



EXPEDITIONARY
LEARNING

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

Introducing *The Lost Garden* and Finding Evidence of Laurence Yep's Perspective on What It's like to Fit into Another Culture on Pages 66–67 of *Dragonwings*



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

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

Supporting Learning Targets

- I can find the gist of the opening excerpt from Yep's autobiography *The Lost Garden*.
- I can identify details that affected Laurence Yep's perspective on what it's like to fit into another culture.
- I can infer how those details affected Laurence Yep's perspective on what it's like to fit into another culture.
- I can identify evidence of Laurence Yep's perspective on what it's like to fit into another culture in *Dragonwings*.

Ongoing Assessment

- Gathering Evidence of Yep's Perspective graphic organizer: Opening Excerpt



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Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets (7 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading the Opening Excerpt from <i>The Lost Garden</i> for Gist (12 minutes) B. Identifying Cultural Details through Text-Dependent Questions on the Opening Excerpt of <i>The Lost Garden</i> (8 minutes) C. Writing an Inference Statement: Laurence Yep's Perspective (8 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Identifying Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Read the rest of Chapter 4 (page 74 onward) in <i>Dragonwings</i>. Answer this question in your structured notes: * "What is Moon Shadow's point of view of the opium dens? How do you know?" Use evidence flags to identify three text details from the rest of this chapter to support your answer. 	<ul style="list-style-type: none"> • In this lesson, students are introduced to Laurence Yep's autobiography, <i>The Lost Garden</i>. Over the course of the rest of the unit, students will read three excerpts from his autobiography to identify how his culture affects his perspective. • The RL.6.6a standard is a literature standard that asks students to find evidence of an author's cultural perspective in his or her literary writing. This requires students to determine Yep's cultural perspective first from <i>The Lost Garden</i> and then find evidence of this in his novel <i>Dragonwings</i>. • The graphic organizer introduced in this lesson is designed to support students through the rest of Unit 1. Students will use it to gather evidence and infer Yep's perspective based on his cultural experiences from <i>The Lost Garden</i> in Lessons 6, 7, and 9. Students will use it to find matching evidence in <i>Dragonwings</i> in Lessons 8 and 10. Initially this is done with a lot of teacher guidance and modeling, but over the course of the unit students are gradually released to use the graphic organizer more independently, scaffolding toward the end of unit assessment. • In this unit, due to the connection between standards RL.6.6 and RL.6.6a, point of view and perspective are used synonymously. To address standard RL.6.6 in the first half of the unit, point of view is discussed in relation to the narrator of <i>Dragonwings</i>, Moon Shadow, and the way he sees objects, people, and events. To address standard RL.6.6a in the second half of the unit, perspective is used in relation to how Laurence Yep views the world as a result of his culture and how we see that perspective in the novel <i>Dragonwings</i>. • In advance: Read <i>The Lost Garden</i> excerpt, focusing on the gist and the author's perspective. • Post: Learning targets.



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Lesson Vocabulary	Materials
<p>gist, autobiography, culture, perspective, infer;</p> <p>Paragraph 1: sheer, circumstance Paragraph 2: elements, cast Paragraph 3: adjusting</p>	<ul style="list-style-type: none">• Word-catcher (from previous lessons; one per student)• Equity sticks• Opening excerpt from <i>The Lost Garden</i> (one per student)• Dictionaries (enough for students to be able to refer to as they are reading)• Gathering Evidence of Yep's Perspective: Opening Excerpt (one per student and one to display)• Gathering Evidence of Yep's Perspective: Opening Excerpt (answers for teacher reference)• Identifying Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> task card (one per student and one to display)• Evidence flags (five per student)• <i>Dragonwings</i> (one per student)



