

PRE-ASSESSMENT CCSS ELA: WRITING TO INFORM, ARGUE, & ANALYZE

1. Which of the following accurately define the CCSS for ELA/Literacy Writing Text Types?

- ☐ The CCSS Writing Text Types are writing genres.
- ☐ The CCSS Writing Text Types are broad categories of writing.
- ☐ The CCSS Writing Text Types are fixed writing forms.
- ☐ The CCSS Writing Text Types are the same as the writing applications in the academic content standards.

2. When teachers develop a writing task for their students, they should consider: (check all that apply)

- ☐ Audience and purpose
- ☐ A specific text type
- ☐ A reason for the writer to write
- ☐ Appropriate responses

3. When selecting texts for students to read as part of a CCSS-informed writing lesson, teachers should consider: (check all that apply)

- ☐ If the texts help build knowledge of the topic
- ☐ If the texts can be read by students independently
- ☐ Both print and digital resources
- ☐ If the texts help students understand style and language

4. Which statements are false? (check all that apply)

- ☐ The CCSS writing standards are designed to be taught in order from Standard 1 through Standard 10.
- ☐ The CCSS writing standards tell teachers what to teach.
- ☐ The CCSS writing standards tell teachers what students need to learn.
- ☐ A writing lesson should address all or most of the ten CCSS writing standards.

5. The CCSS Initiative asks teachers to give increased instructional attention to: (check all that apply)

- ☐ Using and citing evidence from sources
- ☐ Using technology for research, collaboration, and composing
- ☐ Focusing on extensive research reports
- ☐ Writing analytically about informational and literary texts

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6. Which of the following are a part of preparing students for college and career writing? (check all that apply)

- ☐ Justifying the significance of information for the reader
- ☐ Learning to write a specific set of essay forms
- ☐ Adapting form and content to task and purpose
- ☐ Assessing the validity of evidence

7. A key change that the CCSS for ELA/Literacy in Writing bring is an increased focus on research and citing evidence from sources.

- ☐ True
- ☐ False

8. What is NOT a key purpose of formative assessment of students' writing: (check all that apply)

- ☐ Gathering information to determine next instructional steps
- ☐ Creating feedback opportunities for students
- ☐ Grading final drafts
- ☐ Determining areas to reteach during the writing process

9. When teachers address the Production and Distribution of Writing standards, they include which of the following practices: (check all that apply)

- ☐ Strategic use of the writing process
- ☐ Mini-lessons on avoiding plagiarism
- ☐ Revision lessons on development, organization, and style
- ☐ Uses of technology for production, collaboration, and publishing

10. The CCSS for ELA/Literacy in Writing emphasize which of the following: (check all that apply)

- ☐ Writing routinely over extended timeframes
- ☐ Writing persuasion over argument
- ☐ Assessing the credibility and relevance of evidence
- ☐ Eliminating narrative and fictional writing

College and Career Readiness Anchor Standards for Writing

The Common Core State Standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)

- Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Source: Common Core State Standards Initiative

College and Career Readiness Anchor Standards for Writing

What are students expected to DO in their writing? Possibilities in bold include, but are not limited to:

Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)

- Standard 1: **Write arguments to support claims** in an **analysis** of substantive topics or texts **using valid reasoning and relevant and sufficient evidence**.
- Standard 2: **Write informative/explanatory texts to examine and convey complex ideas and information** clearly and accurately through the effective selection, organization, and analysis of content.
- Standard 3: **Write narratives to develop real or imagined experiences or events** using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- Standard 4: **Produce clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience.
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- Standard 7: **Conduct** short as well as more sustained research projects based on focused questions, **demonstrating understanding of the subject under investigation**.
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Range of Writing

- Standard 10: **Write routinely over extended time frames** (time for research, reflection, and revision) **and shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

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College and Career Readiness Anchor Standards for Writing

What are students expected to KNOW and UNDERSTAND to successfully meet the requirements of each standard? Possibilities in bold include, but are not limited to:

Text Types and Purposes (These broad types of writing include many subgenres. See Appendix A for definitions of key writing types)

- Standard 1: Write **arguments** to support **claims** in an **analysis of substantive topics** or texts using **valid reasoning** and **relevant and sufficient evidence**.
- Standard 2: Write **informative/explanatory texts** to examine and convey **complex ideas** and information clearly and accurately through the **effective selection, organization, and analysis of content**.
- Standard 3: Write **narratives** to develop real or imagined experiences or events using **effective technique, well-chosen details and well-structured event sequences**.

Production and Distribution of Writing

- Standard 4: **Produce clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience.
- Standard 5: **Develop and strengthen writing** as needed by **planning, revising, editing, rewriting, or trying a new approach**.
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Research to Build and Present Knowledge

