

## EXPERT PACK

### Caught Between Two Worlds: Chinese Immigration

To be used with *Dragonwings* by Laurence Yep or as a stand-alone resource.

#### Synopsis

The first text, "**The Turn of the Century in California**," grounds the reader in geographical and historical context and sets the stage for this expert pack. Next, the video clip, "**Museum of Chinese in America Shows a Little Known History**," gives a quick overview of how and why the Chinese came to America; initially as tradesmen, then to mine gold, then to help complete the transcontinental railroad and eventually turning to running laundry businesses and restaurants when no other work was available. "**Yick Wo V. Hopkins**" continues building on information from the previous video by detailing a court case concerning a Chinese laundry that led to a California law passed to uphold the Fourteenth Amendment to the US Constitution. The next text, "**Chinese Exclusion Treaty 1880 and Chinese Exclusion Act 1882**," includes documents on Anti-Chinese Immigration Policy and the Chinese Exclusion Act. These two documents serve to help understand the Treaty Regulating Immigration from China to the United States and the restrictions that were imposed. "**Bachelor Society**" and "**Paper Sons**" describe what happened as a result of enforcing these two laws. In "**Bachelor Society**" students read about a society made up of mostly men, called bachelors, because they were here in this country without their families and who falsely reported the births of son or daughters whom they claimed to have fathered while in China in order to gain entry into the U.S. "**Paper Sons**" explains how this practice started as how returning Chinamen were interrogated at processing stations through a gruelling interview process. This text contains the transcript of one such interview which could be read aloud in a "reader's theater" fashion to enhance understanding. "**Chinese-American Descendants Uncover Forged Family Histories**" brings students into the present day, building students' understanding further as they read about how present day descendants uncover the truth about their families and how confusing it was for them when they were growing up. Embedded in this text is a 55 minute documentary written by one of the descendants in an effort to set the record straight: *Chinese Couplets, A Family's Journey Through Chinese Exclusion*. The next video, "**Between Two Worlds: the 1882 Chinese Exclusion**," contains actual photos from long ago and appeals to the emotions, serving to create a sense of empathy for the Chinese and how they were treated as a result of the enactment of the Exclusion Act of 1882. It tells the story of a people caught between two worlds. Next, "**Earthquake: The Chinatown Story**" is a photo story that helps students get a better understanding of how the Earthquake in San Francisco became a catalyst for the rebuilding and rebirth of Chinatown. It provides a good transition into the final video, "**How Chop Suey Saved San Francisco's Chinatown**," which reviews the history leading up to the Exclusion Act and establishes food as a means to fight it and preserve the legacy of the Chinese people living in San Francisco. It brings students into the present day with continued issues that face the Chinese Americans still living there. This text set provides significant background information and vocabulary that students can use to better understand the Chinese culture and the setting and conflict of *Dragonwings*.

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# EXPERT PACK: TEXT AND MEDIA RESOURCES LIST

## Caught Between Two Worlds: Chinese Immigration

### Article(s)

1. “Chinese Exclusion Treaty 1880 and Chinese Exclusion Act 1882”-  
<http://www.pbs.org/weta/thewest/resources/archives/seven/chinact.htm>
2. “Yick Wo V. Hopkins”-  
<http://www.encyclopedia.com/social-sciences-and-law/law/court-cases/yick-wo-v-hopkins>
3. “The Turn of the Century in California”-  
<https://www.loc.gov/collections/california-first-person-narratives/articles-and-essays/early-california-history/turn-of-the-century-in-california/>
4. “Bachelor Society” [https://www.pbs.org/becomingamerican/ce\\_witness5.html](https://www.pbs.org/becomingamerican/ce_witness5.html)
5. “Earthquake: The China Story”  
<https://www.google.com/culturalinstitute/beta/exhibit/gQr-sWsc>
6. “Paper Sons”- Read aloud and then share – immigration connection  
[http://teachingresources.atlas.illinois.edu/chinese\\_exp/resources/resource\\_3\\_4.pdf](http://teachingresources.atlas.illinois.edu/chinese_exp/resources/resource_3_4.pdf)
7. “American Descendants”  
<http://www.npr.org/sections/codeswitch/2013/12/17/251833652/chinese-american-descendants-uncovered-forged-family-history>  
Embedded video <http://canadorecollege.kanopystreaming.com/video/chinese-couplets>

### Other Media

8. “Between Two Worlds: the 1882 Chinese Exclusion Act”-<https://vimeo.com/107753913>
9. “How Chop Suey Saved San Francisco’s Chinatown”-<https://youtu.be/DvXJoCiP6hM>
10. “Museum of Chinese in America Shows a Little-Known History”-<https://youtu.be/bRNos3m-z5k>

## The Common Core Shifts for ELA/Literacy

- Regular practice with complex text and its academic language
- Reading, writing, and speaking grounded in evidence from text, both literary and informational
- *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the ELA Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

## College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts

The underlined sections of the standards are the focus of the Expert Pack learning for students:

- 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.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Read and comprehend complex literary and informational texts independently and proficiently.

# SEQUENCE FOR READING AND ANNOTATED BIBLIOGRAPHY

## 1. “The Turn of the Century in California” [1400L]

**Synopsis:** Describes what California was like during the turn of the century and how its geographic location drew Asian immigrants from China.

**Activities:**

- Rolling Knowledge Journal
- Rolling Vocabulary Tracker
- Wonderings

Creators: Library of Congress Collection: *California as I Saw It: First Person Narratives of California’s Early Years, 1849 to 1900.*

Genre: Article

Length: 552 Words

Citation: “The Turn of the Century in California” - *California as I Saw It: First-Person Narratives of California's Early Years, 1849-1900.* (n.d.). Retrieved September 29, 2017, from

<https://www.loc.gov/collections/california-first-person-narratives/articles-and-essays/early-california-history/turn-of-the-century-in-california>

Cost/Access: 0

## 2. “Museum of Chinese in America Shows a Little-Known History” [LEXILE: NA]

**Synopsis:** Video of a museum in NY that tells the story of the Chinese that have been in America since before the United States was founded. Like other ethnic groups, they faced prejudice and exclusion, until the civil rights movements of the 1960s began to tear down racial barriers in education and jobs.

