

Directions: Use your book to fill out the information on the lines below. Then write your name on this packet.

Title: ***The Lost Garden***

Author: _____

Genre: _____

Concepts: Text Features, Author's Purpose, Main Idea, Fact and Opinion

Name: _____

Name: _____

Date: _____

Vocabulary Activity: Four Square

Chapter 1: “The Pearl Apartments” — Chapter 3: “The Neighborhood”

Directions: For each word below, write the definition, examples of the word, and non-examples of the word. You may use a dictionary if you are unsure of the meaning of the words. An example for each word is done for you.

<p>1. Word</p> <p style="text-align: center;">coax</p>	<p>Examples</p>
<p>Definition</p>	<p>Non-examples</p>

<p>2. Word</p> <p style="text-align: center;">subsequently</p>	<p>Examples</p>
<p>Definition</p>	<p>Non-examples</p>

<p>3. Word</p> <p style="text-align: center;">aptly</p>	<p>Examples</p>
<p>Definition</p>	<p>Non-examples</p>

Vocabulary Activity: Four Square (continued)
 Chapter 1: “The Pearl Apartments” — Chapter 3: “The Neighborhood”

<p>4. Word</p> <p style="text-align: center;">confrontation</p>	<p>Examples</p>
<p>Definition</p>	<p>Non-examples</p>

<p>5. Word</p> <p style="text-align: center;">intrigued</p>	<p>Examples</p>
<p>Definition</p>	<p>Non-examples</p>

<p>6. Word</p> <p style="text-align: center;">gaping</p>	<p>Examples</p>
<p>Definition</p>	<p>Non-examples</p>

Name: _____

Date: _____

Comprehension Questions

Chapter 1: “The Pearl Apartments” — Chapter 3: “The Neighborhood”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension[®] on the line next to each question.

_____ 1. Why did Yep say he “often felt like a changeling, wondering how I wound up being born into the family?” (p. 12) Use evidence from the text to support your answer.

_____ 2. Number the following events in the order that they happened.

Laurence’s mother’s family moves to San Francisco. His mother, Franche meets his father, Thomas.	Laurence Yep’s mother was born in Ohio and then moved to West Virginia.	Laurence Yep’s father was born in China and then moved to San Francisco.
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_____ 3. Describe the Pearl Apartments that Laurence grew up in with his family.

_____ 4. What did the author mean when he compared writing a novel to running a marathon? (p. 21)

- a. He writes his novels quickly.
- b. If he works quickly, he will finish writing a novel faster than he expected.
- c. He knows when he writes a novel, he has to be patient because it requires a long time to finish.
- d. He does not like running marathons, but enjoys writing long novels.

_____ 5. Why did Laurence say that he “hated the store [La Conquista] as much as I [he] loved it”?

Comprehension Questions (continued)
 Chapter 1: “The Pearl Apartments” — Chapter 3: “The Neighborhood”

- _____ 6. What caused Laurence’s dad to smash the glass window in the store?
- a. Laurence’s dad was mad at him.
 - b. The window broke due to a storm.
 - c. Laurence’s brother broke the window with a Ping-Pong ball.
 - d. A gang of boys broke into the store and used his hand to break the window.

- _____ 7. What did Laurence learn about himself by working in the store?

- _____ 8. Why did Laurence eventually feel like “an outsider” (p. 37) in his own neighborhood?

- _____ 9. Which of the following events shows how things changed for Laurence’s family?
- a. The local newspapers reported on the store.
 - b. The family had more customers and decided to open a second store.
 - c. Gangs came to the neighborhood, Laurence’s dad made an intercom, and several grocers carried guns.
 - d. There was a car that crashed into the store, causing damage.

- _____ 10. What was one challenge that Laurence’s father encountered by owning the store?
- a. Not seeing his family very often.
 - b. Having bad legs from standing so much.
 - c. Not having enough food for his family to eat.
 - d. Not having enough food to sell.

Independent Practice for Lesson 1: Main Idea Web Worksheet

Name: _____

Date: _____

Directions: Chapter 3: "The Neighborhood." Then record topics from the chapter in the circles below and details from the text that support each topic. Finally, answer the question at the bottom of the worksheet.

Topic:

Details:

Topic:

Details:

Topic:

Details:

Topic:

Details:

Topic:

Details:

Topic:

Details:

Using the topics and details you have identified, what can you conclude about what the author wants to tell the reader?

Name: _____

Date: _____

Vocabulary Activity: Opposite Meanings Chapter 4: “The Owl” — Chapter 6: “Chinatown”

Directions: Read each sentence from the book. The definition of each bold word has been provided for you. Write two to four *antonyms* of the word on the line provided.

1. “I can remember watching an old black-and-white cartoon on television—I think it was about a character named Scrappy. In it he **quarreled** with a group of Chinese laundrymen so that he and they got into a comic pitched battle.” (Chapter 4, p. 41)

quarreled: argued forcefully or loudly

antonyms: _____

2. “Skill in the former would reflect future skill in the **latter**.” (Chapter 4, p. 47)

latter: later, more recent

antonyms: _____

3. “If the company changed the label, my grandmother would suspect that they were a different—and probably **inferior** brand.” (Chapter 4, p. 49)

inferior: having little or less value or importance

antonyms: _____

4. “The rest of my relatives didn’t seem to be as **perplexed** by the contradictions in being a Chinese American as I was.” (Chapter 5, p. 55)

perplexed: confused, puzzled

antonyms: _____

5. “Lighting a string for a fuse, my cousins and I could set off the firecrackers individually one by one to draw out the **exquisite** pleasure; or we could set them off in strings in a single sharp display.” (Chapter 5, p. 57)

exquisite: special beauty or charm

antonyms: _____

6. “A good forensic scientist would look at the metal pipe and see the even edges of the break and know that someone had **sabotaged** the pipe. (Chapter 5, p. 59)

sabotaged: destruction of one’s property

antonyms: _____

7. “There is a **stereotype** that the Chinese lived in Chinatown because they wanted to.” (Chapter 6, p. 62)

stereotype: an idea that many people may have about a thing or a group that is often untrue

antonyms: _____

8. “I learned what it meant to be **shunned** and invisible.” (Chapter 6, p. 66)

shunned: avoided purposefully or by habit

antonyms: _____

9. “Our quarterback, unable to resist a wide-open target, **persisted** in throwing to me—and I dropped yet a fourth pass that could have been a touchdown.” (Chapter 6, p. 67)

persisted: continued to do something, carry on

antonyms: _____

Name: _____

Date: _____

Comprehension Questions
Chapter 4: “The Owl” — Chapter 6: “Chinatown”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension[®] on the line next to each question.

