

LESSON PLAN FOR USE WITH THE PICTURE BOOK COOLIES, BY YIN



By Zhongfeng Tian, Wenyu Guo, and a bilingual teacher
(also refer to the Coolies lesson plan by Janae Oveson)

Main Curriculum Tie

1. Massachusetts Common Core Chinese Language Arts Standards – Level 5 –
Reading: Literature
 - CRL L5.1
 - CRL L5.2
 - CRL L5.3
2. Massachusetts Common Core Chinese Language Arts Standards – Level 5 –
Reading: Foundational Skills
 - CRF L5.1
 - CRF L5.2
 - CRF L5.2b
 - CRF L5.3
 - CRF L5.3c
3. Massachusetts Common Core Chinese Language Arts Standards – Level 5 –
Writing
 - CW L5.1
 - CW L5.1a
 - CW L5.1b
 - CW L5.1c
 - CW L5.1d
 - CW L5.3
 - CW L5.7
 - CW L5.9
4. Massachusetts Common Core Chinese Language Arts Standards – Level 5 –
Speaking & Listening
 - CSL L5.1
 - CSL L5.1a
 - CSL L5.1b
 - CSL L5.1c
 - CSL L5.1d
 - CSL L5.3
 - CSL L5.4
 - CSL L5.4a
 - CSL L5.5

Required material:

- Coolies (one for each group), OR iPad/laptop for each group for video playing.
- Colored Markers
- Posters

- iPad
- sticky notes
- notebook
- pens/pencils

Main concepts taught in this book

Racial Equality 种族平等	Why were Shek and Wong and the other Chinese workers left out of the celebration when the two railroads finally met? Explain how the Chinese workers were treated unfairly compared to others doing the same type of work.
Immigration 移民	Why were Shek and Wong willing to leave China? Do you know anyone who has left their home country to live in a different country? What are some of the reasons people might do this?
Heroism 英勇行为	What does it mean to be brave? Identify something a character in Coolies did that was brave. Share a time when you did something brave.

Pre-Reading Activity: 请使用附上的活动表, 让学生以两人一组或个人的方式标记以下陈述的意见。然后, 开始小组讨论每个陈述, 或将其用作全班讨论的起点。Use the attached activity sheet to have students mark their opinions of the following statements below in pairs or individually. Then, start with small group discussions of each statement or use it as a springboard for a whole class discussion.

	不会	我不认为	也许我会	是的
我会离开我的家人去另一个国家生活。I would leave my whole family to live and work in another country.				
无论天气如何, 我可以每天工作12个小时。 I could work 12 hours a day, outside, in all kinds of weather.				
面对不公正的待遇, 我会联合大家一起反抗。Faced with unfair treatment, I will unite with everyone to resist.				
我会做任何事来保护我的家人。I would do anything to keep my family from going hungry.				

Listening Focus: 在讨论了学生们在阅读前活动表上的答案之后，解释说你要分享一个关于两个兄弟的故事，他们同意做表上列出的所有事情。请他们听故事中这些角色如何被对待。After discussing student answers on the pre-reading activity chart, explain that you are going to share a story about two brothers who agreed to do all the things listed on that chart. Ask them to listen to how those characters are treated in the story.

Share the significant plots in the book: share the following plots with students through PPT slides. (Appendix A)

Ask the following questions (4-5个):

- Why did Shek and Wong leave China?
- Describe what Shek and Wong look like (face, clothes, hair).
- How was Shek and Wong's journey to the United States?
- How were the lives of Shek and Wong in the U.S.? Did they get fair treatment?
- How were the lives of white workers? Did they get fair treatment?
- How was Shek and Wong's work in the U.S.? Did they get fair treatment in their workplace?
- How was it for workers from other racial groups? Did they get fair treatment?
- During the celebration when the two railroads finally met, who was there and who was left out? Why?

Small group reading activity: have students read the whole book in small groups for 5 minutes.

- Sending books to each group.
- OR playing a read-aloud video in each group.

Instructional Activity: 提醒学生你要求他们注意故事中Shek和Wong是如何被对待的。在教室的墙上张贴四张海报，让学生移动到其中一张海报前，用涂鸦或者写作的任何方式来回答兄弟们被对待方式的东西来“graffiti your wall”。(学生应该分散在所有海报上，如果需要可以使用多于4张海报，所有学生可以同时添加他们的回答。给予5分钟的时间限制。在他们回到座位后，快速大声朗读他们的回应。(他们很可能会集中讨论中国工人在相同工作上没有得到同样的工资，或者他们被称呼不好的名字，或者他们被分配了更危险的工作)。

Remind the students you asked them to listen to how Shek and Wong were treated in the story. Have 4 poster papers put up on the walls of your room and ask students to move to one of the poster papers and “graffiti your wall” with a picture or a sentence or a couple of words or anything that represents how the brothers were treated.

(Students should spread out amongst all posters – use more than 4 if desired - and all can be adding their “graffiti” at the same time. Give a 2-3 minute time limit. After they return to their seats, quickly ‘read’ their responses aloud. (They will most likely focus on the fact that the Chinese workers were not paid the same wages for the same work, or that they were called names, or that they were given the more dangerous jobs).

Sharing extended readings:

为什么华工会被这样对待？

分享最后一个关于铁路建设的视频片段，从一个年轻女孩的视角讲述，她的父亲是一名中国劳工。请学生留意中国工人受到的任何其他不公对待方式。告诉他们将有机会在“涂鸦墙”上添加任何新信息。

Share one final clip about the railroad building told from the perspective of a young girl whose father was a Chinese Laborer. Ask students to listen for any additional ways the Chinese workers were maltreated. Tell them they will have the opportunity to add anything new to the "graffiti wall".

© *Building the Transcontinental Railroad* (3 min.)
<https://www.youtube.com/watch?v=K4YgEMykqAQ>

Final reflections the Padlet (encourage students to make associations with current world):

请学生打开padlet, 并建立自己的账号(使用本名), 在padlet Coolies这一单元下根据以下问题来撰写段落, 时间为10分钟。

1. Reflection on the story.

- How do you feel about the story?
- How do you feel about Shek and Wong?
- How were Shek and Wong's lives in the United States?
- What did Shek and Wong do to help themselves?
- How did workers in other racial groups react?
- Why were Shek and Wong being treated unfairly?
- If you were Shek or Wong, what would you do?
- Would Shek and Wong be treated differently if they were from other ethnic groups?
- Can you relate to anything that happened in real life?
- What will you do to help?

2. Connecting to the current world.

- Have you experienced anything that made you uncomfortable during the pandemic?
- How do you feel when you read news like this?
- Have you ever experienced unfairness in your communities or schools? And why?
- Have you ever seen someone be treated badly because of their skin color?

Wrap up with their final thoughts about the historical story about Chinese immigrant workers and the deep discussions on whether people in the "unfavored" group should stand up for themselves.