### Activities

- Rolling Knowledge
- Rolling Vocabulary
- Picture of Knowledge

Creators: VOA News

Genre: Video

Length: 4 minutes

Citation: “Museum of Chinese in America Shows a Little-Known History.” (2010, November 04). Retrieved September 29, 2017, from <https://youtu.be/bRNos3m-z5k>

Cost/Access: 0

## 3. “Yick Wo V. Hopkins 186” [1300L]

**Synopsis:** Details of a court case that involved unjustly convicting a Chinese laundry man who ran a laundry business in a wooden building.

### Activities

- Rolling Knowledge
- Rolling Vocabulary
- Quiz Maker

Creators: Stephen G. Christianson

Genre: Article

Length: 388 words

Citation: “Yick Wo v. Hopkins: 1886.” (n.d.). Retrieved September 29, 2017, from

<http://www.encyclopedia.com/social-sciences-and-law/law/court-cases/yick-wo-v-hopkins>

Cost/Access: 0

#### 4. “Chinese Exclusion Treaty 1880 and Chinese Exclusion Act 1882” [1400]

**Synopsis:** Documents on Anti-Chinese Immigration Policy

**Activities**

- Rolling Knowledge
- Rolling Vocabulary
- Wonderings

Creators: Archives of the West 1877–1887

Genre: Article

Length: 945 Words

Citation: <http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm>

Cost/Access: 0

#### 5. “Bachelor Society [LEXILE: 900]

**Synopsis:** An eyewitness account of what Chinatown looked like through the eyes of a child.

**Activities**

- Rolling Knowledge
- Rolling Vocabulary
- Wonderings

Creators: Charlie Chin

Genre: Article

Length: 427 Words

Citation: [https://www.pbs.org/becomingamerican/ce\\_witness5.html](https://www.pbs.org/becomingamerican/ce_witness5.html)

Cost/Access: 0

#### 6. Paper Sons [LEXILE: 1100]

**Synopsis:** Chinamen who were returning from a visit back to China were interrogated at processing stations through a gruelling interview process.

**Activities**

- Rolling Knowledge
- Rolling Vocabulary
- Picture of Knowledge

Creators: R.D. McKenzie

Genre: Article

Length: 1047 Words

Citation: R.D. McKenzie, *Oriental Exclusion*, University of Chicago Press, 1928, p.50.

Cost/Access: 0

## 7. “American Descendants” [LEXILE: 1100]

**Synopsis:** Present day descendants uncover the truth about their families and how confusing it was for them when they were growing up.

### Activities

- Rolling Knowledge
- Rolling Vocabulary
- Quiz Maker

Creators: Hansi Lo Wang

Genre: Article

Length: 821 Words

Citation: Wang, H. L. (2013, December 17). Chinese-American Descendants Uncover Forged Family Histories.

Retrieved October 28, 2017, from

<http://www.npr.org/sections/codeswitch/2013/12/17/251833652/chinese-american-descendants-uncover-forged-family-history>

Cost/Access: 0

## 8. “Between Two Worlds: the 1882 Chinese Exclusion Act” [LEXILE: NA]

**Synopsis:** Explains the effect that the exclusion law had on the lives of the Chinese in California and how it prompted the Anti-Chinese sentiment, causing widespread violence and driving many Chinese out of their towns into the cities, creating Chinatowns.

### Activities

- Rolling Knowledge
- Rolling Vocabulary
- Picture of Knowledge



Creators: Bill Moyers

Genre: Video

Length: 7 minutes

Citation: "Between Two Worlds: The 1882 Chinese Exclusion Act." (2017, September 27). Retrieved September 29, 2017, from <https://vimeo.com/107753913>

Cost/Access: 0

## 9. "Earthquake: The China Story" [LEXILE: 1100]

**Synopsis:**

**Activities**

- Rolling Knowledge
- Rolling Vocabulary
- Wonderings

Creators: Amy Lan and Pam Wong

Genre: Article

Length: 1175 words

Citation: Earthquake: The Chinatown Story. (n.d.). Retrieved October 28, 2017, from <https://www.google.com/culturalinstitute/beta/exhibit/gQr-sWsc>

Cost/Access: 0

## 10. "How Chop Suey Saved San Francisco's Chinatown" [LEXILE: NA]

**Synopsis:** Chinese-Americans have a long history of facing exclusion in the United States. As a means of survival, many first-wave Chinese immigrants opened restaurants and catered Chinese food to American taste buds.

**Activities**

- Rolling Knowledge
- Rolling Vocabulary
- Quiz Maker

Creators:

Genre: Video

Length: 9 minutes

Citation: "How Chop Suey Saved San Francisco's Chinatown" [Chinese Food: An All-American Cuisine, Pt. 1] | AJ. (2017, August 15). Retrieved September 29, 2017, from <https://www.youtube.com/watch?v=DvXJoCiP6hM&feature=youtu.be>

## SUPPORTS FOR STUDENTS

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

### Use the Expert Pack Glossary:

- Assign students to read the glossary for each text before they read the text and refer to it during reading. Differentiate by meeting with weaker readers and going over the words before they read independently or in groups. This will provide the most support to weaker readers.
- Instruct students to refer to the glossary only while reading. This will be most helpful when students read in pairs.
- Assign students to read the glossary for homework and complete a task such as using each word in a new sentence. (This can also be done in class.) Differentiate by meeting with weaker readers and going over the words the day the homework is assigned.
- Have students take a vocabulary quiz after completing any of the above suggestions.

### Provide Additional Vocabulary Support:

- Develop a Student-Friendly Academic Vocabulary (Tier 2) and/or Domain Vocabulary.
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words.  
<http://www.wordsmyth.net/?mode=widget>
- Provide brief **student-friendly explanations** of necessary background knowledge.
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack.

### Develop Fluency:

- Select a small number of texts to **read aloud** with some discussion about comprehension, vocabulary work, and background knowledge.
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.).
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text.
- Prereading activities that focus on the **structure and graphic elements** of the text.