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Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (7 minutes)</p> <ul style="list-style-type: none"> • Invite students to silently read the learning targets as you read them aloud: <ul style="list-style-type: none"> * “I can find the gist of the opening excerpt from Yep’s autobiography <i>The Lost Garden</i>.” * “I can identify details in the opening excerpt that affected Laurence Yep’s perspective on what it’s like to fit into another culture.” * “I can infer how those details affected Laurence Yep’s perspective on what it’s like to fit into another culture.” * “I can identify evidence of Laurence Yep’s perspective on what it’s like to fit into another culture in <i>Dragonwings</i>.” • Remind students what the word <i>gist</i> means (understanding what the text is mostly about). • Ask: <ul style="list-style-type: none"> * “What is an <i>autobiography</i>?” • Call on a volunteer and listen for: “An autobiography is the story of someone’s life written by him or herself.” Explain that <i>auto</i> means “self,” and <i>biography</i> means “life story.” Tell students Yep wrote an autobiography called <i>The Lost Garden</i>, and they are going to read short excerpts of it in the next series of lessons. • Direct students to write autobiography down on their word-catcher. • Invite them to Think-Pair-Share: * “What does <i>culture</i> mean?” • Cold call students for responses. Listen for: “the way a group of people does things, based on that group’s beliefs, attitudes, ideas, and actions.” If students don’t know, provide them with the definition and invite them to record the word on their word-catcher. • Consider sharing some examples of different cultural actions. For example, in the American culture, we often eat with forks and spoons. In Moroccan culture, people often eat with their right hand. In America, we eat salad before the main meal, but Europeans eat salad at the end of the main meal. Clarify as needed. • Ask: <ul style="list-style-type: none"> * “What does <i>perspective</i> mean?” 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



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Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Consider using equity sticks to select students to share their responses. Listen for: “It means how you see something, based on your background and your previous experiences.” Make it clear to students that <i>point of view</i> and <i>perspective</i> mean something very similar, but when talking about Moon Shadow in <i>Dragonwings</i>, they have been using <i>point of view</i>; when talking about Laurence Yep, they are going to use the word <i>perspective</i>.• Direct students to define <i>perspective</i> on their word-catcher.• Review with students that <i>infer</i> means to draw a conclusion using both text evidence and your own background knowledge.	



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Work Time	Meeting Students' Needs
<p>A. Reading the Opening Excerpt from <i>The Lost Garden</i> for Gist (12 minutes)</p> <ul style="list-style-type: none"> • Pair students and invite them to discuss: <ul style="list-style-type: none"> * “What do you think might have influenced Laurence Yep to write <i>Dragonwings</i>?” • Refocus whole class. Use equity sticks to call on a few students and listen to their thinking about Laurence Yep's influences. Allow students to share their ideas without any clarification at this time. Assure them that they are about to discover some of his influences by reading excerpts from his autobiography. • Distribute the opening excerpt from <i>The Lost Garden</i>. • Invite students to read along silently in their heads as you read the excerpt aloud slowly, fluently, and without interruption. Tell the class to listen for things that happened in Yep's life and for experiences he had that may have shaped his beliefs, values, and ideas. • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “What do you learn about Laurence Yep in the opening excerpt?” • Select students to share their responses. • Invite pairs to work together to annotate the gist of each paragraph in the margin of the text and record unfamiliar words on their word-catchers. • Remind students that if they aren't sure what a word means after looking for context clues and looking in the dictionary, they should leave the definition blank, to be discussed with the whole group later on. • Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it down. • Invite students to get into triads to compare what they wrote for their gist statements and to help each other with any unfamiliar vocabulary they haven't been able to figure out. • Refocus whole class and invite students to share any unfamiliar vocabulary words they found, along with the definition. If students were unable to work out the definition from the context or find it in a dictionary, encourage other students to assist them with the meaning. To keep things moving, if no one else knows the definition, offer it yourself. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. • Allow students to grapple with a complex text before explicit teaching of vocabulary. After students have read for gist, they can identify challenging vocabulary for themselves. • Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher.



Introducing *The Lost Garden* and Finding Evidence of Laurence Yep's Perspective on What It's like to Fit into Another Culture on Pages 66–67 of *Dragonwings*

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • These are words students may struggle with, so be sure to address them here: <i>sheer, circumstance, elements, cast, adjusting.</i> 	
<p>B. Identifying Cultural Details through Text-Dependent Questions on the Opening Excerpt of <i>The Lost Garden</i> (8 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Gathering Evidence of Yep's Perspective graphic organizer: Opening Excerpt • Focus students on the questions in the first column of the organizer. Explain that the answers to these questions can be found in the text. Invite students to read through the questions with you. • Tell them that triads will work together to reread the text-dependent questions in Column 1, review their excerpt, discuss possible answers, and then record their answers to the questions in Column 2 using evidence from the text. Make it clear that for now, they should leave the other columns blank. Clarify directions as needed. • Remind students to discuss the answers before recording anything on their graphic organizers and to use evidence to support their answers. • Circulate and observe triads working. Support students as needed by asking them to use only evidence from the excerpt to answer the questions. • Refocus whole class after a few minutes. Cold call students you missed while circulating to increase your check for understanding of the whole class. Guide students through each question using the Gathering Evidence of Yep's Perspective graphic organizer: Opening Excerpt (answers for teacher reference). • Invite students to make revisions to their answers if necessary. 	<ul style="list-style-type: none"> • Asking students to discuss challenging questions before recording them helps to ensure that all students have an idea about what to write and can give students confidence in their responses. • Text-dependent questions can be answered only by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding. • Some students may benefit from having access to “hint cards”: small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say, “look in the third paragraph.” • Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.



