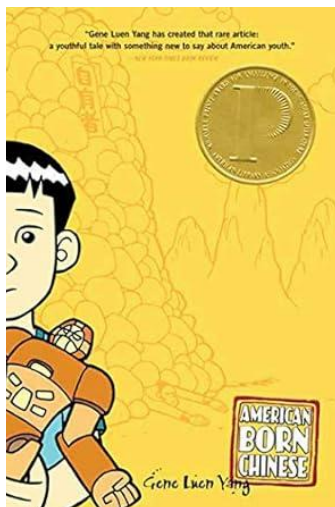
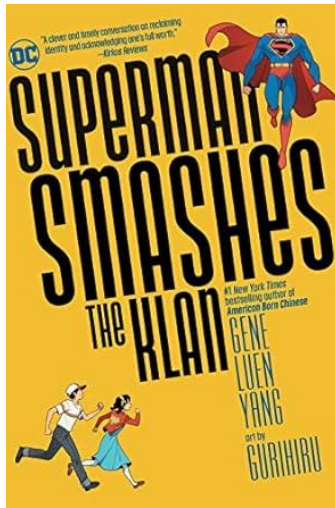




Unit Overview:

Superman Smashes the Klan and *American Born Chinese* by Gene Luen Yang

Introduction



In this unit, students will explore themes of alienation, the search for one's identity, assimilation and the power of fighting back against oppression. Students will read two graphic novels by award-winning author Gene Luen Yang that portray characters who are struggling to define themselves as they attempt to reconcile the stereotypes and limitations imposed upon them, while also advocating for self-acceptance and standing up to hatred. By exploring the experiences of Chinese Americans in these two thought-provoking graphic novels, students will recognize the humanity, brilliance and beauty of those who have been oppressed, marginalized or dehumanized.

Superman Smashes the Klan switches between two connected narratives of two immigrants searching for ways to belong. Superman must fight against the rise of a white supremacist group called the Klan of the Fiery Cross while also grappling with his own identity as an alien superhero living among humans. Roberta and her brother, Tommy, have just moved with their parents from Chinatown to the center of Metropolis, where they encounter intolerant peers, families and institutions.

American Born Chinese takes place in three separate plot lines following three unique characters: the Monkey King, Jin and Danny. While these narratives appear separate at first, they unite in surprising and profound ways. The Monkey King, a character based on classical Chinese mythology, desperately wants to earn his spot among the immortal gods in heaven and is willing to change his identity for that acceptance. Jin's story explores his experience growing up in American schools and facing explicit intolerance from his peers and teachers. Danny grapples with stereotypes and exclusion that result from his Chinese cousin, Chin-Keen (we'll refer to him as Chin), and his yearly visits.

This unit is designed to push students to understand how authors develop characters' points of view, recognize contrasting points of view, and dissect narratives told through multiple characters and perspectives. While students will gain meaningful experience with analyzing these literary devices, this unit also pushes students to appreciate the art of a graphic novel—they will analyze the visual elements to understand how the artistic choices, paired with the text, contribute to the overall meaning.

In addition, while reading these stories, students will engage in a daily word or world knowledge building routine. This routine will introduce students to key vocabulary and content knowledge that will help them better understand stereotypes, specifically as it relates to the Asian American experience. Throughout the summer, students will get daily practice exploring, analyzing and practicing strong argumentative writing in order to be able to articulate their ideas and understanding of the novel.

Standards of Focus

- 8R1
- 8R2
- 8R3
- 8R4
- 8R6
- 8W1

Learning Goals

Essential Questions

- Where does power come from, and how do you gain or lose power?
- What do you lose when you deny your true self?

Enduring Understandings

- People gain power and strength through self-acceptance and confidence.
- When we deny or try to hide our true selves, we lose power.
- When others alienate us, discriminate against us or otherwise are intolerant of our true selves, we can lose power.