### Encourage Expansion

- Create an opportunity for students to identify an additional text or resource that would add to this text set, direct them to create a Student-Friendly Glossary in the style presented, and have them fill out the Rolling Knowledge Journal.
- Engage students in choosing independent reading aligned to the topic of study for the upcoming unit—possibly additional books by the same author or books focused on a similar theme or time period.

# STUDENT RESOURCE: THE EXPERT PACK GLOSSARY

## Caught Between Two Worlds: Chinese Immigration

<b>“The Turn of the Century in California”</b>	
Word	<ul style="list-style-type: none"><li>● Student-Friendly Definition</li><li>● Sentence about text using that word correctly</li><li>● Sentence of choice using the word, or a form of it, correctly</li></ul>
frontier	The part of a settlement, exploration, or field of study, which is being newly discovered. <i>Alaska became the new frontier with the promise of riches.</i> <i>Space is the final frontier.</i>
immigrants	People who move permanently to another country from their native lands. <i>Chinese immigrants came to California in search of gold.</i> <i>Many immigrants came to the United States for a better life.</i>
exotic	Very unusual and interesting. <i>California was thought to be exotic.</i> <i>Exotic flowers grew on a hill nearby.</i>
descendants	People who come from a given ancestor or ancestors. <i>Many people who live in Chinatown are descendants of the Chinese who came over from China in search of riches.</i> <i>Her children were descendants of both the Irish and Americans.</i>
custodian	A person who is responsible for taking care of someone or something. <i>The government became the custodians of Chinese immigrants.</i> <i>Parents are usually the legal custodians of their children.</i>
mediating	To bring about an agreement. <i>The lawyer mediated an agreement between the railroad workers and the board of directors.</i> <i>The teacher mediated a disagreement between the two students.</i>

<b>“Museum of Chinese in America Shows a Little-Known History”</b>	
Word	<ul style="list-style-type: none"><li>● Student-Friendly Definition</li></ul>

	<ul style="list-style-type: none"> <li>● Sentence about text using that word correctly</li> <li>● Sentence of choice using the word, or a form of it, correctly</li> </ul>
apothecary	<p>A person who prepares drugs and other medicines.  <i>People would visit an apothecary for a remedy to cure their illnesses.</i>  <i>He visited an apothecary to get a cure for his sore feet.</i></p>
prospector	<p>A person who searches for precious minerals and metals.  <i>Prospectors came to California to look for gold.</i>  <i>Once the gold ran out prospectors left in search of other types of work.</i></p>
exclusion	<p>The act of leaving out; keeping out.  <i>The Exclusion Act was created out of fear.</i>  <i>Chinese people were excluded from entering America.</i></p>
origin	<p>Parents or ancestors.  <i>Jin was of Chinese origin.</i>  <i>The origin of her family was unknown.</i></p>
genesis	<p>The beginning or origin of something.  <i>The genesis of violence against the Chinese began when the railroad was completed.</i>  <i>Scientists argue about the truth of mankind's origin or genesis.</i></p>
transcontinental	<p>Reaching across a continent.  <i>It took many Chinese men to help finish the transcontinental railroad.</i>  <i>The transcontinental railroad joined cities from east to west.</i></p>

**Yick Wo V. Hopkins 1886**

Word	<ul style="list-style-type: none"> <li>● Student-Friendly Definition</li> <li>● Sentence about text using that word correctly</li> <li>● Sentence of choice using the word, or a form of it, correctly</li> </ul>
enacted	<p>Made into a law.</p> <p><i>The town officials enacted a law that required buildings to be made of stone or brick.</i></p> <p><i>The mayor is likely to enact a curfew to limit the number of people on the streets during the riots.</i></p>
ordinance	<p>A regulation, law, decree, or rule, esp. one issued by a city or town.</p> <p><i>The ordinance was enforced by the local police.</i></p> <p><i>The town ordinance requires all individuals to clean up after their dogs when accompanying them on property they do not own.</i></p>
appealed	<p>A request that a higher court hear a case.</p> <p><i>Yick Wo appealed the court's decision.</i></p> <p><i>I have made an appeal to my parents to reduce the length of time I am grounded.</i></p>
conviction	<p>The state of having been proved guilty.</p> <p><i>Yick Wo did not think his conviction was fair.</i></p> <p><i>The bank robber's conviction could not be overturned because the evidence was too strong.</i></p>
petitioned	<p>Made a formal request to.</p> <p><i>Yick Wo petitioned the court to hear his case.</i></p> <p><i>The citizens petitioned the mayor to put up road signs.</i></p>
permitted	<p>To allow someone to go into or be in a place.</p> <p><i>Only white laundrymen were permitted to conduct business in wooden buildings.</i></p> <p><i>Tom could not bring his dog into the hotel because dogs were not permitted.</i></p>

## Chinese Exclusion Treaty 1880 and Chinese Exclusion Act 1882

Word	<ul style="list-style-type: none"> <li>• Student-Friendly Definition</li> <li>• Sentence about text using that word correctly</li> <li>• Sentence of choice using the word, or a form of it, correctly</li> </ul>
limitations	<p>The setting of limits or the state of being limited.</p> <p><i>Legislation was created to enforce the regulation, limitation, or suspension of Chinese immigration.</i></p> <p><i>The government is imposing new limitations on imports.</i></p>
maltreatment	<p>To treat badly, esp. with physical abuse.</p> <p><i>Many Chinese suffered maltreatment despite what the treaty stated.</i></p> <p><i>Severe bruising on his arms and legs suggested that the prisoner had been maltreated.</i></p>
immunities	<p>Freedoms from punishment or prosecution.</p> <p><i>The Government was supposed provide protection and secure the same rights, privileges, immunities and exemptions as other citizens.</i></p> <p><i>Since the accomplice lied on the stand, he is not eligible for immunity and may serve time in jail.</i></p>
endangers	<p>Puts in a dangerous situation.</p> <p><i>The Government decided that allowing the Chinese to come into this country endangered the people of certain localities.</i></p> <p><i>She endangered all of us with her reckless driving.</i></p>
misdemeanor	<p>A class of illegal act that is less serious than a felony and carries a lighter sentence; minor offense.</p> <p><i>Anyone allowing the Chinese to enter this country was to be charged with a misdemeanor and made to pay a fine.</i></p> <p><i>Disorderly conduct is classified as a misdemeanor.</i></p>