- Standard 7: **Conduct** short as well as more sustained research projects based on focused questions, **demonstrating understanding of the subject under investigation**.
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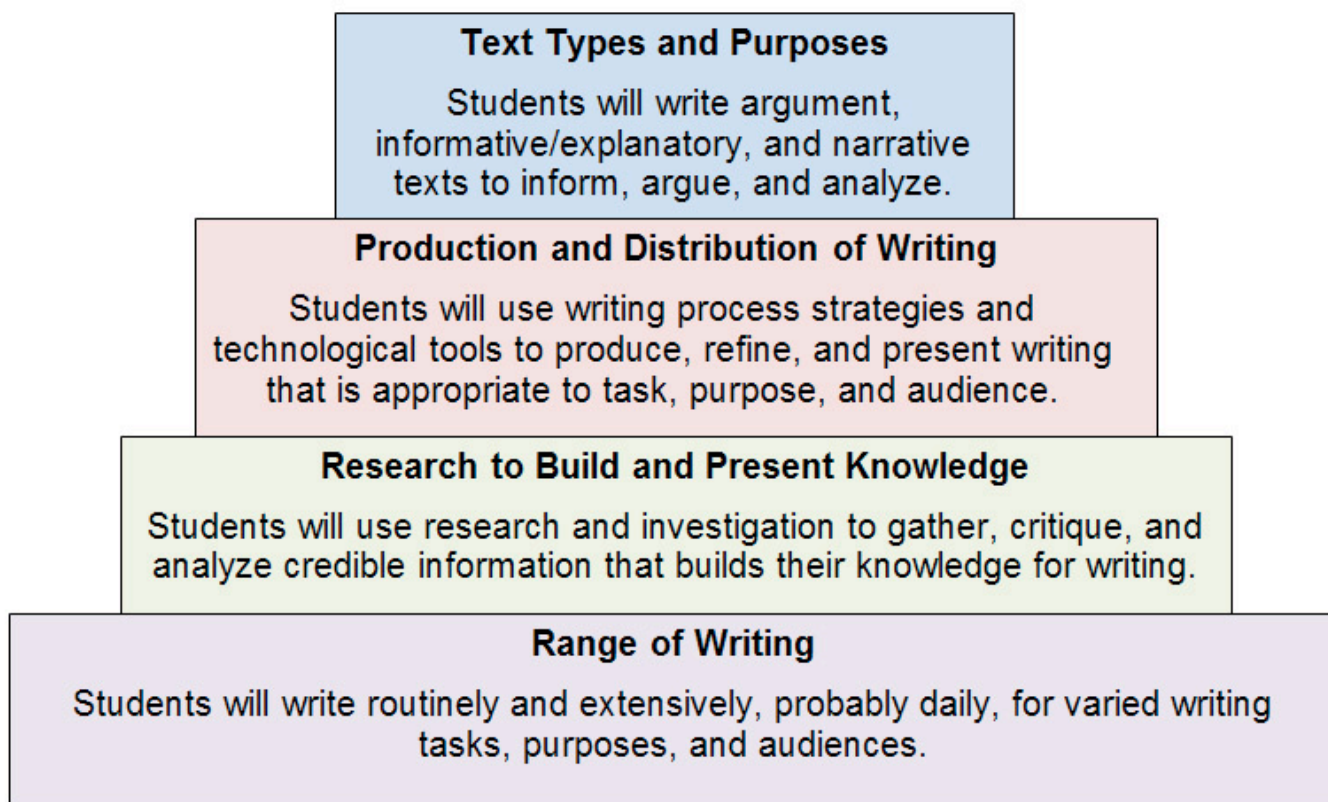
Handout 1.1.1

Range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Source: Common Core State Standards Initiative

Relationship Between and Among the CCR Anchor Standards for Writing: A Classroom of Production



Handout 1.3.3

The Life of Carmen Alfaro

by Jesse/Fourth Grader

My grandma was an immigrant from El Salvador. In El Salvador, she and her family were very poor. She worked hard to help her family. She had to work hard for food. She worked, washing dishes in a very small diner. At age 13, she worked in a wholesale cosmetic store. She was the second child out of 12 children. She started working at age 11 and full time at age 13. Life was very hard for her at that age.

Finally, my grandma took a bus to California in search of new opportunities and a better lifestyle. When my grandma first came to this country, she taught herself how to read and speak English. How? She bought a Spanish/English dictionary and a Dr. Seuss book and started translating words into English.

After that, she worked as a maid 5 days a week and spent the weekend with my mom. She was 16 years old then. At age 18, she worked at a sewing factory, where she worked really hard to learn more and more about the fashion industry. She even owned her own factory, named after her first daughter—Elizabeth's Fashion. She also owned another called A+ Sewing.

Nowadays my grandma works for a clothing manufacturing company called ABS, owned by Allen Swartz, and she is the production manager. She has raised 3 children and now is helping her son raise his children (me and my brother David). My grandma is now a citizen of the United States and a very successful woman.

How and where does the writer blend elements of narrative, informative, and/or argument writing?

Handout 1.3.3

Miss Sadie

Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her. The old chair squeaking with every sway of her big, brown body. Her summer dresses stained from cooking in her sweet smelling kitchen. I see her gray hair pulled back in that awful, yellow banana clip. Most of all, I hear that voice. So full of character and wisdom.

I used to bring Miss Johnson cookies every summer day of 1988. I miss the days where I would sit in that shabby old porch and listen to her stories. “Melissa!” She would holler. “That ‘chou doin’ here? Come see me and my poor self, have ya?”

She once told me of her grandmother who escaped slavery, back when white men could only do anything, she would say. Her grandma ran for miles without food or water. It wasn’t too long before her master came looking for her and took her home to whip her. I thought of how Blacks are treated today. I sighed. She would sing in her soulful, blaring voice, old negro hymns passed down from her mother and grandmother. I would sit there in amazement.

Once, Jimmy Taylor came walking by us yelling, “Melissa! Whattaya want with that old, fat, Black lady, anyways?”

Before I could retaliate, Miss Johnson said to me, “Now you musn’t. We must feel sorry for that terrible child. His mother must have done gone and not taught him no manners!” She actually wanted me to bow my head and pray for him. (Even though I went to his house and punched him out the next day.)

