quick write responses. Make sure their responses are text-based.
• Remind students to listen carefully to one another and add new ideas without repeating.

Teaching Option–Extending Learning: Research
Many questions may come up during the text discussion. This teaching option provides students an opportunity to conduct their own research to find out the answers to their various questions.

• Tell students to share with the whole group any questions they may have about the Chinese-American immigration experience at Angel Island. Chart students’ responses. The following are examples of questions that students may have:
  o Why did the Chinese immigrants who were not paper sons or daughters still have to go through interrogations?
  o Why were there fewer paper daughters than paper sons?
  o Why were only the Chinese immigrants targeted for the interrogations?
  o How many children were at Angel Island?
  o What is Angel Island like today?
• Assign students to work in pairs or trios and then assign each pair or trio to a question from the chart.
• Tell students they can use the Internet, articles, or books as informational sources. (See “Note to Teacher” below.)
• Prepare the following chart on chart paper as shown below for each pair or trio:

<table>
<thead>
<tr>
<th>Research Question:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources Used:</td>
<td></td>
</tr>
<tr>
<td>What We Found Out:</td>
<td></td>
</tr>
</tbody>
</table>
• After conducting their informal research, tell each pair or trio to record their question, sources, and findings on the chart paper.
• Tell each pair or trio to post their charts on the walls in order to participate in a gallery walk.
• Tell students to review each other’s charts, taking notes or recording questions about what they notice in terms of similarities and differences across the charts.
• As students are doing their gallery walk, review the charts to see which ones you would like to look at more closely with the group during a whole class discussion. These might be selected because they include analysis that other groups did not include. The work that is shared does not need to be perfect. For example, a student group might have identified a valid perspective and/or facts, but lack sufficient evidence from the text. Such examples can be used as teaching points for the whole group. You also want to look at findings that were not corroborated by other groups. These findings could warrant further research; as such, you can demonstrate to students how research is an ongoing process.

**Focus Standards**

(CCSS, 2012, p. 12, 14, 21, 24)

**Reading Literature**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**Reading Informational Text**

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Writing**

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Text 3: “Angel Island: Li Keng Wong’s Story”
Text 4: “Immigration Inspector’s Statement”
by R. D. McKenzie

TASKS, TEACHING APPROACHES, AND STANDARDS
Comprehension

• What do you know about the immigration inspector?
• How does this statement add to your understanding of the Chinese immigration experience at Angel Island?

Materials
• “Immigration Inspector’s Statement” by R. D. McKenzie
• Chart: Chinese-American Immigration Experience (from Task 1.1)
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Whole Group and Pair Work
Background to Interactive Read-Aloud or Shared Reading of the “Immigration Inspector’s Statement”

• Inform students of the following points:
  o The text in this set of tasks is entitled, “Immigration Inspector’s Statement.”
  o This text is a primary source and a firsthand account.
• Explain to students that this text is a transcript of a statement from an unknown speaker, which is a different type of text than they have been reading.
• Ask students to turn and talk with a partner to discuss the following question:
  o From what you have already read, what do you know about the immigration inspectors at Angel Island?
• Reconvene as a whole group and ask students to share their responses to the question.

Whole Group Work
First Reading–Modeled Reading and Annotating

• Inform students that you will be modeling how to annotate during this first reading of the text in order to get the gist.
• Inform students you will be modeling annotating a text by doing the following:
  o Marking comments in the left margin.
  o Writing questions in the right margin.
  o Circling unfamiliar words.
  o Underlining important ideas.
• Read the text aloud and annotate on an enlarged copy of the text as described above.
### Teaching Option

**Text Discussion Lesson Plan for Interactive Read-Aloud or Shared Reading**

If you feel that your students need extra support while reading and annotating the text, engage them in an interactive read-aloud as outlined below.

<table>
<thead>
<tr>
<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
</tr>
</thead>
</table>
| **Read** the first sentence, which starts with the words, “Around about…” and **stop** after reading the words, “…coming back as natives.” | **Say:** “Native” means you are a citizen.  
**Ask:** What do we learn from this first sentence and why does the speaker use the word “claimed”? | The speaker is saying that many Chinese immigrants returned to the United States and pretended to be citizens. To claim to say something means that you may have said something but it doesn’t necessarily mean it’s true; it’s like saying someone is lying. The speaker is suggesting that the Chinese immigrants may be lying about being citizens.  
**Ask:** How does this first sentence relate to the other texts you have read? | Lee claimed to be a citizen. Li Keng Wong claimed that her mother was her aunt. Furthermore, Gim Lew Yep’s father traveled between China and the United States. |
| **Read** the second sentence, which starts with the words, “As a matter of fact…” **Stop** after reading the words, “…Chinese women over here.” | **Ask:** What do we learn from this sentence? | The immigration inspector knows that many Chinese immigrants lied about their citizenship. Lack of Chinese women means that there couldn’t have been that many American-born Chinese children born in the United States. He’s suggesting that it wasn’t possible for that many babies to be born.  
**Ask:** Why does the immigration inspector point this out? | This fact justifies the immigration inspector’s job in that he is establishing that people lied about their citizenship. |
| **Read** the third sentence, which starts with the words, “Most of them...” and **stop** reading after the words, “…as citizens of the United States.” | **Say:** The Immigration Service is the government office in charge of Angel Island. “Habeas corpus” is a Latin term; it is when a prisoner can be released on grounds of illegal detention due to lack of enough evidence.  
**Ask:** What do we learn from this sentence that we didn’t know from the other texts? What can we infer from this sentence? | We can infer that the Chinese immigrants felt like prisoners. Many Chinese immigrants were denied immigration at Angel Island, but they went to court and won, so they were landed. This sentence suggests that there might have been mistakes made at Angel Island. The interrogations weren’t perfect as some of the immigrants were probably legitimate citizens (like Gim Lew Yep and Li Keng Wong). This is the first time we are learning that people could go to court to fight their deportation. |
<table>
<thead>
<tr>
<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read</strong> the next sentence, which starts with the words, “From time to time…” <strong>Stop</strong> reading after the words, “…at least on paper.”</td>
<td><strong>Ask:</strong> What do you learn from this sentence? What does this remind you of?</td>
<td>The immigration inspector is saying that Chinese people would go back to China and then they “claimed” to have a family “at least on paper.” He is referring to the paper son system. We are reminded of Lee because he was a paper son. (The use of the word “claim” here also suggests he thinks some people are lying.)</td>
</tr>
<tr>
<td><strong>Read</strong> the sentence, which starts with the words, “About 90…” <strong>Stop</strong> reading after the words, “…girls (laughs).”</td>
<td><strong>Say:</strong> Because this is a statement of someone speaking, when the speaker laughs or sighs or makes any other kinds of noises, this is shown in the transcript. In this case, it is shown with parenthesis and italics. <strong>Ask:</strong> Why does the immigration inspector laugh here?</td>
<td>The immigration inspector notes that there were a lot more paper sons than paper daughters, which suggests that the numbers are not real. <strong>[Note to Teacher: In the Chinese culture especially at this time, there is a preference for boys over girls.]</strong></td>
</tr>
<tr>
<td><strong>Read</strong> the rest of this first paragraph, which starts with the words, “They would return…” <strong>Stop</strong> after reading, “…not as aliens.”</td>
<td><strong>Say:</strong> Re-entry certificates are official documents that allow immigrants to travel for extended periods of time and then return to the U.S. <strong>Ask:</strong> How does learning about the re-entry certificates add to what you know?</td>
<td>We learn that some immigrants had official permission to travel and come back. We can infer that Gim Lew Yep’s father had a re-entry certificate; as a Guest, he traveled between the U.S. and China.</td>
</tr>
<tr>
<td><strong>Say:</strong> “Alien” means you are not a citizen. “Alleged” means supposedly or when someone claims something that may or may not be true. <strong>Ask:</strong> How and why does the speaker use the word “alleged”?</td>
<td>The immigration inspector is referring to the paper sons and daughters as “alleged” children (which they are). He is suggesting that some Chinese immigrants were lying about having children. He also uses “alleged” in the last sentence to refer to some of the Chinese immigrants’ claims to citizenship, that they were alleging to be citizens and not aliens.</td>
<td></td>
</tr>
<tr>
<td><strong>Ask:</strong> What is the objective of the last sentence in this section?</td>
<td>The immigration inspector explains his job, which is to test the Chinese immigrants and to make sure they were citizens like they claimed to be. The official name of his team is the Board of Special inquiry.</td>
<td></td>
</tr>
</tbody>
</table>
### TASK 4.1

<table>
<thead>
<tr>
<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read</strong> the first two sentences of the second paragraph, which starts with the words, “I was a...” and stop reading after the words, “…different angles.”</td>
<td><strong>Ask:</strong> What can we infer about the speaker in this section?</td>
<td>The immigration inspector is claiming to be a lot harder and “more thorough” than other inspectors. We can infer that his interrogating style was probably intense and that he probably asked a lot of questions from different perspectives or “angles” to try to stump the immigrants.</td>
</tr>
<tr>
<td><strong>Read</strong> the rest of the second paragraph, which starts with the words, “We started by…” Stop after reading the words, “…to examine each one.”</td>
<td><strong>Ask:</strong> What is the main idea the speaker is conveying in this section? How does the speaker support this main idea?</td>
<td>The main idea is that his interrogations were very thorough. He supports this by listing specific examples of the types of questions he would ask.</td>
</tr>
<tr>
<td><strong>Tell students to turn and talk</strong> with a partner.</td>
<td><strong>Ask:</strong> What do you think of these questions? Would you be able to answer these questions?</td>
<td>Answers will vary. Possible response: The questions seem very specific and trivial.</td>
</tr>
<tr>
<td><strong>[Note to Teacher: After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.]</strong></td>
<td><strong>Say:</strong> Reread the second paragraph independently.</td>
<td><strong>[Teaching Option:</strong> Instead of having students read independently, tell students to turn and read out loud with a partner.<strong>]</strong></td>
</tr>
<tr>
<td><strong>[Teaching Option:</strong> How does knowing more about the questions help you understand Lee’s, Gim Lew Yep’s, and Li Keng Wong’s plights better?<strong>]</strong></td>
<td><strong>Ask:</strong> Why do you think the questions are designed in this way?</td>
<td><strong>Ask:</strong> How does knowing more about the questions help you understand Lee’s, Gim Lew Yep’s, and Li Keng Wong’s plights better?</td>
</tr>
<tr>
<td><strong>Read</strong> the first two sentences of the third paragraph, which start with the words, “We usually examined…” Stop after reading the words, “…reconcile them if possible.”</td>
<td><strong>Ask:</strong> What is the speaker describing in this section?</td>
<td>The immigration inspector is describing the interrogation process. The applicant is examined first and then any misunderstandings are reconciled with further examinations of the “alleged” family members.</td>
</tr>
</tbody>
</table>
**Read** the next two sentences, which start with the words, “I found it...” **Stop reading** after the words, “…right or wrong.”

