English Language Arts Curriculum

GRADE 6  Module 3A
Unit 1
Student Workbook
Basic Questions for Moon Shadow

Name:

Date:

Where do you live?

__________________________

__________________________

Whom do you live with?

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__________________________

What does your family do?

__________________________

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What is something important to know about your family?

__________________________

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<table>
<thead>
<tr>
<th>Chapter</th>
<th>Answer to Homework Focus Question</th>
<th>Evidence from the Text (with page number)</th>
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Mark literary words with an * (For example: *inference)

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<table>
<thead>
<tr>
<th>CLAIM</th>
<th>EVIDENCE</th>
<th>WORD CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Moon Shadow’s point of view of the demons and the Land of the Golden Mountain?</td>
<td>How do you know? How did Yep develop Moon Shadow’s point of view of the Land of the Golden Mountain and the demons? (specific words, phrases, and sentences from the text)</td>
<td>Describe the tone of the text with one word. (for example, angry or sad)</td>
</tr>
</tbody>
</table>

Circle figurative language.
Theme: It’s hard to fit in when you move to live in another culture.

Learning target: 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)

“I saw plenty of hills, but not one golden one. And all the demon houses looked so strange. They were boxlike in shape, with no courtyards inside them, as if the demons hated fresh air but liked being shut up in something like a trunk. The houses had almost no ornamentation and were painted in dull colors—when they were painted at all. The little boxlike houses seemed so drab to me that I even felt sorry for the demons who lived in them, for they lived like prisoners without knowing they were in a prison.”

What is the connection between the passage and the theme?

________________________________________________________________________

________________________________________________________________________

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I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)
I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6)

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<td>Land of the Golden Mountain and the demons? (specific words, phrases, and</td>
<td>with one word.</td>
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<td>people live?</td>
<td>sentences from the text)</td>
<td>(for example, angry or sad)</td>
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<tr>
<td></td>
<td>Circle figurative language.</td>
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</table>

Circle figurative language.
How Does the Chapter Contribute to a Theme?

Name:

Date:

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)

Theme: “It’s hard to fit in when you move to live in another culture.”

- How is Moon Shadow finding it difficult to fit in during the events in Chapter 2?

- Is it any easier for Moon Shadow to fit in during the events in Chapter 2 than in Chapter 1? Why or why not?
I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4)
I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)

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<tbody>
<tr>
<td>What is Moon Shadow's point of view of his father?</td>
<td>How do you know? How did Yep develop Moon Shadow's point of view of his father? (specific words, phrases, and sentences from the text)</td>
<td>Describe the tone of the text with one word. (for example, angry or sad)</td>
</tr>
<tr>
<td></td>
<td>Circle figurative language.</td>
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</tbody>
</table>
Exit Ticket: How Does the Chapter Contribute to a Theme?

Name:

Date:

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)

Theme: “It’s hard to fit in when you move to live in another culture.”

• “Is Moon Shadow finding it difficult to fit in during the events in Chapter 3? If so, how?”

• “Is it any easier for Moon Shadow to fit in during the events in Chapter 3 than it is in Chapter 2? Why?”
Mid-Unit 1 Assessment, Part 1:
Point of View, Figurative Language, and Passage Connections from Dragonwings

Name:
Date:

Learning Targets:

I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4)

I can analyze how an author’s word choice affects tone and meaning in a literary text. (RL.6.4)

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)

I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6)

I can use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meaning of a word or phrase. (RL.6.4a)

I can create and present a text or artwork in response to a literary work. (W.6.11)

I can develop a perspective or theme supported by relevant details. (W.6.11a)

I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b)

I can create poetry, stories, plays, and other literary forms (e.g., videos, artwork). (W.6.11c)
One of the characteristics that makes Laurence Yep’s novel *Dragonwings* a compelling story is his development of narrator’s point of view. Through his use of descriptive language and details that capture Moon Shadow’s observations and thoughts, the reader comes to know Moon Shadow’s point of view of the demons, the company, and his father. In this assessment, you will have the opportunity to show what you have learned about determining how Moon Shadow’s point of view has been developed, how both figurative language and word choice can affect the tone of a novel, and how each chapter contributes to the whole of the novel.

Directions: Read a passage from Chapter 4 of *Dragonwings* starting on page 71. The passage begins with the last paragraph, “Then came that one fateful encounter with a demon,” and ends in the middle of page 74 with “‘Here’s a lesson for you,’ he said.” After you read, complete the chart and questions on the following pages.
1. **Claim**

What is Moon Shadow's point of view of the demons based on his meeting with Mr. Alger?

