

**FRONT**

**DESK**

**Novel Study**



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- 23 Analysis Reading Response Assignments
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- Digital Links for Google Drive™
- Answer Keys for Applicable Activities!

# READING RESPONSE A

## FRONT DESK

Reading Response A: Chapters 1-2

Name: \_\_\_\_\_

1. What are these chapters mostly about? Summarize the reading with key details and support with textual evidence.

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2. Describe the setting of the novel. Where does it take place? When does it take place? Support with evidence from the text.

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3. What is life in the United States like for Mia's family? According to Mia's parents, why did they come to America? Support with textual evidence.

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4. What was Mia's first job? What happened on her first day? Support with textual evidence.

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5. What job do Mia's parents agree to do for Mr. Yao? Why are her parents eager to accept the job? Explain and support with evidence from the text.

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➤ 23 Assignments  
– 8 Questions  
Each

➤ Comprehension  
Questions

➤ Prompts Require  
Textual Evidence

➤ Common Core-  
Aligned Material

# READING RESPONSE A

6. Why are Mia's parents impressed with Mr. Yao's son? How does that make Mia feel? Why does she feel this way? Explain and support with evidence from the text.

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7. What does Mr. Yao say about bad guys? What does Mia think about Mr. Yao's comment? Support with textual evidence.

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8. Who is Hank? What does it mean that he is a "weekly" at the hotel? What does Hank say about Mr. Yao? Support with evidence from the text.

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## Visualize the Text

Directions: Identify an example of figurative language or imagery from the reading that helps you visualize the text. In the space below, draw the image the figurative language or imagery creates. Include the quote and page number.

Quiz:

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Rigorous Materials



# READING RESPONSE B

## FRONT DESK

Reading Response B: Chapters 1-2

Name: \_\_\_\_\_

1. Describe the setting of the novel. According to Mia's mother, why did the family move to America? Support with key details from the text.

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2. How does Mia's family's perception of life in America compare with their experiences? What did they think life in America would be like? What is life *actually* like for them? Support with evidence from the text.

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3. Analyze Mia's flashback of her time in the Houston space center. What does it reveal about Mia's family? What does it reveal about their life in the United States? Support with textual evidence.

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4. What main conflict does Mia's family face in these first two chapters? What kind of conflict is it? How does it affect them? Explain at least two effects and support with textual evidence.

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5. What motivates Mia's parents to accept the job at the Calivista Motel? Explain at least two reasons and support with evidence from the text.

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➤ 23 Assignments  
– 8 Questions  
Each

➤ Analysis &  
Critical Thinking  
Questions

➤ Prompts Require  
Textual Evidence

➤ Stimulate Class  
Discussion

# READING RESPONSE B

6. What is Mr. Yao's tone towards Mia and her parents? Why might he have this attitude? Explain and support with evidence from the text.

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7. Characterize Mia. How would you describe her personality? Why would you describe it this way? Support with textual evidence.

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8. Do you think Mr. Yao will be a good boss to Mia's parents? Why or why not? What clues or evidence support your stance?

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## Critical Questions

Directions: Based on this reading, identify a reference, description, or statement that makes you curious. What question(s) does what you identified raise for you? What else would you like to learn about this topic?

Textual Evidence	Questions
	
Quiz:	

➤ Critical Questions Section – Springboard for Discussion

➤ Use for Differentiation

➤ Google Slides™ Links – Pre-made Text Boxes for Students

➤ Answer Keys

# CLOSE READINGS

## FRONT DESK





Close Reading 1: Chapters 1-2

Name: \_\_\_\_\_

### Tone & Mood

- Tone is the \_\_\_\_\_ of the author or character towards a subject.
- Mood is how the \_\_\_\_\_ feels or the \_\_\_\_\_ evoked by the work.
- One way tone is accomplished is through \_\_\_\_\_.
- Authors also vary their writing style to develop tone....
  - \_\_\_\_\_ – are sentences short, long, questions, exclamations?
  - \_\_\_\_\_ – are words or phrases repeated?
  - Finally, authors use the characters, setting, conflict, figurative language, and other literary devices to develop tone as well.

Directions: Reread Chapters 1 and 2. As you read, pay close attention to Mr. Yao and his interactions with other characters. Then, determine the character's attitude toward the subject listed. Draw the face of the character that represents that tone and provide evidence to support. Explain what mood (feeling) the character's attitude creates for you as a reader. Select a color that represents that mood and fill in the mood ring with that color. Finally, explain what mood the tone creates for you and why. Use the sample below as a guide.

