

A Tour of Chinatown

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Word count: 149

(p. 12, not including the caption)

Overview

Through a fictional story combined with non-fiction sidebars, students learn about Chinatowns in Canada, Chinese and Chinese Canadian culture, and the history of Chinese immigration to Canada.

Genre

Fiction

Text Features

Boldface type, captions, glossary, headings, italics, labels, photos, pronunciation guides, sidebars, table of contents

Connection

Social Studies

Types of Communities in Canada

Vocabulary

Words that might require clarification include *brisk*, *consulted*, *good fortune*, *guardian*, *light rail transit line*, *meditation*, *preserve*, and *promote*. Additional words are defined in the glossary.

Punctuation

After reading, consider using the text to review with students how to **punctuate text with dialogue**. You might focus on the use of commas when the speaker tag comes before the dialogue, and when the last sentence of dialogue is followed by the speaker tag.

eBook Activities

Using Text Features (page 3); **Inferring** (page 6); **Activating Prior Knowledge** (page 14)

Extensions

Inferring: What purpose or purposes did the author have in writing this book? Why do you think he chose to provide some factual information in fact boxes, rather than including all the information in the story? Did you like the way he used this approach? Why or why not?

Analyzing and Evaluating: Consider discussing with students the meaning of *racism*. Then, guide them in cooperatively developing a list of examples of racism in the book.

Synthesizing: Working with a partner, use information in the book and your own background knowledge or experiences to list challenges any immigrant might face when moving to a new country.

Asking Questions: **AT HOME** What more would you like to know about Derek and/or the Chinatown community? Write three questions you would like to ask Derek. Avoid questions that could be answered with “yes” or “no.”