My friends would tease me for spending the whole summer with Sadie Johnson, “The cuckoo of Connecticut,” they called her. But I’m so very glad I did. She taught me then, to not care what other people thought. I learned that I could be friends with someone generations apart from my own.

My visits became less frequent when school started. I had others things to think about. Boys, clothes, grades. You know, real important stuff.

One day I was thinking, I haven’t seen Miss Sadie in a while. So after school I trotted up to her house amidst the twirling, autumn leaves.

I rang her bell. The door cracked open and the woman adjusted her glasses. “May I help you?”

“Miss Sadie, it’s me, Melissa.”

“I – I,” She stuttered. “I don’t remember,” she said and shut the door. I heard crying. I rang the door again and she screamed, “Please leave!” in a cared, confused voice.

I went home bewildered and my mother told me to stop bothering Miss Sadie. I said I wasn’t bothering her. Mama said, “Miss Johnson has a disease. Alzheimer’s disease. It makes her forget things... people, family even. And so, I don’t want you over there anymore,

How and where does the writer blend elements of narrative, informative, and/or argument writing?

Handout 1.3.3

you hear?”

Then, I didn't realize or comprehend, how someone so special to you could forget your own existence when you shared a summer so special and vivid in your mind.

That Christmas I went to bring Miss Johnson cookies. She wasn't there. I learned from a family member that she was in the hospital and that she'd die very soon. As the woman, a daughter maybe, spoke, my heart broke.

“Well, you make sure she gets these cookies,” I said, my voice cracking and tears welling in my eyes.

Today, I've learned to love old people for their innocence, for their knowledge. I've learned to always treat people with kindness, no matter how cruel they may seem. But mainly I've learned, that you must cherish the time spent with a person. And memories are very valuable. Because Miss Sadie no longer sits in her rocking chair on her porch on summer days. I'm glad that I can still see her.

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STANLEY HOM LAU: PAPER SON

by Janet Lau

Our country's history is filled with stories that are ignored: the Japanese Americans who were held against their will in internment camps during World War II, African-American pilots who fought bravely for our country during the second World War, Native Americans who sacrificed their lives in defense of territory that was rightfully theirs, and Chinese immigrants who toiled to build the western leg of the transcontinental railroad in the nineteenth century. Typical of this silencing of stories in American history is the exclusion of Chinese "paper sons"—young men, many in their early teens, who came to this country with papers that fraudulently established their family relations to an American-born or naturalized father.

The "paper son" phenomenon is not unusual in the history of the Chinese in America; it was a common way to get around the discriminatory immigration laws that prevented many Chinese from coming to the United States. Thus, the stories of "paper sons" should be told as we examine the racist attitudes and policies toward the people who built, shaped, and changed America alongside European immigrants. As former U.S. Congressman Norm Mineta so eloquently puts it, "When one hears Americans tell of the immigrants who built this nation, one is led to believe that all our forebears come from Europe. When one hears stories about the pioneers going West to shape the land, the Asian immigrant is rarely mentioned" (Takaki 6). We need to acknowledge the contributions of extraordinary individuals—"paper sons" such as my uncle, Stanley Hom Lau, who left their families and homeland behind to establish new roots and who made America the unique salad bowl it is today.

Stan Hom Lau was born Lau Hak Khen in the village of Lungdu in South China on August 5, 1932, as the second child of Lau Zhong Kiem and Lee Pui Hong. Stan had four brothers and five sisters—a typical size for families in China, because the Chinese believed that more children meant more hands to help with farming. But this also meant more mouths to feed. Stan's father was a moderately successful rice shop owner who inherited money and property from his father, a sojourner in Australia during the late nineteenth century. Although not wealthy, the Lau family was better off than most people in their village. Young Stan was an athletic child who often swam in the ponds near his village with his friends and played basketball for his champion elementary school team. Stan was an independent and brave child: at the age of nine, he lived with an uncle in the family's rice shop to safeguard it against bandits because, as he recalled, "no one else wanted to." "It was really scary spending the nights there because it was so dark and we didn't have many lights back then. Once, I heard this scratching noise and I thought someone was trying to break in, but it turned out to be our store cat clawing on my bed frame" (Personal Interview). This quality of independence that his parents saw in their second son later reassured them that he would be a good choice to send to America. Personal characteristics that made him a perfect candidate to send to the United States—youth, independence, and bravery—also became

How and where does the writer blend elements of narrative, informative, and/or argument writing?

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the very traits that facilitated survival in a strange land.

The changing policies of the U.S. toward the Chinese during World War II enabled the Lau family to send their second son to America. The alliance with the United States against Japan resulted in a change of attitude and policies toward Chinese immigration to America. The Repeal of the Chinese Exclusion Act in 1943 ended almost six decades of involuntary exclusion of Chinese laborers, who had been blamed for taking jobs away from European Americans; the 1947 amendment to the War Brides Act enabled Asian GIs to marry in Asia and bring their brides back to the United States (Chan 140). These laws opened the doors for immigrants from the Pacific coast: they allowed John Hom, a Chinese- American soldier during the war, to bring the woman he had married on a trip to China (Stan's father's younger sister) and their children to the United States. John Hom had reported earlier to the Immigration and Naturalization Services (INS) that he had a wife, five sons, and a daughter in China; in truth, however, he only had two sons and a daughter. Three other "slots" were intended for "paper sons"; one of those was reserved for 13-year-old Stan.