Writing Skills

This unit's lessons are designed to develop students' writing skills by helping them confidently express their ideas about the text. Each day, teachers will present a focused mini-lesson on a key writing concept, which students will then apply in their independent writing about the day's text.

Key Points

- A full paragraph includes a claim, context, two pieces of evidence and an analysis that explains how the evidence supports the claim.
- A claim must answer all parts of the question.
- Evidence is relevant and sufficient if it fully supports the claim.
- A strong analysis needs to do more than restate the claim or evidence. It needs to explain how or why the evidence proves the overall argument of the paragraph.
- When writing the context, include what happened right before the evidence. Do not include what is happening in the evidence.
- It can be effective to show cause and effect in your analysis by using words like *since* or *because*.
- It can be effective to use phrases like *instead of* or *rather than* in your analysis to show the contrast between what did happen and what could have happened.

Learning Output

Informal Written Assessments

- Students will have a daily opportunity to write a short paragraph in response to the Deeper Meaning Discussion about the text.

End-of-Unit Assessment

- Students will take the pre-/post-assessment at the start and end of the unit.
 - Students will engage in a discourse-based and written Essential Question reflection on the last day of the unit.
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Unit At-a-Glance

	Text	Deeper Meaning Question for Discussion and Writing	Materials		
Day 1	Unit Launch	Pre-assessment Pre-assessment Scoring Guide	Lesson 1 Daily Overview	Lesson 1 Student Work	Lesson 1 Slides
Day 2	p. 7-20	What parallels can be drawn between Superman and the Lees? (8R3)	Lesson 2 Daily Overview	Lesson 2 Student Work	Lesson 2 Slides
Day 3	p. 21-36	What best reveals aspects of the villains in this section: the use of dialogue or illustrations? (8R3)	Lesson 3 Daily Overview	Lesson 3 Student Work	Lesson 3 Slides
Day 4	p. 37-55	Gene Luen Yang chose to have his characters use the word “alien” to refer to both Roberta and Superman. How does being viewed as an “alien” affect them? (8R4, 8R2)	Lesson 4 Daily Overview	Lesson 4 Student Work	Lesson 4 Slides
Day 5	p. 56-78	How does Gene Luen Yang develop Superman as a symbol? (8R4)	Lesson 5 Daily Overview	Lesson 5 Student Work	Lesson 5 Slides
Day 6	p. 81-105	How does the dramatic irony in this section make for a more engaging reading experience? (8R6)	Lesson 6 Daily Overview	Lesson 6 Student Work	Lesson 6 Slides
Day 7	p. 106-131	How does Gene Luen Yang create suspense in this section? (8R6)	Lesson 7 Daily Overview	Lesson 7 Student Work	Lesson 7 Slides
Day 8	p. 132-153	How do the illustrations and dialogue shape the reader’s understanding of the Klan? (8R3)	Lesson 8 Daily Overview	Lesson 8 Student Work	Lesson 8 Slides
Day 9	p. 155-181	How do both Superman and Chuck struggle to understand their origins? (8R3)	Lesson 9 Daily Overview	Lesson 9 Student Work	Lesson 9 Slides
Day 10	p. 182-199	Superman’s parents say that their blessing has come true. Do you agree with them? (8R2)	Lesson 10 Daily Overview	Lesson 10 Student Work	Lesson 10 Slides
Day 11	p. 200-226	In Superman Smashes the Klan, a number of characters struggle with belonging. What message is Yang communicating through the resolution of these conflicts? (8R2)	Lesson 11 Daily Overview	Lesson 11 Student Work	Lesson 11 Slides
Day 12	End-of-Book Wrap-up		Lesson 12 Daily Overview	Lesson 12 Student Work	Lesson 12 Slides
Day 13	p. 7-20 Chp. 1	How does Yang convey how the Monkey King fundamentally changes in this section? (8R3)	Lesson 13 Daily Overview	Lesson 13 Student Work	Lesson 13 Slides
Day 14	p. 23-40 Chp. 2	Jin says that he wants to be a transformer when he grows up. Based on his experiences in school, explain the deeper meaning behind this desire. (8R3)	Lesson 14 Daily Overview	Lesson 14 Student Work	Lesson 14 Slides
Day 15	p. 43-52 Chp. 3	What is the author’s purpose for introducing Chin’s storyline? (8R5)	Lesson 15 Daily Overview	Lesson 15 Student Work	Lesson 15 Slides
Day 16	p. 55-84 Chp. 4	What motivates the Monkey King’s actions? (8R3)	Lesson 16 Daily Overview	Lesson 16 Student Work	Lesson 16 Slides