peculiarities	The state or fact of being odd or strange. <i>Their peculiarities in dress made the Chinaman stand out.</i> <i>There were many peculiarities that made people uneasy around her.</i>
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Bachelor Society	
Word	<ul style="list-style-type: none"> <li>● Student-Friendly Definition</li> <li>● Sentence about text using that word correctly</li> <li>● Sentence of choice using the word, or a form of it, correctly</li> </ul>
draconian	Harshly cruel. <i>Many of the laws that banned the Chinese from America were draconian in nature.</i> <i>The punishments for non-violent offences are both draconian and expensive.</i>
restriction	Something that limits. <i>The law restricted the boy and his mother from coming to America and joining his father.</i> <i>There are restrictions on making campfires in the park.</i>
predominant	Being the most common. <i>In the 1950's Chinatown was predominantly men.</i> <i>Brown trout and rainbow trout are the predominant species in this part of the river.</i>
adrift	Without anchor, drifting freely. <i>Many of the men lost touch with their families and were set adrift.</i> <i>The balloon was set adrift by a blast of wind.</i>
bachelor	A man who is not married.



	<p><i>The Chinaman was considered to be a bachelor because he was living alone without his family.</i></p> <p><i>Once he was married he was no longer considered a bachelor.</i></p>
founded	<p>To set up or create.</p> <p><i>After the People’s Republic of China was founded the Chinese could no longer return to China.</i></p> <p><i>Dr. Elizabeth Blackwell founded a hospital run by women.</i></p>

Paper Sons	
Word	<ul style="list-style-type: none"> <li>● Student-Friendly Definition</li> <li>● Sentence about text using that word correctly</li> <li>● Sentence of choice using the word, or a form of it, correctly</li> </ul>
exempt	<p>Excused from something that others are required to do.</p> <p><i>Certain groups were exempt from the immigration restrictions and allowed to enter America.</i></p> <p><i>The team captain is exempt from carrying the water bottles.</i></p>
eligible	<p>Qualifies for something; in a position to be chosen.</p> <p><i>The only Chinese eligible for citizenship were those born on U.S. soil.</i></p> <p><i>Only kids under twelve years old are eligible to enter the contest.</i></p>
dispute	<p>To question the value or truth of.</p> <p><i>After the fire Chinese residents could successfully claim citizenship because the government could not dispute their claim.</i></p> <p><i>The player disputed the referee's call.</i></p>
dormatory	<p>A building with many bedrooms, often lived in by students.</p> <p><i>Immigrants were housed in dormatories to wait for their hearings.</i></p>

	<i>My older sister lives in a dormitory at her college.</i>
allege	To say or claim to be true without having proof. <i>Returning Chinamen would often bring their alleged sons and daughters back with them.</i> <i>The police alleged that he had robbed the bank.</i>
discrepancies	Lack of agreement. <i>The investigator grilled the CHinamen looking for discrepancies in his story.</i> <i>There is no discrepancy between the two suspects' stories.</i>

American Descendants	
Word	<ul style="list-style-type: none"> <li>● Student-Friendly Definition</li> <li>● Sentence about text using that word correctly</li> <li>● Sentence of choice using the word, or a form of it, correctly</li> </ul>
repeal	To do away with or cancel officially. <i>Eventually Congress repealed the law.</i> <i>The state government voted to repeal the law.</i>
forge	To invent or imitate in order to deceive. <i>The Chinese used forged papers to enter the U.S. illegally.</i> <i>He forged many checks before he was caught by the police.</i>
fraudulent	Based on the use of deceit or trickery. <i>Paper sons and daughters were immigrants with fraudulent documents and false names.</i> <i>He achieved success in his business through fraudulent means.</i>
assume	To take on as one's own duty, job, or appearance; adopt.

	<p><i>Her mother lived under an assumed name.</i>  <i>She assumed the post of mayor one month after the election.</i></p>
unbeknownst	<p>Not known.  <i>The young girl was unbeknownst to immigration officials.</i>  <i>The new neighbor was unbeknownst to the town officials.</i></p>
unassimilable	<p>Unable to absorb and incorporate into the prevailing culture.  <i>Many people thought that the Chinese were unassimilable.</i>  <i>The villagers were forcibly assimilated into the society of the conquerors.</i></p>

### Between Two Worlds: the 1882 Chinese Exclusion Act

Word	<ul style="list-style-type: none"> <li>● Student-Friendly Definition</li> <li>● Sentence about text using that word correctly</li> <li>● Sentence of choice using the word, or a form of it, correctly</li> </ul>
arsonist	<p>An arsonist is responsible for the crime of burning buildings on purpose .  <i>The fires that burned down an entire town were set by an arsonist.</i>  <i>Fire investigators suspected the fire was started by an arsonist when they couldn't find an electrical source for the fire.</i></p>
barred	<p>Prohibited or excluded.  <i>The Exclusion Act barred the Chinese from entering this country.</i>  <i>The doctor was barred from practicing medicine when the patient he treated died.</i></p>
scapegoats	<p>People made to bear the blame for the wrongs of others.  <i>Chinese people were often used as scapegoats for crimes they did not commit in order to protect white men.</i>  <i>Even though Jim did not steal the wallet, he was still used as a scapegoat to cover for the thievery!</i></p>

savagery	<p>An instance of savage action or behavior.</p> <p><i>As they were walking home from work the Chinese men were attacked and suffered the savagery of their white coworkers.</i></p> <p><i>The Judge handed the defendants the maximum sentence under the law due to the savagery of the crimes.</i></p>
insular	<p>Physically isolated; standing alone.</p> <p><i>Many Chinese began to live insular lives because they were afraid they would be hurt.</i></p> <p><i>Only a few people live in their insular neighborhood in the coldest part of Alaska.</i></p>
dialect	<p>A form of a language that is spoken in a specific region or by a specific group of people.</p> <p><i>Among the Chinese there were several different dialects.</i></p> <p><i>The people on the island speak a different dialect of English than the people on the mainland.</i></p>