The "paper son" method that enabled Stan to come to the United States was a common way to get around the exclusionary laws that denied the Chinese access to the immigration rights their counterparts from Europe enjoyed. The Page Law, passed by Congress in 1875, forbade the entry of Asian contract laborers, and the 1882 Chinese Exclusion Law suspended the entry of Chinese laborers for ten years. Chinese exclusion was extended in 1892, again in 1902, and made indefinite in 1904 (Chan 54-55). To overcome the legal obstacles that discriminated against them, some fraudulently claimed Chinese-American citizens as their fathers. Even when the Chinese Exclusion Act was repealed by Congress in 1943, it allowed only a low quota of 105 Chinese per year, making it no better than the original exclusion law (Chan 122). Thus, the "paper son" system continued for those who wanted to come but were still "excluded." Most of the "paper son" slots were given or sold to relatives, cousins, or friends; some were sold to neighbors or strangers.

Uncle John offered the Lau family the opportunity to bring someone over to the U.S. because he had an open slot for a son around Stan's age. Stan's older brother was too old, and his cousin, who was the right age, didn't want to leave his family. Since Stan "didn't care much and no one else wanted to go then," he volunteered. His father had told him it would be disrespectful to refuse such an offer from a relative, and Stan did not want to disregard his father's wishes. Stan's parents felt that he was independent and intelligent enough to survive on his own. Besides, it was a rare opportunity for someone in the family to go abroad; four other sons at home could help with the family business.

The factors that affected Stan's decision were as strong as the factors that had pushed and pulled Asian immigrants before him. One of the major factors pushing him to leave south China was his parents—they wanted to give at least one of their five sons the opportunity to

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live in another country and to bring over the rest of the family some day. Some families considered this as “casting the anchor out,” hoping that some day this “anchor” would bring the rest of the family to the new land. Another push factor was the instability of the time: China had a long history of dynastic conquests and foreign intervention, and many people predicted that with the Communist takeover in 1949, another period of uncertainty was on the horizon. As a safety precaution, it was best if someone in the family was away, even if present conditions did not seem so bad. The image of the U.S. as a place full of opportunities and rewards for those who were willing to work hard became a strong pull for many immigrants. That was the image of America conveyed to Stan by those in his village; his barber, for example, said to him, “Oh boy, you sure are lucky to be going to America. It is Tien Tong (Heaven).” This image of Tien Tong, reinforced by the postcards and pictures of the magnificent Golden Gate Bridge and “a beautiful white house” sent to his family by Uncle John, further allured the hopeful young adventurer. The possibility of living in a grand house and the promise of adventure in a new country attracted many young men like Stan. Despite the uncertainties and hazards, the opportunity to become a “paper son” in America was an opportunity too good to pass up.

Like many others before him, Stan spent six months prior to the trip studying the Hom family background and village information to prepare for the intense INS interview that awaited him once he set foot in America. Stan recalled that he had to “study tedious details like how many steps were in the Hom family house, the birthdays of each member of the family . . . and [other] small details. They even had these books made by others who had gone through the process that detailed some of the questions that might be asked” (Personal Interview). He remembered that he studied day and night because he could not afford to make any mistakes. He felt great sadness about leaving his family and the life he knew, but also new optimism—and great hope—when he finally arrived in San Francisco as an “assumed” son of the Hom family.

Before he could begin a new life, Stan first had to establish his new identity with INS officers through an intensive interview process. He remembered that he had to stay in the government office building on Sansome Street in San Francisco for fourteen days. He recalled that some of the other Chinese there had to stay for weeks, months, even years. He fondly remembered a “fat guy” everyone called “Number One” because he had been there the longest who helped him with the translation during his interview with an INS officer. Stan felt as nervous as any young person faced with a tough situation; yet, because he knew the consequences of failing, he overcame his fear and passed the interview. Stan was finally “released” to join his aunt and uncle to begin a new life in America. Not everyone was as lucky as Stan; many were caught falsifying documents and were deported back to China, where they had to face their families in disgrace. Those who could not face the shame sometimes even went as far as to commit suicide rather than disappoint their family; others, like Stan’s friend Number One, filed lawsuits against the INS in hopes of

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convincing the U.S. government to allow them to stay.

Fortunate enough to begin his new life with his aunt and uncle, Stan's transition to life in America was made less difficult by having relatives who provided him with shelter and food to eat. But life was, nevertheless, hard for young Stan. He characterized his elementary school experience as "extremely difficult" because he was older than most of the other students in his sixth grade class. He had not yet learned his ABCs, and already the school was pushing him to learn as much as he could so he could be moved to the seventh grade. Because the school district in Richmond had few immigrant children, there were no ESL (English as a Second Language) programs to help him learn English.

In addition, Stan still worried about the financial situation of his family in China, so he decided to work as soon as he was old enough. He found a job as a bagger in a grocery store in San Pablo that provided a monthly salary of \$40 and boarding above the store. Stan sent \$25 of his salary each month back to his family in China, who in the early 1950s under Communist rule experienced some hard times. His family had written about needing money because the government fined landowners, believing that "all landowners were evil and took everything from peasants and so they deserved to be fined" (Personal Interview). Stan had to borrow money from his uncle because he did not have enough and "had to promise to repay him little by little." At a very young age, Stan took on the responsibilities of an adult without his parents to support him. His sense of independence—one of his strongest traits—convinced him never to give up.