- _____ 1. Which of the following is the main idea of Chapter 4: “The Owl”?
- a. The author wished that he was born in China and knew Chinese.
 - b. The author had a hard time accepting being a Chinese American.
 - c. The author enjoyed working in his parent’s store.
 - d. The author wanted to fly away from San Francisco like an owl.

- _____ 2. Why did the author title Chapter 4 as “The Owl”?
- a. He felt like he belonged in many places.
 - b. He felt like he was an owl, needing to escape from his neighborhood.
 - c. It shows his need to fit in like his book, *Child of the Owl*.
 - d. He felt embarrassed to be himself, just like a shy owl.

- _____ 3. Describe the conflict that the author had with himself in Chapter 4: “The Owl.”

- _____ 4. How did Laurence’s family influence his writing?
- a. He felt he did not have any use for his family’s history in his writing.
 - b. He did not want his family to be a part of his writing since he was embarrassed to be Chinese.
 - c. He respected his family, remembered their stories, and later used them in his writing.
 - d. His writing shows his disrespect for his family and his undisciplined nature.

- _____ 5. Compare and contrast what the family’s American culture with their Chinese culture.

Comprehension Questions (continued)
 Chapter 4: “The Owl” — Chapter 6: “Chinatown”

- _____ 6. What was one problem that the Chinese Americans encountered?
- a. They were forced to stay in Chinatown.
 - b. Children were often called mean names.
 - c. They could not go outside very often.
 - d. They were not allowed to visit Chinatown.

- _____ 7. Why did Laurence feel that he was terrible at sports?

- _____ 8. Why did Laurence feel like an outsider in Chinatown?

- _____ 9. What is the following sentence an example of: “When he [Paul] ran, he looked like an ostrich with arms”? (p. 65)

- a. Metaphor
- b. Idiom
- c. Simile
- d. Pun

- _____ 10. Why were many of the older Chinese upset when they learned that the city built a jungle gym on the playground?

- a. It was not a part of the culture to play on a jungle gym.
- b. They did not think it was safe.
- c. They thought that the city was insulting them and calling their children monkeys.
- d. They wanted their children to play American sports instead.

Lesson 2 Independent Practice: Photos and Captions Worksheet

Name: _____

Date: _____

Directions: Look at the following photographs in the book: father/son in front of the car, and father in front of the store. After you look at each photo, answer the questions below.

Photo 1: Father and Son in front of the car.

1. Use descriptive language to identify what you see in the photo.

2. What information does the caption tell you?

3. Cite text and page numbers from the book that describes the subject or event shown in the photo.

4. Why was this photo and caption used in the book? How does it support the main idea of the text?

Lesson 2 Independent Practice: Photos and Captions Worksheet (continued)

Photo 2: Father in front of the store.

5. Use descriptive language to identify what you see in the photo.

6. What information does the caption tell you?

7. Cite text and page numbers from the book that describes the subject or event shown in the photo.

8. Why was this photo and caption used in the book? How does it support the main idea of the text?

Name: _____

Date: _____

Vocabulary Activity: One of These Words is Not Like the Others
 Chapter 7: "The Outsider" — Chapter 9: "Culture Shock"

Directions: Read each group of words. Cross out the word that *does not* belong in the group. Then explain why the remaining words belong together.

1. respectful dutiful regardful disobey

2. straighten lurch sway tip

3. tolerance open-minded disapproval sensitivity

4. humble not proud modest assertive

5. intimidate threaten frighten encourage

Name: _____

Date: _____

Comprehension Questions
Chapter 7: “The Outsider” — Chapter 9: “Culture Shock”

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension[®] on the line next to each question.

_____ 1. Look at the photo of Laurence’s grandmother between Chapters 4 and 5. Why did the author choose to use this photo and caption in the book?

_____ 2. Number the following events in the order that they happened.

Laurence begins to read and enjoy science-fiction books.

Laurence sets fire to the altar at church.

Laurence read a lot of books, especially when he has asthma attacks.

_____ 3. Which of the following is the main idea of Chapter 7: “The Outsider”?

- a. The author was not accepted as an American or a Chinese person.
- b. The author felt out of place as an American and out of place as a Chinese person, but he began to find his identity through church and reading.
- c. The author was teased for reading science fiction.
- d. The author suffered from asthma attacks when he was younger.

_____ 4. Look at the photo of the author and Joanne in 1968 between Chapters 4 and 5. How does this photo support the main idea of the text?

- a. The author did not like being an American.
- b. The author learned to enjoy and accept being American.
- c. The author betrayed his family and his Chinese culture.
- d. The author hated being serious.

_____ 5. What did Laurence learn about himself in high school?

Comprehension Questions (continued)
 Chapter 7: “The Outsider” — Chapter 9: “Culture Shock”

- _____ 6. Why did Laurence feel as if he went from being a puzzle to a puzzle solver?
- a. He started to enjoy solving puzzles.
 - b. He stopped thinking of himself as fitting in nowhere to feeling like he belonged in multiple places.
 - c. He decided that he wanted to study writing in college.
 - d. He was able to figure out how to write novels.

- _____ 7. How did the author decide he wanted to be a writer for his career?

- _____ 8. What did Laurence have to get used to when he started at Marquette University?

