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Diverse Families

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Coolies

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Diverse Families Children's Literature Lesson Plan

Written by: Trishell Matthews

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Lesson Title:	Lesson Title: Land of Opportunities Book Title: <i>Coolies</i> Author: Yin Illustrator: Chris K. Soentpiet
Content Areas and Grade Levels:	Content Area(s): English Language Arts and Social Studies Grade Level(s): K-3
Lesson Objectives:	<ul style="list-style-type: none">● The student will describe the main character(s), setting, and important events in a story.● The student will retell the text in oral or written form to enhance comprehension; the student will use main story elements at the beginning, middle, and end for a literary text.● The student will use one or more multimedia element(s) to enhance oral or written tasks.● The student will use grade-level academic vocabulary appropriately in speaking and writing.● The student will understand how to use and create a timeline.● The student will recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.● The student will identify reasons people came to the United States throughout history.● The student will identify contributions from various ethnic groups to the United States.
Florida Standards:	<ul style="list-style-type: none">● ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.● ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension. Use main story elements at the beginning, middle, and end for a literary text.● ELA.2.C.5.1 Use one or more multimedia element(s) to enhance oral or written tasks.● ELA.3.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.● SS.K.A.1.1 Develop an understanding of how to use and create a timeline.● SS.1.A.2.3 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.● SS.2.A.2.5 Identify reasons people came to the United States throughout history.



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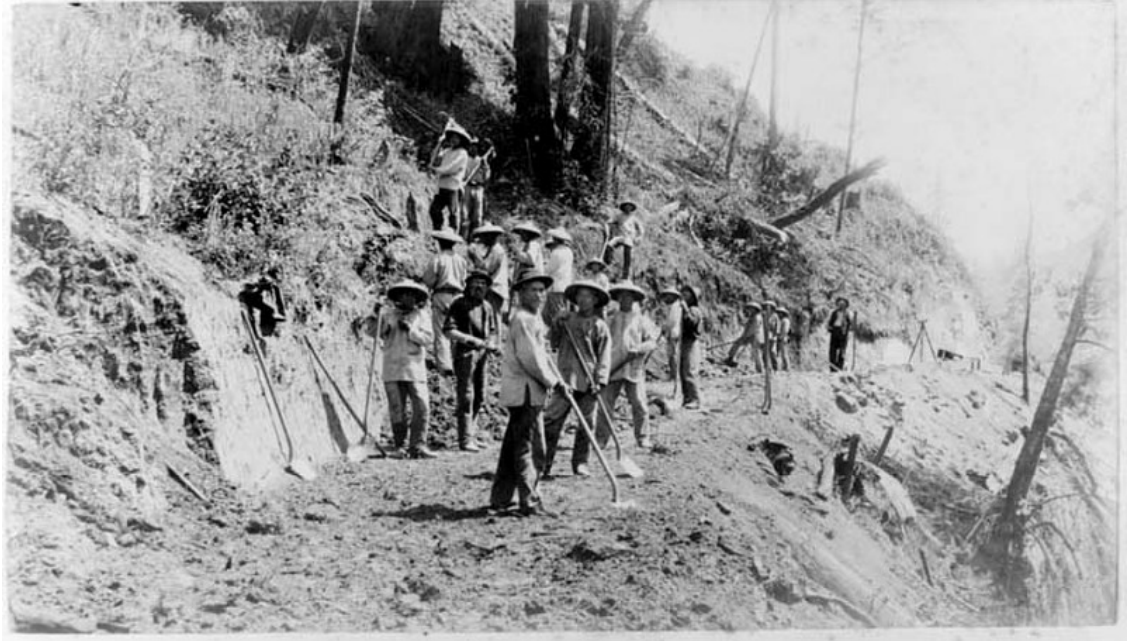
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	<ul style="list-style-type: none">● SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.
Assessment:	<ul style="list-style-type: none">● During read aloud:<ul style="list-style-type: none">○ The students will be asked how certain parts of the story make them feel and why. For example, how did they feel when the Shek, Wong, and the other workers were denied food during their strike?○ The students will be asked to describe what certain words mean, like “immigration” and “coolie.”○ The students will be asked how they think the characters felt during the story. Students may answer with “homesick,” “sad,” “hopeful,” etc.○ Students will be asked why Shek and Wong migrated to the United States.○ The students will be asked what kind of work Shek and Wong did in Sacramento and where they went after Sacramento. (The brothers moved to San Francisco.)○ The students will be asked to describe the main characters. Students may describe the characters as “brave,” “determined,” “protective,” etc.○ The students will describe the significance of the Ching Ming Festival.○ The students will discuss whether they believe Shek and Wong were treated right when working on the railroad.○ The teacher will observe student discussions and answers to monitor their comprehension of the text.● After read aloud:<ul style="list-style-type: none">○ The students will create a timeline of the major events in the book. This timeline should focus on the main characters, Shek and Wong. This timeline should include illustrations.<ul style="list-style-type: none">■ The teacher will monitor student progress by observing the students as they work to complete their timelines.■ Timelines should acknowledge the cause of their migration, how they travelled, what Shek and Wong did for work, what they sent to their families, why they went on strike, the railroad ceremony, what they did after the railroad was completed, and their family coming to join them.○ For the exit slip, students will answer three questions on a sheet of paper:<ul style="list-style-type: none">■ <i>Why did Shek and Wong migrate to the United States? (They could not find work after the rebellion and/or they had no food.)</i>■ <i>How did Shek and Wong get from China to the United States? (They travelled on a ship.)</i>■ <i>Why does the narrator and Paw Paw celebrate Ching Ming Festival? (To respect and honor their ancestors.)</i>



