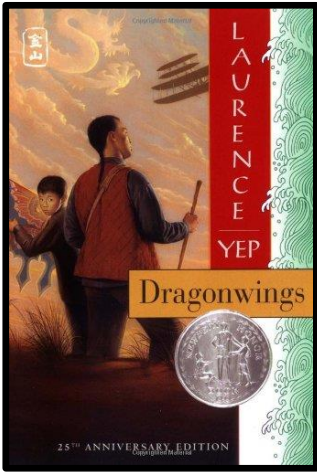


# Using Technology To Understand & Analyze Text



## Objectives:

- Provide a summary of the text distinct from personal opinions or judgments.
- Describe how a story's plot unfolds in a series of episodes.
- Analyze the way in which characters change as the plot moves towards a resolution.
- Analyze how a particular chapter fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Compare and contrast the experience of reading a novel to that of reading a summarized version of the novel (cliff-notes).
- Engage in collaborative discussions regarding a specific text.

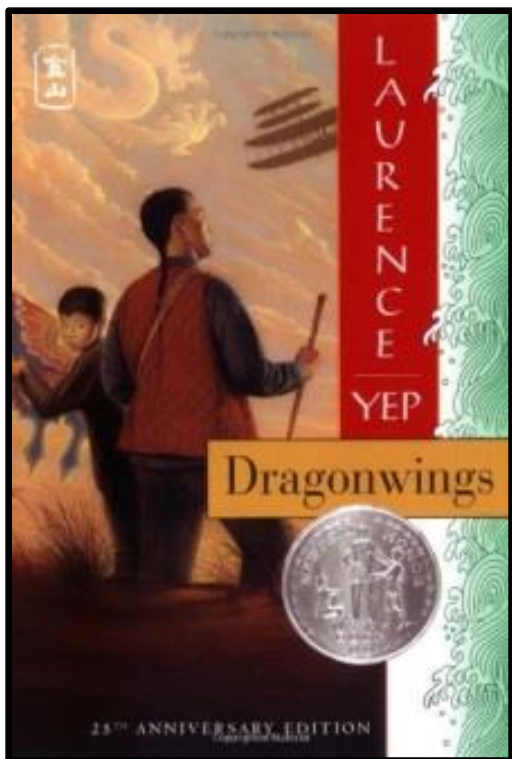
## Procedure:

1. Introduce the exemplar text, *Dragonwings* by Laurence Yep, read the foreword aloud.
2. Assign each student a chapter from the novel.
3. Students independently read the chapter.
4. Pairs of students assigned to the same chapter will discuss the plot of that chapter (summarizing important details and describing characters).
5. Students independently summarize the chapter.
6. Teacher will introduce students to [www.shmoop.com](http://www.shmoop.com) and explain the concept of cliff-notes and brainstorm how one might use these (ex: when a text is too difficult, when you want to quickly learn what a story was about, when you don't have time to read the whole novel).
7. Allow students to work with their original partner to read the abbreviated summary for their specific chapter (using [www.shmoop.com](http://www.shmoop.com)).
8. Partners will work together to write a new/revised summary of their chapter using only 25 words (25 word abstract).
9. Partners will present their best summary to the class (summaries should be presented in chapter order), while the rest of the class completes (Text Overview & Structural Analysis).
10. Within small groups, students should discuss the novel (use the Wrap-Up Questions to guide these discussions).
11. Debrief / Wrap-Up: Think-Pair-Share - How did the use of technology ([www.shmoop.com](http://www.shmoop.com)) enhance your understanding of the text?



## CCSS

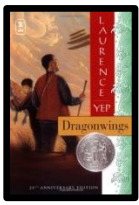
RL.6.2, RL.6.3, RL.6.5,  
RL.6.7, RL.6.10, SL.6.1, &  
SL.6.1a



# OPTIONAL RESOURCES

# Pre-Reading Historical Fiction

# DRAGONWINGS



**Historical Fiction:** Stories set in a specific time period. Generally, the setting is historically accurate, but the characters and events portrayed are from the author's imagination.

