

Paper Son Lesson Plans for 5th Grade

IB PYP Unit of Inquiry/Study: Who We Are

Relationship of IB Learner Profile Characteristics to Paper Son

Caring—Tyrus' father showed his love of his son through sacrifice

Knowledgeable—Tyrus learned art and applied his knowledge to many different art forms

Communicator—Tyrus had to successfully communicate his new identity to the immigration officers

Inquirer—Tyrus remained curious his entire life and was always learning new techniques.

Open-minded—Tyrus came from one cultural tradition and learned a new one in the United States.

Risk-taker—Tyrus was a risk-taker, always trying new things, learning a new language and trying new artistic forms. He also took a risk by bringing his new idea to Walt Disney.

Thinker—Tyrus was a thinker, solving animation problems and coming up with a novel solution for the background of Bambi's animation.

Balanced—Tyrus lived to be over 100 years old. He took excellent care of himself and lived a balanced life. He also found joy and goodness in times of adversity.

GA S.S. Standards Addressed:

SS5H1 Describe how life changed in America at the turn of the century.

d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

Relationship to text:

- **Understand why Tyrus (Geng Yeo) and his father left China and came to the USA.**
- **Discuss the anti-immigrant laws passed in 1882 (Chinese Exclusion Act banning most new Chinese immigrants), 1917 (which included a literacy test for those over 16, increased taxes on new immigrants, and gave immigration officials more discretion), and the 1924 Immigration Act (aka Johnson-Reed Act—which drastically reduced immigration from outside the Western Hemisphere, banned immigration from Asia, and limited the annual immigration quota for the rest of the world to 165,000)**

SS5G1 Locate important places in the United States.

Relationship to text:

- **Most Asian immigrants came through Angel Island in California**

SS5E3 Describe how consumers and producers interact in the U. S. economy.

a. Describe how competition, markets, and prices influence consumer behavior.

b. Describe how people earn income by selling their labor to businesses.

c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

Relationship to text:

- American objections to Chinese immigration took many forms, and generally stemmed from economic and cultural tensions, as well as ethnic discrimination. Most Chinese laborers who came to the United States did so in order to send money back to China to support their families there. At the same time, they also had to repay loans to the Chinese merchants who paid their passage to America. These financial pressures left them little choice but to work for whatever wages they could. Non-Chinese laborers often required much higher wages to support their wives and children in the United States, and also generally had a stronger political standing to bargain for higher wages. Therefore many of the non-Chinese workers in the United States came to resent the Chinese laborers, who might squeeze them out of their jobs.
- Use economic terms to explain why Tyus' father had to work as a cleaner and why Tyrus did not receive the same pay as other illustrators
- Explain the role of unions and relate the relationship between unions and corporations to why Tyrus was fired from his job at Disney.

GA ELA Standards Addressed:

ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Relationship to text:

- Make inferences about the experience of other Chinese immigrants based on what happened to Tyrus
- Use quotes from the text to explain how Asian immigrants were treated

ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Relationship to text:

- Find the main idea(s) in the text and support them with key details.
- Summarize the parts of Tyrus' life

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Relationship to text:

- Explain the relationship between the immigration laws and Tyrus' experience as an immigrant

ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

Relationship to text:

- What evidence does the author use to support Tyrus' treatment in the US?

ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Relationship to text:

- Integrate textual information from other sources such as [Turning Points in U.S. History: Immigration Through Ellis Island](#), [Immigration–Ellis Island: The Hunt for Alois Hanousek, Immigration](#), and [The Immigration Acts of 1917 and 1924](#).

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences .

Relationship to text:

- Students can write letters “home” from the perspective of new immigrants, based on their knowledge of the immigration process.
- Students can write letters to future immigrants, telling them what they think are useful things about the United States that could make their transition easier. For example, they could explain what school is like here, how to go grocery shopping, or even the rules for driving. They could write a letter to a child explaining what kids in America do for fun, etc.

Possible Science Connections:

Persistence of Vision: How animation works. Students can learn about the origination of animation.

Relationship to text:

- Students can relate the persistence of vision to the work that Tyrus did as an animator at Disney.