Day 17	p. 87-106 Chp. 5	How are Jin's and the Monkey King's storylines similar, and what message is the author trying to reveal? (8R2)	Lesson 17 Daily Overview	Lesson 17 Student Work	Lesson 17 Slides
Day 18	p. 109-129 Chp. 6	Danny is convinced Chin's mere presence is enough to make him transfer schools. How accurate is Danny's perception of Chin? (8R6)	Lesson 18 Daily Overview	Lesson 18 Student Work	Lesson 18 Slides

Unit At-a-Glance- Condensed Lessons

Day 19	p. 133-160 Chp. 7	How does the introduction of Wong Lai-Tsao develop a key theme about identity? (8R2)	Lesson 19 Daily Overview	Lesson 19 Student Work	Lesson 19 Slides	p. 163-184 Chp. 8a	How does the dramatic irony in this section make for a more engaging reading experience? (8R6)	Lesson 20 Daily Overview	Lesson 20 Student Work	Lesson 20 Slides	
Day 20	p. 185-198 Chp. 8b	Why does Jin reject Wei-Chen? (8R3)	Lesson 21 Daily Overview	Lesson 21 Student Work	Lesson 21 Slides	p. 201-223 Chp. 9	What message is Yang communicating through the resolution of Jin's conflict? (8R2)	Lesson 22 Daily Overview	Lesson 22 Student Work	Lesson 22 Slides	
Day 21	End-of-Book Wrap-up	Post-assessment Post-Assessment Scoring Guide						Lesson 23 Daily Overview	Lesson 23 Student Work	Lesson 23 Slides	
Day 22	End-of-Unit Wrap-Up: Essential Question reflection								Lesson 24 Daily Overview	Lesson 24 Student Work	Lesson 24 Slides
Differentiated Materials							Differentiated Student Work				
							Spanish Translated Student Work				

Appendix

Standards of Focus

Standard	Description	Students Should Know	Students Should Be Able to Do
8R1	Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	<ul style="list-style-type: none">• Good readers understand how details presented in a text can support our own ideas.• Good readers know how to make inferences about a text.• Good readers know that multiple pieces of evidence are needed to support an idea.	<ul style="list-style-type: none">• Good readers identify details that support their idea or opinion about a text.• Good readers connect details from a text and our own understanding about the way the world works to make educated guesses.• Good readers use multiple pieces of evidence to suppose an idea.
8R2	Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)	<ul style="list-style-type: none">• Good readers know that writers always have a deeper idea or message they want to impart through their work.• Good readers know that authors can develop key ideas by crafting characters with differing opinions and perspectives.• Good readers know that all stories have conflicts and resolutions, and that authors communicate their message through both conflict and resolution.• Good readers know that authors develop larger ideas and themes throughout different places in a text.• Good readers know that authors reveal their beliefs by writing about how individual characters are affected by their surroundings, other characters and major conflicts.	<ul style="list-style-type: none">• Good readers recognize a topic of a text first before thinking about an author's message or criticism about the world.• Good readers recognize patterns when authors repeat key ideas, topics and ideas in order to understand a larger theme of a text.• Good readers examine how an idea is represented at the beginning, middle and end of a text section.• Good readers look closely at major conflicts and how they are resolved in order to understand an author's larger theme or central idea.• Good readers look closely at major conflicts and how they impact individual characters.• Good readers look closely at how a character relates to their surroundings, including other characters, their living environment, their community and society as a whole.