Work Time (continued)	Meeting Students' Needs
<p>C. Writing an Inference Statement: Laurence Yep's Perspective (8 minutes)</p> <ul style="list-style-type: none"> • Invite students to follow along as you read the third learning target aloud: <ul style="list-style-type: none"> * "I can infer how those details affected Laurence Yep's perspective on what it's like to fit into another culture." • Remind students that perspective means how you see something based on your background and your previous experiences. Direct their attention to the question at the top of the third column of the graphic organizer: <ul style="list-style-type: none"> * "As a result of what you have read so far, what do you think Yep's perspective on what it's like to fit into another culture might be? How do you think Laurence Yep sees fitting into another culture based on his previous experiences?" • Ask triads to discuss: <ul style="list-style-type: none"> * "What does it mean to fit into another culture?" • Select volunteers to share their ideas with the whole group. Listen for them to explain that to fit into another culture means you are familiar with the way things are and the way they work and you feel people accept you and you belong there. • Tell students that answering this question requires them to find clues in the text and make an inference, because Laurence Yep doesn't always say this directly. • Ask students to discuss in triads and then record in the third column of their graphic organizer: <ul style="list-style-type: none"> * "Do you think his perspective might be that it is easy to fit into another culture? Why or why not? What in the text you have read so far suggests that?" * "Or do you think his perspective might be that it is difficult to fit into another culture? Why or why not? What in the text you have read so far suggests that?" • Circulate to listen to triad discussions and remind them to find evidence in the text to support their claims. • Select volunteers to share their triad discussions with the whole group. Listen for something like the suggestions on the answer key to guide students in the right direction. 	



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Closing and Assessment	Meeting Students' Needs
<p>A. Identifying Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to follow along as you read the last learning target aloud: <ul style="list-style-type: none"> * "I can identify evidence of Laurence Yep's perspective on what it's like to fit into another culture in <i>Dragonwings</i>." • Explain that an author's perspective is often evident in his or her writing. Tell students that they are going to reread an excerpt of <i>Dragonwings</i> to look for evidence of where Laurence Yep may have communicated the perspective that it is tough to fit into another culture. • Display and distribute Identifying Evidence of Laurence Yep's Perspective in <i>Dragonwings</i> task card and the evidence flags. Invite students to read through the task card with you. • Tell students to follow the instructions on the task card to reread the short excerpt on pages 66 and 67 of <i>Dragonwings</i>, beginning at "The first time we went out ..." and ending at "... until the knuckles of my hands were almost bone white" to identify evidence of Yep's perspective. • Circulate to listen to triad discussions and remind them to find evidence in the text to support their claims. • Consider using equity sticks to select students to share their triad discussion and notes on the graphic organizer with the whole group. Listen for something like the suggestions on the Gathering Evidence of Yep's Perspective: Opening Excerpt graphic organizer (answers for teacher reference) to guide students in the right direction. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read the rest of Chapter 4 (page 74 onward) from <i>Dragonwings</i>. Answer this question in your structured notes: <ul style="list-style-type: none"> * "What is Moon Shadow's point of view of the opium dens? How do you know?" Use evidence flags to identify three text details from the rest of this chapter to support your answer. 	



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

Supporting Materials



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Opening Excerpt from *The Lost Garden* by Laurence Yep

Almost everyone I knew—whether they were white, yellow, or black—came from a single background. They were cut from one pattern of cloth. However, I was a bunch of different pieces that had been dumped together in a box by sheer circumstance.

I was the Chinese American raised in a black neighborhood, a child who had been too American to fit into Chinatown and too Chinese to fit in elsewhere. I was the clumsy son of the athletic family, the grandson of a Chinese grandmother who spoke more of West Virginia than of China.

When I wrote, I went from being a puzzle to a puzzle solver. I could reach into the box of rags that was my soul and begin stitching them together. Moreover, I could try out different combinations to see which one pleased me the most. I could take these different elements, each of which belonged to something else, and dip them into my imagination where they were melted down and cast into new shapes so that they became uniquely mine.

The first advice a beginning writer gets is to write about what you know; but that doesn't mean that the subject has to be in the same form you saw it.... My father, the kite maker, became Windrider in *Dragonwings*. As I said, he had come to America at the age of ten but he did not like to talk much about the tough time he had had adjusting to life here. Writing *Dragonwings* was a way of stepping into his shoes.