- _____ 9. Which of the following best compares and contrasts Milwaukee with San Francisco?
- a. Rural vs. industrial.
 - b. Quiet and empty vs. busy and crowded.
 - c. Flat, cold, and behind on the times vs. hilly, warm, and up-to-date.
 - d. Modern and redeveloped vs. filled with homeless people.

- _____ 10. Why is Laurence’s relationship with Joanne important?
- a. She ate out with him when he didn’t have anyone to eat with.
 - b. She convinced him to leave Marquette.
 - c. She helped him with his homesickness.
 - d. She helped to expose him to new ideas and inspired him.

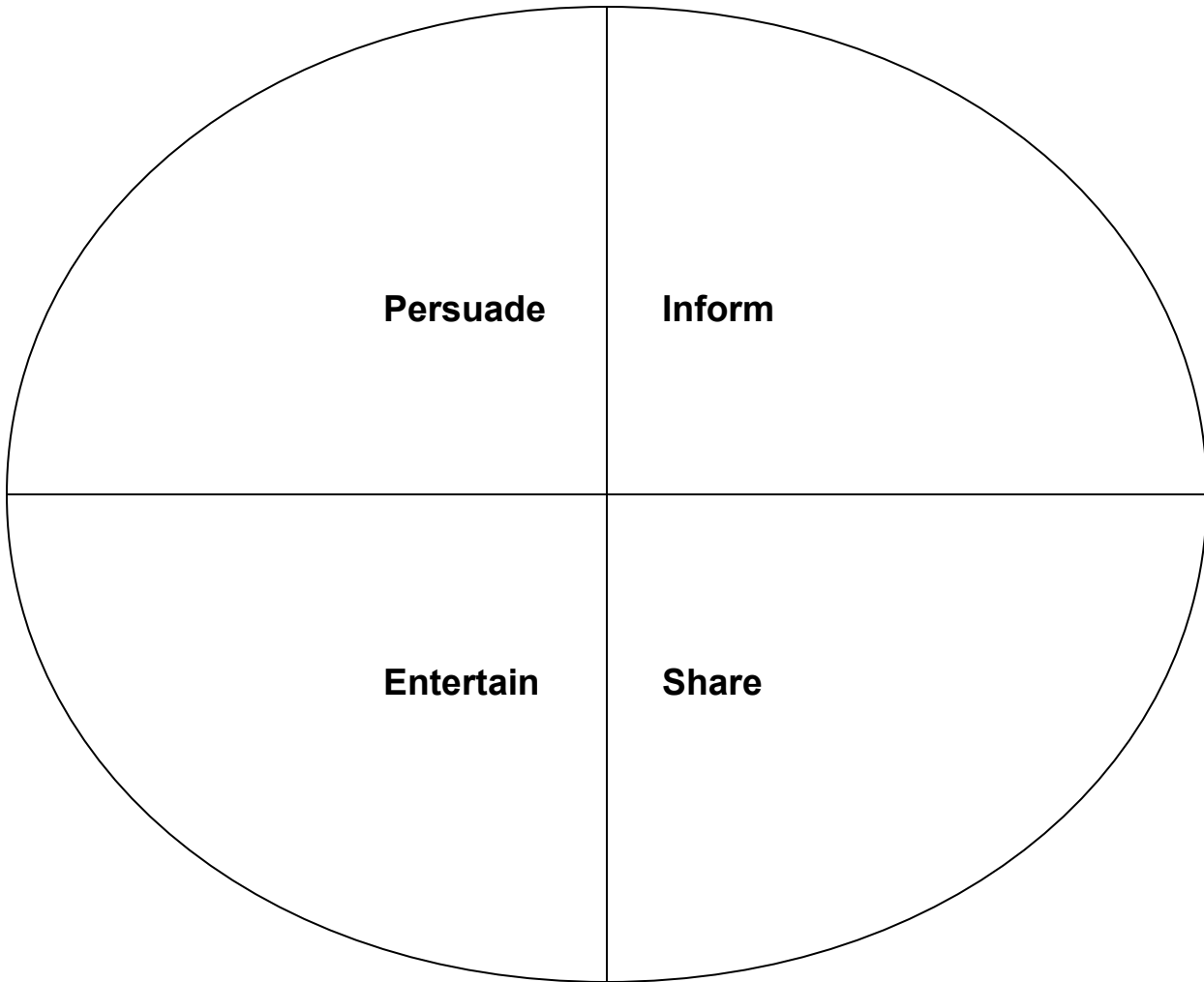
Independent Practice for Lesson 3: PIES Chart Worksheet

Name: _____

Date: _____

Directions: Reread Chapter 8: “Puzzle Solving.” Then choose one of the following events: the author’s experiences with racism in his high school, the author’s experiences in chemistry class, or his experiences as a writer. List examples from the text in the appropriate sections of the chart to identify multiple author’s purposes for including the event or person in the autobiography.

Event/Person: _____



Name: _____

Date: _____

Vocabulary Activity: Questions, Reasons, Examples
 Chapter 10: "My Brooklyn Grandmother" — Afterword

Directions: Think about the meaning of the following words from *The Lost Garden*.

devoured, conceal, improvised, seldom, obligation

Answer the following questions about the vocabulary words.

1. Give an example of a time that you have **devoured** something. Why did you do this?

2. Why might you **conceal** something? Explain.

3. Have you ever **improvised** something? Why would you improvise something?

4. What is something that you **seldom** do? Explain.

5. Give an example of an **obligation** that you have.

Name: _____

Date: _____

Comprehension Questions
Chapter 10: “My Brooklyn Grandmother” — Afterword

Directions: Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension[®] on the line next to each question.

_____ 1. Describe one purpose for the author including the about in Chapter 10: “My Brooklyn Grandmother.”

_____ 2. How does the author finally confront his “Chineseness”?

_____ 3. Which of the following is the main idea of Chapter 10: “My Brooklyn Grandmother”?

- a. The author’s grandmother made him hate his Chinese culture even more.
- b. The author’s grandmother helped him to confront and embrace his Chinese culture.
- c. The author’s grandmother helped him to love his American culture.
- d. The author’s grandmother made him hate his American culture even more.