<b>Tone:</b> What is Mia's mother's tone towards the motel manager job?		<b>Mood:</b> What mood does Mia's mother's attitude create for you as a reader?	
<b>Tone:</b> <b>Excited</b> 	<b>Evidence to prove attitude:</b> 1. To her surprise, Mr. Yao was equally enthusiastic. (5) 2. She looked at my dad. "That's a lot of money!" (6)	<b>Mood Ring Color:</b> <b>Hopeful</b> 	<b>Explanation of mood:</b> I feel hopeful that the Tangs will get the motel job, and it will help them achieve their goals.
<b>Tone:</b> What is Mr. Yao's attitude towards the Tang's interest in the motel job?		<b>Mood:</b> What mood does Mr. Yao's attitude create for you as a reader?	
<b>Tone:</b> _____ 	<b>Evidence to prove attitude:</b>  	<b>Mood Ring Color:</b> _____ 	<b>Explanation of mood:</b>  

➤ 25 Close Reading Assignments


➤ Notes for Literary Elements

➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based



# CLOSE READINGS

Tone: What is Hank's attitude towards Mr. Yao?		Mood: What mood does Hank's attitude create for you as a reader?	
Tone: _____	Evidence to prove attitude:	Mood Ring Color: _____	Explanation of mood:
			

## Analysis Questions

1. What is Mr. Yao's tone towards the Tangs? How does the author develop this attitude throughout the first two chapters? Support with evidence from the text.

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2. What is Mr. Yao's attitude towards his own hotel and buzzing customers into the front desk? Why might Mr. Yao have this attitude? Support with evidence from the text.

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3. Based on Mr. Yao's tone towards the Tangs, how do you think he will treat them as a boss? Why do you think he will treat them this way? Support your answer with textual evidence.

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4. How does Hank's tone towards Mr. Yao influence your perspective of Mr. Yao? How does Hank's attitude build suspense? Support your answer with textual evidence.

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➤ 4 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis



# CLOSE READINGS

## FRONT DESK

Close Reading 1: Chapters 1-2

Name: \_\_\_\_\_

### Setting

- \_\_\_\_\_ and \_\_\_\_\_ of a story.
- Setting affects \_\_\_\_\_, creates a \_\_\_\_\_, and develops/drives \_\_\_\_\_.

Setting can also extend beyond just time and place. It can also include several other elements such as:

- \_\_\_\_\_ - Country, state, house, basement, rural/urban
- \_\_\_\_\_ - Day, night, weather, season, physical details
- \_\_\_\_\_ - Values, ideals, attitudes, politics
- \_\_\_\_\_ - Time period, year, major events
- \_\_\_\_\_ - Time elapsed, time of day, flashbacks, between scenes

### Mapping Mia's Journey to the Calivista Motel

Directions: Mia's journey from China to the Calivista Motel includes several stops on the way. On the timeline below, explain where Mia was and end with where Mia is now. Then, to the right of the timeline, include details of each setting by answering the prompts. Answer the questions that follow.

1. Mia and her parents leave China to come to the United States

a. When does Mia live in this place? What is important about this place?

b. What beliefs or attitudes does Mia mention when talking about this place?

c. What important memories, experiences, or lessons does Mia associate with this place?

➤ Comprehensive Answer Key

➤ Thorough Examination of the Text

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers

# ASSESSMENTS

<b>FRONT DESK</b>	<b>Reading Check 1</b> Name:	<b>FRONT DESK</b>	<b>Reading Check 2</b> Name:
Chapters 1-2		Chapters 3-5	
1. What is Mia's first job?		1. What does Mia's mom say when she "takes a picture"?	
2. Where do Mia's parents start working?		2. What does Mia's mom tell the principal about Mia on the school tour?	
3. Which weekly does Mia meet at the front desk?		3. What does a motel guest ask Mia to do for them in the morning?	
<b>FRONT DESK</b>	<b>Reading Check 3</b> Name:	<b>FRONT DESK</b>	<b>Reading Check 4</b> Name:
Chapters 6-7		Chapters 8-9	
1. What change to the contract does Mr. Yao make?		1. Who is in Mia's class that stops her from sharing her work at the motel?	
2. What does Mia make to replace one taken by a guest?		2. Who does Mia befriend on her first day of school?	
3. What does Mia get Mr. Lewis that makes him happy?		3. What breaks at the motel?	
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- 23 Mini-Quizzes – 3 Questions per Reading
- Google Forms for Easy Grading
- Common Core-Aligned Materials
- Check for Understanding

# ASSESSMENTS

## FRONT DESK

Quiz 1: Chapters 1-23

Name: \_\_\_\_\_

### SECTION I: Order the following events of the novel in chronological order

- \_\_\_\_\_ - When Mia is working the front desk, she buzzes in a dangerous person that threatens her until Hank comes to the rescue.
- \_\_\_\_\_ - Mia's family is hired by Mr. Yao to manage the Calivista Motel.
- \_\_\_\_\_ - When the cable breaks at the motel, Lupe comes with her father, who works for Mr. Yao, to fix it.
- \_\_\_\_\_ - After Mr. Lorenz's car is stolen from the motel, the police question Hank and consider him a suspect.
- \_\_\_\_\_ - The Tangs give Uncle Li a room, and he tells them about making burgers and hiding them in the dumpster to eat later.