Gathering Evidence of Yep's Perspective:
Opening Excerpt

Name: _____

Date: _____

Learning Targets:

I can identify the cultural details that affected Laurence Yep's perspective.

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

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

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep's perspective on what it's like to fit in to another culture might be?	EVIDENCE Evidence of Yep's perspective in <i>Dragonwings</i> (use evidence from pages 66 and 67 of the text to support your answers)
OPENING EXCERPT			
1. What different cultures did Yep grow up in?			
2. What are the different pieces of "the box of rags" Yep is referring to in Paragraph 3?			



Gathering Evidence of Yep's Perspective:
Opening Excerpt

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep's perspective on what it's like to fit in to another culture might be?	EVIDENCE Evidence of Yep's perspective in <i>Dragonwings</i> (use evidence from pages 66 and 67 of the text to support your answers)
OPENING EXCERPT			
3. What does Yep mean when he says, "When I wrote, I went from being a puzzle to a puzzle solver. I could reach into the box of rags that was my soul and begin stitching them together."			
4. How does Laurence Yep describe his father's experience of adjusting to life in the United States?			
5. Why did Laurence Yep write <i>Dragonwings</i> ?			



Gathering Evidence of Yep’s Perspective:
Opening Excerpt
(For Teacher Reference)

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep’s perspective on what it’s like to fit in to another culture might be?	EVIDENCE Evidence of Yep’s perspective in <i>Dragonwings</i> (use evidence from pages 66 and 67 of the text to support your answers)
OPENING EXCERPT			
1. What different cultures did Yep grow up in?	Chinese, American, African American	It is hard to fit into another culture.	The passage beginning on page 66 with “The first time we went out, I had been afraid of just about everything” and ending on page 67 with “Father saw how I clutched the seat in sheer fright until the knuckles of my hands were almost bone white” shows how difficult it is to fit into another culture. Moon Shadow is worried the “demons” are going to do awful things to him. When you fit into a culture, you aren’t scared because the people of that culture accept you and things are more familiar and safe.
2. What are the different pieces of “the box of rags” Yep is referring to in Paragraph 3?	He is referring to being part Chinese, part American, part African American, being clumsy in an athletic family, with a Chinese grandmother who “spoke more of West Virginia than of China.”		



Gathering Evidence of Yep's Perspective:
Opening Excerpt
(For Teacher Reference)

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep's perspective on what it's like to fit in to another culture might be?	EVIDENCE Evidence of Yep's perspective in <i>Dragonwings</i> (use evidence from pages 66 and 67 of the text to support your answers)
OPENING EXCERPT			
<p>3. What does Yep mean when he says, "When I wrote, I went from being a puzzle to a puzzle solver. I could reach into the box of rags that was my soul and begin stitching them together."</p>	<p>He says he was a "puzzle" because he was made up of so many pieces, and he became a "puzzle solver" through writing because he was able to pull all of those pieces from his background and real-life experiences to make sense of them through writing. "I could take these different elements, each of which belonged to something else, and dip them into my imagination where they were melted down and cast into new shapes so that they became uniquely mine."</p>		



Gathering Evidence of Yep's Perspective:
Opening Excerpt
(For Teacher Reference)

QUESTIONS	ANSWERS (use evidence from the text to support your answers)	PERSPECTIVE As a result of what you have read so far, what do you think Yep's perspective on what it's like to fit in to another culture might be?	EVIDENCE Evidence of Yep's perspective in <i>Dragonwings</i> (use evidence from pages 66 and 67 of the text to support your answers)
OPENING EXCERPT			
4. How does Laurence Yep describe his father's experience of adjusting to life in the United States?	He said his father "had come to America at the age of ten but he did not like to talk much about the tough time he had had adjusting to life here."		
5. Why did Laurence Yep write <i>Dragonwings</i> ?	To tell his father's story. He said, "Writing <i>Dragonwings</i> was a way of stepping into his shoes."		



Identifying Evidence of Laurence Yep's Perspective in *Dragonwings* Task Card

Name:

Date:

1. Reread the excerpt of *Dragonwings* once to familiarize yourself with the content.
2. Reread the excerpt again, looking for evidence of Laurence Yep's perspective.
3. Mark evidence of Yep's perspective with evidence flags.
4. Discuss the evidence you marked with your triad and determine which evidence you think clearly shows his perspective.
5. Record the evidence in the final row of your graphic organizer and explain why you think this is evidence of Yep's perspective.