<table>
<thead>
<tr>
<th><strong>Evidence</strong></th>
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<tbody>
<tr>
<td>How do you know? How did Yep develop Moon Shadow’s point of view of the demons based on his meeting with Mr. Alger?</td>
</tr>
<tr>
<td>Provide two examples of specific words, phrases, and sentences that support your claim about Moon Shadow’s point of view of the demons.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Word Choice</strong></th>
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<tbody>
<tr>
<td>Describe the tone of the text with one word.</td>
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<td>(for example, angry or sad)</td>
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2. From page 72: “That was the extent of Father’s knowledge. But to know facts is nothing. He had an intuitive feeling for what made the horseless carriages tick.” Use the context to determine what the word *intuitive* means and record the meaning below:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

3. From page 72: What is the meaning of the figurative language used in this sentence about Mr. Alger: “The demon stopped and studied Father as you might look at a dog that had suddenly said he was going to the opera”? In your explanation, include the specific words or phrase that helped you determine the meaning.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

4. How does this excerpt contribute to the theme: “It’s hard to fit in when you move to live in another culture”? Use two details from the passage to support your answer.

   Detail #1:
   ______________________________________________________________________________________

   Detail #2:
   ______________________________________________________________________________________
I can create and present a text or artwork in response to a literary work. (W.6.11)
I can develop a perspective or theme supported by relevant details. (W.6.11a)
I can recognize and illustrate social, historical, and cultural features in the presentation of literary texts. (W.6.11b)

I can create poetry, stories, plays, and other literary forms (e.g., videos, artwork). (W.6.11c)

Directions: Draw a scene from *Dragonwings* to illustrate the theme: “It’s hard to fit in when you move to live in another culture.” Label your scene to explain how the scene illustrates the theme.

**Description of the Scene:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Page number: ________
Almost everyone I knew—whether they were white, yellow, or black—came from a single background. They were cut from one pattern of cloth. However, I was a bunch of different pieces that had been dumped together in a box by sheer circumstance.

I was the Chinese American raised in a black neighborhood, a child who had been too American to fit into Chinatown and too Chinese to fit in elsewhere. I was the clumsy son of the athletic family, the grandson of a Chinese grandmother who spoke more of West Virginia than of China.

When I wrote, I went from being a puzzle to a puzzle solver. I could reach into the box of rags that was my soul and begin stitching them together. Moreover, I could try out different combinations to see which one pleased me the most. I could take these different elements, each of which belonged to something else, and dip them into my imagination where they were melted down and cast into new shapes so that they became uniquely mine.

The first advice a beginning writer gets is to write about what you know; but that doesn’t mean that the subject has to be in the same form you saw it.... My father, the kite maker, became Windrider in Dragonwings. As I said, he had come to America at the age of ten but he did not like to talk much about the tough time he had had adjusting to life here. Writing Dragonwings was a way of stepping into his shoes (91–92).
Gathering Evidence of Yep’s Perspective: Opening Excerpt

Name: \\
Date: \\

Learning Targets:

I can identify the cultural details that affected Laurence Yep’s perspective.

I can infer how those details affected Laurence Yep’s perspective.

I can identify evidence of Laurence Yep’s perspective in *Dragonwings*.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
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<th>PERSPECTIVE</th>
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<tbody>
<tr>
<td>(use evidence from the text to support your answers)</td>
<td>As a result of what you have read so far, what do you think Yep’s perspective on what it’s like to fit in to another culture might be?</td>
<td>Evidence of Yep’s perspective in <em>Dragonwings</em> (use evidence from pages 66 and 67 of the text to support your answers)</td>
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**OPENING EXCERPT**

1. What different cultures did Yep grow up in? 

2. What are the different pieces of “the box of rags” Yep is referring to in Paragraph 3?
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<td>(use evidence from the text to support your answers)</td>
<td>As a result of what you have read so far, what do you think Yep’s perspective on what it’s like to fit in to another culture might be?</td>
<td>Evidence of Yep’s perspective in Dragonwings (use evidence from pages 66 and 67 of the text to support your answers)</td>
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**OPENING EXCERPT**

3. What does Yep mean when he says, “When I wrote, I went from being a puzzle to a puzzle solver. I could reach into the box of rags that was my soul and begin stitching them together.”

4. How does Laurence Yep describe his father’s experience of adjusting to life in the United States?

5. Why did Laurence Yep write Dragonwings?
Identifying Evidence of Laurence Yep’s Perspective in *Dragonwings* Task Card

Name: 

Date: 

1. Reread the excerpt of *Dragonwings* once to familiarize yourself with the content.
2. Reread the excerpt again, looking for evidence of Laurence Yep’s perspective.
3. Mark evidence of Yep’s perspective with evidence flags.
4. Discuss the evidence you marked with your triad and determine which evidence you think clearly shows his perspective.
5. Record the evidence in the final row of your graphic organizer and explain why you think this is evidence of Yep’s perspective.
One night a gang of junior high boys came into the neighborhood looking for some fun (as one of our neighbors later found out and told my father). Wanting to impress the girls who were with them, they tried to get some wine from our store windows.