**Ask:** What is the speaker saying in these two sentences? What can we infer?

The immigration inspector is saying that the applicants do not change their testimony even if the details are wrong. He seems to know that the Chinese immigrants memorized their testimonies. This is similar to when Gim Lew Yep’s father told him to lie about his textbook level to make things easy. The answers just need to match up.

**Read** the sentences, which start with the words, “Major discrepancies...” and **stop reading** after the words, “…said one brother.”

**Say:** “Discrepancies” mean there are mismatches. The speaker gives specific examples of some possible mismatches. He even says, “For example…”

**Ask:** What is the speaker telling us in this section?

The Chinese immigrants didn’t change their testimonies and were precise about details because discrepancies would result in deportation. The immigration inspector’s examples indicate that it was really easy for people to be confused or misinterpret questions. The applicants had to say the exact same things in order to not be suspect.

**Read** the sentence: “It was a question of testing them on family history.” **Stop.**

**Ask:** What does this sentence mean?

The immigration inspector is saying that the Chinese immigrants were interrogated on very specific details of their family history in order to prove that they were, in fact, related to the people to which they claimed to be related.

**Read** the rest of the statement, which starts with the words, “I couldn’t see...” **Stop** after reading the words, “…knowledge of their relationship.”

[**Note to Teacher:** The text structure indicated in this passage is problem-solution.]

**Ask:** What is the speaker saying in this section? What is the problem and solution being presented in this section?

The immigration inspector is saying that there was no available evidence like birth certificates to prove citizenship because of the San Francisco Fire, which burned all the records at City Hall. So, he couldn’t see any other way to handle this issue; he thinks these interrogations were the only way to figure out citizenship. In other words, the immigration inspector presents the problem of trying to determine citizenship claims and the solution is the interrogations.

**Ask:** What is the speaker’s purpose in saying this?

The immigration inspector is justifying the interrogations and his job. He also explains the point of the interrogations, which is to find out if claims of citizenship were true by testing the Chinese immigrants’ knowledge of the relationships.
Tell students to **turn and talk** with a partner.

[Note to Teacher: After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.]

<table>
<thead>
<tr>
<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask:</strong> Do you think the speaker did an effective job of justifying the interrogations? Why or why not? Cite examples from this transcript to explain your thinking.</td>
<td>Answers will vary.</td>
<td></td>
</tr>
<tr>
<td><strong>Ask:</strong> Do you have any questions about what we just read? Was something not clear?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individual Work**

**Quick Write—Comprehension**
- Ask students to compose a quick write in their Reader/Writer Notebooks in response to the following question:
  o What do you know about the immigration inspector from this reading?
- As students are writing, circulate around the room to monitor the students’ progress. Be on the lookout for students who are having difficulties staying focused, comprehending the text, or understanding the task. If necessary, pull small groups of students together to reread the text and/or confer with them.

**Whole Group Work**

**Share—Comprehension**
- Reconvene as a whole group and give students an opportunity to share their responses to the question.
- Display the Chinese-American Immigration Experience chart. Ask students to take two to three minutes to respond to the following question in their Reader/Writer Notebooks:
  o How does this statement add to your understanding of the Chinese immigration experience at Angel Island?
- Ask students to share their responses with the class.
- As students respond, capture new student thinking on the Chinese-American Immigration Experience chart.
Focus Standards

Reading Informational Text
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Significance

• Which passage do you find most significant to understanding the immigration inspector’s perspective?
• Why is this passage most significant to your understanding?

Materials
• “Immigration Inspector’s Statement” by R. D. McKenzie
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Individual Work

Monitoring Student Thinking
• Explain to students that perspective means how a character sees and thinks about things. Ask students to take two to three minutes to respond to the following in their Reader/Writer Notebooks:
  o What is the Immigration Inspector’s perspective on Chinese immigrants?

Pair Work

Sharing
• Ask students to share their responses with a partner.
• After pairs share, allow students an opportunity to adjust their thinking based on any new thinking that may have occurred as a result of sharing.

Individual Work

Monitoring Student Thinking
• Explain to students that now that they have written out their ideas about the Immigration Inspector’s perspective, they are going to be rereading the text to find evidence that supports their ideas.
• Ask students to reread the text. As students read, they should highlight passages that support their thinking about the Immigration Inspector’s perspective.
• When students have finished rereading the text, ask them to respond to the following question in their Reader/Writer Notebooks:
  o Which passage do you find most significant to understanding the immigration inspector’s perspective? Why is this passage most significant to your understanding?

Trio Work

Sharing Student Thinking
• Ask students to turn and share their responses with two other students.
• Encourage students to agree or disagree with each other and build on each other’s responses by citing evidence from the text.
Whole Group Work
Share—Significant Passage
- Reconvene as a group to share what students had discussed in their trios.
- Hold all students accountable for explaining their reasoning by citing evidence from the text.

Individual Work
Revision
- Based on the trio and whole group discussions, provide students with time to revise their writings.

Focus Standards  
(CCSS, 2012, p. 14, 21, 24)

**Reading Informational Text**
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Writing**
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Cross-Text Interpretation

• What conclusions can you draw about the interrogation experience?
• How does each person’s status in life influence his/her perspective?

Materials
• “Immigration Inspector’s Statement” by R. D. McKenzie
• “Angel Island: Li Keng Wong’s Story” by Li Keng Wong
• Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island by Laurence Yep with Kathleen S. Yep
• Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
• Chart: Who Are They?
• Handout (and enlarged copy for display): Comparing Perspectives
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Whole Group Work
Charting–Introduction to Comparing Perspectives
• Inform students that they will be working across texts.
• Prepare a chart entitled, “Who Are They?” as shown below:

<table>
<thead>
<tr>
<th>Who Are They?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immigration Inspector</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Gender: Male or Female?</td>
</tr>
<tr>
<td>Age Range: Child or Adult?</td>
</tr>
<tr>
<td>Race/Ethnicity/Culture?</td>
</tr>
<tr>
<td>Place of Birth?</td>
</tr>
<tr>
<td>Class status?</td>
</tr>
</tbody>
</table>

• Working with the students, complete this chart by asking the following questions and recording the students’ responses on the chart:
  o What is each character’s gender, meaning is he/she male or female? How do we know?
  o What is each character’s age range, meaning are they a child or adult, if specific ages are not given? How do we know?
  o What is each character’s race or ethnicity or cultural background? How do we know?
  o What is each character’s place of birth? How do we know?
  o What is each character’s class status or occupation? How do we know?
• Tell students to make inferences based on details and facts they already know and that they can support with textual evidence.
Inform students that knowing these things will help them as readers better understand each character’s status, or position, in life.

Inform students that they will come back to this chart in order to examine how the characters’ various statuses in life informed their perspectives.

Note to Teacher: To help you elicit responses from your students, the following are possible responses for the chart entitled, Who Are They?

<table>
<thead>
<tr>
<th>Gender: Male or Female?</th>
<th>Immigration Inspector</th>
<th>Chinese Immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td>Age Range: Child or Adult?</td>
<td>Adult</td>
<td>12 years old</td>
</tr>
<tr>
<td></td>
<td>10 years old</td>
<td>7 years old when she came to U.S.</td>
</tr>
<tr>
<td>Race/Ethnicity/Culture?</td>
<td>White-American</td>
<td>Chinese</td>
</tr>
<tr>
<td></td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
<tr>
<td>Place of Birth?</td>
<td>? (U.S. citizen)</td>
<td>Southern China</td>
</tr>
<tr>
<td></td>
<td>Southern China</td>
<td>Southern China</td>
</tr>
<tr>
<td>Class status or occupation?</td>
<td>Immigration Inspector at Angel Island</td>
<td>Paper son, poor</td>
</tr>
<tr>
<td></td>
<td>Son of a house servant, poor</td>
<td>Daughter of a laborer, poor</td>
</tr>
</tbody>
</table>

Trio Work
Handout–Comparing Perspectives
• Ask students to work in trios to complete the handout entitled, “Comparing Perspectives,” (found on page 115).
• Review the questions on the handout with the students and provide students time to ask questions.
• As trios of students are working, circulate around the room to monitor the students’ progress. Be on the lookout for students who are having difficulties understanding the task. If necessary, pull small groups of students together and confer with them.

Whole Group Work
Handout and Discussion–Comparing Perspectives
• Display an enlarged, blank copy of the handout entitled, Comparing Perspectives, on the projector or on chart paper so that students can see you recording their responses.
• Reconvene as a whole group and give students an opportunity to share highlights from their work. Allow others to agree or disagree using evidence from the text to support their thinking. Add student thinking to the chart.
**Note to Teacher:** To help you elicit responses from your students, the following are possible responses for the chart entitled, Comparing Perspectives:

<table>
<thead>
<tr>
<th></th>
<th>Immigration Inspector</th>
<th>Chinese Immigrants (Lee, Li Keng Wong, Gim Lew Yep)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are his/her motivations?</td>
<td>-To make sure only citizens are allowed to immigrate to the United States</td>
<td>-To seek a better future in the United States; to send money back home to their poor relatives in China; to make their families proud</td>
</tr>
<tr>
<td>How does he/she feel about the interrogations?</td>
<td>-It is a justified process; it’s the only way to make sure Chinese immigrants are who they say they are.</td>
<td>-It is a nerve-wracking and frustrating process; it’s unfair because only the Chinese immigrants seemed to have to go through this.</td>
</tr>
<tr>
<td>How does he/she feel about the immigration experience?</td>
<td>-Very bureaucratic approach; systematic</td>
<td>-Lee felt shameful about the medical examinations; Lee and Li Keng Wong liken detention at Angel Island to imprisonment; Lee and Gim Lew Yep get homesick; Li Keng Wong mentions getting bored.</td>
</tr>
<tr>
<td>How does he/she feel about Chinese people immigrating to the United States?</td>
<td>-Doubtful of the Chinese immigrants’ claims</td>
<td>-Feels Chinese laborers are being discriminated against</td>
</tr>
</tbody>
</table>

**Individual Work**

**Monitoring Student Thinking**

- Ask students to take about five minutes to respond to the following questions in their Reader/Writer Notebooks:
  - What conclusions can you draw about the interrogation experience?
  - How does each person’s status in life influence his/her perspective?