_____ 4. What does the author mean when he says, “memories sprout at their own time and pace”? (p. 104)

- a. Memories bring unexpected events to your life.
- b. It takes a long time for people to remember important events in their life.
- c. It takes a short time for people to remember important events in their life.
- d. Each person takes a different amount of time to remember important events in their life.

_____ 5. What caused Laurence to take his writing seriously, but not himself?

Comprehension Questions (continued)
 Chapter 10: “My Brooklyn Grandmother” — Afterword

- _____ 6. Which of the following is an author’s purpose for writing about in Chapter 11?
- a. To persuade the reader to become a writer.
 - b. To inform the reader about how his old neighborhood changed.
 - c. To entertain the reader with a funny story about his Auntie Rachel.
 - d. To share with the reader that he has used his memories to confront his past and to find his identity.

- _____ 7. What is the main idea of Chapter 11: “Seeds”?

- _____ 8. What does the author mean when he says, “memory never quite goes away. It is there, only hidden, like the laughter of unseen children in a garden”?

- _____ 9. Why does the author discuss going back to his father’s garden at the end of Chapter 11?

- a. He wanted to put this part of his life behind him.
- b. This was an important place in his life and greatly influenced him.
- c. He wanted to see what had become of his childhood home.
- d. His father asked him to go there and see what it was like.

- _____ 10. How does the reader know that the author is comfortable with who he is at the end of the book?

- a. He continues to write novels with Chinese characters.
- b. He visits his family often.
- c. He confronts a part of his life that was hard for him, by going back to the garden.
- d. He continues to be a proud American.

Name: _____

Date: _____

Lesson 4 Independent Practice: Stated and Unstated Opinions Worksheet

Directions: Record the author’s Stated (Explicit) Opinions and Unstated (Implicit) Opinions in Chapter 11: “Seeds,” by answering the question below. Cite page numbers and record facts from the text that support your answers.

What is the author’s opinion about revisiting your past?

Stated (Explicit) Opinion:

Unstated (Implicit) Opinion:

The Lost Star Garden

(Page references refer to the page that the activity appears on in the student packet.)

Short Biography, completed on a separate piece of paper (no worksheet)

Genre Lesson Independent Practice

1. Travelogue: If students choose to write a travelogue, their response should show information about places, people, or events students encountered while traveling. Students should include words that describe or show thoughts, feelings, and self-discovery. The writing prompt best-suited to this type of autobiography is: "On a recent vacation . . ." However, students may choose other writing prompts as long as the work includes details specific to a travelogue.
2. Memoir: If students choose to write in the style of a memoir, their response should be focused on a specific period of the student's life. The response should focus on something from the author's childhood or about a specific event. The writing prompt best-suited to this type of autobiography is: "A memorable experience from my childhood was . . ." However, students may choose other writing prompts as long as the work includes details specific to a memoir.
3. Confession: If students choose to write in the style of a confession, the response should include one serious problem as its main idea. The details of the response should give details about a severe or difficult problem in the author's life. The ending of the confession should include details or information that shows the author has had positive experiences or changes since the specific problem. The writing prompts best-suited to this type of autobiography are: "The most embarrassing thing that ever happened to me was . . ." or "Did I ever tell you about the time . . ." However, students may choose other writing prompts as long as the work includes details specific to a confession.
4. Journal/Diary: If students choose to write in the style of journal or diary, the details of the response should give a personal account of the student's life. The journal/diary entry would be written in first-person, and may or may not include a specific date on the page when the journal entry was written. Any writing prompt can be used for this type of autobiography, as long as the work includes details specific to a journal or a diary entry.
5. Conceptual Autobiography: If students choose to write in the style of a conceptual autobiography, the response should detail the author's experience with a planned, outrageous event. The writing prompt best suited to this style of autobiography is, "Did I ever tell you about the time . . ."
6. Autobiography: If students choose to write in the style of an autobiographical story, the details of the response should span the student's entire life thus far. The work should give the student's personal experiences and feelings. The writing prompt best-suited to this style of autobiography is, "So far my life has been . . ."

Vocabulary Activity: Four Square, pp. 2-3

Chapter 1: "The Pearl Apartments" — Chapter 3: "The Neighborhood"

1. Definition: to influence by gently urging, flattering, or giving attention; Examples: Telling a friend he will have fun if he plays with you, telling your sister she will have a good time if she goes to the restaurant with you; Non-examples: Not caring what your sister will think if you tell her you don't like her hair; warning someone not to do something
2. Definition: afterward, later; Examples: Doing homework after a snack, taking a shower after brushing teeth; Non-examples: listening to the radio and reading a book at the same time; Monday coming before Tuesday

Student Packet Answer Key

3. Definition: just right, appropriately; Examples: Being in the right place at the right time, finding shoes that fit; Non-examples: ordering something from a catalog and finding out it was not what you thought it would be; opening a toy and finding out it is broken
4. Definition: conflict, a face to face challenge; Examples: two enemies arguing; Non-examples: being polite towards others
5. Definition: being curious about something; Examples: Wanting to learn something new; Non-examples: Watching a boring movie
6. Definition: a wide open space; Examples: a hole left after a broken window, a large hole dug in the ground; Non-examples: a closed window, a filled hole

Comprehension Questions, pp. 4-5**Chapter 1: “The Pearl Apartments” — Chapter 3: “The Neighborhood”**

