



EXPEDITIONARY  
LEARNING

# Grade 6: Module 3A: Unit: 1: Overview



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**Unit 1: Narrator’s Point of View and Evidence of Author’s Perspective in *Dragonwings***

In this unit, students are involved in a study of how an author develops point of view and how an author’s perspective, based on his or her culture, is evident in his or her writing. Students will begin reading Laurence Yep’s *Dragonwings* (870L), a high-interest novel about an eight-year old boy from China who joins his father in San Francisco in the early 1900s. As they read the novel, students will also read excerpts of Laurence Yep’s biography *The Lost Garden* in order to determine how his culture and experiences have shaped his perspective, and how his perspective is

evident in *Dragonwings*. Through the close reading of these texts, students will learn multiple strategies for acquiring and using academic vocabulary. At the end of Unit 1, having read half of the novel, students will write a literary analysis explaining how being brought up in a Chinese family in San Francisco affected Laurence Yep’s perspective of Chinese immigrants living in San Francisco, supported by details from *Dragonwings* that show evidence of his perspective.

**Guiding Questions and Big Ideas**

- **How does an author develop the narrator’s point of view and perspective?**
- **How does an author’s culture affect his perspective, and how is that perspective communicated through his writing?**
- *Understanding diverse points of view helps us to live in an increasingly diverse society.*

**Mid-Unit 1 Assessment**

**Point of View, Figurative Language, and Passage Connections from *Dragonwings***

This assessment centers on NYSP12 ELA CCLS RL 6.4, RL 6.5, RL 6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c. For this assessment, students read a new excerpt of *Dragonwings* and use a graphic organizer to analyze how the author develops the narrator’s point of view. They also answer selected-response questions about word and phrase meaning, and how a sentence/paragraph fits into the overall structure of the text in the excerpt. In Part 2 of the assessment, students create and annotate a scene from *Dragonwings* showing the theme “It’s hard to fit in when you move to live in another culture.”

**End of Unit 1 Assessment**

**Evidence of Author’s Perspective in *Dragonwings***

This assessment centers on NYSP12 ELA CCLS RL.6.4 and RL.6.6a. Students read a passage from Laurence Yep’s autobiography *The Lost Garden* and an excerpt from *Dragonwings*, and they write an on-demand connection statement explaining how being brought up in a Chinese family in San Francisco affected Laurence Yep’s perspective of Chinese immigrants living in San Francisco, supported by details from *Dragonwings* that show evidence of his perspective. They also analyze connotative language in the excerpt of *Dragonwings*.



### Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about life in San Francisco’s Chinatown in the early 1900s. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

#### **Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:**

##### **Unifying Themes (pages 6–7)**

- **Theme 1: Individual Development and Cultural Identity:** The role of social, political, and cultural interactions supports the development of identity. Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.
- **Theme 2: Development, Movement, and Interaction of Cultures:** Role of diversity within and among cultures. Aspects of culture such as belief systems, religious faith, or political ideas as influences on other parts of a culture such as its institutions or literature, music, and art.
- **Theme 10: Global Connections and Exchange:** Past, current, and likely future global interactions and connections. Cultural diffusion, the spread of ideas, beliefs, technology, and goods. Role of technology. Benefits/consequences of global interdependence (social, political, economic). Causes of and patterns of migration of people. Tension between national interests and global priorities.

##### **Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades 5–8:**

- **Descriptor 2:** Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources)
- **Descriptor 3:** Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence

### Central Texts

1. Laurence Yep, *Dragonwings* (New York: HarperCollins Publishers Inc., 1975), ISBN: 978-0-064-40085.

2. Laurence Yep, *The Lost Garden* (New York: Young Readers Simon and Schuster Children’s Publishing Division, 1991), ISBN: 978-0-688-13701-4 (required excerpts included in the lesson supporting materials; no purchase needed).