**Title:**

**Author:**

**Number of Pages:**

**What can you infer about this text by looking at the cover (front & back)?**

**What is the title of the first chapter?**

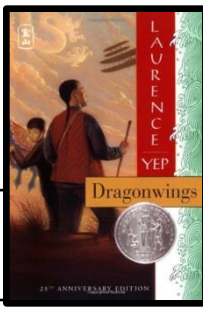
**What is the title of the last chapter?**

**How do you know this is a piece of historical fiction?**

**What do you already know about the time period in which this story is set?**

**Is this the type of story you would read for pleasure? Explain**

# DRAGONWINGS SUMMARY



**Chapter #**

**Title:**

**Describe The Setting:**

**List The Key Characters:**

**Summarize The Chapter's Plot:**

**What made this text difficult to read / understand?**

**Did you enjoy this reading? Why or why not?**

# 25

# DRAGONWINGS

# Word Abstract

**Directions:** After reading [www.shmoop.com](http://www.shmoop.com)'s summary of the chapter, write a new summary using only 25 words.

**Chapter:**

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### 25 Word Abstract:

- Main characters are identified
- Includes key events / details
- Contains 25 words

Explain how your understanding of the chapter has changed after reading [www.shmoop.com](http://www.shmoop.com)'s summary?

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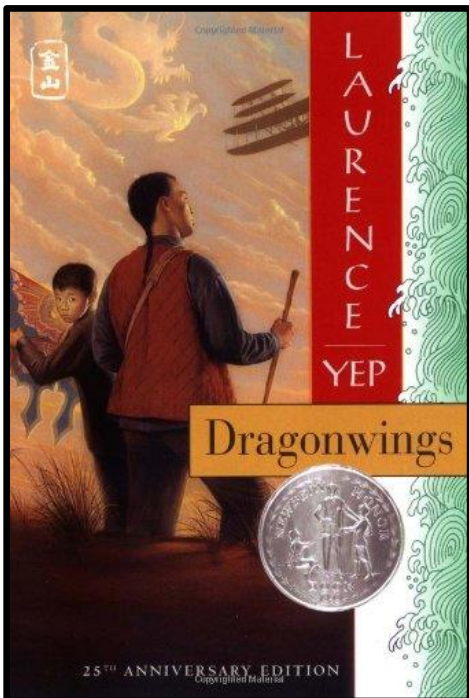
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# DRAGONWINGS: The Novel In Its Entirety

**Directions:** Listen as your classmates summarize each chapter, then create a 1 sentence summary for each.

<b>1</b>	The Land of the Demons (February – March, 1903)
<b>2</b>	The Company (April, 1903)
<b>3</b>	The Dragon Man (April, 1903)
<b>4</b>	Tests (April, 1903 – February, 1904)
<b>5</b>	Windrider's Claws (February, 1904 – May, 1905)
<b>6</b>	The Demoness (May, 1905)

# DRAGONWINGS: The Novel In Its Entirety

**7**

**Educations (May – June, 1905)**

**8**

**Earth, Wind, and Water (June – September, 1905)**

**9**

**The Dragon Wakes (December, 1905 – April, 1906)**

**10**

**Aroused (April – May, 1906)**

**11**

**Exile (May, 1906 – September, 1909)**

**12**

**Dragonwings (September, 1909 – June, 1910)**

# DRAGONWINGS



## Literacy Group Discussion Questions:

1. What made this novel a piece of historical fiction?
2. What did you learn about this historical period that you may not have already known?
3. What culture(s) are represented in this novel?
4. What did you learn about the cultures represented in this novel?
5. How was this text organized? What do you think the author's purpose was for organizing it in this manner?
6. In your opinion, which character changed the most during the novel?
7. Based on your classmates' summaries, which chapter do you wish you had been assigned? Why?
8. How did the chapter that you were assigned fit into the overall structure of the text? How did it contribute to the development of the theme, setting, and/or plot? Would the story have made sense without that chapter? Why or why not?
9. After reading an excerpt from the novel and listening to your classmates' summaries, do you feel that you have an understanding of the novel as a whole? Why or why not?
10. Would you read this book in its entirety? Why or why not?