**Whole Group Work**

**Inquiry-Based Discussion**

- Facilitate an inquiry-based discussion in which students share their responses to the following questions:
  - What conclusions can you draw about the interrogation experience?
  - How does each person’s status in life influence his/her perspective?
**Important**

Your role as the facilitator of the discussion includes:

- encouraging all students to participate.
- reminding students, when necessary, to anchor their ideas in moments from the text.
- reminding students, when necessary, to explain how the textual evidence they cite supports or links to their ideas.
- tracking students’ ideas and interpretations so that you can share the ideas and interpretations that have been offered and track the progress of the discussion.
- reminding students to talk directly to each other; agree, disagree, or otherwise build on each other’s ideas; use textual evidence to support their ideas; and request textual evidence from peers when they offer unsupported ideas.

Additional support for leading an Inquiry-Based Discussion is included in the Appendix.

- As the discussion is winding down, ask the class to help you summarize the ideas that surfaced during the discussion. As part of the summary, ask students to cite textual evidence to support the ideas. Consider charting what students say so that they have a visual record of the discussion.

**Step Back**

- Following the inquiry-based discussion, ask students to reread their quick writes.
- Give students two to three minutes to respond to the following question in their Reader/Writer Notebooks:
  - How have your ideas changed now that you’ve discussed them with your peers?
- Ask students to share their responses with the class.

**Individual Work**

**Quick Write—Opinion Paragraph**

- Ask students to revise their writing based on the Inquiry-Based Discussion.
- As students are writing, confer with students, individually. Be on the lookout for students who have difficulty organizing their opinion piece in a logical, organized way or who provide reasons for their opinion without using supporting details to flesh out their thinking and support their claims. These students can benefit from planning their writing before they begin.
- Collect students’ work, provide feedback, and allow them to resubmit. Review students’ opinion paragraphs to determine small and whole group follow-up mini-lessons and to identify particularly effective pieces that can be shared with the class to provide them with additional models. Remove students’ names from their papers before sharing with the class.

**Note to Teacher:** This task provides students with an opportunity to practice and prepare for the culminating assignment. This task allows you to find out what your students don’t know or aren’t able to do while there is still time to do something about it. This task will provide you with some formative data that will allow you to change or modify instruction to better address the needs of individual learners.

In addition, if you have already completed the Grade 4 unit entitled, *The Issue of Child Labor: Reading Informational Text and Writing an Opinion Piece*, you can review the chart from Task 1.5: “Criteria for an Opinion Piece,” in which students discussed and listed the characteristics of an effective opinion piece.
Focus Standards (CCSS, 2012, p. 12, 14, 20, 21, 24, 28)

Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Reading Informational Text
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   d. Provide a concluding statement or section related to the opinion presented.
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Language
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<table>
<thead>
<tr>
<th>Task 4.3: Cross-Text Interpretation</th>
<th>Handout: Comparing Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Immigration Inspector</td>
</tr>
<tr>
<td>What are his/her motivations?</td>
<td></td>
</tr>
<tr>
<td>How does he/she feel about the interrogations?</td>
<td></td>
</tr>
<tr>
<td>How does he/she feel about the immigration experience?</td>
<td></td>
</tr>
<tr>
<td>How does he/she feel about Chinese people immigrating to the United States?</td>
<td></td>
</tr>
</tbody>
</table>
Text 5: “Angel Island, Landmark of U.S. Diversity”
by Carl Nolte

TASKS, TEACHING APPROACHES, AND STANDARDS
Comprehension

• What more do you learn about Angel Island from reading this text?

Materials

• “Angel Island, Landmark of U.S. Diversity” by Carl Nolte
• Chart: Chinese-American Immigration Experience (from Task 1.1)
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Whole Group and Trio Work

Access Prior Learning

• Ask students to recall all the texts and the text types they have read so far and explain to students that this next text is a secondary source because the author is not writing about his own experience.
• Inform students of the following points:
  o The fifth and last text for this unit of study is a news article entitled, “Angel Island, Landmark of U.S. Diversity,” by Carl Nolte.
  o This news article was published in the San Francisco Chronicle’s online version known as www.sfgate.com.
  o This news article is considered to be a secondary source and a secondhand account.
  o News articles are written to capture an event and are designed to be read by the general public.
• Tell students they will be reading and annotating the text independently for this first reading in order to get the gist. Remind students that they should do the following as they read:
  o Mark comments in the left margin.
  o Write questions in the right margin.
  o Circle unfamiliar words.
  o Underline important ideas.

Individual Work

Independent Reading—“Angel Island, Landmark of U.S. Diversity”

• Provide students with time to read “Angel Island, Landmark of U.S. Diversity” independently.
• As students are reading, circulate around the room to monitor the students’ progress. Be on the lookout for students who are having difficulties with the annotation process or comprehending the text. If necessary, pull small groups of students together to model annotation again and/or engage them in guided practice in annotation before transitioning to independent work.

**Text Discussion Lesson Plan for Interactive Read-Aloud or Shared Reading**

If you feel that your students are not yet ready to read this text independently, engage them in an interactive read-aloud as outlined below.

<table>
<thead>
<tr>
<th>Read</th>
<th>Say or Ask</th>
<th>Elicit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read</strong> the first sentence, which starts with the words, “Today is the 100th…” <strong>Stop</strong> after reading the words, “…in this country.”</td>
<td><strong>Ask:</strong> What does this first sentence reveal about the purpose of the news article?</td>
<td>The news article celebrates the 100th anniversary of Angel Island.</td>
</tr>
<tr>
<td><strong>Ask:</strong> What adjectives does the author use to describe the Chinese-American experience at Angel Island? Based on our prior reading, what do you think about the author’s word choices to describe Angel Island?</td>
<td>“Hope” is an appropriate word because Chinese immigrants wanted to be landed. “Despair” is also an accurate word to use because the Chinese immigrants were subjected to discrimination and intense interrogations. “Landmark” is appropriate because Angel Island is an important piece of our country’s immigration history. It is a “rich” history because Chinese immigrants do have a complex and interesting history in the United States.</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> the next sentence, which starts with the words, “The anniversary will…” and <strong>stop</strong> after reading the words, “…from 44 countries.”</td>
<td><strong>Say:</strong> An anniversary is like a yearly birthday of a special event. Naturalization refers to the process of making someone from another country a citizen. Complex means complicated. <strong>Ask:</strong> Why does the author describe the history of Angel Island as “complex”?</td>
<td>Angel Island’s history is complex because it was both good and bad. It was a place of dreams and discrimination. Chinese immigrants wanted to come to the U.S. for a better future, but they were treated like criminals and prisoners.</td>
</tr>
<tr>
<td><strong>Read</strong> the sentence, which starts with, “Today’s commemoration…” <strong>Stop</strong> after reading the words, “…other Asians–out.”</td>
<td><strong>Ask:</strong> Why does the author say the commemoration, which means ceremony, is “fitting”?</td>
<td>It is appropriate to have a ceremony to welcome and naturalize immigrants at Angel Island because it did serve as an immigration processing center. But it also discriminated against the Chinese immigrants. So, it’s a little ironic. Nolte also mentions that other Asians (not just Chinese) were not welcomed.</td>
</tr>
<tr>
<td>Read</td>
<td>Say or Ask</td>
<td>Elicit</td>
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<tr>
<td><strong>Read</strong> the sentence, which starts with the words, “There will be talks…” and <strong>stop</strong> after reading the words, “…country’s newest citizens.”</td>
<td><strong>Say:</strong> An oath is like a promise or a pledge. When you become a citizen, you have to pledge your allegiance or loyalty to the country.</td>
<td>The ordeal is the long detentions and nerve-wracking interrogations of Chinese immigrants.</td>
</tr>
<tr>
<td><em>Ask:</em> What is the “ordeal,” which means a hard situation that Nolte is referring to in this sentence?</td>
<td><strong>Ask:</strong> Why do you think Judy Yung described Angel Island as “a symbol of both inclusion and exclusion”?</td>
<td>This comment supports previous paragraphs in that Angel Island was meant to welcome immigrants, but it discriminated against Asian immigrants, especially the Chinese immigrants.</td>
</tr>
<tr>
<td><strong>Read</strong> the sentence, which starts with the words, “Angel Island is a symbol…” and <strong>stop</strong> after reading the words, “…the immigration station.”</td>
<td><strong>Say:</strong> “Inclusion” means everyone is included and welcomed, whereas, “exclusion” means people are being denied access and are not welcomed.</td>
<td><strong>Ask:</strong> What is the “ordeal,” which means a hard situation that Nolte is referring to in this sentence?</td>
</tr>
<tr>
<td><strong>Read</strong> the next two sentences which starts with the words, “‘It’s a story of…’ <strong>Stop</strong> reading after the words, “…American immigrant story.””</td>
<td><strong>Say:</strong> Persistence means to keep trying something until you succeed.</td>
<td>Eddie Wong is referring to the American Dream. He is saying that a typical feature of the “American immigrant story” is the overcoming of obstacles, that struggle is an important part of the immigrant story.</td>
</tr>
<tr>
<td><strong>Read</strong> the heading, “The Asian gateway.” Tell students to <strong>turn and talk</strong> with a partner.</td>
<td><strong>Ask:</strong> Based on what you already know, what do you think “Asian gateway” means?</td>
<td>Angel Island was the main immigrant processing center on the west coast. So, it was an entry point for Asian people to enter the country. Before they could be landed, Asian immigrants had to pass through the gateway, or in this case, Angel Island.</td>
</tr>
<tr>
<td><strong>Note to Teacher:</strong> After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.]</td>
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<tr>
<td><strong>Read</strong></td>
<td><strong>Say or Ask</strong></td>
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<tr>
<td>Read the next two sentences, which starts with the words, “More than 500,000…” Stop after reading, “…the Ellis Island of the West.”</td>
<td>Ask: What do we learn from this section?</td>
<td>Nolte provides some statistics. Between the years 1910 and 1940, more than 500,000 people were processed at Angel Island; about a third of these immigrants were from Asia. Nolte refers to Angel Island as “the Ellis Island of the West.” We already learned this from the “Author’s Note” in <em>Paper Son: Lee’s Journey to America.</em></td>
</tr>
<tr>
<td>Read the last sentence of this paragraph, which starts with the words, “Now, many generations…” and stop after reading the words, “…mark on this country.”</td>
<td>Ask: What do we learn from this section?</td>
<td>There are many descendants of the immigrants who came through Angel Island. Nolte is suggesting that several million of the people living today are children and grandchildren of the people who came through Angel Island. Nolte is also suggesting that the descendants have contributed to the United States.</td>
</tr>
<tr>
<td>Read the next two sentences, which start with the words, “It is an important…” Stop reading after the words, “…of institutionalized racism.” Tell students to turn and talk with a partner.</td>
<td>Say: “Institutionalized racism” is when a system like the government purposefully discriminates against a group. Ask: What do we already know about the discrimination of the Chinese immigrants?</td>
<td>The Chinese Exclusion Act denied access to Chinese laborers and restricted Chinese immigration. The laws also did not permit Chinese laborers to bring wives; only diplomats, students, and merchants were allowed to bring wives. It led to the creation of the paper son system. Chinese immigrants who found a way to come to the United States were detained for long periods of time and had to suffer through interrogations at Angel Island.</td>
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<tr>
<td>Read</td>
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<td>Elicit</td>
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<tr>
<td><strong>Read</strong> the rest of this section, which starts with the words, “For 61 years…” <strong>Stop</strong> reading after the words, “…despite the restrictions”.</td>
<td><strong>Say:</strong> “Bucolic” means pleasant in a natural way. Nolte refers to Angel Island as a “bucolic and beautiful” place and in the same sentence describes how the Chinese were detained there. This continues his theme of the complexities of Angel Island’s history.</td>
<td><strong>Ask:</strong> What new information do we learn from this section? <strong>Elicit:</strong> The Chinese Exclusion Act allowed only certain classes of Chinese to be admitted, such as scholars, clergy, merchants, and the children of American citizens among them. These laws were intended to make sure that working Chinese men and women would be kept out. Even with these harsh laws, 100,000 Asians were admitted.</td>
</tr>
<tr>
<td><strong>Read</strong> the heading “Competition unwanted.” <strong>Read</strong> the first paragraph in this section, which starts with the words, “It was part of…” <strong>Stop</strong> reading after the words, “…immigrants were affected.”</td>
<td><strong>Say:</strong> “Yellow Peril” was a metaphor referring to the skin color of Asians; white Americans were afraid that a mass immigration of Asians would affect their wages and standards of living. Peril means danger.</td>
<td><strong>Ask:</strong> What is the gist of this paragraph? <strong>Elicit:</strong> The creation, renewal, and expansion of the Chinese Exclusion Act were the result of an Anti-Asian immigrant movement, which included a “Yellow Peril” campaign, and a “Keep California White” campaign. White workers were afraid that Asian workers would threaten their jobs and lives.</td>
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<tr>
<td>Read</td>
<td>Say or Ask</td>
<td>Elicit</td>
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<tr>
<td><strong>Read</strong> the next paragraph, which starts with the words, “As a result…” and <strong>stop</strong> reading after the words, “…refused admission.”</td>
<td><strong>Ask:</strong> What do we learn from this paragraph?</td>
<td>This paragraph provided statistics. About 100,000 Chinese immigrants were detained and questioned. There were other groups: 70,000 Japanese were detained; 8,000 South Asians, mainly Indians; about 50% of Indians were refused admission.</td>
</tr>
<tr>
<td><strong>Read</strong> the last paragraph in this section, which starts with the words, “It wasn’t just Asians…” <strong>Stop</strong> reading after the words, “…to be deadbeats.”</td>
<td><strong>Say:</strong> “Stateless” means not belonging to a country; “Bolshevik Revolution,” was an uprising in Russia; “Manchuria” is an historical name for China; and “deadbeats” is slang for people who don’t want to work.</td>
<td>The Chinese immigrants weren’t the only group who had problems on Angel Island. Russian refugees had to prove they weren’t criminals. Other groups such as Russians and Indians had problems at Angel Island, but the Chinese still faced the most discrimination.</td>
</tr>
<tr>
<td><strong>Read</strong> the heading, “The island’s history.” <strong>Stop.</strong></td>
<td><strong>Ask:</strong> From the heading, what do you think this section is about?</td>
<td>This section will describe the history of the Angel Island immigration center.</td>
</tr>
<tr>
<td><strong>Read</strong> the first paragraph in this section, which starts with the words, “The immigration station was closed…” <strong>Stop</strong> reading after the words, “…kept there.”</td>
<td><strong>Ask:</strong> What do we learn from this paragraph?”</td>
<td>There was fire in 1940 that closed down the immigration center. The Immigration Center, which is a small part of Angel Island, is no longer a processing center; today, the building has been restored and it is a museum. Angel Island is a state park. There were poems carved onto the walls that can still be seen.</td>
</tr>
<tr>
<td><strong>Read</strong> the next sentence, which starts with the words, “The Angel Island station…” and <strong>stop</strong> reading after the words, “…passengers arriving from Asia.”</td>
<td><strong>Ask:</strong> What do we learn from this sentence?</td>
<td>The Angel Island Immigration Center was built when the U.S. government moved the processing center from the San Francisco waterfront area.</td>
</tr>
</tbody>
</table>
### Read the next three sentences, which start with the words, “In those days…” and stop reading after the words, “…by small steamers.”