	<ul style="list-style-type: none">■ Sample exit ticket (found as a page at the end of this lesson plan). <p>(UDL 8.1 Heighten salience of goals and objectives.)</p>
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<ul style="list-style-type: none">● Prior to this lesson, the students would have already covered the idea that many people migrated to the United States for a variety of reasons. To assess their background knowledge, the teacher will ask students questions.<ul style="list-style-type: none">○ Do you remember what it is called when someone moves from one country to live in another? (Immigration.)○ What are some of the ways people came to the United States? (Plane, ship, drive, and/or by foot.)○ What are some of the reasons why people came to the United States? (For work, for better living conditions, etc.)● After assessing students' background knowledge, we will do a class survey to get them curious about the lesson. Students will raise their hands to answer each question and the teacher will record the results on the board.<ul style="list-style-type: none">○ Raise your hand if you are an immigrant or if you know an immigrant.○ Raise your hand if you would leave your family to live in a different country.○ If you have siblings, raise your hand if you think you could take care of them.○ Raise your hand if you honor your ancestors during the holidays.○ Raise your hand if you think you could work all day even if it was freezing cold. <p>(UDL 3.1 Activate or supply background knowledge and UDL 7.2 Optimize relevance, value, and authenticity.)</p>
Procedures:	<ul style="list-style-type: none">● The teacher will call all the students to the reading carpet and remind them that they have already learned that people migrate to the United States for different reasons using different modes of transportation. One of those reasons was job opportunities. (UDL 3.1 Activate or supply background knowledge.)● The teacher will tell the students that today, students will be examining why and how some Chinese immigrants came to the United States during the 1800s; they will learn more about how Chinese immigrants were treated during this time and how their descendants honor them.



[Courtesy of Pajaro Valley Historical Association](#)

(UDL 2.5 Illustrate through multiple media and 5.1 Use multiple media for communication.)

- The teacher will tell the students that they will begin by watching a video that discusses Chinese immigration to the United States and the conditions they had to endure. **(UDL 5.1 Use multiple media for communication.) (Provides English Learners with visual and auditory support.)**
 - The teacher will start the video: [Chinese Immigration to the United States in the 1800s](#)
 - The teacher will pause the video and ask questions to ensure students are paying attention to certain facts. **(UDL 6.3 Facilitate managing information and resources.)**
 - The teacher will pause the video at 0:15 and ask students *“Why did Chinese people begin migrating to the United States?”*
 - The teacher will pause the video at 0:40 and ask students *“What are some of the reasons Chinese labor was favored in the United States?”*
 - The teacher will pause the video at 1:20 and ask students *“How long did the strike last and why did it end?”*
 - Once the video is over, the students will be asked to turn to a partner and discuss what they learned from the video. The teacher will walk around and listen to the discussion. **(UDL 8.3 Foster collaboration and community.) (English learners will be paired with a speaker who speaks their first language to ensure they are learning as much as possible from the discussion.)**



