

American Born Chinese Gallery Walk

American Born Chinese

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During Reading Strategy: Gallery Walk

Context:

This during reading strategy should be done while reading the novel in the ninth grade. In this particular unit, it is done once students have finished doing the “cultural connections” strategy associated with this unit, since this is an extension of that lesson. This strategy will help further their writing about cultural connections and what understanding they may have about graphic novels so far.

Purpose:

The main purpose of this “Gallery Walk,” based off of Dr. Grierson’s 2012 design, is to have students explore the mentor text through seeing pictures in or about the novel and creating bridges to the text with their writings. This strategy will also guide students through the different parts of the novel that allow for cultural connections to be established and will help them to see how to make such connections. This is a good strategy to use for *American Born Chinese* due to the vast amount of cultural connections that can be established between both American and Chinese cultures. This will also give students an essential skill set to see such references in other novels they read or texts they encounter in the future. Ultimately, this strategy should help students see that texts often relate or reference current events and practices.

Materials Needed:

- Several images from the graphic novel or images of the references in the novel
- Tape or something to post the images around the classroom

Time Allotted:

30-40 minutes

Steps:

1. Before beginning the lesson for the day, collect either 1) several scenes from the graphic novel that portrays cultural references or 2) the real-life references that are alluded to in the graphic novel. Print these out onto pieces of paper; you should have five to six references, and include citations if necessary.
2. Arrange these around the room so that students can walk around them, view them in enough detail, and proceed to the next image with ease. The placement of the images should be in a seamless order so as to simulate walking through an art gallery.

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3. Begin the lesson by having students pull out a piece of paper and a writing utensil. Students will then go to each image and write one of two things (depending on which images you picked for the class):
 - If you picked images from the novel that portray certain cultural references, then have students write about what they think the image is referring to, how they feel about that image, and can they think of an issue related to the reference.
 - If you picked images of the real-life references made in the novel, then have students write about what they think about the image, where in the novel is this referenced, and what is the issue, theme, or idea expressed within the reference.
4. Have students go through every image and answer the questions previously presented. It may help to have these questions written on the board so students can refer back to what they are supposed to be doing.
5. Once students have written about every image, have them return to their seats and talk to neighbors about what they wrote and possible answers to the references.
6. End class by clearing up any questions and guiding students through the different references made within the novel itself or the real-life equivalent.

Assessment:

You can assess students' progress through this strategy in two ways: 1) have a class discussion about what they wrote and possible answers for the images that were posted around the room or 2) have students turn in their writings and go through what they have written to check for understanding of the topic and references. Either way will work for an official assessment, but you can also judge which is necessary by patrolling the room as students engage with the images or listening in on their discussions with their groups.

Example of a Cultural Reference:

This is an example of a cultural reference, which was mentioned in the Concept Analysis. You can choose any references you can find within the novel or references you feel would best match your classroom while reading this novel. The image on the top right, page 43, is a reference to the show *Everybody Loves Raymond* in the image on the bottom right, photo taken from IMDB.com (International Movie Database).

