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EDEN 4923

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American Born Chinese Teaching Group

Setting: This is a 7th grade class in an urban setting. The students have a range of reading levels and are from diverse backgrounds. This lesson is a part of a unit on multicultural literature. At the start of the unit we will learn about graphic novels and Chinese culture that relates to *American Born Chinese*. As we read to text in class we will discuss literary elements such as plot, character, theme, setting, point of view etc. This lesson will take place after we have finished reading the text. At the end of this lesson we will assign a 1-2 page response to the text and the activity. It will be due the next class period and to end the unit we will discuss what the class wrote on their reflection papers.

Rationale: The purpose of this lesson is to teach students to better comprehend different aspects of a work of fiction and different cultures. *American Born Chinese* is useful for this purpose because it is a newer genre, the graphic novel, and students can enjoy and relate to it. This graphic novel is well suited because it has multiple plot lines that come together in the end to teach a lesson. This lesson would work well towards the end of the first semester or in the second once students have learned to follow and comprehend basic plot lines. This lesson also addresses cultural issues that are relevant to the students' world.

Objectives: The students will draw their own "graphic shorts" in order to relate to subject material and draw conclusions from the text while learning about different cultures.

Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning.

2. Inference and Interpretation

- a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
- b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

4. Analysis and Evaluation

- a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.
- b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.
- c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
- d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.
- e. Distinguish between stated fact, reasoned judgment, and opinion in text.

5. Monitoring and Correction Strategies

- a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.

Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

Materials: For this lesson we will need a classroom set of *American Born Chinese* by Gene Luen Yang, copies of paneled paper to draw graphic shorts, and colored pencils.

Procedures: On the day of this lesson we will have just finished reading the text and will start by reviewing and discussing the story line. The teacher will ask the students prompts to guide the discussion. Next the students be given the paneled papers and colored pencils and asked to draw a time when they felt pressured to fit in or saw some one else being pressured. The students will have about five minutes to draw, and then a few students will share their scenes. Next the teacher will ask the students of instances in the story where Jin faces pressure to be like everyone else and how the three story lines converge to help Jin learn to be true to himself. Jin's conscience can be equated to the monkey king, which is a cultural icon for him. We will talk about how Jin learns from a parable that his mother tells him. We will then ask the students to draw a representation of their conscience as it relates to a cultural icon of their own. They could use a figure from a parable they know. The example of Jiminy Cricket might me helpful here. The students will have five minutes to draw and then we will share picture and discuss their relevance to the story.

Assessment: The students will be asked to write a 1-2 page reflection on their reaction to the story and activity. The students should also discuss what they think the story means. A typed copy would be preferable but if a student does not have access to a computer then a handwritten copy will work. The next day in class we will discuss the students' responses and look for conclusions.