### SECTION II: Mark true statements with a T, and false statements with an F

- \_\_\_\_\_ - After a guest takes a key, Mia tries to make a new one by hand.
- \_\_\_\_\_ - Mr. Yao agrees to install a security camera after a man threatens Mia at the front desk.
- \_\_\_\_\_ - When the washing machine breaks, Mia and her parents wash towels in the pool.
- \_\_\_\_\_ - Uncle Ming visits the Calivista and admits he borrowed thousands of dollars from loan sharks.
- \_\_\_\_\_ - Mia and her father cash in aluminum cans and use the change to buy extra food.

### SECTION III: Fill-in-the-blank

1. The people that stay at the Calivista long-term are called the \_\_\_\_\_.
2. When Uncle Ming does not have enough money to pay for the car repairs, he pays in \_\_\_\_\_.
3. After a \_\_\_\_\_ call goes to the wrong room at the wrong time, Mia gives two guests refunds.
4. One of Mr. Yao's rules is that Mia (and her parents) cannot enjoy the motel's \_\_\_\_\_.
5. The security guard from the \_\_\_\_\_ starts a list of Black customers that local motels will refuse to serve.

### SECTION IV: Multiple-choice

1. \_\_\_\_\_ What type of figurative language is used in the following quote?  
"The front desk was my chocolate notebook and I was not letting it go. No way."
  - a. Personification
  - b. Simile
  - c. Metaphor
  - d. Onomatopoeia
2. \_\_\_\_\_ Which of the following best describes Mr. Yao's attitude towards the Tangs and the weeklies?
  - a. Pitying
  - b. Condescending
  - c. Hopeful
  - d. Humble

➤ 3 Novel Quizzes – 1 per Third of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board



# ASSESSMENTS

## FRONT DESK

Final Literary Assessment: A

Name: \_\_\_\_\_

### Character Quote Matching

Match the correct quote OR description to the right character.

1. _____ Mia	A. "Use this to write down everything that happens...Who knows, maybe someday, it'll all seem funny to you."
2. _____ Mrs. Tang	B. "You know what's the difference between a good employee and a bad employee?... It's not whether they're hardworking or even whether they're smart...It's whether they know their place."
3. _____ Mr. Tang	C. "Every day I made a delicious hamburger and wrapped it up carefully. I put it in a bag, and then I threw it into the trash...Then, every day after work, I'd go find it."
4. _____ Hank	D. "You can't win if you don't play."
5. _____ Lupe	E. "So don't you understand? People like us don't go to Macy's. Especially if we're paying twenty dollars a day for Hank."
6. _____ Jason	F. "I wondered which was better—to have had something for just a second and then have it taken away, or to have never had it at all."
7. _____ Mr. Yao	G. "Why do you think I took the plea? I know what the verdict would be if we went to trial. People look at me and see guilty."
8. _____ Uncle Li	H. "You really think she can afford something this nice?"

### Figurative Language Matching

Write the correct type of figurative language on the blank, using S for simile, M for metaphor, P for personification, and H for hyperbole.

- \_\_\_\_\_ We weren't planning on eating there – everybody knows museum food is fifty thousand times more expensive than outside food.
- \_\_\_\_\_ Her words sat on my shoulders, heavy as rocks.
- \_\_\_\_\_ But when I put my pencil down onto the paper, do you know what marched onto the page? Puppies and houses.
- \_\_\_\_\_ "They didn't even see me...I was just a nail clipper to them."
- \_\_\_\_\_ Mr. Yao breathed in and out, looking like he was trying to contain a wildfire.

- Final Literary Tests
- A & B Format – Accommodate ALL Learners
- Flexible Implementation
- Answer Keys & Google Forms™ Links for ALL Resources



# VOCABULARY

## FRONT DESK

### Vocabulary Practice 1

Name: \_\_\_\_\_

#### Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

- \_\_\_\_\_ - She was a sensible shopper. She always used coupons and waited for sales before purchasing.
- \_\_\_\_\_ - The new parents agonized for days over which name to choose for their baby. They knew it was an important decision.
- \_\_\_\_\_ - The siblings concurred constantly. They could not even agree on the color of the sky.
- \_\_\_\_\_ - When the clients walked into the conference room, the employees were impressed with their disheveled appearance.
- \_\_\_\_\_ - Although she avoided doctor's offices, the pain became so intense she went to the emergency room in desperation.

#### Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Concurred – ANTONYMS	Reminiscenced – SYNONYMS
Question    Agree    Oppose See eye to eye    Debate Disagree    Similar    Go along	Forget    Ignore    Think back on Recall    Puzzle over Annoy    Remind    Recollect
Pore – ANTONYMS	Anxious – SYNONYMS
Skim    Study    Ignore Help    Open Realize    Disregard    Examine	At peace    Carefree    Hopeful Concerned    Worried Calmed    Confident    Healed

#### Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

1. **Reminiscenced** – \_\_\_\_\_  
\_\_\_\_\_
2. **Anxious** – \_\_\_\_\_  
\_\_\_\_\_
3. **Urgency** – \_\_\_\_\_  
\_\_\_\_\_

- 4 Vocabulary Lists - Word Location
- Google Forms™ for Easy Grading
- 4 Vocabulary Practice Assignments
- Multi-Model & Engaging

# VOCABULARY

## FRONT DESK

Vocabulary Check 1

Name: \_\_\_\_\_

### SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ <b>Agonize</b>	a. Definition: Importance requiring swift action
2. _____ <b>Desperation</b>	b. Synonym: Hopelessness or distress
3. _____ <b>Modest</b>	c. Antonym: Skim or ignore
4. _____ <b>Pore</b>	d. Definition: To suffer or cause to suffer extreme pain
5. _____ <b>Urgency</b>	e. Synonym: Ordinary or simple

### SECTION II: Fill in the blank with the correct word

1. When the child returned home from school looking so \_\_\_\_\_, the father called the teacher to ask what happened.
2. Although leaving the house before the hurricane hit was the most \_\_\_\_\_ decision, the couple struggled to part with their home.
3. The old friends reconnected at the high school reunion and \_\_\_\_\_ about all the fun they had decades ago.
4. The judge \_\_\_\_\_ with the suspect's lawyer and determined no crime had been committed.
5. The soccer player was so \_\_\_\_\_ before games. As a result, the coach created a pre-game routine to help him relax.

**ANXIOUS – CONCURRED – REMINISCED – DISHEVELED – SENSIBLE**

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➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 4 Vocabulary Quizzes – Check for Understanding

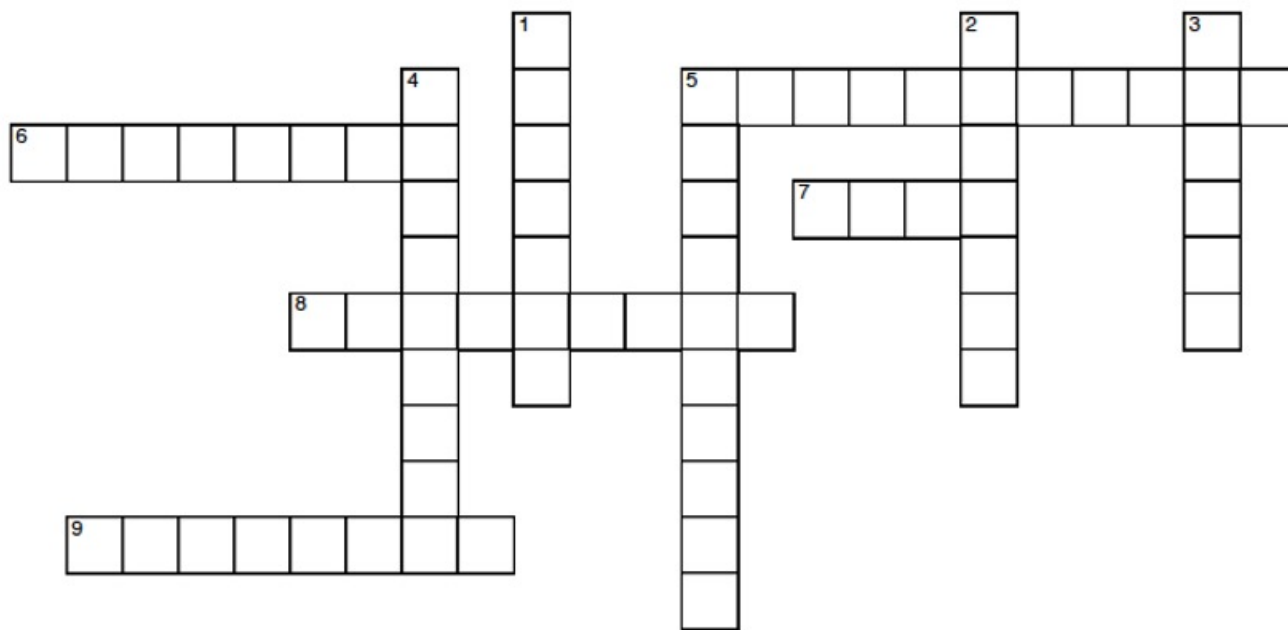
# VOCABULARY

## FRONT DESK

Crossword Puzzle 1

Name: \_\_\_\_\_

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



### ACROSS

- 5 When he picked up the phone, he immediately heard the \_\_\_\_\_ in his friend's voice. His friend needed help.  
6 Synonym: Reasonable or practical  
7 Be absorbed in the reading or study of  
8 Antonym: Disagree  
9 Despite despising her job, she \_\_\_\_\_ over the decision to quit.