How Evaporation Works: Discuss the water cycle in relation to physical and chemical changes. The evaporation of the water is an example of a physical change as the water changes state.

S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change. b. Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.

Relationship to text:

- Tyrus “painted” on newspapers with water when he could not afford paints. Once the water evaporated, he could “paint” on the newspapers again.

Kites and Newton’s Laws of Motion, Airplanes, and Electricity

SS5P2. Obtain, evaluate, and communicate information to investigate electricity. a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity. c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity.

SS5H1 Describe how life changed in America at the turn of the century.

b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).

Relationship to text:

- Late in life, Tyrus made kites. Students can learn about the relationship of kites to the invention of the airplane by the Wright Brothers, to Benjamin Franklin’s experiments with electricity, and to general physics.

Connections to Art: Unit 4: Community, Culture, and Craft Exploring artists’ roles and connections within culture and community through art making process.

Unit Focus: Exploring artists’ roles and connections within culture and community through art making process.

Key Concepts:

- Explore the idea of community through new art forms (murals, public art, empathy – collaborative project; installation)
- What is Culture? How are artists inspired by their culture?
- What are art careers? How can I apply my art skills in a job?

Animation-students can create animation flip books

Relationship to text:

- Tyrus worked as an animator for Disney

Chinese Art Forms—explore Chinese calligraphy and art from the Song Dynasty

Relationship to text:

- Tyrus was inspired by Chinese paintings and the Song Dynasty in his own art for Bambi

Kite Making—students can create their own kites and explore kite-making history, they can also relate math concepts to kite-making including

- 5.GSR.8.1 Classify, compare, and contrast polygons based on properties.
- 5.GSR.8.2 Determine, through exploration and investigation, that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

Relationship to text:

- Tyrus created kites toward the end of his life and it became a passion of his.

Painting with Water-students can paint with water on concrete

Relationship to text:

- Tyrus paints with water before he can afford paints of his own

Lesson Plan

Lesson Objective: The students will connect their learning about U.S. immigration at the turn of the century to the experiences of a Chinese immigrant artist and will be able to articulate the social and economic forces that led to the immigration acts passed in the late 1800s/early 1900s and their effects on immigrants.

Materials: Paper Son, cups for water, paintbrushes, paper, pencils, computers

Procedures:

- 1) Create a KWL (Know-Want to know-Learned) Chart about immigration
- 2) Take children outside and have them trace one another's feet with water on a sunny pavement. Take a photo of the footprints, then move to another area to read.
- 3) Read the story Paper Son, relating it to other events at the turn of the century, inviting students to make connections to other texts they have read, and to their own personal experience.
- 4) Return to the area where children traced one another's feet, bringing cups of water and paintbrushes (by this point the foot prints should have disappeared due to evaporation).
- 5) Ask the students to guess where the footprints went?
- 6) Ask students to make a connection between the disappearing footprints and Paper Son. Responses will vary and may include that
 - Tyrus' contribution to Disney animation also "disappeared"
 - The history of immigrants may be hidden
 - Tyrus' water paintings on newspapers disappeared
- 7) Ask students to share any connections they made between their own experiences of being new in a new place (new sports team or club, new school, new neighborhood, new country, etc.) and Tyrus' experience or the experience of other immigrants. Relate this sharing to empathy, imagining being in other people's shoes, etc.
- 8) Invite students to use water to write a welcoming message or "paint" a drawing they think an immigrant would want to see upon entering the United States.
- 9) Upon their return to the classroom, students can *reflect* about what they learned and add it to the KWL chart.
- 10) Students may be given time to read books about or watch videos related to immigration at the turn of the century. This step may occur before or after the reading of the book.
- 11) As a writing response, students can choose one of the following prompts:
 - A) Imagine you have just arrived in the US in the early 1900s and need to write a letter "home" from the perspective of a new immigrant. Include information you learned through reading Paper Son and your study of the immigration process.

B) Write a letter to a *future* immigrant, sharing information you think is useful about the United States. For example, you could explain what kinds of laws we have in the U.S., the rules for driving, what school is like here, how even how to go grocery shopping. You could write a letter to a child explaining what kids in America do for fun, etc.