**Say:** “Cursory” means quick and without much thought; “steerage” is the bottom of a ship where the poor people stayed; “idle” means not moving; and “steamers” were small boats.

**Ask:** What do we learn from this section?

**Elicit:** Most white and first-class immigrants gained access into the country after a quick examination but Chinese and other Asian immigrants traveling steerage were detained. Nolte described the shed that was used before the Angel Island immigration center opened on Jan. 21, 1910. Detainees were taken there by small boats.

<table>
<thead>
<tr>
<th>Read the next three sentences, which start with the words, “In those days…” and stop reading after the words, “…by small steamers.”</th>
<th>Tell students to <strong>turn and talk</strong> with a partner.</th>
<th><strong>Ask:</strong> How does this Nolte text support what we already know?</th>
<th>People were treated differently based on their race and money/class. When Lee and Li Keng Wong arrived in San Francisco from China, they were taken to Angel Island via a small boat.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note to Teacher:</strong> After the partners talk, tell students to share responses with the whole group. Prompt the students to explain their thinking.</td>
<td><strong>Read</strong> the next sentence, which starts with the words, “It was like Ellis Island…” <strong>Stop</strong> after reading the words, “were not welcomed:”</td>
<td><strong>Ask:</strong> What do we learn from this section?</td>
<td>The major difference between Ellis Island and Angel Island is that Ellis Island is more welcoming. European immigrants seemed to be more welcomed than Asian immigrants.</td>
</tr>
<tr>
<td><strong>Read</strong> the heading, “Paper sons.”</td>
<td>Tell students to <strong>turn and talk</strong> with a partner.</td>
<td><strong>Ask:</strong> What do we already know about this topic?</td>
<td>Paper sons are only related to their families on paper. The paper son system was a way to bypass the immigration restrictions. Paper sons and daughters studied coaching books to memorize details about their new families. These slots were really expensive. The interrogations at Angel Island were designed to find and deport paper sons and daughters.</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td><strong>Say or Ask</strong></td>
<td><strong>Elicit</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Read</strong> the first three paragraphs in this section, which start with the words, “Some of the people…” and <strong>stop</strong> reading after the words, “…she said.”</td>
<td><strong>Ask:</strong> What new information did we learn from this section?</td>
<td>Many paper sons and daughters were admitted. Yung is a descendant of a paper son. These illegal citizens sought to become good citizens. (Li Keng Wong said something very similar; she was not illegal, but her mother was).</td>
<td></td>
</tr>
<tr>
<td><strong>Read</strong> the last paragraph in this section, which starts with the words, “When immigration laws…” <strong>Stop</strong> reading after the words, “…conservatives called ‘Red China.’”</td>
<td><strong>Say:</strong> “Amnesty” means forgiveness; “normalized” means fixed, and “Red China” refers to communist China. <strong>Say:</strong> The U.S. sought to fix the wrongs of the Chinese Exclusion Acts by not punishing those who came to the country illegally if they confessed.</td>
<td>The paper sons and daughters did not confess because they did not trust the U.S. government, especially because the relationship between China and the U.S. wasn’t secure.</td>
<td></td>
</tr>
<tr>
<td><strong>Ask:</strong> According to this text, why didn’t paper sons and daughters confess?</td>
<td><strong>Ask:</strong> Do you have any questions about what we just read? Was something not clear?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individual Work Monitoring Student Thinking**

- When students complete the reading, ask them to respond to the following question in their Reader/Writer Notebooks:
  - What more do you learn about Angel Island from reading this text?
- Tell students to turn and talk to a partner and ask pairs to discuss their responses.

**Whole Group Monitoring Student Thinking**

- Reconvene as a whole group and display the Chinese-American Immigration Experience chart.
- Ask students to share their responses. Add new student thinking to the chart.
Focus Standards

Reading Informational Text
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Analysis

- What are the effects of the paper son system?
- What more can you say about the Chinese-American immigration experience?

Materials

- “Angel Island, Landmark of U.S. Diversity” by Carl Nolte
- Quote (that begins “Hundreds, perhaps thousands,” from first paragraph below) posted on chart paper or highlighted on projected copy of the text.
- Chart: Chinese-American Immigration Experience
- Handout (and enlarged copy for display): Causes and Effects of the Paper Son System
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Pair Work

Talk–Response to Quotation

- Ask students to reread the section in “Angel Island, Landmark of U.S. Diversity” about paper sons.
- Post this quotation on chart paper or highlight the quotation on a projected copy of the text:
  - “Hundreds, perhaps thousands, of immigrants got through the process using false papers…The experience has left a unique legacy in many Chinese-American families.”
- Tell students to turn and talk with a partner and discuss the following questions:
  - What does this quotation make you think about?

Whole Group Work and Trio Work

Handout–Causes and Effects

- Reconvene as a whole group and tell students to share their responses to the questions above.
- Inform students that one of the structures of this text is cause and effect, and that they will be examining the causes and effects of the paper son system.
- Distribute the handout entitled, “Causes and Effects of the Paper Son System,” (Found on page 131).
- Explain to students that they will be revisiting the text, this time to locate two causes and effects discussed by Nolte that will help them answer the question:
  - What are the effects of the paper son system?
- Provide students with time to ask any questions they may have.
Pair Work
Completing the Chart
• Ask student to work in pairs to complete the chart.
• When pairs have completed the chart, ask them to respond to the following question in their Reader/Writer Notebooks:
  o What are the effects of the paper son system?
• As pairs are working, circulate around the room to monitor the students’ progress. Be on the lookout for students who are having difficulties understanding the task. If necessary, pull small groups of students together to model locating a cause and effect.