The burglar alarm was hooked up to the door—the normal point of entry for the burglars. However, one of the boys tied a rag around his hand and began to break the window. We might not have noticed it later at night; but this was around ten when everyone was still up. My father charged down the steps and I followed.

In their inexperience, the boys lingered on and so my father caught the would-be burglar. He yelled up to my mother to call the police and then, as the gang closed in, my father kept his arm locked around the boy’s throat. With our backs to the wall, we kept the boy as a shield between us and the rest of the gang.

The minutes ticked by like hours. Where were the police? The gang members frantically blustered and threatened. Fortunately, they had no weapons of their own; but they claimed our prisoner had an older brother who did have a gun and who would get even with us if we didn’t let the boy go. I still remember the faces lit by the street light; and I can still remember the fear knotting in my stomach while I stood by my father against the wall.

After about ten agonizing minutes, the boy broke free and the whole gang ran off. My father chased them to the corner and just stood there in frustration cursing with words I had never heard him use before. After another ten minutes, a patrol car rolled up. A very bored policeman took the report that we knew would be dumped into the circular file (25–27).
Learning Targets:

I can find the gist of the Crime in the Neighborhood excerpt.

I can identify details in the Crime in the Neighborhood excerpt that affected Laurence Yep’s perspective on the police.

I can infer how those details affected Laurence Yep’s perspective on the police.

I can identify evidence of Laurence Yep’s perspective on the police in *Dragonwings*.

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<td>(use evidence from the text to support your answers)</td>
<td>As a result of what you have read so far, what do you think Yep’s perspective on what it’s like to fit in to another culture might be?</td>
<td>Evidence of Yep’s perspective in <em>Dragonwings</em> (use evidence from the text to support your answers)</td>
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**CRIME EXCERPT**

1. What does Laurence Yep mean when he says, “The minutes ticked by like hours”?

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<tr>
<td>1. What does Laurence Yep mean when he says, “The minutes ticked by like hours”?</td>
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## QUESTIONS

(Use evidence from the text to support your answers)

## PERSPECTIVE

As a result of what you have read so far, what do you think Yep’s perspective on what it’s like to fit in to another culture might be?

## EVIDENCE

Evidence of Yep’s perspective in *Dragonwings* (use evidence from pages 66 and 67 of the text to support your answers)

## CRIME EXCERPT

2. Why did Yep describe the ten minutes before the gang broke free as “agonizing”?

3. How long after the gang had gone did it take the police officer to show up?

4. How does Laurence Yep describe the officer’s attitude?

5. What does he mean when he says, “...took the report that we knew would be dumped into the circular file”?

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21
Connotative Language in *Dragonwings* Anchor Chart

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<thead>
<tr>
<th>WORD OR PHRASE</th>
<th>LITERAL MEANING</th>
<th>CONNOTATION in <em>Dragonwings</em></th>
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<tr>
<td>Yep's perspective is that ...</td>
<td>In <em>The Lost Garden</em>, Yep’s autobiography, he writes ...</td>
<td>In his novel <em>Dragonwings</em>, he writes ...</td>
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</table>
Exit Ticket: Laurence Yep’s Perspective

Name:  
Date:  

CLAIM: Yep’s perspective is that?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

EVIDENCE: In *The Lost Garden*, Yep’s autobiography, he writes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

CONNECTION STATEMENT: This evidence supports Yep’s perspective that (claim restated):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Because:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Like many other Chinese children of the time, I thought of myself as American. I can remember watching an old black-and-white cartoon on television—I think it was about a character called Scrappy. In it, he quarreled with a group of Chinese laundrymen so that he and they got into a comic-pitched battle.

The caricatures with the exaggerated slanted eyes and characters clad in black pajamas seemed fantasy creatures; and I remember putting my fingers up by the sides of my eyes to slant them like characters in the cartoon and running around making high, sing-song noises. My horrified mother said to me, “You’re Chinese. Stop that.”

Since that amounted to harsh words for my mother, I slunk off ashamed. Later, I dragged a chair over to the fireplace and climbed up so I could look at myself in the round mirror that hung over the mantle. My mother was right. Though my eyes were not slanted, I had folds at the corners of my eyes that created that effect.