Earthquake: The China Story	
Word	<ul style="list-style-type: none"> <li>● Student-Friendly Definition</li> <li>● Sentence about text using that word correctly</li> <li>● Sentence of choice using the word, or a form of it, correctly</li> </ul>
refuge	<p>A place that protects from danger or difficulty.</p> <p><i>Families fled Chinatown and sought refuge in a nearby park.</i></p> <p><i>A cave was our refuge during the storm.</i></p>
looter	<p>goods taken by stealing or other dishonest means.</p> <p><i>After the fire, looters roamed the streets looking for things to steal.</i></p> <p><i>The looter stored his stolen goods in the trunk of a car.</i></p>

mobilize	To assemble, organize, or adapt. <i>Chinese leaders mobilized to fight the relocation movement.</i> <i>The army mobilized their troops to get ready for battle.</i>
galvanize	To stimulate into awareness or activity. <i>The newspaper helped galvanize the Chinese community.</i> <i>The impending war galvanized the nation's industries.</i>
fortitude	strength, endurance, and patience in the face of adversity or temptation. <i>It required great fortitude for the Chinese to rebuild Chinatown.</i> <i>Through great fortitude he was able to continue his hike up the steep cliff.</i>
resilience	The capacity to withstand and recover quickly from difficulty, sickness, or the like. <i>The resilience of the Chinese helped them regain their sense of community.</i> <i>Her resilience is admirable; few people could bounce back so quickly after such a tragedy.</i>

### How Chop Suey Saved San Francisco's Chinatown

Word	<ul style="list-style-type: none"> <li>● Student-Friendly Definition</li> <li>● Sentence about text using that word correctly</li> <li>● Sentence of choice using the word, or a form of it, correctly</li> </ul>
diaspora	A scattering of any people with a common culture. <i>The diaspora of the Chinese people created safe havens called Chinatowns.</i> <i>When war broke out in their home country, a diaspora of refugees settled in a neighboring nation.</i>
dispersion	The process or act of spreading apart, or the condition of being spread out. <i>The dispersion of Chinese families led to the creation of Chinatown.</i> <i>As soon as the last bell rings, students disperse out of the building and head to their buses.</i>

preserve	To keep safe from loss. <i>Chop Suey was invented to help preserve a part of the Chinese culture. Because I want to preserve my pictures, I keep them in a storage album.</i>
haven	A place of safety, shelter, or comfort. <i>Chinatown was a safe haven for many families. In the blizzard, many highway travelers searched for a haven from the freezing wind.</i>
legacy	Anything that is passed down from ancestors or someone who came before. <i>Restaurants in Chinatown helped preserve their legacy. The house was part of his legacy, filled with countless family memories.</i>
perpetrate	To commit or carry out (a crime, act of mischief, or the like). <i>Many crimes were perpetrated against the Chinese. He perpetrated several acts of stealing.</i>

## TEACHER KEYS

### Teacher Key: Rolling Knowledge Journal: use with all resources (Sample Student Responses)

TITLE	WRITE OR LIST	
	<i>New and important learning about the topic</i>	<i>How does this resource add to what I learned already?</i>
1. "The Turn of the	California was a land of promises. Its geographical location attracted Chinese	

<p><b>Century in California”</b></p>	<p>tradesmen. As the United States gained control over lands to the west of California, it became responsible for the government of more and more Asian people.</p>	
<p><b>2. “Museum of Chinese in America Shows a Little-Known History”</b></p>	<p>Many Chinese came to California on trading ships, and many came to help build the transcontinental railroad. Some came to mine for gold. The Exclusion Law put many Chinese out of work, and they turned to opening and running laundry services and restaurants.</p>	<p>Life in California was not full of promise as once thought. There were many struggles to face.</p>
<p><b>3. “Yick Wo V. Hopkins 1886”</b></p>	<p>In 1880 California required all commercial laundries to be built of stone or brick. Wooden buildings were permitted but only with special approval by the board. All white laundries that petitioned were approved and all Chinese petitions were denied. Yick Wo was convicted for running a laundry in a wooden building. He appealed to the Supreme Court and won. The court reversed his conviction.</p>	<p>Many workers were discriminated against. Whenever Chinese workers were perceived as taking the job of whites they were discriminated against.</p>
<p><b>4. “Chinese Exclusion Treaty 1880 and Chinese Exclusion Act 1882”</b></p>	<p>The government decided to limit the number of Chinese laborers because they felt they threatened to affect the interests of the United States. Three articles in the Treaty. Those that were already in the United States were allowed to go and come of their own free will and were supposed to have the same rights as others. The United States was supposed to protect them against any ill treatment. The Exclusion Act declared that the</p>	<p>The Chinese became trapped in a situation that undermined their peaceful existence in this country. What they thought would be a better life for them became one of persecution and discrimination because of the enactment of these laws.</p>

	<p>Chinese endangered the good order of the territories they lived in. It halted the coming of Chinese into the country for 10 years and promised conviction of a misdemeanor to anyone bringing or allowing Chinese people into the country. Only government officials were allowed to come. No Chinese were allowed to gain US citizenship.</p>	
<p><b>5. “Bachelor Society”</b></p>	<p>Many Chinese and Chinese Americans were not allowed to have their families come to this country and live with them. This created a community mostly of men called a Bachelor Society. These men were trapped here and eventually lost touch with their real families.</p>	<p>The men that were trapped here became “bachelors” living among each other and having to leave their families behind.</p>
<p><b>6. “Paper Sons”</b></p>	<p>The Earthquake in San Francisco destroyed many immigration documents. This allowed many Chinese residents to claim citizenship because the government could not dispute their claim. As American citizens, these Chinese were allowed to bring in wives and children from China. The Chinese were also allowed to go back and visit China from time to time and when they returned they would falsely report the births of daughters and sons. The Chinese could then enter the U.S. claiming they were the offspring of an American Citizen. They were called paper sons because on paper they were considered to be related but in fact they were not.</p>	<p>The Chinese figured out a way to bring relatives into the country and claim citizenship by having others pose as their fathers.</p>