### DOWN

- 1 Antonym: Carefree or unconcerned  
2 Importance requiring swift action  
3 While the commercial boasted of luxurious accommodations, the couple was disappointed to find their room much more \_\_\_\_\_ than advertised.  
4 Synonym: Recall or recollect  
5 (Of a person's appearance) untidy; disordered

**WORD BANK:** AGONIZED, ANXIOUS, CONCURRED, DESPERATION, DISHEVELED, MODEST, PORE, REMINISCE, SENSIBLE, URGENCY

➤ 4 Crossword Puzzles

➤ Use for Centers or Rotation Model

➤ Graphic Organizers & Activity

➤ Answer Key & Google Slides™ & Forms™ Links



# NONFICTION TEXTS

## History of Chinese Immigration: Part I

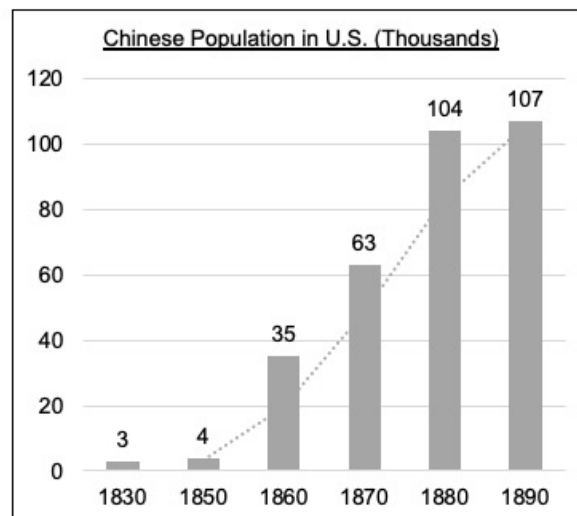
Nonfiction Reading 1

Name: \_\_\_\_\_

During the 19<sup>th</sup> century, countless immigrants from all over the world journeyed to the United States seeking freedom and opportunities. While immigrants from Germany, Ireland, England, and other countries in Western Europe flocked to America's shores on the East Coast. Asian immigrants, mainly from China, made their way across the Pacific Ocean to the United States' West Coast. Although each immigrant's story was unique, it was often the case that specific reasons contributed to the decision to immigrate. For example, rumors of gold motivated many to rush to California in hopes of striking it rich, but the area's wider range of other economic opportunities also inspired thousands in China to make the trip.

### The Draw of "Gold Mountain"

One significant motivator for immigrants to trek west or sail east was the discovery of gold in California in 1848. Thousands of prospectors made their way to the San Francisco area to mine the precious metal in a frenzy<sup>1</sup> that became known as the Gold Rush. Rumors of "Gam Saan" or "Gold Mountain" traveled halfway around the world, and Chinese immigrants sought to strike it rich alongside Americans. Over 25,000 people emigrated<sup>2</sup> from China to California, causing the first major wave of Chinese immigration to the U.S. The Chinese immigrant population in the U.S. had spiked from a few hundred to a few hundred thousand by the time the Gold Rush reached its peak in 1852.



\*Population data is approximate.

Of course, the potential of gold was not the only factor that pulled so many to journey across the Pacific Ocean. Back home, many Chinese were suffering from the effects of a decades-long conflict with European nations, including Great Britain and France. This conflict caused social, civil, political, and economic unrest. When a crop failure struck in 1852, countless Chinese, mainly male peasants from inland China, took to the sea and traveled east. Although many immigrants intended to mine for gold, not all Chinese immigrants worked with prospectors and miners.

### The Need for Labor

With the Pacific Coast's economy booming, the United States government realized the need to connect the economy of the West with the economy of the East. As a result, in 1862 Congress passed the Pacific Railroad Act, chartering two railroad companies to complete a transcontinental<sup>3</sup> route. The Central Pacific Railroad Company started construction in California, working its way east to meet the Union Pacific Railroad Company. When the Central Pacific encountered trouble hiring and retaining workers due to the challenging work, the company began to hire Chinese immigrants. By 1867, Central Pacific used upwards of 20,000 Chinese immigrants to help complete the difficult task of building a railroad through the West's rugged<sup>4</sup>

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➤ 5 Nonfiction Readings

➤ Educational Text Features

➤ Glossary of Key Vocabulary

➤ 2 Pages Per Reading



# NONFICTION TEXTS

Records of District Courts of the United States, National Archives Identifier: 6341137



Chinese merchants in front of their dry goods store in the Arizona Territory. (1894)

landscape. The railroad ultimately did link the country together and accelerate economic expansion, an expansion that would not have been possible without the contributions of Chinese immigrant labor in building the Central Pacific.

Chinese immigrants also found work in the agriculture and industrial sectors. They worked on farms, fisheries, in factories, and as domestic servants. Chinese immigrants tended to accept these low-level, low-wage jobs in order to pay off their debt for passage to the U.S. and to

send money home. U.S. companies exploited<sup>5</sup> them because they viewed them as cheap labor. Companies provided Chinese immigrants lower wages while pushing them to work longer hours with less rest. Still other Chinese immigrants established their own businesses, such as restaurants, laundries, and other personal services enterprises. Regardless, most came together to live in single communities, giving rise to “**Chinatowns**.” These communities served as a way for the immigrants to preserve their culture and find safety and comfort with those like them.