The letters from home were vague about what was really happening in China at the time, because the Chinese government monitored mail going overseas. Stan had little idea about the harsh conditions his land-owning family faced under Mao's Communist regime. Although Stan knew vaguely about the political chaos in China in the 1960s through news reports, he could only speculate about what was actually happening to his family until a few decades later, when he discovered that his own mother had been forced to sit under the blazing sun for a full day and suffer verbal and physical abuse from Red Guards—political extremists who believed that all landowners and small merchants victimize peasant farmers. Cut off from his family physically and knowing little about the conditions they lived in, Stan realized that he was "truly alone" in a strange new land and could rely only on his memories to remain closely attached to his family. Asked to characterize how he felt at the time, he replied: "Life . . . wasn't easy."

The changing relations between China and the United States in the 1950s again affected the fate of Chinese immigration to the U.S. "The Red Scare" caused concern among the American public about Communist infiltration through illegal entry to the United States. The Drumwright Report in 1955 charged "wholesale fraud practices by the Chinese immigrant community" (Lai and Choy 96). Many in the U.S. government believed that "Communist agents were slipping into the country under various guises" (Chan 141). During the

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National Conference of Chinese Welfare Council in 1957, Chinese community leaders and the Justice Department worked out a plan which called for an individual to reveal his true identity; in return, he would be granted immunity from prosecution and deportation (Lai and Choy 96). Among the 8,000 who confessed between 1959-1969, Stan became a naturalized citizen of the United States in 1970. After almost twenty years of living under an assumed name, he once again faced the world as Lau Hak Khen, or Stanley Hom Lau; after many years of living in fear of the INS finding out his real identity and deporting him, Stan no longer hid behind a mask of shame.

Once Stan became a naturalized citizen, he was finally able to begin to fulfill his, and his parents', lifelong dream of bringing his family over to the U.S. Stan brought his 65-year-old father and second-youngest sister to live in his home in Oakland in 1972. He remembered the joy of finally reuniting with his father in America, and how his father always reminded him to bring over his brothers and sisters and their families. Although his father passed away before he could see his wish come true, Stan kept his word and brought the second wave of the Lau family to San Francisco in 1983. The task of helping them settle down, finding them their first jobs, and assisting their adjustment to life in America all fell on the tired shoulders of Stan. In 1989, when the third and last wave of the Lau family came to the United States, Stan again carefully orchestrated their smooth transition to American life.

A grand total of thirty individuals immigrated to the U.S. by the efforts of one amazing individual. When asked how and why he did this, Stan modestly replied, "I was only doing what my parents wanted me to do. I could not forget my family and not bring them here when I had the ability and resources to do so. My reward from this effort was being able to fulfill my father's wishes and see that my nieces and nephews succeeded in America by getting a good education and having a good career."

Stanley Hom Lau began life in America as a "paper son" so that he could live the American dream and live in Tien Tong (Heaven). He discovered that life was not always easy for a young man living in a foreign land without the support of his own family, yet he remained as strong as bamboo that bends in the wind; he did not forget his roots or his family. Although he lived under a false identity, he was true to himself. Because of one man's bravery and dedication to his family, an entire family could relocate from one side of the Pacific to the other and have opportunities they never dreamed possible. The voices of "paper sons" like Stanley Hom Lau should not be silenced; they should be included in history books because these people are an important component of U.S. history—as important as the Irish, German and Russian immigrants were to this country at the turn of the century. For, as Americans, we originally came from many "different shores" (Takaki)—Europe, Africa, the Americas, and Asia.

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Handout 1.3.3 Annotated

The Life of Carmen Alfaro

by Jesse/Fourth Grader

My grandma was an immigrant from El Salvador. In El Salvador, she and her family were very poor. She worked hard to help her family. She had to work hard for food. She worked, washing dishes in a very small diner. At age 13, she worked in a wholesale cosmetic store. She was the second child out of 12 children. She started working at age 11 and full time at age 13. Life was very hard for her at that age.

Finally, my grandma took a bus to California in search of new opportunities and a better lifestyle. When my grandma first came to this country, she taught herself how to read and speak English. How? She bought a Spanish/English dictionary and a Dr. Seuss book and started translating words into English.

After that, she worked as a maid 5 days a week and spent the weekend with my mom. She was 16 years old then. At age 18, she worked at a sewing factory, where she worked really hard to learn more and more about the fashion industry. She even owned her own factory, named after her first daughter—Elizabeth's Fashion. She also owned another called A+ Sewing.

Nowadays my grandma works for a clothing manufacturing company called ABS, owned by Allen Swartz, and she is the production manager. She has raised 3 children and now is helping her son raise his children (me and my brother David). My grandma is now a citizen of the United States and a very successful woman.

How and where does the writer blend elements of narrative, informative, and/or argument writing?

Information about grandma as a hard worker with a hard life as a child.

A short vignette that works of an example of a new opportunity.

Examples of how she worked her way from working for others to learning about a new field of work.

Information and examples of how far she has come.

Handout 1.3.3 Annotated

Miss Sadie

Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her. The old chair squeaking with every sway of her big, brown body. Her summer dresses stained from cooking in her sweet smelling kitchen. I see her gray hair pulled back in that awful, yellow banana clip. Most of all, I hear that voice. So full of character and wisdom.

I used to bring Miss Johnson cookies every summer day of 1988. I miss the days where I would sit in that shabby old porch and listen to her stories. “Melissa!” She would holler. “That ‘chou doin’ here? Come see me and my poor self, have ya?”