**This unit is approximately 2 weeks or 10 sessions of instruction.**

| Lesson          | Lesson Title   | Long-Term Learning Targets   | Supporting Targets  | Ongoing Assessment  | Anchor Charts & Protocols  |
|-----------------|--|--|---|---|--|
| <b>Lesson 1</b> | Learning from the Narrator's Point of View: Introducing <i>Dragonwings</i> | <ul style="list-style-type: none"> <li>I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)</li> </ul>   | <ul style="list-style-type: none"> <li>I can recognize Moon Shadow's point of view concerning "demons" in Chapter 1 of <i>Dragonwings</i>.</li> <li>I can locate text evidence of Moon Shadow's point of view.</li> <li>I can explain how Laurence Yep develops the point of view of Moon Shadow.</li> <li>I can follow Triad Talk Expectations when I participate in a discussion.</li> </ul>  |   | <ul style="list-style-type: none"> <li>Triad Talk Expectations</li> <li>Point of View</li> </ul>             |
| <b>Lesson 2</b> | Analyzing Point of View and Figurative Language: Chapter 1                 | <ul style="list-style-type: none"> <li>I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> <li>I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)</li> <li>I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)</li> </ul> | <ul style="list-style-type: none"> <li>I can find the gist of pages 15–16 of <i>Dragonwings</i>.</li> <li>I can analyze how Laurence Yep develops Moon Shadow's point of view of the "Land of the Golden Mountain" and the "demons."</li> <li>I can determine the meaning of figurative language.</li> <li>I can analyze how the words affect tone and meaning.</li> <li>I can explain how a passage contributes to a theme.</li> </ul> | <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> <li>Gist annotated on sticky notes</li> <li>Moon Shadow's Point of View graphic organizer for pages 15–16</li> <li>Exit Ticket: How Does a Passage Contribute to a Theme?</li> </ul> | <ul style="list-style-type: none"> <li>Point of View</li> <li>Back-to-Back, Face-to-Face protocol</li> </ul> |



| Lesson          | Lesson Title   | Long-Term Learning Targets   | Supporting Targets   | Ongoing Assessment   | Anchor Charts & Protocols |
|-----------------|--|--|--|--|---------------------------|
| <b>Lesson 3</b> | Analyzing Point of View and Figurative Language: Chapter 2 | <ul style="list-style-type: none"> <li>I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> <li>I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)</li> <li>I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6)</li> </ul> | <ul style="list-style-type: none"> <li>I can find the gist of pages 23–25 of <i>Dragonwings</i>.</li> <li>I can determine the meaning of figurative language.</li> <li>I can analyze how the words affect tone and meaning.</li> <li>I can explain how a chapter fits into a theme.</li> <li>I can analyze how Laurence Yep develops Moon Shadow’s point of view of where the Tang people live.</li> </ul> | <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> <li>Gist annotated on sticky notes</li> <li>Point of View graphic organizer for pages 23–25</li> </ul>  |                           |
| <b>Lesson 4</b> | Analyzing Point of View and Figurative Language: Chapter 3 | <ul style="list-style-type: none"> <li>I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> <li>I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)</li> <li>I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6)</li> </ul> | <ul style="list-style-type: none"> <li>I can find the gist of pages 41–43 and 60–61 of <i>Dragonwings</i>.</li> <li>I can determine the meaning of figurative language.</li> <li>I can analyze how the words affect tone and meaning.</li> <li>I can explain how a chapter fits into a theme.</li> <li>I can analyze how Laurence Yep develops Moon Shadow’s point of view of his father.</li> </ul>       | <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> <li>Gist annotated on sticky notes</li> <li>New vocabulary on word-catcher</li> <li>Moon Shadow’s Point of View graphic organizer: pages 41–43 and 60–61</li> </ul> |                           |



