

1-4: Introduction to main characters in the story

5-6: Victoria – present and past

7-9: Jasmine – trip to Chinatown; travels to past Victoria for the first time

10-13: Keung – Victoria; Jasmine – Victoria; Jasmine travels back in time; K&J travel to Yale

14-17: Accident on the trail; finds Keung; work on railroad; find Chan Sam

18-22: Chan Sam dies; BSW killed; Jasmine back to present; Jasmine to Victoria past – Keung can't see her anymore; finds Dragon Maker; Jasmine back to present; finds White Jade Tiger

Chapter Activities:

Introduce Novel:

Ask the students to look at the cover. Brainstorm ideas of what the novel could be about. Show a map of the Lower Mainland now. What changes do you notice between the two maps?

Discuss the differences in transportation. Brainstorm ideas as a class. Put the ideas into a Venn diagram to introduce this method. (worksheet attached)

Review Genre with the students. As it is historical fiction, there will be some elements that are the author's invention and some that will be historical facts.

Chapter 1:

(Character Map)

We will review how to fill in character maps and brainstorm a list of some of the characteristics associated with Jasmine. Students will then complete a Character Map for Jasmine (worksheet attached) individually. They may continue to add to the map throughout the novel. This will help them later on when they are required to write about the characters in detail.

Chapter 2:

(Short Article – possibly)

I will show pictures of the tomb where Emperor Qin Shi Huangdi is buried. I will also show pictures of the Terra Cotta Warriors. As a class we will brainstorm ideas of why the Emperor may have been buried with all of the warriors. I will provide a brief history of the Terra Cotta Warriors and why they were made. Depending on what has been done recently in terms of research, we may read a short article and extract the important information from it in preparation for the research project.

Introduce Research project to do with the Emperor and the Tomb. I will compile a list of websites that they may find useful and I will also provide possible Key Word searches for them to google on their own. I will include key names/terms to ensure the correct spelling when searching for information.

Chapter 3:

((Emotions/Behaviours worksheet)

Introduce Emotions/Behaviours sheet which students can work to fill in as they read the book. They may begin to put information in it during the class.

Students will answer comprehension questions for chapters 1-3 since these introduce the main characters.

Chapter 4:

(Family Venn diagram)

I will review how to fill out a Venn diagram. Students will brainstorm in pairs or in their table groups ways that Jasmine and Keung's family are similar or different. We will review a few of them as a class. Students will work individually to complete the Venn diagram (worksheet attached).

Chapter 5:

(Emotions worksheet)

After I read the chapter, students will discuss in pairs or groups what they think Jasmine was feeling when her dad drops her off at Aunt Val's. They will fill out the graphic organizer together (worksheet attached). We will come up with a list as a class of all the possible emotions so that the students who may have had difficulty have a large list to work from.

Individually, they will write a paragraph from her point of view describing how she feels when her dad drops her off at Aunt Val's before leaving for China. They will review and edit their work before writing a good copy.

Chapter 6:

Keung writes a letter to his family in China. After discussing proper letter writing technique and what information should be included in the letter, the students will write a letter as if they were Keung writing to his family. We will come up with a list of information that could be included, such as: how the boat trip was, what happened when he landed, were the people friendly, does he have a job, does he have news of his father... This will give all the students a starting point for their letter. They will write a rough copy, edit, and then write a good copy.

Chapter 7:

(Scavenger hunt worksheet)

Students will navigate through a series of links to complete an online scavenger hunt through Vancouver's Chinatown that I will prepare. *(Note: I will prepare it closer to the time of the activity as links may change between now and then).* They will collect a variety of information such as historical facts, merchandise for sale & cost, events and attractions.

We can then compare and contrast the description of Victoria's Chinatown to that of Vancouver's.

Chapter 8:

(Setting organizer)

This story takes place in four different locations, and a few time periods. Since this can be tricky for students to understand, a graphic organizer will help them to sort out the different locations.

In pairs, students will work to fill in the organizer with information on: Victoria (present), Victoria (past), along the railway and China. The information for along the railway will be filled in later as the characters have not started travelling along the CPR yet.

After organizing the setting information, students will write a short paragraph for each describing the setting (intro, 4-5 sentences & conclusion).

Chapter 9:

Students will answer comprehension questions to help prepare for the drama activity.

As a class, we will brainstorm ideas of important moments in the story where there was lots of action or emotions. Students will explain why they think those moments were significant.

We will do some warm up exercises to get the students ready for the drama session. Students will work in groups of 4-5 and choose an important moment from the story. They will come up with a “freeze pane” showing what happened at that moment, and how the characters may have been feeling. The rest of the class will observe the “freeze pane” and I will ask them what they think the group is showing. After we’ve discussed it, the group doing the acting will tell us if we were right, and why they chose that scene.

I believe the students will enjoy this activity as they enjoy acting. By putting themselves in the story, they will develop a better understanding of the feelings the characters experience.

Chapter 10:

(Character Map)

Keung has met two very different men in Victoria, Blue Scar Wong and Dragon Maker. As a class we will come up with a list of a few of their characteristics. This will model what the students should do in their own work. Students will individually complete a character map to compare and contrast them. They will explain why these words fit the characters.