<p>8R3</p>	<p>In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)</p>	<ul style="list-style-type: none"> ● Good readers know that authors create dynamic characters that change and evolve throughout a text in both positive and negative ways. ● Good readers know that authors carefully craft each word and sentence of a character’s dialogue or inner thoughts in order to communicate subtle characteristics. ● Good readers know that characters are influenced by the people and culture around them, in both positive and negative ways. ● Good readers know that each chapter, scene and sentence moves the plot forward ● Good readers know that all characters have motivations and goals that influence the way they talk, think and act. 	<ul style="list-style-type: none"> ● Good readers think critically about protagonists by noticing how other characters act around them and looking closely at what other characters say and think about them. ● Good readers look at a character’s dialogue, actions and inner thoughts on a sentence and word level to make inferences about who they are as a person. ● Good readers examine how characters are affected or impacted by the world around them, including individuals, their community and society at large. ● Good readers ask themselves: How did this chapter, scene or sentence move the plot forward? What was the effect of this chapter, scene or sentence on the characters and the story? ● When characters make big decisions, good readers know to look back to determine what influenced them. They ask themselves: How did other characters, the setting or key plot points impact this choice?
<p>8R4</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)</p>	<ul style="list-style-type: none"> ● Good readers know that writers use analogies to illustrate complex ideas and character experience. ● Good readers know that writers include symbols to represent larger universal ideas. ● Good readers know that the words authors choose often have multiple meanings: both literal and figurative. ● Good readers know that authors include allusions (or indirect references/hints) to important historical events and other big ideas. 	<ul style="list-style-type: none"> ● Good readers pay careful attention to comparisons made in the text and always ask themselves: What does this tell me about the world of this story? What does it tell me about the character’s experience? ● Good readers recognize symbols by noticing when authors repeatedly reference important objects or ideas. They break down symbols by asking themselves: What is the connotation of this object? How does this object function within the plot? How does it affect characters? ● Good readers zoom in on keywords that an author uses to consider both the literal meaning and any other associations or feelings the word has. ● Good readers read closely to notice references to important events and ideas and make connections between texts.

<p>8R6</p>	<p>In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL)</p>	<ul style="list-style-type: none"> ● Good readers know that writers craft unique characters with differing points of view. ● Good readers know that different characters or the reader may have knowledge or information that is hidden from others, which is called dramatic irony. ● Good readers know that authors purposefully control the flow of information to various characters, and even to the reader, to shape our reading experience. ● Good readers know that flashbacks provide meaningful background information to a reader that may not be privy to other characters. ● Good readers know that story elements, such as differing points of view, are tools that the author uses to shape the reading experience to add humor or suspense. 	<ul style="list-style-type: none"> ● Good readers identify different characters' points of view by keeping track of key character traits, inner conflicts and motivations. ● Good readers track which characters have access to what information at different points in a story and ask themselves: How are different characters perceiving this situation differently and why? ● Good readers ask themselves: Why would the author want the reader to know this but not the character? How does this make my reading experience more engaging? ● Good readers take note of flashbacks and recognize how characters' past experiences influence their actions. ● Good readers notice moments of humor or suspense and break down the differing points of view to analyze how the author shapes this.
<p>8W1</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> ● Good writers know that an opinion is the personal thoughts and understandings of the reader of the text or topic. ● Good writers know that strong opinion pieces include a claim that is an original thought. ● Good writers know that adding details and evidence from the text supports the opinion. ● Good writers know that linking words help the reader make connections between the author's thoughts and ideas. ● Good writers know that opinion writing includes analysis that connects evidence and claim. 	<ul style="list-style-type: none"> ● Good writers identify the topic or claim of their opinion and make it clear. ● Good writers use details and evidence from relevant sources to prove their claim or topic sentence. ● Good writers further prove their evidence by including rationale that connects evidence and claim/topic sentence.