1. DC, C Yep said that he often felt like a changeling, wondering how I wound up being born into the family” because his parents were very athletic and he was not. He also felt inadequate because his brother used to shoot Ping-Pong balls at him and he would run away. His brother also ran after their dog one time rather than Laurence, making him feel resentful.
2. Seq. 3, 2, 1
3. S The Pearl Apartments were located in a neighborhood with mixed architectural styles of buildings. They were originally two sets of apartments and a store and later joined together with a second building of three apartments. It had bay windows, fancy moldings, and old-fashioned features. Each apartment had a Murphy bed. The apartments were not heated. Laurence’s parents used the stove to heat the apartment.
4. FL c. He knows when he writes a novel, he has to be patient because it requires a long time to finish.
5. C, Co/Co Laurence both hated and liked La Conquista because he had to spend a lot of his time restocking the food, which he found to be repetitious. He did not like having to grab cereal for customers or stock the shelves with it. He did not like defrosting the freezers because they made his fingers numb. If he resented his chores, his parents made him feel ashamed. The job was hard on his parents because they were on their feet for long hours and had to watch out for burglars. He liked his job because the daily routine helped him prepare for his writing career. He enjoyed putting out the comic books on display.
6. C/E d. A gang of boys broke into the store and used his hand to break the window.
7. C Working in the store gave Laurence a sense of routine and discipline, which he found enjoyable. He also realized that it was important to always be kind to people, no matter their poverty level, but to only use kind words in a sincere manner. He also learned that he does not have much patience for wealthy people and that he cannot trust too many people.
8. C, C/E Laurence felt like an outsider in his own neighborhood because a new community had developed. His friends had all moved away. Kids started to make fun of him because they thought he was Japanese.
9. P c. Gangs came to the neighborhood, Laurence’s dad made an intercom, and several grocers carried guns.
10. C, P b. Having bad legs from standing so much.

**Main Idea Web Worksheet, p. 6
Lesson 1 Independent Practice**

1. Topic: Interesting customers at the store; Details: Laurence describes the insulting truck driver, Jimmy; a middle aged customer who wore clothes from when he was younger; an irresponsible house painter; and the kind Mr. Woodrow
2. Topic: Laurence learning about himself; Details: Laurence learned how to make change; good manners; that he had no patience with the wealthy; not to trust others; and that he enjoyed routines
3. Topic: The neighborhood became rough; Details: Dangerous gangs moved to the neighborhood; the gangs stole from the store; Laurence’s dad had hook up an intercom
4. Topic: A new community developed in the neighborhood; Details: Projects were built; Laurence’s friends moved away; Laurence felt like an outsider

Student Packet Answer Key

5. Topic: Discrimination against Chinese; Details: Kids pretended that they were U.S. soldiers attacking Japanese—they did this with all Asians; Other Chinese grocery owners had to have guns in their shop
6. Topic: Neighbors influenced Laurence; Details: Saul the Junkman became Laurence's friend and bodyguard; Mr. Vincent, the mortician spoke to Laurence about his job
Conclusion: The main idea of this chapter is that the neighborhood, neighbors, and store helped Laurence to learn about himself and his identity.

Vocabulary Activity: Opposite Meanings, p. 7**Chapter 4: "The Owl" — Chapter 6: "Chinatown"**

1. agreed, peaceful
2. earlier, former, preceding
3. best, better, first-class
4. clarify, explain, clear up
5. imperfect, ugly, horrible
6. repair, restore, fix
7. difference, distinct
8. accept, face, meet
9. give up, quit, stop

Comprehension Questions, pp. 8-9**Chapter 4: "The Owl" — Chapter 6: "Chinatown"**

1. MI b. The author had a hard time accepting being a Chinese American.
2. AP c. It shows his need to fit in like his book, *Child of the Owl*.
3. C, P The conflict that the author had with himself in Chapter 4: "The Owl" was that he was having trouble identifying with his Chinese culture as well as being an American. When he went to Chinatown, he felt like he did not fit in. When he tried to be American, he also felt out of place.
4. C/E c. He respected his family, remembered their stories, and later used them in his writing.
5. Co/CoHis family was not as confused as he was being a Chinese American. They played American sports, learned American dances, and sang American songs. They did everything Americans did, but in Chinatown. They frequently drove outside of Chinatown. They put heavy emphasis on learning, which was a part of their Chinese culture. They spoke both English and Chinese and gathered for American and Chinese holidays.
6. P b. Children were often called mean names.
7. C, C/E Laurence felt he was terrible at sports because once he accidentally hit his teacher with a ball while playing kickball and broke her glasses. His classmates then stopped talking to him. He also could not catch or dribble a ball no matter how much he practiced with his father.
8. C Laurence felt like an outsider in Chinatown because he was one of the few students in his class who lived outside of Chinatown. Many Chinese including his family were good at sports and he was not. He did not speak much Chinese, so he felt odd when in Chinatown. His friend Harold, had many Chinese weapons and Laurence did not. The games that his friends played in Chinatown were very different than American games.
9. FL c. Simile
10. P, C/Ec. They thought that the city was insulting them and calling their children monkeys.

Photos and Captions Worksheet, pp. 10-11**Lesson 2 Independent Practice**

1. Laurence and his father are in front of the family car. Laurence and his dad are both wearing hats. Laurence is carrying something.
2. The caption explains that Laurence and his dad are in front of their car named Jezebel. Laurence is wearing a green shirt and green felt hat to look like Robin Hood.

Student Packet Answer Key

3. Jezebel is described as the much loved family car on pages 18-20. The author describes the car as if it is a person. The family goes everywhere with the car including Golden Gate Park, the zoo, the aquarium, and museums.
4. The photo and caption were probably used in the book to show what the author was like when he was younger. It supports the main idea of the text because both the car and the author's outfit demonstrate his desire to be an American.
5. Laurence's father is standing in front of the store. He is wearing a hat and a plaid shirt. Advertisements, bottles, and the store's sign are visible.
6. The caption explains that this was one of the first photos the author took with his camera. The name of the store still had not changed. Also, the author explains that flies used to get stuck between the window and advertisements.
7. Chapter 2 describes the store. Specifically, on page the author explains why the name of the store changed on pages 10-11.
8. This photo and caption were used in the book to give the reader an idea of what the store that the author worked in for so many years looked like. It also supports the main idea of the book that the author struggled to fit in. His father was Chinese, he was American, and they owned a store that used to be owned by a Hispanic.