| Lesson                 | Lesson Title  | Long-Term Learning Targets   | Supporting Targets   | Ongoing Assessment   | Anchor Charts & Protocols |
|------------------------|---|--|--|--|---------------------------|
| <p><b>Lesson 5</b></p> | <p>Mid-Unit Assessment:<br/>Developing the Narrator’s Point of View, Figurative Language, and Connecting Passages across the Novel <i>Dragonwings</i></p> | <ul style="list-style-type: none"> <li>• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> <li>• I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)</li> <li>• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. (RL.6.5)</li> <li>• I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6)</li> <li>• I can use context (e.g., <i>the overall meaning of a sentence or paragraph; a word’s position or function in a sentence</i>) to determine the meaning of a word or phrase. (L.6.4a)</li> <li>• I can create and present a text or artwork in response to a literary work. (W.6.11)</li> <li>• I can develop a perspective or theme supported by relevant details. (W.6.11a)</li> <li>• I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b)</li> <li>• I can create poetry, stories, plays, and other literary forms (e.g., videos, artwork). (W.6.11c)</li> </ul> | <ul style="list-style-type: none"> <li>• I can determine the meaning of figurative language.</li> <li>• I can determine the meaning of a word from the context.</li> <li>• I can analyze how the words affect tone and meaning.</li> <li>• I can explain how a chapter fits into a theme.</li> <li>• I can analyze how Laurence Yep develops Moon Shadow’s point of view.</li> <li>• I can create a piece of artwork illustrating a scene from <i>Dragonwings</i> that contributes to one of the themes of the novel: “It’s hard to fit in when you move to live in another culture.”</li> </ul> | <ul style="list-style-type: none"> <li>• Structured notes (from homework)</li> <li>• Mid-Unit 1 Assessment, Part 1: Point of View, Figurative Language, and Passage Connections from <i>Dragonwings</i></li> <li>• Mid-Unit 1 Assessment, Part 2: A Scene to Illustrate a Theme</li> </ul> |                           |



| Lesson          | Lesson Title   | Long-Term Learning Targets  | Supporting Targets  | Ongoing Assessment   | Anchor Charts & Protocols  |
|-----------------|--|---|---|--|--|
| <b>Lesson 6</b> | Introducing <i>The Lost Garden</i> and Finding Evidence of Laurence Yep's Perspective on What It's Like to Fit into Another Culture on Pages 66–67 of <i>Dragonwings</i> | <ul style="list-style-type: none"> <li>I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)</li> </ul>  | <ul style="list-style-type: none"> <li>I can find the gist of the opening excerpt from Yep's autobiography <i>The Lost Garden</i>.</li> <li>I can identify details that affected Laurence Yep's perspective on what it's like to fit into another culture.</li> <li>I can infer how those details affected Laurence Yep's perspective on what it's like to fit into another culture.</li> <li>I can identify evidence of Laurence Yep's perspective on what it's like to fit into another culture in <i>Dragonwings</i>.</li> </ul> | <ul style="list-style-type: none"> <li>Gathering Evidence of Yep's Perspective graphic organizer: Opening Excerpt</li> </ul>   |  |
| <b>Lesson 7</b> | Inferring Laurence Yep's Perspective on the Police from the Crime in the Neighborhood Excerpt of <i>The Lost Garden</i>  | <ul style="list-style-type: none"> <li>I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)</li> </ul>  | <ul style="list-style-type: none"> <li>I can find the gist of the Crime in the Neighborhood excerpt.</li> <li>I can identify details in the Crime in the Neighborhood excerpt that affected Laurence Yep's perspective on the police.</li> <li>I can infer how those details affected Laurence Yep's perspective on the police.</li> </ul>  | <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> <li>Gathering Evidence of Yep's Perspective: Crime in the Neighborhood graphic organizer</li> </ul> | <ul style="list-style-type: none"> <li>Concentric Circles protocol</li> </ul>  |
| <b>Lesson 8</b> | Finding Evidence of Laurence Yep's Perspective of the Police in <i>Dragonwings</i>   | <ul style="list-style-type: none"> <li>I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)</li> <li>I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text. (RL.6.4)</li> </ul> | <ul style="list-style-type: none"> <li>I can identify evidence of Laurence Yep's perspective on the police in <i>Dragonwings</i>.</li> <li>I can explain what connotative language is and identify the meaning of connotative language.</li> </ul>  | <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> <li>Gathering Evidence of Yep's Perspective: Crime in the Neighborhood graphic organizer</li> </ul> | <ul style="list-style-type: none"> <li>Connotative Language in <i>Dragonwings</i></li> <li>Connection Statement</li> </ul> |