She once told me of her grandmother who escaped slavery, back when white men could only do anything, she would say. Her grandma ran for miles without food or water. It wasn’t too long before her master came looking for her and took her home to whip her. I thought of how Blacks are treated today. I sighed. She would sing in her soulful, blaring voice, old negro hymns passed down from her mother and grandmother. I would sit there in amazement.

Once, Jimmy Taylor came walking by us yelling, “Melissa! Whattaya want with that old, fat, Black lady, anyways?”

Before I could retaliate, Miss Johnson said to me, “Now you musn’t. We must feel sorry for that terrible child. His mother must have done gone and not taught him no manners!” She actually wanted me to bow my head and pray for him. (Even though I went to his house and punched him out the next day.)

My friends would tease me for spending the whole summer with Sadie Johnson, “The cuckoo of Connecticut,” they called her. But I’m so very glad I did. She taught me then, to not care what other people thought. I learned that I could be friends with someone generations apart from my own.

My visits became less frequent when school started. I had others things to think about. Boys, clothes, grades. You know, real important stuff.

One day I was thinking, I haven’t seen Miss Sadie in a while. So after school I trotted up to her house amidst the twirling, autumn leaves.

I rang her bell. The door cracked open and the woman adjusted her glasses. “May I help you?”

“Miss Sadie, it’s me, Melissa.”

“I – I,” She stuttered. “I don’t remember,” she said and shut the door. I heard crying. I rang the door again and she screamed, “Please leave!” in a cared, confused voice.

I went home bewildered and my mother told me to stop bothering Miss Sadie. I said I wasn’t bothering her. Mama said, “Miss Johnson has a disease. Alzheimer’s disease. It makes her forget things... people, family even. And so, I don’t want you over there anymore,

How and where does the writer blend elements of narrative, informative, and/or argument writing?

Series of narrated memories to illustrate special times with Miss Sadie that give information about her and the writer’s relationship with her.

Narrative of a time when the writer needed to defend and define that relationship.

Narrative of the last visit with Miss Sadie and information about the Alzheimer’s disease that has changed Miss Sadie and their relationship.

Handout 1.3.3 Annotated

you hear?”

Then, I didn't realize or comprehend, how someone so special to you could forget your own existence when you shared a summer so special and vivid in your mind.

That Christmas I went to bring Miss Johnson cookies. She wasn't there. I learned from a family member that she was in the hospital and that she'd die very soon. As the woman, a daughter maybe, spoke, my heart broke.

“Well, you make sure she gets these cookies,” I said, my voice cracking and tears welling in my eyes.

Today, I've learned to love old people for their innocence, for their knowledge. I've learned to always treat people with kindness, no matter how cruel they may seem. But mainly I've learned, that you must cherish the time spent with a person. And memories are very valuable. Because Miss Sadie no longer sits in her rocking chair on her porch on summer days. I'm glad that I can still see her.

Reflection on lessons learned, the importance of special times with special people and of memories about them.

Handout 1.3.3 Annotated

STANLEY HOM LAU: PAPER SON

by Janet Lau

Our country's history is filled with stories that are ignored: the Japanese Americans who were held against their will in internment camps during World War II, African-American pilots who fought bravely for our country during the second World War, Native Americans who sacrificed their lives in defense of territory that was rightfully theirs, and Chinese immigrants who toiled to build the western leg of the transcontinental railroad in the nineteenth century. Typical of this silencing of stories in American history is the exclusion of Chinese "paper sons"—young men, many in their early teens, who came to this country with papers that fraudulently established their family relations to an American-born or naturalized father.

The "paper son" phenomenon is not unusual in the history of the Chinese in America; it was a common way to get around the discriminatory immigration laws that prevented many Chinese from coming to the United States. Thus, the stories of "paper sons" should be told as we examine the racist attitudes and policies toward the people who built, shaped, and changed America alongside European immigrants. As former U.S. Congressman Norm Mineta so eloquently puts it, "When one hears Americans tell of the immigrants who built this nation, one is led to believe that all our forebears come from Europe. When one hears stories about the pioneers going West to shape the land, the Asian immigrant is rarely mentioned" (Takaki 6). We need to acknowledge the contributions of extraordinary individuals—"paper sons" such as my uncle, Stanley Hom Lau, who left their families and homeland behind to establish new roots and who made America the unique salad bowl it is today.

Stan Hom Lau was born Lau Hak Khen in the village of Lungdu in South China on August 5, 1932, as the second child of Lau Zhong Kiem and Lee Pui Hong. Stan had four brothers and five sisters—a typical size for families in China, because the Chinese believed that more children meant more hands to help with farming. But this also meant more mouths to feed. Stan's father was a moderately successful rice shop owner who inherited money and property from his father, a sojourner in Australia during the late nineteenth century. Although not wealthy, the Lau family was better off than most people in their village. Young Stan was an athletic child who often swam in the ponds near his village with his friends and played basketball for his champion elementary school team. Stan was an independent and brave child: at the age of nine, he lived with an uncle in the family's rice shop to safeguard it against bandits because, as he recalled, "no one else wanted to." "It was really scary spending the nights there because it was so dark and we didn't have many lights back then. Once, I heard this scratching noise and I thought someone was trying to break in, but it turned out to be our store cat clawing on my bed frame" (Personal Interview). This quality of independence that his parents saw in their second son later reassured them that he would be a good choice to send to America. Personal characteristics that made him a perfect candidate to send to the United States—youth, independence, and bravery—also became

How and where does the writer blend elements of narrative, informative, and/or argument writing?