Vocabulary Activity: One of These Words is Not Like the Others, p. 12**Chapter 7: "The Outsider" — Chapter 9: "Culture Shock"**

1. disobey; The remaining words belong together because they can all be used to describe someone that is courteous and mannerly.
2. straighten; The remaining words belong together because they can all be used to describe something that moves forward with a jerk.
3. disapproval; The remaining words belong together because they can all be used to describe someone that is sympathetic and understanding.
4. assertive; The remaining words belong together because they can all be used to describe someone that is meek or unassuming.
5. encourage; The remaining words belong together because they can all be used to describe someone that bullies or terrifies others.

Comprehension Questions, pp. 13-14**Chapter 7: "The Outsider" — Chapter 9: "Culture Shock"**

1. TF The author chose to use this photo and caption in the book because his grandmother was very important to him. He respected his grandmother because she went through a lot in her life and became her own person. He later used some of her stories when writing his books.
2. Seq. 3, 1, 2
3. MI b. The author felt out of place as an American and out of place as a Chinese person, but he began to find his identity through church and reading.
4. TF, MI b. The author learned to enjoy and accept being American.
5. C Laurence learned that he stopped trying to thinking of himself as a puzzle and more as a puzzle solver. He became more confident in who he was and his background. He accepted that he fit in and belonged in more than one place.
6. C, C/E b. He stopped thinking of himself as fitting in nowhere to feeling like he belonged in multiple places.
7. C, P The author decided that he wanted to be a writer for his career after going on a retreat in high school. He realized that he enjoyed writing more than chemistry. He also realized he did not want to be locked in a lab all day working. He wanted to be a journalist or a teacher because he did not expect to make a living by writing.
8. P When Laurence started at Marquette University, he had to get used to the cold weather. Also the campus was much more urban than was pictured in the brochure. The dorm building was not as nice as he expected. He also had to get used to the Milwaukee dialect. He did not like how flat Milwaukee was, or the ice and snow. He thought that the city was about ten years behind the rest of the country in terms of civil rights
9. Co/Co, S c. Flat, cold, and behind on the times vs. hilly, warm, and up-to-date.

Student Packet Answer Key

10. C d. She helped to expose him to new ideas and inspired him.

PIES Chart Worksheet, p. 15
Lesson 3 Independent Practice

Event/Person: The author's experiences with racism in his high school.

Persuade: The author was not trying to persuade the reader to do something.

Inform: The author was trying to add to the reader's knowledge of racism against Asians during this time period. He described his cousin having to sit in front of someone who hated Asians and made his life awful. The author was not as picked on as much as his cousin and states that once people got to know him, they looked at him differently.

Entertain: N/A. These experiences were not entertaining.

Share: The author wanted to share with the reader how he felt when he was discriminated against. His teacher shared his experiences with killing Koreans, but used a derogatory term to describe Koreans. This made Laurence cringe and become upset.

Event/Person: The author's experiences in his chemistry class.

Persuade: The author is not trying to persuade the reader to do anything,

Inform: The author is not trying to inform the reader about chemistry.

Entertain: The author was trying to entertain the reader with funny stories from his chemistry class. He was a smoker and one day he poured chemicals down a sink along with a lit cigarette resulting in a fire. Laurence also shares a favorite prank that he learned from the teacher.

Share: The author was trying to share his love of science with the reader. At one point he considered becoming a scientist. This early love of science eventually tied into his science fiction writing.

Event/Person: The author's experiences as a writer.

Persuade: The author is not trying to persuade the reader to become a writer.

Inform: The author is trying to inform the reader of what it is like to be a beginning writer. He explains that beginning writers often write about what they know, but it can be in a different form.

Entertain: The author is not trying to entertain the reader.

Share: The author is trying to share with the reader how he came to enjoy writing. Many of his books are based on experiences that he had. He also wanted to share that writing is very enjoyable to him.

Vocabulary Activity: Questions, Reasons, Examples, p. 16
Chapter 10: "My Brooklyn Grandmother" — Afterword

1. devoured: to eat greedily or hungrily
2. conceal: to keep secret; to hide from sight
3. improvised: made, invented, or organized on the spur of the moment
4. seldom: not often; rarely
5. obligation: something that one must do; a duty

Comprehension Questions, pp. 17-18
Chapter 10: "My Brooklyn Grandmother" — Afterword

1. AP Answers may vary, but can include: To entertain the reader with stories about his experiences with his grandmother (cooking rice, care packages, getting the food for her at the hospital); to share how his grandmother influenced him (she helped him to confront and shape his identity) to share how important she was to him (she sent him care packages, she taught him how to cook).
2. C, P The author finally confronts his "Chineseness" by spending time with his grandmother and learning about her. She accepted him even though he was Americanized. She taught him how to cook and while they were doing this, some of her personality influenced the author. She sent him care packages filled with Chinese food wherever he went and he enjoyed them. He finally confronted his "Chineseness" by writing a book about a Chinese-American girl living with her grandmother in China.

Student Packet Answer Key

3. MI b. The author’s grandmother helped him to confront and embrace his Chinese culture.
4. FL d. Each person takes a different amount of time to remember important events in their life.
5. C/E Spending time with his grandmother helped Laurence to realize that he should take his writing seriously, but not himself.
6. AP d. To share with the reader that he has used his memories to confront his past and to find his identity.
7. MI The main idea of Chapter 11: “Seeds” is that memories are always inside of you and some take longer than others to appear. However, memories are very important in shaping who you are.
8. FL The author means that everyone has memories, but some people have a hard time bringing them back than others. They may not be easy to recall, but they are still there.
9. AP b. This was an important place in his life and greatly influenced him.
10. C c. He confronts a part of his life that was hard for him, by going back to the garden.