Whole Group Work
Handout–Causes and Effects
• Reconvene as a whole group and give students an opportunity to share highlights from their handout entitled, Causes and Effects of the Paper Son System and responses to the question:
  o What are the effects of the paper son system?
• Remind students to listen carefully to one another and add new ideas without repeating.
• Display the Chinese-American Immigration Experience chart and ask students to respond to the following question
  o Now that you’ve looked at the article again, what more can you say about the Chinese-American immigration experience?
• Ask students to share their responses. Add new student thinking to the chart.

Note to Teacher: To help you elicit responses from your students, the following are possible responses for the chart on the handout entitled, “Causes and Effects of the Paper Son System”:

<table>
<thead>
<tr>
<th>Cause:</th>
<th>Effect:</th>
</tr>
</thead>
<tbody>
<tr>
<td>White workers were threatened by Chinese laborers; economic issues. [U.S. only wanted Chinese to work on railroads and not to stay.]</td>
<td>Paper son system was developed as a way to get around these strict immigration quotas.</td>
</tr>
<tr>
<td>Cause:</td>
<td>Effect:</td>
</tr>
<tr>
<td>Anti-Asian movements like “Keep California White” and “Yellow Peril” made the public believe the Chinese were dangerous.</td>
<td>All Chinese immigrants had to endure interrogations at Angel Island, which were designed to ferret out the paper sons and daughters. This also led to feelings of shame, humiliation, etc.; fear of deportation.</td>
</tr>
</tbody>
</table>
Focus Standards

Reading Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Reading Informational Text
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
<table>
<thead>
<tr>
<th>Handout: Causes and Effects of the Paper Son System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause:</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Cause:</strong></td>
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</tr>
</tbody>
</table>
Cross-Text Analysis

• What are the similarities and differences across all five texts?
• How did the authors of Paper Son: Lee’s Journey to America and “Hopeless” from The Dragon’s Child: A Story of Angel Island use information from the primary and secondary sources to inform their historical fiction texts?

Materials

• “Angel Island, Landmark of U.S. Diversity” by Carl Nolte
• “Immigration Inspector’s Statement” by R. D. McKenzie
• “Angel Island: Li Keng Wong’s Story” by Li Keng Wong
• Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island by Laurence Yep with Kathleen S. Yep
• Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
• Bulletin Board Chart: Analysis of Unit Texts
• Handout: Analysis of Unit Texts
• Reader/Writer Notebook
• Chart paper and markers

Teaching Approach

Small Group and Whole Group Work
Jigsaw/Handout–Charting

• Inform students that they will be working across all five texts in this task, but will first dig into one text to gather some information with a partner.
• Provide students with the handout “Analysis of Unit Texts” (found on page 135).
• Explain to students that they will be completing the chart for their assigned text and can use the text and any of their notes to help them complete the chart. Provide students some time to ask questions.

Pair Work
Completing the Chart

• Ask students to work in pairs to complete the chart.
• Assign each pair of students a text:
  o “Angel Island, Landmark of U.S. Diversity”
  o “Immigration Inspector’s Statement”
  o “Angel Island: Li Keng Wong’s Story”
  o Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island
  o Paper Son: Lee’s Journey to America
• As pairs are working, circulate around the room and provide support as needed.
**Whole Group Sharing Student Thinking**

- Prepare a bulletin board chart entitled, “Analysis of Unit Texts,” as shown below:

<table>
<thead>
<tr>
<th>Analysis of Unit Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper Son:</strong> Lee’s Journey to America</td>
</tr>
<tr>
<td>What are the perspectives of the main characters, authors, or speakers as presented in the text? What makes you think so?</td>
</tr>
<tr>
<td>What are some challenges presented in the text? How are these challenges resolved?</td>
</tr>
<tr>
<td>What did you learn about aspects of Chinese-American culture from the text? Give specific examples.</td>
</tr>
<tr>
<td>What is the genre or text type? What makes you think so? (Describe specific features.)</td>
</tr>
</tbody>
</table>

- Reconvene as a whole.
- Ask students to share their charts. Add student thinking to the class chart.
- Next, ask students to take two to three minutes to respond to the following in their Reader/Writer Notebooks:
  - What similarities and differences do you notice across the chart?
- Ask students to share what they notice with the class.

**Whole Group Work Discussion—Working Across Texts**

- Tell students to refer to the bulletin board chart entitled, Analysis of Unit Texts, to help guide their thinking during the class discussion.
- Facilitate a discussion by asking students the following question:
  - How did the authors of *Paper Son: Lee’s Journey to America* and “Hopeless” from *The Dragon’s Child: A Story of Angel Island* use information from the primary and secondary sources to inform their historical fiction texts?
    - Push students to share specific examples of how information from the primary and secondary sources is presented in the historical fiction texts.
    - Students have been thinking about this throughout the unit but in this task, they are asked to think about it across all five unit texts.
- While students talk with one another, play the role of facilitator and scribe/note taker and jot down ideas students mention on chart paper.
- Remind students to talk directly to each other; agree, disagree, or otherwise build on each other’s ideas; use textual evidence to support their ideas; and request textual evidence from peers when they offer unsupported ideas.
Focus Standards  

( CCSS, 2012, p. 12, 14, 21, 24)

**Reading Literature**
- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.

**Reading Informational Text**
- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing**
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**
- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
| Task 5.3: Cross-Text Analysis  
<table>
<thead>
<tr>
<th>Handout: Analysis of Unit Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Your Text:</strong></td>
</tr>
<tr>
<td>What are the motivations of the main characters, authors, or speakers presented in the text? What makes you think so?</td>
</tr>
<tr>
<td>What are some challenges presented in the text? How are these challenges resolved?</td>
</tr>
<tr>
<td>What did you learn about aspects of Chinese-American culture from the text? Give specific examples.</td>
</tr>
<tr>
<td>What is the genre or text type? What makes you think so? (Describe specific features.)</td>
</tr>
</tbody>
</table>
Retrospective

- What do you know now about historical fiction?
- What do you know now about sources used to inform historical fiction?
- From all the texts, what do you know now about the Chinese-American immigration experience at Angel Island?

Materials
- “Angel Island, Landmark of U.S. Diversity” by Carl Nolte
- “Immigration Inspector’s Statement” by R. D. McKenzie
- “Angel Island: Li Keng Wong’s Story” by Li Keng Wong
- Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island by Laurence Yep with Kathleen S. Yep
- Paper Son: Lee’s Journey to America by Helen Foster James and Virginia Shin-Mui Loh
- Chart: Historical Fiction
- Chart: Wonderings
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group Work
Discussion–Historical Fiction
- Display the Historical Fiction chart created in Task 1.1. Facilitate a discussion by asking students the following questions:
  o What do you know now about historical fiction?
    – Push students to explain how their thinking has evolved and grown over the course of the unit.
  o What do you know now about sources used to inform historical fiction?
    – Push students to explain how their thinking has evolved and grown over the course of the unit.
  o We know that Gim Lew Yep is an actual person, so why is “Hopeless” from The Dragon’s Child: A Story of Angel Island still considered to be historical fiction?
  o We know that Lee from Paper Son: Lee’s Journey to America is a fictional character, but how is he like an actual person who lived through this experience?

Pair Work
Talk–Experience
- Ask students to turn and talk with a partner to discuss the following question:
  o From all of the texts, what do you know now about the Chinese-American immigration experience at Angel Island?
- Tell students to refer to their previous learning and to take notes in their Reader/Writer Notebooks.
Whole Group Work
Charting–Experience

- Reconvene as a whole group and give students an opportunity to share highlights from their discussions with their partners.
- Ask students the following question:
  - From all the texts, what do you know now about the Chinese-American immigration experience at Angel Island?
- Remind students to listen carefully to one another and add new ideas without repeating.
- Record students’ responses on a chart entitled, “What We Know Now About the Chinese-American Immigration Experience at Angel Island.”
- Prepare a chart entitled, “Wonderings.” Ask students:
  - What do you still wonder about?
  - What would you still like to know about the Chinese-American immigration experience at Angel Island?
- Clarify any misunderstandings or confusions. For wonderings that go beyond the scope of this unit, encourage students to conduct further research.

Focus Standards (CCSS, 2012, p. 12, 14, 21, 24)

Reading Literature and Informational Text
RL.4.1 and RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
Culminating Assignment
Analysis of Historical Fiction: *Paper Son*

TASKS, TEACHING APPROACHES, AND STANDARDS
Culminating Assignment

Write an opinion paragraph in which you analyze to what extent the authors of the historical fiction texts *Paper Son: Lee’s Journey to America* and “Hopeless” from *The Dragon’s Child: A Story of Angel Island* were informed by primary and secondary sources. Besides fictionalizing the characters and dialogue, did the authors of these two texts fairly or falsely represent the real-life experience of Chinese immigrants at the Angel Island Immigration Center? Develop your point of view by stating your opinion and then supporting your opinion with reasons and evidence from the texts presented in this unit. Be sure to cite your sources.

Materials

- *Paper Son: Lee’s Journey to America* by Helen Foster James and Virginia Shin-Mui Loh
- Chapter 9 “Hopeless” from *The Dragon’s Child: A Story of Angel Island* by Laurence Yep with Kathleen S. Yep
- “Angel Island: Li Keng Wong’s Story” by Li Keng Wong
- “Immigration Inspector’s Statement” by R. D. McKenzie
- “Angel Island, Landmark of U.S. Diversity” by Carl Nolte
- Handout: Culminating Assignment
- Evidence of Learning Across Unit: all charts, handouts, etc.
- Reader/Writer Notebook
- Chart paper and markers

Teaching Approach

Whole Group Work

Preparing the Culminating Assignment

- Tell students to review all their quick writes in their Reader/Writer Notebooks and all their other previous class work items such as the charting, opinion paragraphs, handouts, etc.
- Distribute the handout entitled, “Culminating Assignment.”
- Read aloud the instructions and prompt. Ask students if they have any questions about the task.

Note to Teacher: If your students need more explicit instruction on writing opinion pieces, please refer to our Institute for Learning (IFL) grade 4 unit entitled, *The Issue of Child Labor: Reading Informational Text and Writing an Opinion Piece*, which is available for purchase. Please visit http://ifl.pitt.edu for more information.
**Individual Work**

**Completing the Culminating Assignment**

- Ask students to complete the culminating assignment individually.
- As students are writing, circulate around the room to monitor the students’ progress and answer any questions about the task (not the content).
- Once students have completed the writing, ask them to complete the StepBack questions (found on page 145).