<p><b>7. “American Descendants”</b></p>	<p>There were thousands of paper sons and daughters that assumed false names. It was confusing to know that you belonged to a certain family on paper but you did not have the same last name.</p>	<p>Describes how confusing it was for children who were considered to paper sons or daughters living a lie.</p>
<p><b>8. “Between Two Worlds: the 1882 Chinese Exclusion Act”</b></p>	<p>Terrible things happened to the Chinese because of these laws. Many Chinese laborers were treated badly and driven out of their homes and into the city, setting up what we know now as Chinatowns. Those that came here and worked were now stuck in a world with no real country to claim their own. They couldn’t go back to China and they couldn’t become US citizens. They were no longer protected under the law.</p>	<p>This was how Chinatowns came into existence. The Chinese had nowhere else to go but to gather together in cities and set up concentrated areas to live in crowded conditions. Many opened up businesses such as laundries and restaurants to make a living, which attracted tourists.</p>
<p><b>9. “Earthquake: The China Story”</b></p>	<p>The earthquake caused many fires to break out and completely wiped out Chinatown. Many people fled to a nearby park. Many important documents were destroyed, including birth certificates and immigration papers. Many people didn’t want the Chinese to rebuild in that same location. The land was very valuable. The Chinese fought hard so has not to have to relocate. They hired lawyers, began to rebuild right away and signed leases quickly in order to stay.</p>	<p>The people realized how vital Chinatown was to the economy of San Francisco. Rebuilding it was essential to the success of the Chinese and to the trade markets.</p>
<p><b>10. “How Chop Suey Saved San Francisco’s Chinatown”</b></p>	<p>The Chinese used food to fight exclusion and preserve their legacy. Some restaurants served Americanized Chinese food. Even to this day the Chinese are fighting for rights and improved living</p>	<p>Chinatowns became safe havens for the Chinese who were discriminated against.</p>

	conditions in San Francisco.	
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**TEACHER KEY: ROLLING VOCABULARY: “SENSATIONAL SIX” USE WITH: ALL RESOURCES (Sample Student Response Might Include the Following Words):**

Title	Six Vocabulary Words and Sentences
“The Turn of the Century in California”	Words: <b>frontier, immigrants, exotic, descendants, custodian, mediating</b>
	<ol style="list-style-type: none"> <li>1. California was once thought of as the new <b>frontier</b>.</li> <li>2. <b>Immigrants</b> from China came here looking for gold.</li> <li>3. Her <b>exotic</b> clothes made people stare.</li> <li>4. She was a <b>descendant</b> of Chinese farmers.</li> <li>5. Parents are usually the legal <b>custodians</b> of their children.</li> <li>6. The lawyer <b>mediated</b> the agreement between the two sides.</li> </ol>

Title	Six Vocabulary Words and Sentences
“Museum of Chinese in America Shows a Little-Known History”	Words: <b>apothecary, prospector, exclusion, origin, genesis, transcontinental</b>
	<ol style="list-style-type: none"> <li>1. He went to the <b>apothecary</b> to get medicine for his illness.</li> <li>2. After many days of searching, the <b>prospector</b> came upon a large deposit of gold.</li> <li>3. Many Chinese people were <b>excluded</b> from living in the United States.</li> <li>4. Kim’s family was of Chinese <b>origin</b>.</li> <li>5. The <b>genesis</b> of Chinese exclusion started long before the law was enacted.</li> <li>6. The <b>transcontinental</b> railroad joined cities that were thousands of miles apart.</li> </ol>

Title	Six Vocabulary Words and Sentences
“Yick Wo V. Hopkins 1886”	Words: <b>enacted, ordinance, appealed, conviction, petitioned, permitted</b>

	<ol style="list-style-type: none"> <li>1. Congress <b>enacted</b> a bill to protect the water supply.</li> <li>2. The <b>ordinance</b> stated that people could not build wooden buildings due to the danger of fire.</li> <li>3. He <b>appealed</b> the decision made by the judge hearing his case.</li> <li>4. His <b>conviction</b> will make it hard for him to find a job when he gets out of prison.</li> <li>5. Many citizens have <b>petitioned</b> the city council to fix up the park.</li> <li>6. Only white laundry men were <b>permitted</b> to conduct business in wooden buildings.</li> </ol>
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Title	Six Vocabulary Words and Sentences
"Chinese Exclusion Treaty 1880 and Chinese Exclusion Act 1882"	<b>Words: limitations, maltreatment, immunities, endangers, misdemeanor, peculiarities</b>
	<ol style="list-style-type: none"> <li>1. The government imposed <b>limitations</b> to the number of Chinese allowed to enter the country.</li> <li>2. Severe bruising on his arm suggested that the man had been <b>maltreated</b>.</li> <li>3. Certain <b>immunities</b> were given to immigrants and were then taken away.</li> <li>4. The Chinese were thought to <b>endanger</b> the livelihood of Americans.</li> <li>5. Disorderly conduct is classified as a <b>misdemeanor</b>.</li> <li>6. His <b>peculiarities</b> in dress and speech were quickly noticed.</li> </ol>

Title	Six Vocabulary Words and Sentences
"Bachelor Society"	<b>Words: draconian, restriction, predominant, adrift, bachelor, founded</b>
	<ol style="list-style-type: none"> <li>1. Keeping Chinese families from reuniting was a <b>draconian</b> law.</li> <li>2. There were many <b>restrictions</b> that prevented the men from bringing their families to America.</li> <li>3. Men were <b>predominant</b> in the community.</li> <li>4. The men were set <b>adrift</b> and had no real direction.</li> <li>5. The men were called <b>bachelors</b> because they could not have their families with them.</li> <li>6. When the Republic of China was <b>founded</b> the men could not return to their homeland.</li> </ol>