Setting the stage and tone for her claim – "stories that are ignored," "silencing," "exclusion."

Combination of giving background and making a case/arguing for her claim for "acknowledging the contributions" of paper sons.

Information about Stanley – background/characterization of his independence.

Handout 1.3.3 Annotated

the very traits that facilitated survival in a strange land.

The changing policies of the U.S. toward the Chinese during World War II enabled the Lau family to send their second son to America. The alliance with the United States against Japan resulted in a change of attitude and policies toward Chinese immigration to America. The Repeal of the Chinese Exclusion Act in 1943 ended almost six decades of involuntary exclusion of Chinese laborers, who had been blamed for taking jobs away from European Americans; the 1947 amendment to the War Brides Act enabled Asian GIs to marry in Asia and bring their brides back to the United States (Chan 140). These laws opened the doors for immigrants from the Pacific coast: they allowed John Hom, a Chinese- American soldier during the war, to bring the woman he had married on a trip to China (Stan's father's younger sister) and their children to the United States. John Hom had reported earlier to the Immigration and Naturalization Services (INS) that he had a wife, five sons, and a daughter in China; in truth, however, he only had two sons and a daughter. Three other "slots" were intended for "paper sons"; one of those was reserved for 13-year-old Stan.

The "paper son" method that enabled Stan to come to the United States was a common way to get around the exclusionary laws that denied the Chinese access to the immigration rights their counterparts from Europe enjoyed. The Page Law, passed by Congress in 1875, forbade the entry of Asian contract laborers, and the 1882 Chinese Exclusion Law suspended the entry of Chinese laborers for ten years. Chinese exclusion was extended in 1892, again in 1902, and made indefinite in 1904 (Chan 54-55). To overcome the legal obstacles that discriminated against them, some fraudulently claimed Chinese-American citizens as their fathers. Even when the Chinese Exclusion Act was repealed by Congress in 1943, it allowed only a low quota of 105 Chinese per year, making it no better than the original exclusion law (Chan 122). Thus, the "paper son" system continued for those who wanted to come but were still "excluded." Most of the "paper son" slots were given or sold to relatives, cousins, or friends; some were sold to neighbors or strangers.

Uncle John offered the Lau family the opportunity to bring someone over to the U.S. because he had an open slot for a son around Stan's age. Stan's older brother was too old, and his cousin, who was the right age, didn't want to leave his family. Since Stan "didn't care much and no one else wanted to go then," he volunteered. His father had told him it would be disrespectful to refuse such an offer from a relative, and Stan did not want to disregard his father's wishes. Stan's parents felt that he was independent and intelligent enough to survive on his own. Besides, it was a rare opportunity for someone in the family to go abroad; four other sons at home could help with the family business.

The factors that affected Stan's decision were as strong as the factors that had pushed and pulled Asian immigrants before him. One of the major factors pushing him to leave south China was his parents—they wanted to give at least one of their five sons the opportunity to

Historical info about immigration policy & "paper son" response to it.

More historical background

Vignette of how Stanley became a paper son.

Handout 1.3.3 Annotated

live in another country and to bring over the rest of the family some day. Some families considered this as “casting the anchor out,” hoping that some day this “anchor” would bring the rest of the family to the new land. Another push factor was the instability of the time: China had a long history of dynastic conquests and foreign intervention, and many people predicted that with the Communist takeover in 1949, another period of uncertainty was on the horizon. As a safety precaution, it was best if someone in the family was away, even if present conditions did not seem so bad. The image of the U.S. as a place full of opportunities and rewards for those who were willing to work hard became a strong pull for many immigrants. That was the image of America conveyed to Stan by those in his village; his barber, for example, said to him, “Oh boy, you sure are lucky to be going to America. It is Tien Tong (Heaven).” This image of Tien Tong, reinforced by the postcards and pictures of the magnificent Golden Gate Bridge and “a beautiful white house” sent to his family by Uncle John, further allured the hopeful young adventurer. The possibility of living in a grand house and the promise of adventure in a new country attracted many young men like Stan. Despite the uncertainties and hazards, the opportunity to become a “paper son” in America was an opportunity too good to pass up.

Like many others before him, Stan spent six months prior to the trip studying the Hom family background and village information to prepare for the intense INS interview that awaited him once he set foot in America. Stan recalled that he had to “study tedious details like how many steps were in the Hom family house, the birthdays of each member of the family . . . and [other] small details. They even had these books made by others who had gone through the process that detailed some of the questions that might be asked” (Personal Interview). He remembered that he studied day and night because he could not afford to make any mistakes. He felt great sadness about leaving his family and the life he knew, but also new optimism—and great hope—when he finally arrived in San Francisco as an “assumed” son of the Hom family.

Before he could begin a new life, Stan first had to establish his new identity with INS officers through an intensive interview process. He remembered that he had to stay in the government office building on Sansome Street in San Francisco for fourteen days. He recalled that some of the other Chinese there had to stay for weeks, months, even years. He fondly remembered a “fat guy” everyone called “Number One” because he had been there the longest who helped him with the translation during his interview with an INS officer. Stan felt as nervous as any young person faced with a tough situation; yet, because he knew the consequences of failing, he overcame his fear and passed the interview. Stan was finally “released” to join his aunt and uncle to begin a new life in America. Not everyone was as lucky as Stan; many were caught falsifying documents and were deported back to China, where they had to face their families in disgrace. Those who could not face the shame sometimes even went as far as to commit suicide rather than disappoint their family; others, like Stan’s friend Number One, filed lawsuits against the INS in hopes of

Information about history of Chinese as well as Stanley’s family history and family pressures.