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- After the discussions are over, the teacher will ask each pair to share something they discuss. Students will be instructed to take written notes of anything new they learned.
 - The teacher will emphasize the reasons why Chinese immigrants came to the United States and information about the strike.
- The teacher will introduce the book, *Coolies* by Yin and illustrated by Chris K. Soentpiet, by telling students that they will be reading about the story of two Chinese brothers who migrated to the United States during the 1800s.
 - During the reading aloud, the teacher will stop and ask students questions to monitor their comprehension and achievement of the lesson objectives. **(UDL 3.2 Highlight patterns, critical features, big ideas, and relationships and 6.4 Enhance capacity for monitoring progress.) (Important information will be emphasized/highlighted for English learners.)**
 - The teacher will teach vocabulary and terms for the lesson and list them on the board for students to take written notes of; immigration, Coolies, strike, Ching Ming Festival, and ancestors. **(EL: List the most important words and phrases you use or plan to use in a presentation on a transparency/chalkboard.)**
 - Before beginning the read aloud, the teacher will set the purpose: “Hey class! Today we are reading ‘Coolies’ written by Yin and illustrated by Chris K. Soentpiet, to learn about Chinese immigration during the 1800s. While we read, please pay attention to why the Ching Ming Festival is celebrated, why the brothers immigrated to the United States. what they did for work, and how they were treated.”
 - The teacher will stop after reading “We’re not bowing to the fruits. This is how we honor our ancestors,” and ask, “*Do you know of any type of celebrations or holidays that honor ancestors?*”
 - The teacher will continue reading. The teacher will stop at “I will send money home and our family will starve no more,” and ask, “*Why did Shek and others decide to leave China and go to the United States?*”
 - The teacher will continue reading. The teacher will stop at “Look, Little Wong, this is the land of opportunity,” and ask, “*How did they get to the United States?*”
 - The teacher will continue reading. The teacher will stop at “Lowly workers,” and ask “*What did the brothers do for work? Do you think ‘Coolies’ was a nice name?*”
 - The teacher will continue reading. The teacher will stop at “He too young! I am small too, I set dynamite,” and ask “*Do you think Shek was brave for volunteering in place of his brother? Do you think you would have done the same?*”



- The teacher will continue reading. The teacher will stop at “No water and no food until you return to work,” and say “*Turn to your partner and discuss how this makes you feel. Do you think this is right?*” (**UDL 8.3 Foster collaboration and community.**)
- The teacher will continue reading. The teacher will stop at “They thought of their suffering families back home and agreed to return to work the next day,” and asks “*Why did the workers go on strike and why did they end the strike? Would you have stopped the strike too?*”
- The teacher will continue reading. The teacher will stop at “My brother is buried in the snow,” and ask, “*How do you think Wong felt at this moment?*”
- The teacher will continue reading. The teacher will stop at “Call us what you will, it is our hands that helped build the railroad,” and say, “*Turn to your partner and discuss how Shek and the other Chinese immigrants’ contributed to the United States.*”
- The teacher will continue reading. The teacher will stop at “However, this time it was money for their family to join them in America,” and ask, “*What did Shek and Wong do after the railroad was done?*”
- After the book is finished, the teacher and students will discuss their favorite parts in the book.
- “*After reading the book, what are your thoughts on the Ching Ming Festival?*”
- Share these images of the Ching Ming Festival. Images [one](#) and [two](#).



- To close this lesson, students will be asked to create a small foldable timeline of Shek and Wong’s immigration experience to the United States. (**UDL 1.1 Offer ways for customizing the display of information.**)
 - The teacher will demonstrate how students must create the [foldable timelines](#).
 - Students will be given paper, markers, crayons, and pencils to create and design their foldable timelines.
 - These timelines will be added to their class portfolio so students will be working completing these individually. (**UDL 9.3 Develop self-**



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	<p>assessment and reflection.) (English learners will be paired with a student.)</p> <ul style="list-style-type: none">○ Timelines will be evaluated for inclusion of important information, accuracy of the order of events, and creativity.○ All the information in the book does not have to be included in the timelines.<ul style="list-style-type: none">■ Students should include: Why Shek and Wong decided to go to the United States, how they reached the United States, what they did as a job, information about the strike, the railroad ceremony, and life after working on the railroad. Students can include any other information they would like.○ On the cover of their timelines, students should write their full name in English. Below their name in English, students should write the Chinese version of their first name. Students should use the Chinese generator to get the Chinese versions of their names.○ The cover of students' foldable timelines can be a form of travel ID for the travelers, their favorite part of the story, etc. (UDL 7.1 Optimize individual choice and autonomy.)○ The teacher will walk around and monitor student progress, aiding when needed.○ Students' use of important vocabulary for the lesson will be evaluated.
Materials:	<ul style="list-style-type: none">● Coolies by Yin and illustrated by Chris K. Soentpiet● Chinese immigration to the United States video https://safeshare.tv/x/ss6177a3e675965● Paper● Crayons● Markers● Pencils● Cartridge paper● Glue● Ruler● Foldable timeline tutorial : https://safeshare.tv/x/ss618bcd7504e32● Sample exit ticket (found at the end of this lesson plan)● Image of Chinese immigrants on railroad● Image 1 of Ching Ming Festival● Image 2 of Ching Ming Festival● Chinese generator

Name:

Book:

Date:

EXIT TICKET

Why did Shek and Wong migrate to the United States?

How did Shek and Wong get from China to the United States?

Why does the narrator and Paw Paw celebrate Ching Ming Festival?