## End of an Era

As more Chinese immigrants arrived in the 19<sup>th</sup> century, they faced an increasingly hostile<sup>6</sup> nation, especially when an economic depression struck in the 1870s and competition for jobs soared. Chinese immigrants experienced violence and racism. State-sanctioned<sup>7</sup> laws also sought to drive out and exclude Chinese immigrants from realizing their dreams. Resistance toward Chinese immigrants grew and eventually culminated<sup>8</sup> in the first federal immigration law. In 1882, Congress passed the **Chinese Exclusion Act**, which effectively shut America's doors to nearly all immigrants from China. It would take decades to reverse the consequences. It was also decades before America once again would open its shores to those from Asia seeking a better life.

## GLOSSARY OF TERMS

<sup>1</sup> Frenzy: a state or period of uncontrolled excitement or wild behavior

<sup>2</sup> Emigrate: leave one's own country in order to settle permanently in another

<sup>3</sup> Transcontinental: (especially of a railroad line) crossing a continent

<sup>4</sup> Rugged: (of ground or terrain) having a broken, rocky, and uneven surface

<sup>5</sup> Exploit: to make use of unfairly for one's own advantage

<sup>6</sup> Hostile: unfriendly

<sup>7</sup> State-sanctioned: something the government allows by rule or law

<sup>8</sup> Culminate: to reach the highest point

➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and History Standards

➤ Critical Thinking Opportunities

# NONFICTION TEXTS

Nonfiction Reading Analysis A  
Name:

## History of Chinese Immigration: Part I

### Nonfiction Text Features

Directions: Fill out the following organizer, identifying the key features of the informational text.

Feature 1: Graph	Feature 2: Image
What is it? Name/describe the feature.	What is it? Name/describe the feature.
How does this feature contribute to your understanding of the whole article?	How does this feature contribute to your understanding of the whole article?

### Key Terms & Vocabulary

Directions: Define the key terms below by using context clues from the text.

Gam Saan	
Chinatowns	
Chinese Exclusion Act	

### Main Idea & Key Details

Directions: Fill out the graphic organizer below in order to determine the main idea of the text.

Title:		
Key Detail 1:	Key Detail 2:	Key Detail 3:
Main Idea: What is the article mostly about?		

- Comprehension & Analysis Questions
- Format A – Text Features, Main Idea
- Format B – Analysis Questions
- Depth of Knowledge Prompts

# NONFICTION TEXTS

Nonfiction Reading Analysis B  
Name:

## History of Chinese Immigration: Part I

1. What push factors motivated immigrants from China to leave their country in the 19<sup>th</sup> century? What pull factors attracted immigrants from China? What opportunities did these pull factors seemingly provide immigrants? Support with textual evidence.

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2. What factor do you think was most influential in motivating Chinese immigrants to migrate to the United States? Why? Support with evidence from the text.

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3. How did Chinese immigrants on the West Coast contribute to industrialization and expansion in the United States? Explain and support with evidence from the text.

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4. Based on the text, what was life in the U.S. like for Chinese immigrants? What was their experience like living and working in America? Support with evidence from the text.

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5. In what ways did Chinese immigrants benefit from the opportunities the United States provided? In what ways did the U.S. benefit from the influx of Chinese immigrants? Support with evidence.

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6. Who do you think gained or benefited the most during this wave of immigration from China: immigrants or the United States? Why? Explain and support with textual evidence.

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- 2 Formats to Allow for Differentiation
- Use for Centers or Rotation Model
- Pair with Novel – Cross-text Connections
- Answer Key & Google Slides™ Links



# 3 ACTIVITIES



## LIFE INFORMATION

Birthdate/Death & Birthplace:

Important Family & Friends:

Immigration to the U.S.:

## INFLUENTIAL EVENTS TIMELINE



## ACCOMPLISHMENTS

1.

2.

3.

Glue Top of Page Two Here

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- Historical Document Analysis – 19<sup>th</sup> Century Sources
- Influential Immigrant Research & Pennant
- Defining Success Discussion Resource
- Anticipation Guide



# 3 ACTIVITIES

## Examining Historical Documents: Part I

### Pre-Reading Activity 1

Name: \_\_\_\_\_

#### Historical Document Analysis

The following activity includes three different documents about Chinese labor and business in the 19<sup>th</sup> century. Complete all tasks for each source. Then, answer the final guiding question at the end.

**GUIDING QUESTION:** What do the documents reveal about the American public's attitude toward Chinese immigrants in the 19<sup>th</sup> century?

**DOCUMENT A:** Excerpt from pamphlet titled *China's menace to the world : from the forum to the public.* (Page 1)

Published: Washington, D.C.; Pioneer Laundry Workers Assembly, K. of L., (1878)

1. To whom was the pamphlet addressed? \_\_\_\_\_

2. Who created the pamphlet? \_\_\_\_\_

3. When was the pamphlet created? \_\_\_\_\_

4. What was the topic of this excerpt of the pamphlet? \_\_\_\_\_

5. What problems with Chinese immigrants did the publisher outline in the first five sentences? Explain at least two and support with evidence.