| Lesson           | Lesson Title   | Long-Term Learning Targets   | Supporting Targets   | Ongoing Assessment   | Anchor Charts & Protocols |
|------------------|--|--|--|--|---------------------------|
| <b>Lesson 9</b>  | Inferring Laurence Yep's Perspective of Being Chinese from the "Being Chinese" Excerpt of <i>The Lost Garden</i>                                   | <ul style="list-style-type: none"> <li>I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)</li> </ul>   | <ul style="list-style-type: none"> <li>I can find the gist of the "Being Chinese" excerpt.</li> <li>I can identify details in the "Being Chinese" excerpt that affected Laurence Yep's perspective of being Chinese.</li> <li>I can infer how those details affected Laurence Yep's perspective of being Chinese.</li> </ul> | <ul style="list-style-type: none"> <li>Structured notes (from homework)</li> <li>Gathering Evidence of Yep's Perspective: "Being Chinese" graphic organizer</li> </ul> |                           |
| <b>Lesson 10</b> | End of Unit Assessment: Finding Evidence of Laurence Yep's Perspective on Being Chinese in <i>Dragonwings</i> and Determining Connotative Language | <ul style="list-style-type: none"> <li>I can determine the meaning of literal, connotative, and figurative language (metaphors and similes) in literary text. (RL.6.4).</li> <li>I can explain how an author's geographic location or culture affects his or her perspective. (RL.6.6a)</li> </ul> | <ul style="list-style-type: none"> <li>I can identify evidence of Laurence Yep's perspective on being Chinese in <i>Dragonwings</i>.</li> <li>I can explain what connotative language is and identify the meaning of connotative language.</li> </ul>  | <ul style="list-style-type: none"> <li>End of Unit 1 Assessment</li> </ul>   |                           |



**Optional: Experts, Fieldwork, and Service**

**Experts:**

- Invite recent immigrants to the United States who could speak about the experience of coming to a new country and fitting into a new culture.

**Fieldwork:**

- Arrange for a visit to a local Chinatown, so that students can compare the buildings and architecture to those outside Chinatown.
- Arrange for a visit to a flight/aviation museum or exhibit, so that students can learn more about early flying machines like those described in *Dragonwings*.
- Arrange for a visit to a museum or exhibit about earthquakes, so that students can learn more about earthquakes and the aftermath.

**Optional: Extensions**

- A study of the history of a local Chinatown.
- A study of the history of flight.



### Preparation and Materials

**This unit includes a number of routines that involve stand-alone documents.**

In Lessons 1–10, students frequently read a section of the novel *Dragonwings* for homework. Once the routine is fully implemented (starting in Lesson 1), students will answer a point-of-view focus question using evidence from the text each night:

#### 1. Reading Calendar

- Students read *Dragonwings* for homework for Lessons 1–10. Each night, they read either a chapter or part of a chapter.
- Consider providing a reading calendar to help students, teachers, and families understand what is due and when. See stand-alone document.

#### 2. Structured Notes

Students will do a “first read” of several chapters of *Dragonwings* each night. The structured notes record their thinking about a point-of-view focus question specific to that chapter as they do this initial read. Structured notes are organized by chapter and require students to read the chapter, answer the point-of-view focus question for each chapter, and record evidence from the chapter to support their answers to the questions.