If there are enough physical characteristics described, perhaps have students draw what each of them may look like.

Chapter 11:

(Articles)

As a class we will discuss how the Chinese played an important role in the building of the railroad. I will read two articles with the students. One article is from the CPR website and reports the number of Chinese deaths. The other is from an online encyclopaedia reporting different numbers. As we are reading, I will ask them to look out for the different ways that the writers present the information. This will lead into a discussion on why there is bias in writing and reporting. This will be important for them to remember when they are doing their research projects.

Introduce Research Project #2 – Chinese involvement in the building of the CPR.

Chapter 12:

We will discuss the discrimination that is shown towards Keung and Jasmine as they travel to Yale (students will have made list for hwk with Chap 12 reading).

We will then brainstorm ideas showing how people are discriminated against today. Students will write one page that discusses one way that people are discriminated against today, how it makes them feel, and what could be done to change the situation. This will help them relate past discriminations with today's. They may be surprised to see that some are still relevant to us.

Chapter 13:

(Pictures of Yale)

I will show the students pictures of the town of Yale. We will discuss what they know about the town from the book. In groups, they will look at one picture and then tell the class what they see in their picture. We will add it to what we know about the town.

Students will write a postcard from Keung to his family, describing the journey to Yale. Alternatively, students may write a postcard from Jasmine to her dad or aunt describing their adventure. On one side, they will draw a picture from the book (Yale, boat etc) and on the other they will write their message. Since they don't have a lot of room, they will have to pick key points to put in their postcard. This will help them to gain an inside perspective on the book, and to put themselves in the character's situation.

Chapter 14:

(Newspaper articles)

Students will read a few actual newspaper articles describing an accident on the railway during its construction. We will review key points for writing an article and what important information is needed. In groups, students will list facts from the novel. We will compile them as a class.

They will then individually write a newspaper article describing the explosion that happened in the novel when Jasmine and Keung were passing by.

Chapter 15:

(Map)

I will introduce the mapping activity and as a class we will review key items to include in a map. Students will place the towns mentioned in the novel on the map, as well as map where important events took place (i.e. the explosion, pulling the Skuzzy through etc.) They will create a legend explaining what the different symbols on their map mean.

This will help students to gain an understanding of the geography of BC and the distance that Jasmine and Keung travelled.

Chapter 16:

(Graphic Organizer)

Students will work in groups to find information in the book that talks about the working conditions the Chinese (Keung & Jasmine) faced when building the railway. We will compile the information as a class. I will have a few articles that describe the conditions the Chinese faced at the time. We will read them as a class and extract the important information. Students may also have background knowledge from their research projects that they can contribute to the list. Students will then arrange this information into a graphic organizer and write a short paragraph (intro, 3 sentences & conclusion).

Working conditions: Chinese, discrimination, pay... what care did the non-Chinese receive that the Chinese didn't?

Chapter 17:

In this chapter, Jasmine learns of the importance of ancestors to Keung. Jasmine indicates that she does not know much about who her ancestors are. This will tie in to the social studies assignment where students will be creating their own family tree.

I believe by this point in the unit, students will have already created their family tree. We will revisit them during this lesson and I will ask students if they know when their parents or grandparents came to Canada.

Chapter 18:

(Story/plot organizer)

Keung discovers the truth about the White Jade Tiger and how it came to be in his father's possession.

Students will come up with a list of what they think are the most important parts of the story that talk about the White Jade Tiger. Since students now know the entire story behind the White Jade Tiger, I will have the story order on cut up strips of paper that they will have to arrange in the correct order. They will then place them into a plot organizer, review with the class, and glue them down. Since they don't know the ending of the story, the last box will have to remain empty for now. This will help them to see the sequence of events.

Chapter 19:

The chapter ends when Jasmine falls down the bank towards the river below. Keung is sleeping at the time. Students will write a paragraph predicting what will happen next. Will Jasmine be ok? Will Keung find her? Will she be back in her own time? They should write at least 5 body sentences explaining their prediction and why they think that it will happen that way. This will help to build the suspense for the ending.

Chapter 20:

Pretending Jasmine had a journal or diary, students will write an entry describing how she felt when she found out that her great-great-grandfather was Chinese. Was she excited? Does she think she knows who he was? Did she meet him when she was in the past? This will help the students really get an insider's perspective into the book. They will think about how they might have felt if they were in her place – would they be excited? Etc.

Chapter 21:

Students will complete an activity to do with Chinese New Year and the different Years – i.e. Tiger, Dragon, Boar (Pig) etc... discuss how they are on a 12 year cycle etc. We will look at characteristics of each year. Students will copy out the characteristics for the year they were born. They will write a paragraph saying whether they think that is a good description of them and explain why or why not while giving examples.

Chapter 22:

To ensure that students understand the end of the book, I will ask them several questions. They will discuss them in groups first, and then we will have a class discussion about what the possible answers could be. Once we have finished, I will explain the final project assignments to the class. They will have the following week and a half to complete the assignments.