\_\_\_\_\_

\_\_\_\_\_

6. What did the publisher ask the American public to do in response to the rise of Chinese laundries?

\_\_\_\_\_

\_\_\_\_\_

7. Why did the publisher encourage the reader to examine the Steam Laundry Business? What did the publisher hope to prove?

\_\_\_\_\_

\_\_\_\_\_

8. If conditions persisted, what did the publisher predict would happen to the laundry business in America? What would Americans have to do? Support with evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

➤ Build Background Knowledge

➤ Generate Excitement Around *Front Desk*

➤ Pair with Nonfiction Texts

➤ Connect History with Literature

# WRITING RESOURCES

## FRONT DESK

### 1 Introduction to Argumentative Writing

Name: \_\_\_\_\_

An \_\_\_\_\_ essay is a piece of writing where the author studies a topic, makes a claim, and supports the claim through \_\_\_\_\_ and \_\_\_\_\_.

Argumentative essays are composed of a few core elements. Let's review those elements in preparation for our unit focused on writing your own arguments.

#### Core Elements of an Argumentative Essay

- \_\_\_\_\_ = The first paragraph of an argumentative essay includes three main parts that grab the reader's attention and introduce the topic.
  - \_\_\_\_\_ = Grab the reader's attention and entice them to read about your topic with a fact, quote, bold statement, an analogy, definition, or an anecdote.
  - \_\_\_\_\_ = The bridge helps the reader connect the hook to the final part of the introduction. It specifies the topic and introduces the thesis.
  - \_\_\_\_\_ = The thesis statement is the road map to your essay. Here, you will make your claim and provide 1-3 reasons to support it.
- \_\_\_\_\_ = These three (or more) paragraphs are where you explain your reasons, provide evidence, and show how the evidence supports your claim in the commentary.
- \_\_\_\_\_ = A counterclaim is when you address an opposing viewpoint in your essay. This strategy can be a powerful way to prove your point by showing how the opposing claim is flawed or weak.
- \_\_\_\_\_ = The last paragraph is structured nearly the opposite of the introduction. Here, you will restate your thesis, explain the importance of your claim, and leave the reader with a call to action or big idea.

➤ 14 Mini-Lessons

➤ Step-by-Step Approach to Scaffold Learning

➤ Use *Front Desk* for Prompts

➤ Opportunities for Close Reading & Discussion

# WRITING RESOURCES

The following *abbreviated* argumentative essay contains an introduction, one body paragraph, an example of a counterclaim, and the conclusion. Please note that full essays contain three or more body paragraphs.

**Prompt:** Should Mia have been allowed to work in the restaurant with her mother? (Chapter 1)

**Hook** – Fact used to grab reader's attention

In the United States, the minimum legal working age is 14

years old and serves an important purpose. This law aims to protect youth from unfair employment practices. In the novel

*Front Desk*, Mia is hired to work in a restaurant when she is 9.

**Bridge** – Explains law and connects to novel/prompt

**Thesis** – Answers prompt with reason

She should never have been hired or worked as a server because she is too young.

**Evidence** – Proves claim

Mia is clearly too young to be a server because she cannot carry plates of food. Specifically, when Mia tries to carry too many

heavy plates, she drops them all on the floor. (3) This incident shows that Mia is not yet capable of performing the main task of a server, proving that she is not ready to work.

**Topic Sentence** – States reason to support claim

**Commentary** – Explains how evidence proves claim

**Counterclaim** – Addresses opposing viewpoint

On the other hand, those that support Mia's employment may claim that she is mature for her age and able to handle the work. Yet, this argument is flawed. Mia clearly knows she is unable to carry five plates when she states, "I was only nine then

**Evidence** – Proves why counterclaim is wrong

**Commentary** – Explains how evidence disproves counterclaim

and needed two hands just to hold one dish steady." (3) Still, she chooses to carry five plates and drops them all, showing that she is not yet mature enough to make good decisions while working.

**Restate Thesis** – Reexplain claim

**Bridge** – Explain why claim is important

Mia is too young to work as a server. Her age, inexperience, and poor decision-making prove that she is not mature enough to perform the tasks of server. As you can see,

the laws that prevent children under the age of 14 were created

for a reason. They are laws to protect. It is important to follow these laws to ensure that our society's youth are prepared when they enter the workforce.