**Pair Work**

**Sharing–Culminating Assignment**

- Ask students to turn and talk with a partner and share their culminating assignments.
- Ask students to discuss their thinking by making connections, agreements, and disagreements.
- Circulate around the room to listen in on students’ conversations. Get a sense of the full range of ideas and consider how to structure the following whole group discussion so that these ideas are examined and discussed.
- Collect students’ culminating assignments.
Focus Standards  

(CCSS, 2012, p. 12, 14, 20, 21, 24, 28)

**Reading Literature**

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading Informational Text**

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing**

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**Language**

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Analysis of Historical Fiction: Paper Son

As part of this unit, you have learned about the sources that inform historical fiction and about the experiences of Chinese immigrants at Angel Island in the early to mid 1900s. You have been reading, discussing, interpreting, and analyzing content and methods within and across texts. This culminating assignment asks you to use what you have learned in the unit.

TASK: Write an opinion paragraph in which you analyze to what extent the authors of the historical fiction texts Paper Son: Lee’s Journey to America and “Hopeless” from The Dragon’s Child: A Story of Angel Island were informed by primary and secondary sources. Besides fictionalizing the characters and dialogue, did the authors of these two texts fairly or falsely represent the real-life experience of Chinese immigrants at the Angel Island Immigration Center? Develop your point of view by stating your opinion and then supporting your opinion with reasons and evidence from the texts presented in this unit. Be sure to cite your sources.

Texts/Sources you may use:
- Paper Son: Lee’s Journey to America
- Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island
- “Angel Island: Li Keng Wong’s Story”
- “Immigration Inspector’s Statement”
- “Angel Island, Landmark of U.S. Diversity”
- Reader/Writer Notebook
- Charts
- Handouts
- Notes, opinion paragraphs, etc.

Getting started:
- Review all evidence of your thinking from the entire unit.
- Read the task and form an opinion that supports a point of view and that can be backed up with reasons and information.
- Plan how you will select and group your reasons with facts, details, or examples into a logical organizational structure that will best support your opinion.

Your opinion piece should:
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.
- Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.
YOUR NOTES: Use the blank space below to make notes. Your notes will be collected but not graded. After you’ve written your essay, answer the StepBack questions. As with your notes, your responses to the StepBack questions will be collected but not graded.
StepBack Questions
Please answer the following questions in the space below. Your responses will be collected but not graded.

1. What did you find easy about completing the culminating assignment?

2. What did you find difficult about it?

3. What questions do you still have about the sources used to inform historical fiction, cultural aspects of Chinese-Americans, and/or the Chinese-American immigrant experience at Angel Island?
Appendix

Analysis of Historical Fiction: Paper Son
Texts

Unit Texts

Text 1: Paper Son: Lee’s Journey to America
by Helen Foster James and Virginia Shin-Mui Loh


Text 2: Chapter 9 “Hopeless” from The Dragon’s Child: A Story of Angel Island
by Laurence Yep with Kathleen S. Yep


Text 3: “Angel Island: Li Keng Wong’s Story” by Li Keng Wong

Text 4: “Immigration Inspector’s Statement” by R. D. McKenzie

Text 5: “Angel Island, Landmark of U.S. Diversity” by Carl Nolte
Obtaining Copyright Permission

A number of texts, such as journal and newspaper articles, book chapters, children’s books, and poems, may be mentioned in this IFL Unit. Because of copyright considerations, these resources could not be included in the unit. A comprehensive reference citation has been included in this section of the unit.

The resources referenced in this unit may be protected by copyright law (Title 17, U.S. Code). You are responsible for obtaining permission from the rights holder(s) in order to reproduce and distribute copyrighted material. The rights holder may require a fee for this permission, which will be based on the number of copies made. Even if the rights holder does not require a fee, you are still obligated to make a formal request before redistributing copyrighted material.

Notes

- The rights holder will need the following information to process your request—title of work, author, place of publication, page numbers, and how and when the resource will be used.
- When text comes from an anthology or a textbook, the publisher of the book is most likely not the rights holder. The publisher generally gets permission to include the text in their book. The rights holder will need to be determined in order to get permission to use the text.
- Picture books generally have two rights holders, one for the text and another for the images. Both rights holders must grant permission to make copies of the texts.
- Other resources, such as paintings, photographs, graphics, cartoons, videos, songs, etc., also require copyright permission.

Copyright laws may prohibit photocopying this document without express permission.
Instructional Glossary

ASSESSMENTS IN IFL ENGLISH LANGUAGE ARTS reflect what is known about the assessments under development by the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers (PARCC). Both consortia closely align their assessments to the Common Core State Standards.

ASSESSMENT TASKS
- Allow for an assessment of how well students are learning the content and habits of thinking that they are being taught through the designed curriculum.
- Build from the notion that we should assess what we actually teach. Therefore, the assessment and unit content learning goals, skills, and habits of thinking are the same.
- Ask students to individually complete tasks that mirror tasks they have completed, often with others, as part of the unit’s daily instruction. The specific content of the assessment is new to students, yet within the scope of the content they have been studying as part of the unit of study.
- Use student work to assess what students know, what teachers need to re-teach, and what modifications teachers must make as they continue the work of the unit.

CHARTING of the pair/trio sharing by or for members of the group represents the work of the group to the entire class. Wall charts are dynamic displays that are frequently revisited and revised by the teacher and learners as their understanding of the particular content is developing. In the process of creating these charts, learners voice their own interpretations of content or ideas, providing teachers with key opportunities to assess learners’ understanding. While the teacher is collecting the students’ ideas, often s/he is also shaping and organizing their ideas given the content and standards that are the focus of the lesson or unit. Wall charts also act as a way to provide support for students who may not have understood the work individually (or in their pair/trio/group work). Additionally, wall charts provide learners with clear expectations of what they are learning or expected to produce. Learners use these charts as references when doing work independently or in small and large groups; this allows students to begin to self-manage their learning. Therefore, these charts should be strategically placed in the classroom so that students can use them as tools of instruction. Wall charts are part of the gradual release of the responsibility for learning from teachers to students. They are intended to reflect and impact the learner’s work and achievement, unlike posters, which are fixed products and are often used as decoration.

COMMON CORE STATE STANDARDS (CCSS) have been adopted by most states. Information about this standards project and the English language arts/literacy standards are on the CCSS website: http://www.corestandards.org.

COMPREHENSION/SORTING QUESTIONS promote close reading and allow students to get the gist of a text while sorting out, for example, the characters and settings, central and supporting ideas, or claims and counterclaims.

CULMINATING ASSESSMENT refers to the final unit assessment. Students complete this performance assessment individually. It focuses on the big ideas and skills students have studied and used in the unit. It takes into account the standards and sequence of lessons, and tests what has been taught, modeled, and included on criteria charts and trackers.
CULMINATING ASSIGNMENT refers to the final unit assignment. The culminating assignment focuses on the big ideas and skills students have studied and used in the unit. Unlike the culminating assessment, students receive support in its completion including opportunities for multiple drafts, peer review, and revision. Almost always, students learn about the culminating assignment at the beginning of the unit, which helps them to understand how the work that they do throughout the unit connects and supports their completion of this individual but scaffolded assignment.

DISCIPLINARY LITERACY (DL) is an approach to teaching and learning that integrates academically rigorous content with discipline-appropriate habits of thinking. In DL, students become literate in a specific discipline by learning the big ideas and habits of thinking of that discipline simultaneously.

EMBEDDED ASSESSMENT TASKS describe assessments that are integral to a curriculum and are part of a unit’s instructional sequence. They are literally embedded as on-demand “tests” in units of instruction and require students to perform tasks that mirror work they have completed, often with others, as part of the unit’s daily instruction. Embedding assessments throughout instruction allow teachers to find out what students don’t know or aren’t able to do while there is still time to do something about it. These assessments provide formative data that allow teachers to change or modify instruction to address better the needs of individual learners.

FORMATIVE ASSESSMENT is assessment for learning. This type of assessment occurs throughout the course of a unit and is used to measure students’ understanding of the unit’s key concepts, content, and skills. The data from formative assessments are used to adjust instruction and learning to meet the needs of students. This adjustment may include reteaching certain concepts, either to the whole class or a specific group of students, or incorporating alternative approaches to assessing the content.

GALLERY WALKS refer to walks students do around the classroom in order to read, take notes on, or respond to various classroom artifacts such as individual or pair/trio charts, whole group charts, displays constructed by the teacher or peers, etc. Gallery walks provide the opportunity for students to share their work with others and/or display what they know or have learned. Additionally, gallery walks can provide teachers with an active way to share information with students on various topics. Gallery walks are usually followed by whole class discussions.


INFORMATIONAL TEXT: The Common Core State Standards (CCSS) explicate expectations for reading and writing informational text. The CCSS section below elaborates on these expectations for writing informational text:

“Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?).” (Appendix A, p. 23)
Writers of informational/explanatory texts:

“use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés” (ibid).

The National Assessment of Educational Progress addresses the reading of informational text in its reading framework, “Informational texts include three broad categories: exposition; argumentation and persuasive text; and procedural text and documents.” Informational texts include such reading materials as textbooks, magazine and newspaper articles, documents, essays, and speeches.

The sidebar of the College and Career Readiness Anchor Standards for Reading advocates that students read “increasingly challenging literary and informational texts.” They provide examples of informational text such as “texts in history/social studies, science and other disciplines” (2010, p. 10).

The following sections from the CCSS provide examples of informational texts which are meant to illustrate the kinds of texts that can be selected, but not to be the only texts students would read:

**Informational: Historical/Social Science Texts**

Historical/Social Science texts are informational texts with historical or social science content. Examples from Appendix B of the CCSS include: Preamble and First Amendment to the United States Constitution, *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Freedman, *The Great Fire* by Murphy, and *Vincent Van Gogh: Portrait of an Artist* by Greenberg.

**Informational: Scientific and Technical Texts**

Scientific and Technical texts are informational texts with scientific and technical content. Examples from Appendix B of the CCSS include: *The Building of Manhattan* by Mackay, *Geeks: How Two Lost Boys Rode the Internet out of Idaho* by Katz, “Space Probe” from *Astronomy & Space: From the Big Bang to the Big Crunch*, and “The Evolution of the Grocery Bag” by Petroski.