I stopped doing imitations of cartoon laundrymen; but I still didn’t particularly want to be Chinese. In my neighborhood, I had grown up thinking that I was as American as all the other children. In the 1950s, few people wanted to be strange and different—let alone foreign. (41–42)

I did my best to show that I was different, becoming one of those obnoxious children who had to have a fork instead of chopsticks at a banquet in Chinatown—I didn’t learn how to use chopsticks until I was twelve. I also insisted on having Coca-Cola instead of tea.

There are so many things that I did as a child that I regret now. My father gave me the wooden box with the cunning lock that he used when he came to America. On the bottom were the original customs stickers; but I managed to scrape most of them off (51).
**Gathering Evidence of Yep’s Perspective: Being Chinese**

**Learning Targets:**

I can find the gist of the Being Chinese excerpt.

I can identify details in the Being Chinese excerpt that affected Laurence Yep’s perspective of being Chinese.

I can infer how those details affected Laurence Yep’s perspective of being Chinese.

I can identify evidence of Laurence Yep’s perspective of being Chinese in *Dragonwings*.

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<tbody>
<tr>
<td>1.  What culture did Laurence Yep see himself belonging to?</td>
<td>(use evidence from the text to support your answers)</td>
<td>As a result of what you have read so far, what do you think Yep’s perspective of being Chinese might be? Child/Adult</td>
<td>Evidence of Yep’s perspective in <em>Dragonwings</em> (use evidence from the text to support your answers)</td>
</tr>
<tr>
<td>2.  How does he react to the cartoon of the Chinese laundrymen arguing with Scrappy?</td>
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</table>

**Chinese Excerpt**
Gathering Evidence of Yep’s Perspective: Being Chinese

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<td></td>
<td>(use evidence from the text to support your answers)</td>
<td>As a result of what you have read so far, what do you think Yep’s perspective of being Chinese might be? Child/Adult</td>
<td>Evidence of Yep’s perspective in <em>Dragonwings</em> (use evidence from the text to support your answers)</td>
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**CHINESE EXCERPT**

3. What happens when his mother sees him imitating the cartoon? Why?

4. What does Laurence Yep do to be different from his Chinese family and culture?

5. Why do you think Laurence Yep regrets his actions now?
End of Unit 1 Assessment:
Finding Evidence of Laurence Yep’s Perspective in
Dragonwings and Determining Connotation

Name:  
Date:  

Learning Targets:
I can identify evidence of Laurence Yep’s perspective on being Chinese in Dragonwings.
I can explain what connotative language is and identify the meaning of connotative language.

Directions:
1. Reread the Being Chinese excerpt from Lesson 9.
2. Reread what you recorded on your graphic organizer in Lesson 9 about Laurence Yep’s perspective on being Chinese.
3. Read from the beginning of Chapter 7 to the bottom of page 149, which ends with “No dragon pleasant. A dragonee dragon.”
4. Reread that excerpt of Dragonwings, thinking about evidence of Laurence Yep’s perspective on being Chinese. Remember that Yep often changed things in his writing to make them better than real life. Use evidence flags to mark any evidence you find of his perspective on being Chinese.
5. Record evidence in the final column of your graphic organizer.
6. Use the evidence you have recorded on your graphic organizer to make a claim with evidence in order to make connection statement (below) explaining how Yep’s perspective on being Chinese is evident in this excerpt from Dragonwings.
7. Complete Question 2 about connotation.
8. Check through your answers.
1. Write a connection statement, explaining how Laurence Yep’s perspective on being Chinese is evident in this passage from *Dragonwings*.

CLAIM: Yep's perspective is that?

________________________________________________________________________

EVIDENCE: In *The Lost Garden*, Yep’s autobiography, he writes:

________________________________________________________________________

EVIDENCE: In his novel *Dragonwings*, he writes:

________________________________________________________________________

CONNECTION STATEMENT: This evidence supports Yep’s perspective that (claim restated):

________________________________________________________________________

Because:

________________________________________________________________________
2. Reread the excerpts below and complete the chart to explain the connotation of the word *dragon* according to the Tang people and to Miss Whitlaw.

Page 138–139:
“What’s that?” I asked, pointing at the green creature.
“A dragon,” she said. “You know. It’s a very wicked animal that breathes fire and goes about eating up people and destroying towns. St. George killed many of them.”

Page 149:
“Dragon do terrible thing, yes,” I said, struggling for the right words. “But dragon, they do good thing, too. Bring rain for crops. They king among all … all reptile. They emperor of all animal.”

<table>
<thead>
<tr>
<th>Connotation for <em>dragon</em> according to Miss Whitlaw</th>
<th>Connotation for <em>dragon</em> according to Moon Shadow</th>
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*Dragonwings* by Laurence Yep
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