**Call to Action/ Big Idea** – Encourage reader to do or think something

➤ EDITABLE Student Pages

➤ Standards-Aligned – Write Arguments

➤ Flexible Implementation

➤ Essay Checklist, Transitions Cheat Sheet, and Rubric



# WRITING RESOURCES

## FRONT DESK

### 13 Conclusion: Connecting Beginning to End

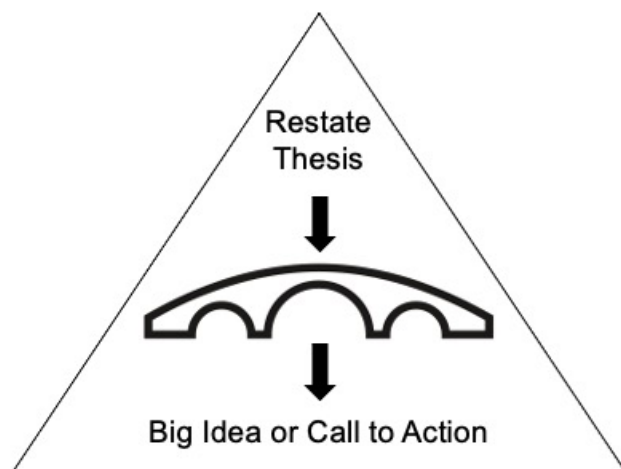
Name: \_\_\_\_\_

The introduction, or skin of the apple, hooks the reader in and gets them interested. The flesh of the apple is the reasons and evidence to prove your argument. Finally, the core and seeds are the final ideas that will help your reader grow and take action. At the end of your writing, you want to plant a big idea, or seed, in your reader's mind.

\_\_\_\_\_ = The last paragraph is structured nearly the opposite of the introduction.

- \_\_\_\_\_ = When you restate your thesis, try to do so in a way that is slightly different than your thesis in the introduction.
- \_\_\_\_\_ = Similar to the bridge in the introduction, this bridge should lead the reader towards the big idea included in the hook.
- \_\_\_\_\_ = Finally, the conclusion ends with a big idea or call to action that will get your reader to do something or change their mind about something. This element takes a lot of thought! One way to brainstorm the big idea or call to action is to connect it to the hook. (This is where creating an outline of your essay first is *really* beneficial.)

Unlike the introduction where ideas start broad and become more specific, the conclusion is structured in the opposite way. The restated thesis specifically explains the claim and reasons. Then the conclusion bridge broadens the focus to connect to the big idea you included in the introduction. The essay ends with a big idea or call to action to get the reader to think or do something after finishing the essay.



Restated thesis includes specific claim and reasons



Bridge – broadens focus to topic of big idea



Big Idea/Call to Action – suggests what reader might think or do after finishing the essay

- Write for a Reason Project
- Social Activism Inspired by Mia's Letters
- Editable Google Slides™ Links for Google Drive™
- Answer Keys for Applicable Resources

# \* BONUS RESOURCES \*

Day 6 Front Desk Reading 1 & Argumentative Writing	
<b>Essential Question(s)</b>	
<ul style="list-style-type: none"> <li>How does an author convey tone and create mood? How does author's craft contribute to tone and mood?</li> <li>What are the essential elements of an argumentative essay?</li> </ul>	
<b>Essential Standard(s) Covered</b>	
<ul style="list-style-type: none"> <li>RL.5-6.4 – Analyze how word choice conveys tone and creates mood OR</li> <li>RL.5-6.5 – Identify and analyze how the setting contributes to the development of a text</li> <li>W.5-6.1 – Define the elements of an argumentative essay</li> </ul>	
<b>Lesson Overview</b>	
Bell Ringer	<ul style="list-style-type: none"> <li>Curious Questions – Write 2 or more questions you have about yesterday's class, lesson, readings, etc. What questions do you still have and want answered?</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Introduce Set 1 and complete graphic organizer to define terms</li> </ul>
Literary Notes	<ul style="list-style-type: none"> <li>Tone and mood OR Setting notes – feel free to extend into a mini-lesson on tone and mood or setting if needed</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Read Chapters 1-2 – reading can be aloud, in groups, or independently</li> </ul>
Reading Analysis	<ul style="list-style-type: none"> <li>Reading Response A and/or B Chapters 1-2, Close Reading 1: Tone &amp; Mood or Setting</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Lesson 1: Introduction to Argumentative Writing – define elements of an argumentative essay</li> </ul>
<b>Option:</b> Facilitate a discussion with students about the prompts included in the argumentative essay lessons. Encourage students to develop claims and support them with relevant evidence.	
<b>Resources Needed</b>	
<ul style="list-style-type: none"> <li>Novel: <i>Front Desk</i></li> <li>Vocabulary: List 1, graphic organizer (Vocabulary Resources)</li> <li>Reading Response A and B Chapters 1-2 (Chapter Questions Resources)</li> <li>Close Reading 1: Tone &amp; Mood OR Setting (Close Reading Resources)</li> <li>Argumentative Writing 1: Introduction to Argumentative Writing (Writing Resources)</li> <li>Exit Ticket Form (Assessment Resources)</li> </ul>	
<b>Homework</b>	
<ul style="list-style-type: none"> <li>Novel Reading 2 – Chapters 3-5 (<i>Optional</i>)</li> </ul>	
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>Exit Ticket – How has Mia's overall attitude toward her family's situation changed in by the second chapter?</li> </ul>	

➤ 6-WEEK Unit with Novel Study Implementation Suggestions

➤ Standards Alignment

➤ 30 Instructional Lesson Plans

➤ Pacing Guide

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