**Literary Nonfiction**

Literary nonfiction “includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience” (Common Core State Standards for English Language Arts, 2012, p. 57). These texts can be informational, persuasion, and narrative. Examples from Appendix B of the CCSS include: *Narrative of the Life of Frederick Douglass an American Slave* by Douglass, “Letter to Thomas Jefferson” by Adams, *Travels with Charley: In Search of America* by Steinbeck, and “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Churchill.
**INTERPRETIVE QUESTIONS** are text-based, thought-provoking questions that stem from genuine inquiry. These open-ended questions can sustain multiple, varied responses based on evidence from the text. Interpretive questions are the focus of Write Abouts and inquiry-based discussions.

**INQUIRY-BASED DISCUSSIONS** are whole group discussions in which readers discuss their responses to interpretive questions (WriteAbouts). These student-centered discussions usually follow a second or third reading of the text. Before students engage in inquiry-based discussions, they have had the opportunity to write individually on the interpretive question and share their responses in pairs or trios. The purposes of an inquiry-based discussion are to help readers:

- “try out” their answers and explanations using specific moments and evidence from the text;
- practice making interpretations supported with evidence from the text;
- accept alternative views/interpretations of the same text;
- rethink what they think about the text; and
- understand that readers can have different valid interpretations of the same text.

**METACOGNITION** refers to thinking about one’s thinking and how one learns. Students are asked to think metacognitively when they answer StepBack questions. During this part of the learning, students consider WHAT they learned and HOW they learned it.

**MODELS** are examples of work, either oral or written, that support students producing similar work. A model is of a total performance, which can be large or small, in order to help learners understand the essence of an activity and develop a mental picture of what the real thing looks like. It may be an example of one way to explain significant moments, answer a StepBack question, write the culminating assignment, etc. Models include work completed by peers, the teacher, and/or professional writers. Before completing the task/assignment themselves, learners are usually asked to deconstruct these models in order to analyze what makes them effective. Models are not necessarily exemplars; therefore, they do not need to be perfect.

**OVERARCHING QUESTIONS** present the big ideas of the unit as inquiry questions that reach across and connect all of the texts under study including the students’ writing. These overarching questions are informed by the standards and central ideas worth knowing about a particular topic within a given discipline.

**PAIR/TRIO SHARING** refers to students working in groups of two or three to share their responses to individual quick writes or other tasks in order to establish academic conversations in a safe environment with high accountability to the task and the group members.

**PATTERNED WAY OF READING, WRITING, AND TALKING** refers to DL ELA pattern of reading, writing about/like, and discussing texts multiple times for different purposes using scaffolded questions that lead students from literal comprehension to higher-order thinking.
QUICK WRITES are short pieces of writing composed by individual learners in response to questions and tasks for any and all of the design features of lessons, tasks, and units. The term “quick write” is a synonym for free writes, discovery writing, writing to learn, written reflections, etc. The following chart shows how quick writes can vary:

<table>
<thead>
<tr>
<th>Type of quick write:</th>
<th>How the writing varies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Writing</td>
<td>Quick. Students are accessing prior knowledge or thinking on paper.</td>
</tr>
<tr>
<td>Entry Slips</td>
<td>Usually quick. Students respond to a writing prompt from the teacher on previous or current learning.</td>
</tr>
<tr>
<td>Exit Slips</td>
<td>Usually quick. Exit Slips are similar to Entry Slips except these are handed in at the end of the class rather than at the beginning and most often require students to focus on an aspect of the learning done that day.</td>
</tr>
<tr>
<td>Getting the Gist</td>
<td>Quick. Students are sharing events, characters, key ideas, etc. Length of time depends on amount and difficulty of text.</td>
</tr>
<tr>
<td>Significant Moments</td>
<td>Longer. Students are sharing moments and evidence, questioning each other, identifying similarities and differences.</td>
</tr>
<tr>
<td>WriteAbout</td>
<td>Time for writing and sharing is longer since the task is more difficult. During the pair/trio share, students are sharing ideas and evidence, debating interpretations, questioning each other’s ideas and evidence, etc.</td>
</tr>
<tr>
<td>WriteLike</td>
<td>Time allotted depends on students’ familiarity with the task. Writing and sharing might look more like working together to solve a problem, find examples of a literary device, analyze aspects of an author’s style, etc.</td>
</tr>
</tbody>
</table>
READ ALOUD is a reading approach in which the text is not seen by the students, but is read aloud by the teacher with intermittent questions designed to foster student discussion that builds meaning.

READ TO GET THE GIST is the first reading of a text in which readers read for literal comprehension. Literal comprehension questions such as, “What is happening?” in a narrative; “What are the author’s arguments?” in an argumentative text; or “What are the issues?” in an informational text guide this first reading. For narrative writing, questions such as, “Who are the characters? What do you know about them? How do you know it?” help students sort the characters and develop literal comprehension.

READER/WRITER NOTEBOOK is a classroom tool students use to record their thinking and/or ideas, generate writing ideas, and try out new voices. Students compose Quick Writes and WriteAbouts, take notes, compose observations for writings, respond to questions and tasks, and track their learning in their Reader/Writer Notebooks. The Reader/Writer Notebook is a place students can go back to when working on larger pieces such as their culminating assignment. It also serves as a central notebook to store handouts, papers, calendars, and other materials used in the class. It is helpful to use a loose-leaf notebook so that pages from each student’s Reader/Writer Notebook can be collected, shared, returned, and re-arranged easily.

REREAD FOR SIGNIFICANCE involves having students reread or skim through a text for the purpose of identifying moments or specific kinds of moments (e.g., author’s arguments, character’s response to challenge) that strike them as significant to that text. Students are then asked to explain the significance of the chosen moments to the text.

RETROSPECTIVE tasks on each text or across texts invite students to rethink and revise writing on the unit’s big ideas and overarching questions as they progress through the unit.

RUBRICS delineate the criteria of different levels of performance. In writing instruction, formative and summative ones are used. Summative rubrics are primarily useful to the teacher to more quickly assign a score to a piece of student writing. These are usually too complex or abstract to be helpful to students. Formative rubrics, developed by students with their teacher as part of instruction on specific writing assignments, can be helpful checklists/gauges for students of what they have included in their writing and how well their writing represents each element. Students with their teacher update rubrics as their writing improves through instruction, practice and feedback.
The table below presents a brief overview of the main types of rubrics used to assess student work in ELA and some of the differences among them.

<table>
<thead>
<tr>
<th>Type of Rubric and Description</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Holistic</strong> assigns a single, overall rating or score to a product or performance based on an overall impression.</td>
<td>• good for simple products or performances (i.e., ones characterized by a single element or dimension) • provides a quick “snapshot” of overall quality or achievement performance • represents overall “impact” of a product or performance</td>
<td>• does not provide detailed analysis of strengths and weaknesses, so not useful for diagnostic purposes or to inform instruction • does not help students to see what they need to do to improve</td>
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<td><strong>Analytic</strong> assigns separate ratings or scores to identified elements or dimensions of a product or performance so that each category or dimension can be judged separately on a quality scale as the basis of determining a total score/judgment.</td>
<td>• captures complexity of product or performance that involves several elements or dimensions • identifies the essential components of quality by element or dimension • provides specific feedback to teachers, students, and parents regarding individual strengths and weaknesses as well as a final score/judgment</td>
<td>• time consuming, especially at first, to learn and use • raises issues of reliability among different raters who are dealing with several elements or dimensions • components of quality scale may be more generic • applied across writing tasks which can result in generic kinds of writing</td>
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<td><strong>Primary</strong> trait focuses attention on rating of a single trait considered to be the most essential for demonstrating success regarding a particular product or performance; in writing, isolates one component of written discourse and assesses the writer’s aptness for that particular trait; in reading and writing, isolates the essential attribute of the reading performance.</td>
<td>• gives a sharp view of the complex aspects of a particular skill, thus allowing for more precisely identifying particular strengths and weaknesses • the dimension or trait being rated is clearly reflected in the primary trait at each score point • task-specific</td>
<td>• time consuming, especially at first, to learn and use • tasks may require secondary trait rubrics in addition to a primary trait one, adding additional complexity to the scoring of papers</td>
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References:


**SHARED READING** involves the teacher displaying an enlarged copy of the text and showing only the portions of the text to be read aloud and discussed as the text unfolds. It is important that students’ eyes track the text as it is being read aloud by the teacher, especially during an initial reading. The power of the shared reading component is that the teacher is taking on the decoding work, while the students are able to see the words and hear how they sound, simultaneously.

**SIGNIFICANCE** tasks ask students to locate significant moments in a text and to explain why those moments are significant to the text.

**STEPBACK** tasks ask students to reflect on what they are learning and how they are learning it. They are deliberate efforts to help students accumulate their growing body of knowledge on the unit focus and overarching questions and develop a metacognitive awareness that prompts transfer of learning to relevant new situations.

**TASKS** ask learners to use knowledge, skills, and habits to accomplish an activity, project, or to solve a problem in reading, writing, and thinking. In completing tasks, learners “do” the subject of literature, composition, and/or language study within the disciplines working in ways authentic to the discipline. Typically, tasks are prompted by open-ended questions about a text(s) students are reading and/or writing.

**THINK ALOUD** is a form of modeling in which the teacher or a peer thinks aloud as s/he is performing a task such as reading a text, gathering evidence to answer a question, writing a thesis statement, etc. The person performing the think aloud usually chooses three or four strategies or techniques to explicitly model and asks learners to focus on, listen for, or take notes on those things. The purpose of a think aloud is to make the implicit explicit so that others may learn and apply these strategies when doing the task themselves.

**TRACKERS** assist students to self-assess and monitor progress in relation to established criteria for success on a culminating assignment/assessment.

**TURN AND TALK** is a structure that takes place within a larger group discussion, in which a question is posed and students discuss their responses in groups of two or three. The purpose of a turn and talk is four-fold: 1) to engage all students in text discussion, even those less inclined to speak in whole group formats; 2) to allow students to try out ideas—and ways of articulating those ideas—with one another in a safe space before bringing their responses to the larger group; 3) to ensure a number of valid responses are developed to a significant text-based question; and 4) in order to encourage students to grapple with ideas, and work to support their claims as they also consider the claims made by their peers.

**UNIT FOCUS** identifies the big ideas (e.g., “Miseducation” or “Writing and Identity” or “Child Labor”), genre, or author to be studied, linked to the standards.

**WRITEABOUTS** are short pieces of writing students do in response to interpretive questions based on their reading. WriteAbouts usually follow a second or third reading of the text and are written in students’ Reader/Writer Notebooks. They are usually in preparation for an inquiry-based discussion.

**WRITELIKES** ask students to write like the texts, either in the style of the selection or in imitation of an author’s sentence and grammatical structure.
Instructional Resources

Reader/Writer Notebook

What is the Reader/Writer Notebook?
It is a notebook with loose-leaf paper that can be added, rearranged, or temporarily removed. Loose-leaf holed paper between pressboard covers, held together with rings would suffice.