The calendar below shows what is due on each day.  
You may modify this document to include dates instead of lessons.

| Due at Lesson | Read the chapter/pages below: | Point-of-View Focus Question  |
|---------------|-------------------------------|---|
| 2             | 1<br>"The Land of the Demons" | <p>What does Moon Shadow think about the "Land of the Golden Mountain" and the demons that live there?</p> <p>Use evidence flags to identify three text details from across the chapter to support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep was using to convey Moon Shadow's point of view. In your structured notes, answer the question using text evidence.</p> <p><b>Key Vocabulary:</b> demon, transplanted, debt, dynasty, heirloom, phoenix, testimony, supernatural</p>   |
| 3             | 2<br>"The Company"            | <p>What does Moon Shadow think about where the Tang people live?</p> <p>Use evidence flags to identify three text details from across the chapter to support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep was using to convey Moon Shadow's point of view. In your structured notes, answer the question using text evidence</p> <p><b>Key Vocabulary:</b> flatiron, Chinatown, amiably, washbasin, pious, virtues, dialect, attired, queue,</p>   |
| 4             | 3<br>"The Dragon Man"         | <p>What does Moon Shadow think about his father?</p> <p>Use evidence flags to identify three text details from across the chapter to support your answer. In your structured notes, answer the question using text evidence and explain the technique that Laurence Yep used to convey Moon Shadow's point of view of Wind Rider.</p> <p><b>Key Vocabulary:</b> crystal, filaments, dwindled, poultice, dubiously, iridescently, wistfully, meticulous, rheumatic</p>   |
| 5             | 4<br>"Tests"<br>pp. 63–70     | <p>What is Moon Shadow's point of view of the demons in this chapter?</p> <p>Use evidence flags to identify three text details from across the chapter to support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep was using to convey Moon Shadow's point of view. In your structured notes, answer the question above and explain the technique that Laurence Yep used to convey Moon Shadow's point of view of the demons.</p> <p><b>Key Vocabulary:</b> mutual, mansions, Confucius, associating, deliberate, obligations, mournful, embodiment,</p> |
| 6             |                               | No reading homework due this lesson.  |



| Due at Lesson | Read the chapter/pages below:  | Point-of-View Focus Question   |
|---------------|--|--|
| 7             | 4<br>“Tests”<br>pp. 74–97  | <p>What is Moon Shadow’s point of view of the opium dens?”</p> <p>Use evidence flags to identify three text details from the rest of this chapter to support your answer. In your structured notes, answer the question using text evidence.</p> <p><b>Key Vocabulary:</b> proclamations, dirigible, grieves, resenting, confrontation, desperate, moronic, scuttled, fox</p>  |
| 8             | 5<br>“Wind Rider’s Claws”<br>pp. 98–108,<br>stopping after,<br>“... all the others in the room could feel it too.” | <p>What was Moon Shadow’s point of view of Black Dog after he stole the collection money?”</p> <p>Use evidence flags to identify three text details from the part of the chapter to support your answer. In your structured notes, answer the question using text evidence</p> <p><b>Key Vocabulary:</b> abacus, reform, moderation, snappish, repulsive, spiteful, ironically, reluctantly</p>  |
| 9             | 5<br>“Wind Rider’s Claws”<br>pp. 108–123   | <p>How does Moon Shadow’s point of view of his father change in this chapter?</p> <p>Use evidence flags to identify three text details to support your answer. In your structured notes, answer the question using text evidence.</p> <p><b>Key Vocabulary:</b> apologetically, gleamed, improbable, scuffling, astonishment, solemnly, courtesy, monastery, porcelain</p>   |
| 10            | 6<br>“The Demoness”  | <p>In Chapter 6 Moon Shadow meets Miss Whitlaw for the first time. What is Moon Shadow’s point of view of Miss Whitlaw in this chapter?</p> <p>Use evidence flags to identify three text details that support your answer. Code each flag as a thought, word, or action to show the technique that Laurence Yep was using to convey Moon Shadow’s point of view of Miss Whitlaw.<br/>In your structured notes, answer the question using text evidence.</p> <p><b>Key Vocabulary:</b> tenement, celluloid, turret, cautiously, disinfectant, illusion, stereopticon, contraption</p> |



| Chapter | Answer to Homework Focus Question | Evidence from the Text (with page number) |
|---------|-----------------------------------|---|
|         |                                   |   |
|         |                                   |   |
|         |                                   |   |
|         |                                   |   |
|         |                                   |   |