Title	Six Vocabulary Words and Sentences
“Paper Sons”	<b>Words: exempt, eligible, dispute, dormatory, alleged, discrepancy</b>
	<ol style="list-style-type: none"> <li>1. Some groups were <b>exempt</b> from the laws.</li> <li>2. Only Chinese born in this country were <b>eligible</b> for citizenship.</li> <li>3. Many Chinese tried to <b>dispute</b> the laws.</li> <li>4. They stayed in <b>dormatories</b> while they waited for their turn to make a case for citizenship.</li> <li>5. Men returning from China brought their <b>alleged</b> children and wives with them.</li> <li>6. The officials tried to uncover <b>discrepancies</b> in the Chinaman’s story.</li> </ol>

Title	Six Vocabulary Words and Sentences
“American Descendants”	<b>Words: repeal, forged, fraudulent, assumed, unbeknownst, unassimilable</b>
	<ol style="list-style-type: none"> <li>1. Once the law was <b>repealed</b> it became easier to claim citizenship.</li> <li>2. Many entered the country with <b>forged</b> papers.</li> <li>3. After the big fire it was easy to claim citizenship with <b>fraudulent</b> documents.</li> <li>4. She entered the country under her <b>assumed</b> name.</li> <li>5. The young girl was <b>unbeknownst</b> to the government officials.</li> <li>6. Many thought the Chinese were <b>unassimilable</b> and would never fit it.</li> </ol>

Title	Six Vocabulary Words and Sentences
“Between Two Worlds: the 1882 Chinese Exclusion Act”	<b>Words: arsonist, barred, scapegoat, savagery, insular, dialects</b>
	<ol style="list-style-type: none"> <li>1. They discovered that the building was set on fire by an <b>arsonist</b>.</li> <li>2. A few men were <b>barred</b> from entering the country because they did not have the correct credentials.</li> <li>3. Because the officers could not catch the real killer, they arrested a man off the street as a <b>scapegoat</b> to calm the worried citizens.</li> <li>4. Burning down their houses was an act of <b>savagery</b>.</li> <li>5. After being run out of town, many Chinese led <b>insular</b> lives.</li> </ol>

	6. The people on the island speak a different <b>dialect</b> of English than the people on the mainland.
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Title	Six Vocabulary Words and Sentences
“Earthquake: The China Story”	<b>Words: refuge, looter, mobilize, galvanize, fortitude, resilience</b>
	<ol style="list-style-type: none"> <li>1. Chinese families fled the town and sought <b>refuge</b> in a park.</li> <li>2. He was mistaken for a <b>looter</b> and arrested.</li> <li>3. The chinese <b>mobilized</b> to save their community.</li> <li>4. The newspaper helped <b>galvanize</b> the community and brought awareness to the issues.</li> <li>5. It took a great deal of <b>fortitude</b> to stand up for what they believed in.</li> <li>6. They were able to rebuild and remain <b>resilient</b>.</li> </ol>

Title	Six Vocabulary Words and Sentences
“How Chop Suey Saved San Francisco’s Chinatown”	<b>Words: diaspora, dispersion, preserve, havens, legacy, perpetrated</b>
	<ol style="list-style-type: none"> <li>1. The <b>diaspora</b> of Chinese people led to the growth of Chinatown.</li> <li>2. Because they could no longer endure the violence against them, many were forced to <b>disperse</b>.</li> <li>3. People continued to prepare food in traditional ways to <b>preserve</b> their history.</li> <li>4. The cabin was a <b>haven</b> in the thunderstorm.</li> <li>5. Chop Suey was a dish made and passed down through generation to help preserve their <b>legacy</b>.</li> <li>6. Many crimes were <b>perpetrated</b> against the Chinese people.</li> </ol>

<b>Sensational Six</b>	<b>Words: immigrants, exclusion, transcontinental, descendants, savagery, maltreatment</b>
<p>SUMMARY:  <i>Chinese <b>immigrants</b> came to America looking for work. More were recruited to work on the <b>transcontinental</b> railroad. During this time they were discriminated against and</i></p>	

**maltreated.** Acts of **savagery** were common and they found themselves **excluded** from the country they came to for a better life. Today, many of their **descendants** are still fighting for their rights to improve living conditions in Chinatown.

**TEACHER KEY: QUIZ MAKER Text: “Yick Wo V. Hopkins”**

Question	Answer
Why was the law considered racist?	Because it only applied to the Chinese.
What was Yick Wo convicted of?	Running a laundry in a wooded building.
What did the court decide?	That the way the law was being enforced was unconstitutional.

**TEACHER KEY: QUIZ MAKER Text: “American Descendants”**

Question	Answer
What did it mean to be a paper son?	It meant that on paper you belonged to a certain family but really you were not related to them at all.
Why didn't the Chinese like to talk about this?	Because some of the information in their files was true and some was false. They were playing a game to try to gain citizenship for their family members.
Why did the Chinese immigration law prohibit them from coming here?	They were seen as taking jobs from the “whites”.

**TEACHER KEY: QUIZ MAKER Text: “How Chop Suey Saved San Francisco's Chinatown”**

Question	Answer
Where did Chop Suey originate from?	Just outside of Canton in a town called Toisan.
How did food help Chinatown and the people who lived there?	By creating a dish that was from China but Americanized so that the Chinese seemed a little less threatening. Chinatown became a destination because of the food.
How long have the Chinese been in Chinatown?	For more than 100 years. Many families are multigenerational.

**TEACHER KEY: WONDERINGS Text: “The Turn of the Century in California”**

I’m a little confused about:	This made me wonder:
Why the Chinese thought California was exotic. Why the gold rush ended. Why so many Chinese wanted to come to California.	Why Alaska was considered the new frontier. Why the United States was interested in the affairs of Asia. Why California lost it’s appeal as a paradise of easy living.