Students will be asked to use a Reader/Writer Notebook in this unit.

What are two main purposes of the Reader/Writer Notebook?
It gives the writer a place for thinking and trying out different voices and techniques. It also serves as a central notebook to store handouts, other papers, and calendars used in English language arts.

What are other specific uses of the notebook?
It is our classroom tool for thinking, recording ideas, generating writing ideas, and trying out new voices.

We use it for quick writes, 2-column notes, WriteAbouts, WriteLikes, criteria charts, class notes, brainstorming, etc.

- It is a place for writers to work through writing problems and brainstorm.
- It is a place where we can go back to reread and/or select pieces for revision.
- It is a place where we can go back to reflect on how we have grown as readers and writers.

How may students set up their own Reader/Writer Notebooks?
Either on the cover or the first page of the notebook, ask students to write their name, class period, and the date they began using their notebook. They might also personalize their notebooks with decorations, pictures, nicknames, etc.

On the top of the second page of the notebook, ask students to write “Table of Contents.” On the first line of the Table of Contents page, ask students to write: “date,” “topic,” and “page number.”

Beginning with the Table of Contents, ask students to number the first 30 pages; students may number the rest of the pages when they get to page 30.

Students can now begin using the Reader/Writer Notebooks on page 6 (pages 2-5 will be set aside for the table of contents).

Note: Because the Reader/Writer Notebook is a place for students to think and try out different writing and reading ideas, encourage them to write and collect ideas in their notebooks as a habit of practice that extends beyond the times related to specific assignments for class.
Teacher Resource: Reader/Writer Notebook

Suggested Feedback System
Since the writer’s notebook is expressive writing (writing for the writer), it is important to lower the students’ level of anxiety relative to grammar and usage errors. Randy Bomer, author of *Time for Meaning: Crafting Literate Lives in Middle and High School* (1995), suggests that teachers also use a Reader/Writer Notebook. This helps to deepen the idea of a writers’ community in the classroom and allows teachers to give students ideas for their notebooks by sharing from their notebooks from time to time. Bomer has also devised a method of feedback based on the following criteria:

1. **Volume**
   A. One entry from each class, including one long selection.
   B. Five for homework, including two long selections.

2. **Variety**

3. **Thoughtfulness**

4. **Habits of Thought - Intention for Writing**
   Specifically:
   A. description
   B. precise dialogue
   C. movement between facts and ideas

5. **Playful Experimentation with Language**

He then uses a class rotation system, collecting every student’s notebook once every two weeks. He writes brief comments and the score from the class rubric on sticky notes and places them in each notebook.
Pedagogical Rituals and Routines

When we ask students to engage in inquiry units and lessons, we ask them to use the following key Pedagogical Rituals and Routines. These rituals and routines, derived from research on cognitive apprenticeship, are designed to engage all students as learners in collaborative problem solving, writing to learn, making thinking visible, using routines for note-taking/making and tracking learning, text-based norms for interpretive discussions and writings, ongoing assessment and revision, and metacognitive reflection and articulation as regular patterns in learning. These cyclical apprenticeship rituals and routines build community when used with authentic tasks through collaboration, coaching, the sharing of solutions, multiple occasions for practice, and the articulation of reflections (Brown, Collins, & Duguid, 1989).

The key English language arts pedagogical routines that support students’ learning are:

- **quick writes** composed by individual learners in response to questions and tasks for any and all of the design features of lessons and units;
- **pair/trio sharing** of individual quick writes to establish academic conversations in a safe environment with high accountability to the task and the group members;
- **charting** of the pair/trio sharing by members of the group to represent the work of the group to the entire class;
- **gallery walks** for members of the class to read and take notes on the pair/trio work in preparation for a whole class discussion of the task;
- **whole group discussions** of the questions or tasks that prompted the scaffold of quick writes, pair/trio share, charting, and gallery walks to deepen understandings and address lingering questions;
- **model** of a total performance in order to help learners understand the essence of an activity and develop a mental picture of what the real thing looks like;
- **Reader/Writer Notebooks** in which learners compose quick writes, take notes, make notes, compose observations for writings, respond to questions and tasks, and track their learning; and
- **StepBacks** in which learners metacognitively reflect through quick writes, pair/trio shares, charting, gallery walks, discussions, and writing assignments on the content and pedagogy of their learning to develop and track their understandings and habits of thinking.
# Accountable Talk® Moves and Functions in ELA

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<tr>
<th>TEACHER MOVE</th>
<th>FUNCTION</th>
<th>EXAMPLE</th>
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<td><strong>TO ENSURE PURPOSEFUL, COHERENT, AND PRODUCTIVE GROUP DISCUSSION</strong></td>
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<tr>
<td>1. Marking</td>
<td>Direct attention to the value and importance of a student’s contribution.</td>
<td>“I hear you saying ______. Let’s keep this idea in mind.”</td>
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<td>2. Challenging Students</td>
<td>Redirect a question back to the students or use a student’s contributions as a source for a further challenge or inquiry.</td>
<td>“What do YOU think?” “What surprised you about what you just heard about the text’s ______?”</td>
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<td>3. Modeling</td>
<td>Make one’s thinking public and demonstrate a total performance in order to help learners understand the essence of the activity and to develop a mental picture of what the real thing looks like.</td>
<td>“Here’s what good readers do…”</td>
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<td><strong>TO SUPPORT ACCOUNTABILITY TO Accurate Knowledge</strong></td>
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<td>4. Pressing for Accuracy</td>
<td>Hold students accountable for the accuracy, credibility, and clarity of their contributions.</td>
<td>“Where can we find that?” “What is your basis for that conclusion?” “Who said that?”</td>
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<td>5. Building on Prior Knowledge</td>
<td>Tie a current contribution back to knowledge accumulated by the class at a previous time.</td>
<td>“How does this connect…?” “How do we define ______ in this context?” “What else comes to mind given our discussion about ____________?”</td>
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<td><strong>TO SUPPORT ACCOUNTABILITY TO Rigorous Thinking</strong></td>
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<td>6. Pressing for Reasoning</td>
<td>Elicit evidence and establish what contribution a student’s utterance is intended to make within the group’s larger enterprise.</td>
<td>“Why do you think that…? ” “What evidence from the text supports your claim? How does this idea contrast with _____?”</td>
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<td>7. Expanding Reasoning</td>
<td>Open up extra time and space in the conversation for student reasoning.</td>
<td>“Take your time… say more.” “Given what we just read and discussed, what would you now say about ______?”</td>
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<td>8. Recapping</td>
<td>Make public in a concise, coherent way, the group’s developed shared understanding of the content or text under discussion.</td>
<td>“What have we discovered?” “So far, we have discussed the following… What else do we need to address?”</td>
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<td><strong>TO SUPPORT ACCOUNTABILITY TO THE Learning Community</strong></td>
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<td>9. Keeping the Channels Open</td>
<td>Ensure that students can hear each other, and remind them that they must hear what others have said.</td>
<td>“Please say back what _____ just said.”</td>
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<td>10. Keeping Everyone Together</td>
<td>Ensure that everyone not only heard, but also understood, what a speaker said.</td>
<td>“Do you agree or disagree with what ______ just said? Explain your thinking.”</td>
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<td>11. Linking Contributions</td>
<td>Make explicit the relationship between a new contribution and what has gone before.</td>
<td>“Who wants to add on to …?” “What do you notice is missing?”</td>
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<td>12. Verifying and Clarifying</td>
<td>Revoice a student’s contribution, thereby helping both speakers and listeners to engage more profitably in the conversation.</td>
<td>“So, are you saying…?”</td>
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Inquiry-Based Discussion

In an inquiry-based discussion, readers discuss their responses to an interpretive question about a text(s). An interpretive question stems from a genuine inquiry about a text, is thought-provoking and can sustain multiple and varied responses supported by textual evidence.

The purposes of the discussion are to help readers:

- “try out” their answers and explanations anchored with specific moments from the text;
- accept alternative views/interpretations of the same text (not about reaching consensus or proclaiming a winner);
- rethink what they think about the text; and
- understand that readers can have different, valid interpretations of the same text.

Preparing for the Discussion:

- The discussion lead, usually the teacher, explains inquiry to readers, models some responses, and describes the teacher’s and the students’ roles during the discussion.
- Allow enough time for the discussion given the text complexity.
- The discussion usually follows the second or third reading of a text.
- Individually, students WriteAbout the interpretive question and mine the text for evidence supporting their responses.
- Students are seated so they can see, talk to, and listen to each other.

Features of the Inquiry-Based Discussion:

- A central inquiry/question that can sustain multiple responses related to interpreting the ideas of one text or across texts focuses the talk.
- The facilitator prompts students to “say more” and to anchor their talk in the text.
- Initial student talk is exploratory and can be halting as participants “try out” and modify their answers and explanations.
- Participants return often to cite or re-read the text, texts, or their notes.
- There is usually genuine talk related to the question by over 60% of the group.
- Participants listen to each other using the ideas of others in their answers.
- At the end of the discussion, there is time for each participant to jot down what they are thinking about the text given the discussion.
- The teacher takes the long view on students’ discussions, expecting the students to get better as they have more experience.
Facilitator’s Role:

- The teacher facilitator is not a direct teacher or a presenter. The facilitator does not talk too much, does not repeat the talkers’ responses, and does not verbally compliment or negate responses.
- When teachers step out of their role as guides and into their role as participants or teachers, they limit participation (Vygotsky 1986; Alvermann, et al., 1996).
- As teacher facilitator, you elicit what readers are thinking and validating with evidence, but you are not telling them your interpretation.
- The teacher facilitator:
  - Uses questions to get others talking;
  - Encourages everyone—not just some—to participate;
  - Presses for clarification and evidence from the text;
  - Keeps the conversation on track during the time frame provided;
  - Encourages readers to listen to and learn from each other by not repeating their responses;
  - Reminds them, only if and when necessary, of the guiding question under discussion;
  - Asks each discussant to validate answers with explanations anchored in evidence from the text;
  - Summarizes a flow of three or four responses or questions further to raise rigor of discussion—not to do the mental work for students;
  - Asks participants to step back and reflect on what they learned from the discussion: Would they now change their first Quick Write response and, if so, what would they change and why?; and
  - Asks the idea tracker to recap the intellectual work of the discussion.
- The facilitator asks readers to step back and reflect on the discussion: If they didn’t participate successfully, what needs to improve and who has responsibility for the improvement?