Stated and Unstated Opinions Worksheet, p. 19
Lesson 4 Independent Practice

What is the author’s opinion about revisiting your past?	
Stated (Explicit) Opinions	Unstated (Implicit) Opinions
<p>“My family seems to have an affinity for future parking lot sites.” (p. 114)</p> <p>“It may be something as simple and yet as indestructible as a weed that links us to our past and binds us to our dreams.” (p. 115)</p> <p>“It was a simple garden for a simple man.” (p. 115)</p>	<p>The author thinks it’s important and surprising to revisit your past because you never know what you might find out. He included the information about his Aunt Rachel going back to the home she and the author’s mother lived in as children. He describes the weed that continues to grow, despite efforts to kill it. (p.115)</p> <p>The sentence: “Seeds, cast into strange soil, may thrive and grow—just like children and just like their memories (p. 115) shows the author’s implicit opinion that when you revisit your past, your memories thrive and grow.</p> <p>The author believes that revisiting your past links you to your family’s past and to your future life. On p. 116, the author states: “I look through the gate of the parking garage not at what is there now but at what was there before—and what is now within me . . . Within my imagination, within my heart, within my soul, I feel the seeds of that garden stirring.”</p>

Unit Assessment

Name: _____

Date: _____

Sixth Grade Autobiography Unit Assessment
The Lost Garden

Directions: Read each question. Circle the correct answer, or respond by writing complete sentences. You may use your book to help you find information from the story.

1. Which type of autobiography focuses on a specific event or time period in an author's life?
 - a. Travelogue
 - b. Autobiographical Novel
 - c. Memoir
 - d. Confession

2. Which of the following statements from the text is an example of Laurence Yep's opinion?
 - a. "Many Chinese came over in 1849 to work in the gold fields of the steep, snowy Sierras, linking the West Coast with the East Coast for the first time by rail." (p. 6)
 - b. "Because the only stretch of grass in Chinatown was a small plot of grass behind the Chinatown projects, we would take out our football and go up to the large lawns of Washington Square, which sat in the heart of the North Beach section." (pp. 42-43)
 - c. "Across the street were a number of bicycle shops that would rent out bicycles for the day so you could explore Golden Gate Park, which was just beyond Kezar Stadium." (p. 74)
 - d. "I'm still pleased when a book is given a prize, but I know now that it is the book that receives it rather than me." (p. 111)

3. Describe Laurence's relationship with his brother. Use evidence from the text to support your answer.

Unit Assessment

4. Which of the following events belongs in Box C?

Box A

Laurence dodged Ping-Pong balls his brother threw at him.

Box B

Spike took Laurence and their dog, Susie for a walk.

Box C

- a. Laurence's father coached a champion basketball team.
- b. Susie ran in one direction and Laurence scuttled away in the opposite direction.
- c. The parents bought a store named La Conquista.
- d. Spike sorted out the different soda and beer bottles.

5. Which statement best describes the author's purpose for including La Conquista in the story?

- a. To persuade the reader that it was bad that his neighborhood changed when the houses were torn down to make room for projects.
- b. To inform the reader that his parents were hard-working.
- c. To show the reader how the experiences in the store influenced his life.
- d. To explain that the store no longer existed.

6. Look at the photo of the author's mother taken in 1959 between Chapters 4 and 5. Why was this photo and caption used in the book? How does it support the main idea of the text?

7. Why does the author go into detail about the people living in his neighborhood?

- a. He wants readers to know that despite ethnic or racial conflicts in the past, everyone in his neighborhood was friendly and kind.
- b. He wants readers to understand that the characters in his life provided material for the science fiction books the author has written.
- c. He wants readers to feel sorry for him because of the neighborhood his family lived in.
- d. He wants to share colorful experiences so that readers can use these experiences to teach their own children.

Unit Assessment

8. Where did the author’s grandmother and grandfather live before moving to Chinatown?
- a. China
 - b. Taiwan
 - c. West Virginia
 - d. Brooklyn

9. By looking at the pictures that show Laurence with his father, what can you conclude about his relationship with his father?

10. Why does the author feel out of place in multiple settings?
- a. He has low self-esteem.
 - b. His parents teased him.
 - c. He did not feel Chinese in Chinatown and did not feel American in his neighborhood.
 - d. He does not have a true home.

11. Why did the author include information about the science fiction books he read as a child?
- a. To persuade the reader to read science fiction books.
 - b. To inform the reader about science fiction books.
 - c. To entertain the reader with a silly story.
 - d. To share his experience of what he did in his spare time as a child.

12. What is the author’s opinion about the projects that were built in his neighborhood? How do you know?

Unit Assessment

13. Explain the metaphor in the quotation below. What does the author mean by “seed”? What is he trying to tell the reader?

“Anything you see could provide the seed for a story some day.”

14. Which of the following describes the main idea of Chapter 8: “Puzzle Solving”?
- a. Chemistry is exciting.
 - b. Writing helped Laurence Yep bring the people in his life into his books.
 - c. Laurence Yep was smart enough to be in honors classes.
 - d. La Conquista was a safe haven for the author.

15. What is the author’s purpose for describing his college? (See Chapter 9: “Culture Shock”)

16. What conclusion can you draw about the main idea of the text by examining the pictures on the book cover?
- a. The book is about the author’s childhood.
 - b. The book is about one event in the author’s life.
 - c. The book chronicles the author’s life, from childhood to old age.
 - d. The book tells about a vacation the author took.

Unit Assessment

17. What type of autobiography is *The Lost Garden*? Explain your answer and cite evidence from the text to support it on the lines below.

- a. Travel Journal
- b. Memoir
- c. Confession
- d. Journal/Diary

18. Which person has the biggest influence on the author? Choose one and defend your answer on the lines below.

- a. His brother.
- b. His niece.
- c. Saul, the recycling man.
- d. His grandmother.

Unit Assessment Answers

1. c. Memoir
2. d. "I'm still pleased when a book is given a prize, but I know now that it is the book that receives it rather than me." (p. 111)
3. As a child, Laurence felt inadequate as compared to his brother. On page 12 he says, "There was never any question of revenge anyway. When your only sibling is ten years older than you are, there isn't the usual rivalry. There is only a long-term sense of inadequacy—and that sense of inadequacy only increased with each year." Laurence also felt clumsy, inept, and inadequate compared to his brother, as described on page 12. His brother, Thomas, didn't favor the younger sibling, since he hit him with ping pong balls and chased after the dog who had wandered away rather than after Laurence.
4. b. Susie ran in one direction and Laurence scuttled away in the opposite direction.
5. c. To show the reader how the experiences in the store influenced his life.
6. This photo and caption was used in the book to show what the author's mother looked like and to show her standing in front of the family store. This photo supports the main idea of the text because it shows one of the people who were most influential in the author's life.
7. b. He wants reader to understand that the characters in his life provided material for the science fiction books the author has written.
8. c. West Virginia
9. His father looks as though he is proud of his son. It also looks as if they did things together and had a good relationship.
10. c. He did not feel Chinese in Chinatown and did not feel American in his neighborhood.
11. d. To share his experience of what he did in his spare time as a child.
12. The author was upset that the projects were built in his neighborhood because he says that his friends' homes were torn down and new people moved into the neighborhood that he did not know. When the projects were built, the author lost his friends and the sense of community he felt.
13. In the quotation, "seed" means the beginning of something. In this case, it means anything you see could provide an idea or a beginning of a story.
14. b. Writing helped Laurence Yep bring the people in his life into his books.
15. The author's purpose for describing his college was to entertain readers with humorous stories of what happened while he was in college, and to share personal experiences he had while in college.
16. a. The book is about the author's childhood.
17. b. Memoir. Memoirs are autobiographical books in which authors focus on one stage of their life, such as their childhood. *The Lost Garden* is a memoir because the author focuses his book on his childhood through early adulthood.
18. d. The author's grandmother has the biggest influence on him. The reader can tell this because his grandmother appears in most chapters of the book and the author includes stories and references to his grandmother more often than he includes references to other people in his life. The author describes in detail the experiences with his grandmother, such as learning how to cook rice, sitting next to her at the family table, visiting her in Chinatown, her care packages of food, and visiting his grandmother in the hospital.
19. The main idea of *The Lost Garden* is that revisiting and understanding your past can help you accept aspects of your life that you may have not been previously accepted. People, places, and events can live forever in your memory and provide entertaining and insightful stories.
20. Answers may vary, but can include: The author felt conflicted, confused, and often out-of-place growing up in America as a Chinese person. The author gives his stated (explicit) opinions about this on p. 41, where he describes watching cartoons with Chinese characters that seemed like fantasy creatures, running around making high noises, and using his fingers to slant his eyes until his mother told him to stop it. On p. 42, the author says he didn't particularly want to be Chinese, and he felt as American as all of the children. On p. 46, the author states that his grandmother's "Chineseness" represented something as big as an unmovable and unwanted mountain in your living room. The author implicitly might feel that it wasn't fair for others to criticize him and chastise him for being Chinese American, because although he physically

Unit Assessment Answers

appeared Chinese, his thoughts, actions, and emotions, were American. The author might also implicitly feel that other Chinese people made him feel more out of place than non-Chinese people because of the fact that he didn't speak Chinese. Because the author speaks kindly and respectfully of his grandmother, the reader can assume that the author's implicit opinion about his grandmother is one of respect and thankfulness for showing him his "Chineseness." Even though the author shied away from being Chinese when he was young, as he grew older the reader could conclude that he felt proud of his background, family, and heritage. A reader can draw this conclusion about the author's implicit opinion because of the experiences with his grandmother that are included in the story, and from his statement on p. 115, where he describes the Chinese vegetable that kept growing despite efforts to kill it: "It had transplanted well from China to America, exasperating a generation of gardeners." This statement shows that the author might feel that his family, and ultimately himself, had succeeded in America.

Unit Assessment Answers

Unit Assessment Analysis

Use the **Unit Assessment Answers** to mark each student’s assessment. Then refer to the following table to formally assess your students’ performance on their **Unit Assessment**. The table shows how each question is aligned to the concepts in this Unit. If a student gets question 3 wrong on the assessment, you will know that this student may benefit from a re-teaching of Character, since question 3 is a Character question. Use the table to pinpoint what Concepts your students need additional practice with.

Question Number	Concepts										
	G	F/O	C	Seq.	AP	DC	EI	TF	FL	MI	S
1	X										
2		X									
3			X								
4				X							
5					X						
6								X		X	
7					X	X					
8				X			X				
9			X					X			
10			X								X
11					X						
12		X				X					
13					X				X		
14										X	
15					X						
16						X		X		X	
17	X										
18			X								
19										X	
20		X									

Unit Assessment Answers

Use the following table to find the questions that are specifically aligned to the lessons and learning outcomes for the unit.

Question	Lesson(s)	Learning Outcome(s)
1	Genre Lesson	Students will be able to classify different forms of first-person nonfiction: autobiography, memoirs, journals/diaries.
2	4	Students will be able to identify the author's explicit and implicit opinions in a text.
5	3	Students will be able to identify multiple author purposes in a text.
6	2	Students will be able to explain how a picture and/or caption support a description or event in an autobiography.
7	3	Students will be able to identify multiple author purposes in a text.
9	2	Students will be able to explain how a picture and/or caption support a description or event in an autobiography.
11	3	Students will be able to identify multiple author purposes in a text.
12	4	Students will be able to identify the author's explicit and implicit opinions in a text.
14	1	Students will be able to identify the main ideas in an autobiography.
15	3	Students will be able to identify multiple author purposes in a text.
16	1, 2	Students will be able to identify the main ideas in an autobiography. Students will be able to explain how a picture and/or caption support a description or event in an autobiography.
17	Genre Lesson	Students will be able to classify different forms of first-person nonfiction: autobiography, memoirs, journals/diaries.
19	1	Students will be able to identify the main ideas in an autobiography.
20	4	Students will be able to identify the author's explicit and implicit opinions in a text.