Narrative illustrating preparation for immigration

Narrative continued

Handout 1.3.3 Annotated

convincing the U.S. government to allow them to stay.

Fortunate enough to begin his new life with his aunt and uncle, Stan's transition to life in America was made less difficult by having relatives who provided him with shelter and food to eat. But life was, nevertheless, hard for young Stan. He characterized his elementary school experience as "extremely difficult" because he was older than most of the other students in his sixth grade class. He had not yet learned his ABCs, and already the school was pushing him to learn as much as he could so he could be moved to the seventh grade. Because the school district in Richmond had few immigrant children, there were no ESL (English as a Second Language) programs to help him learn English.

In addition, Stan still worried about the financial situation of his family in China, so he decided to work as soon as he was old enough. He found a job as a bagger in a grocery store in San Pablo that provided a monthly salary of \$40 and boarding above the store. Stan sent \$25 of his salary each month back to his family in China, who in the early 1950s under Communist rule experienced some hard times. His family had written about needing money because the government fined landowners, believing that "all landowners were evil and took everything from peasants and so they deserved to be fined" (Personal Interview). Stan had to borrow money from his uncle because he did not have enough and "had to promise to repay him little by little." At a very young age, Stan took on the responsibilities of an adult without his parents to support him. His sense of independence—one of his strongest traits—convinced him never to give up.

The letters from home were vague about what was really happening in China at the time, because the Chinese government monitored mail going overseas. Stan had little idea about the harsh conditions his land-owning family faced under Mao's Communist regime. Although Stan knew vaguely about the political chaos in China in the 1960s through news reports, he could only speculate about what was actually happening to his family until a few decades later, when he discovered that his own mother had been forced to sit under the blazing sun for a full day and suffer verbal and physical abuse from Red Guards—political extremists who believed that all landowners and small merchants victimize peasant farmers. Cut off from his family physically and knowing little about the conditions they lived in, Stan realized that he was "truly alone" in a strange new land and could rely only on his memories to remain closely attached to his family. Asked to characterize how he felt at the time, he replied: "Life . . . wasn't easy."

The changing relations between China and the United States in the 1950s again affected the fate of Chinese immigration to the U.S. "The Red Scare" caused concern among the American public about Communist infiltration through illegal entry to the United States. The Drumwright Report in 1955 charged "wholesale fraud practices by the Chinese immigrant community" (Lai and Choy 96). Many in the U.S. government believed that "Communist agents were slipping into the country under various guises" (Chan 141). During the

Narrative illustrating difficulties of life in America

Narrative and information about establishing himself in his new country

Information about a changing China

Handout 1.3.3 Annotated

National Conference of Chinese Welfare Council in 1957, Chinese community leaders and the Justice Department worked out a plan which called for an individual to reveal his true identity; in return, he would be granted immunity from prosecution and deportation (Lai and Choy 96). Among the 8,000 who confessed between 1959-1969, Stan became a naturalized citizen of the United States in 1970. After almost twenty years of living under an assumed name, he once again faced the world as Lau Hak Khen, or Stanley Hom Lau; after many years of living in fear of the INS finding out his real identity and deporting him, Stan no longer hid behind a mask of shame.

Once Stan became a naturalized citizen, he was finally able to begin to fulfill his, and his parents', lifelong dream of bringing his family over to the U.S. Stan brought his 65-year-old father and second-youngest sister to live in his home in Oakland in 1972. He remembered the joy of finally reuniting with his father in America, and how his father always reminded him to bring over his brothers and sisters and their families. Although his father passed away before he could see his wish come true, Stan kept his word and brought the second wave of the Lau family to San Francisco in 1983. The task of helping them settle down, finding them their first jobs, and assisting their adjustment to life in America all fell on the tired shoulders of Stan. In 1989, when the third and last wave of the Lau family came to the United States, Stan again carefully orchestrated their smooth transition to American life.

A grand total of thirty individuals immigrated to the U.S. by the efforts of one amazing individual. When asked how and why he did this, Stan modestly replied, "I was only doing what my parents wanted me to do. I could not forget my family and not bring them here when I had the ability and resources to do so. My reward from this effort was being able to fulfill my father's wishes and see that my nieces and nephews succeeded in America by getting a good education and having a good career."

Stanley Hom Lau began life in America as a "paper son" so that he could live the American dream and live in Tien Tong (Heaven). He discovered that life was not always easy for a young man living in a foreign land without the support of his own family, yet he remained as strong as bamboo that bends in the wind; he did not forget his roots or his family. Although he lived under a false identity, he was true to himself. Because of one man's bravery and dedication to his family, an entire family could relocate from one side of the Pacific to the other and have opportunities they never dreamed possible. The voices of "paper sons" like Stanley Hom Lau should not be silenced; they should be included in history books because these people are an important component of U.S. history—as important as the Irish, German and Russian immigrants were to this country at the turn of the century. For, as Americans, we originally came from many "different shores" (Takaki)—Europe, Africa, the Americas, and Asia.

Narrative of bringing family to U.S.

Conclusion of Stanley's narrative as the profile or case for her argument

Return to her claim – Stanley's story and voice should not be silenced.

Handout 1.3.3 Annotated

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Analyzing Texts for Text Type Blending and Significance

Title, Author, Purpose, Context for Text	Which text types are blended/combined?	How does the writer make the written piece significant?