**TEACHER KEY: WONDERINGS Text: “Chinese Exclusion Treaty 1880 and Chinese Exclusion Act 1882”**

I’m a little confused about:	This made me wonder:



<p>Why the government wanted to restrict the coming and going of the Chinese.</p> <p>Why the United States felt threatened by them.</p> <p>Why the government created the Exclusion Act and changed its mind about letting the Chinese come to this country.</p>	<p>Why the government didn't do a better job of protecting the Chinese when it said in the treaty that it would.</p> <p>If this act was never put in place what would have happened to the Chinese people? Would they still have been discriminated against?</p>
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**TEACHER KEY: WONDERINGS Text: “Bachelor Society”**

I'm a little confused about:	This made me wonder:
Why these men couldn't bring their families with them when they first came to this country before the law was in place.	How difficult it must have been for them to leave everything behind in China.

**TEACHER KEY: WONDERINGS Text: “Earthquake: The China Story”**

I'm a little confused about:	This made me wonder:
Why the town officials wanted the Chinese to relocate.  What the people were afraid of.	What would have happened to the Chinese if the town officials had been successful.

**TEACHER KEY: A Picture of Knowledge Text: “Museum of Chinese in America Shows Little Known History”**

Square: One thing that was interesting.	Triangle: One new thing I learned.
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That Chinese sailors were the first to come here and that they were looking for gold.	That the Chinese laborers helped to build the transcontinental railroad.
Circle: One thing I want to know more about.  Why they were told to go home after their labor was no longer needed.	One thing I still wonder about.  Why did they open up laundries and restaurants?

### TEACHER KEY: A Picture of Knowledge Text: “Paper Sons”

Square: One thing that was interesting.  That certain groups were exempt from the law.	Triangle: One new thing I learned.  That paper sons and daughters existed.
Circle: One thing I want to know more about.  How many people still don't know who their real family is.	One thing I still wonder about.  How many were successful at this game.

### TEACHER KEY: A Picture of Knowledge Text: “Between Two Worlds: the 1882 Chinese Exclusion Act”

Square: One thing that was interesting.	Triangle: One new thing I learned.
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How the Chinese became scapegoats and how much they were hated.	That they were discriminated against and treated with violence everywhere not just in California.
Circle: One thing I want to know more about. Why they wanted to get rid of the Chinese. How did the law get to be a law.	One thing I still wonder about. Why people don't know more about this time in History?

## Student Materials

### Rolling Knowledge Journal

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions:

1. Read (or watch or listen to) each selection in the text set, one at a time.
2. Write the title in the left column, spelling and punctuating it correctly.
3. After you read *each* resource, stop and think what the big learning is. What did you learn that was new *and important* about the topic from *this* resource? In the middle column, write, list, or bullet what you learned from the text about the topic.
4. In the right column, write about how this new resource added to what you learned from the last resource(s).

Title	New and Important Learning about the Topic	How does this resource add to what I already know about the topic?



## Rolling Vocabulary Tracker

### DIRECTIONS:

Read each selection, chapter, or resource, and determine the six words from the text that most exemplify the central idea.

Use these six words to write about the most important idea of the selection or chapter you read. For each word, write a sentence which demonstrates that you understand the definition of the word. You can use a sentence that *explains* the word, includes a *synonym* or *antonym* of the word, or that provides a clear *inference* about the word.

After reading all the selections in the text, go back and review your words.

DIRECTIONS FOR END OF UNIT:

Select the “Sensational Six” words from ALL the word lists.

Use the “Sensational Six” words to summarize the most important learning from this text.

Title	Six Vocabulary Words and Sentences
	<p data-bbox="363 422 456 453"><b>Words:</b></p> <ol data-bbox="363 491 391 873" style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li></ol>

Title	Six Vocabulary Words and Sentences
	<p data-bbox="363 1113 456 1144"><b>Words:</b></p> <ol data-bbox="363 1182 391 1564" style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li></ol>

Title	Six Vocabulary Words and Sentences
	<b>Words:</b>
	1.
	2.
	3.
	4.
	5.
	6

Title	Six Vocabulary Words and Sentences
	<b>Words:</b>
	1.
	2.
	3.
	4.
	5.
	6



Title	Six Vocabulary Words and Sentences
	<b>Words:</b>
	1.
	2.
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Title	Six Vocabulary Words and Sentences
	<b>Words:</b>
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Title	Six Vocabulary Words and Sentences
	<b>Words:</b>

	1.
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Title	Six Vocabulary Words and Sentences
	<b>Words:</b>
	1.
	2.
	3.
	4.
	5.
	6

Title	Six Vocabulary Words and Sentences
	<b>Words:</b>
	1.
	2.

	<p>3.</p> <p>4.</p> <p>5.</p> <p>6</p>
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Title	Six Vocabulary Words and Sentences
	<b>Words:</b>
	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6</p>

Title	Six Vocabulary Words and Sentences
	<b>Words:</b>
	<p>1.</p> <p>2.</p> <p>3.</p>

	4.
	5.
	6

Title	Six Vocabulary Words and Sentences
	<b>Words:</b>
	1.
	2.
	3.
	4.
	5.
	6

## Quiz Maker

Name \_\_\_\_\_

Date \_\_\_\_\_

Name of Text \_\_\_\_\_

Directions:

1. Make a list of \_\_\_\_\_ questions that would help another student understand the main points of your text.

2. Make sure that your classmates could find evidence for the answer by looking in the text.
3. Write down the answer for each question and identify where the evidence for the answer comes from.
4. In pairs, take turns asking each other the questions about the text.

QUESTION	ANSWER KEY
1.	
2.	
3.	
4.	

## A Picture of Knowledge

Name \_\_\_\_\_

Date \_\_\_\_\_

Name of Text \_\_\_\_\_

Directions: Divide the bottom half of this sheet of paper into 4 sections (quadrants) by folding it or drawing four big boxes.

1. In one section, draw a small square and beside it write ONE thing that you read that was interesting to you.
2. In the second section draw a small triangle and beside it write one thing (different from #1) you read that taught you something new
3. In the third section draw a small circle and beside that write one thing that made you want to learn more.
4. In the final quadrant, write what is still confusing to you or what you still wonder about.

Find at least one classmate who has read the selection and talk to each other about what you put in each section.

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## Wonderings

Name:

Text:

I'm a little confused about:	This made me wonder:

Text:

I'm a little confused about:	This made me wonder: