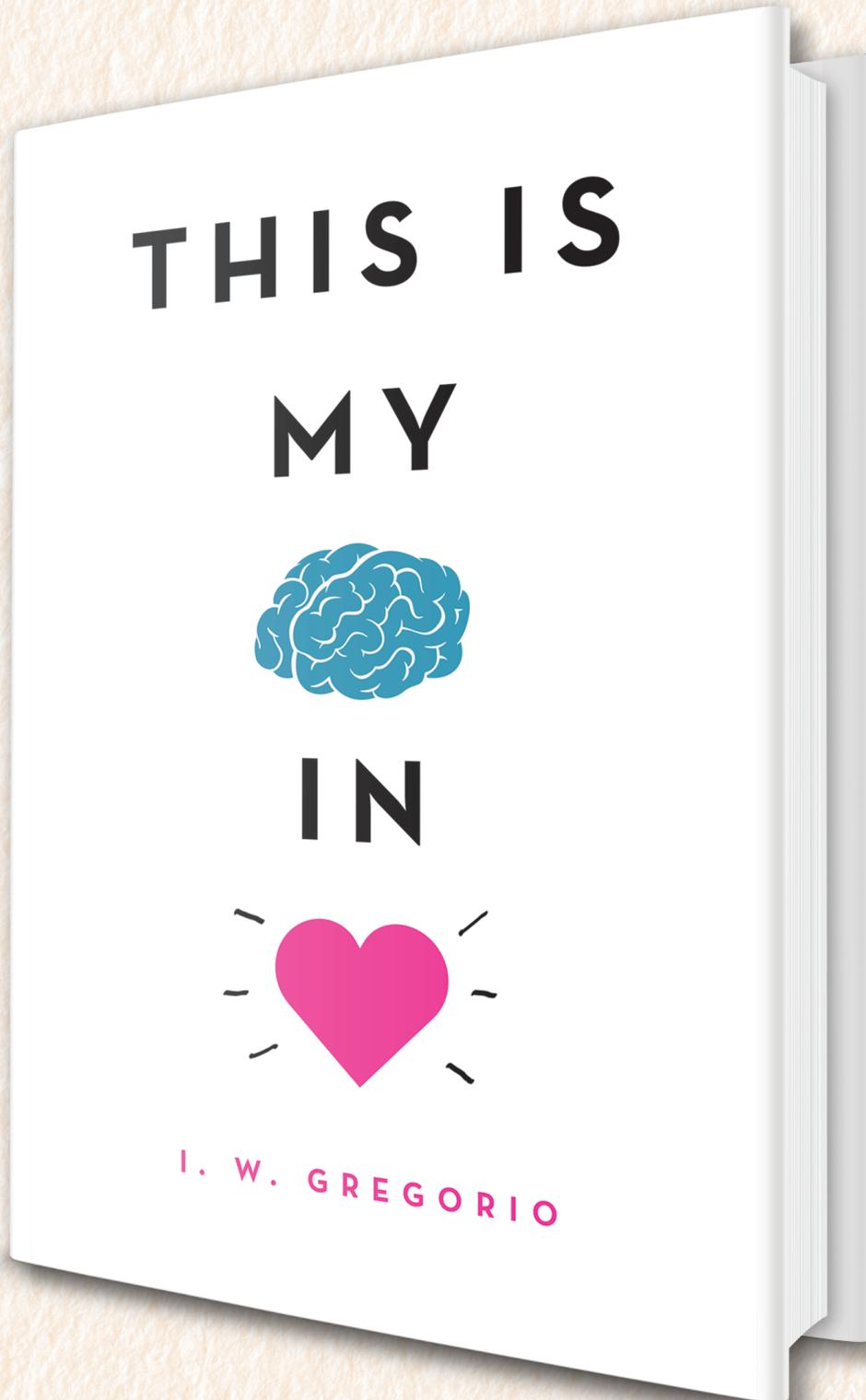


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HISTORICAL PERSPECTIVES ON CHINESE RESTAURANTS IN THE UNITED STATES

by Debbie Yoon

This section reviews some of the political and social circumstances that gave rise to Chinese restaurants in the U.S. and their subsequent decline. In reviewing the text and timeline, readers *This Is My Brain In Love* will have a broader understanding of Chinese immigration in the 1800s and beyond.

Chinese Restaurants in the U.S.

Chinese immigrants have a long history in the U.S. Like many other immigrants, they arrived looking for better ways to live and raise their families. But as the Chinese began to work in the U.S., xenophobia and blatant racist exclusivism greatly restricted the kinds of jobs that they could have. Chinese immigrants were denied citizenship, land ownership, marriage rights, and basic social structures to help them integrate into America.

The U.S. has a clear history of creating barriers to immigration. For example, the Chinese Exclusion Act of 1882 was U.S. legislation to keep the so-called “yellow peril” at bay. With the extreme difficulty of bringing family members over from China, male Chinese immigrants used restaurants as one of the only ways to find loopholes to visas for their families to join them—miscegenation laws prohibited them from marrying people across racial lines.

From 1910 to 1920, restaurants grew in the U.S., mainly fueled by the booming growth in the West, the gold rush in California, and the growing cities joined by the transcontinental railways. Chinese immigrants strived to gain a foothold in the U.S., and their hard work pulled their families and many others into a somewhat sustainable living.

The second wave of Chinese immigrants came to the U.S. as refugees fled the Cultural Revolution and Communist China. A new generation of restaurant owners developed, using tried and true structures already in place since the 1910s. But, as the first few generations of Chinese immigrants became parents of Chinese Americans, the need to continue these restaurants has changed. Parents sacrificed much to make sure that their kids found jobs and opportunities outside the restaurant industry. Resultantly, the family business finds itself facing an uncertain future.

Historical Timeline

- 1830s** Chinese with knowledge of how to make sugar from cane syrup arrive in Hawaii; Chinese work in New York as peddlers, sailors, and small business owners.
- 1848** Gold discovered in California. Chinese miners begin to arrive.
- 1842-52** A series of floods and crop failures in southern China lead to poverty and the threat of famine among peasant farmers.
- 1847** Three Chinese students arrive in New York City for schooling. One of them, Yung Wing, graduates from Yale in 1854 and becomes the first Chinese to graduate from a U.S. college.
- 1850** California imposes the Foreign Miner’s Tax and enforces it mainly against Chinese miners, who were often forced to pay more than once.
- 1852** The first group of 195 Chinese contract laborers arrives in Hawaii. Over 20,000 Chinese enter California.
- 1858** California passes a law to bar entry of Chinese and “Mongolians.”
- 1859** Chinese excluded from San Francisco public schools.

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- 1862** California imposes a “police tax” [link: http://www.cetel.org/1862_tax.html] of \$2.50 a month on every Chinese.
- 1865** Central Pacific Railroad Company recruits Chinese workers for the transcontinental railroad.
- 1867** 2,000 Chinese railroad workers strike for a week.
- 1869** Completion of the first transcontinental railroad.
- 1870** Chinese railroad workers in Texas sue a company for failing to pay wages.
- 1875** Page Law [link: http://www.cetel.org/1875_page.html] in Congress bars entry of Chinese, Japanese, and “Mongolian” sex workers, felons, and contract laborers.
- 1878** *In re Ah Yup* [link: https://en.wikipedia.org/wiki/In_re_Ah_Yup] rules Chinese ineligible for naturalized citizenship.
- 1880** U.S. and China sign a treaty giving the U.S. the right to limit but “not absolutely prohibit” Chinese immigration. Section 69 of California’s Civil Code prohibits issuing of licenses for marriages between whites and “Mongolians, Negroes, mulattoes, and persons of mixed blood.”
- 1882** Chinese Exclusion Law [link: http://www.cetel.org/1882_exclusion.html] suspends U.S. immigration of laborers for ten years.
- 1886** Residents of Tacoma, Seattle, and many places in the American West forcibly expel the Chinese. End of Chinese immigration to Hawaii.
- 1889** *Chae Chan Ping v. U.S.* upholds the constitutionality of Chinese exclusion laws.
- 1898** *Wong Kim Ark v. U.S.* [link: http://www.cetel.org/1898_wongkim.html] determines that Chinese born in the U.S. cannot be stripped of their citizenship.
- 1906** A major earthquake in San Francisco destroys all municipal records, including immigration records. Chinese immigrants are unable to claim they are U.S. citizens and have the right to bring wives and children to America.
- 1910** Angel Island Immigration Station [link: http://www.cetel.org/angel_poetry.html] opens to process and deport Asian immigrants.
- 1913** California passes alien land law prohibiting “aliens ineligible to citizenship” from buying land or leasing it for longer than three years.
- 1915** The U.S. adds restaurants as one of the ways that Chinese immigrants can be granted special visas and sponsor workers as well to join them.
- 1924** Immigration Act denies entry to virtually all Asians.
- 1938** 150 Chinese women garment workers strike for three months against the National Dollar stores (Chinese-owned).
- 1943** Congress repeals all Chinese exclusion laws [link: http://www.cetel.org/1943_repeal.html] and grants the right of naturalization and a very small immigration quota to Chinese (105 per year).
- 1949** 5,000 highly educated Chinese in the U.S. granted refugee status after China institutes a Communist government.

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- 1956** California repeals its alien land laws.
- 1965** Immigration Law abolishes “national origin” as the basis for allocating immigration quotas. Asian countries now on an equal footing with others for the first time in U.S. history.
- 1968** Students strike at San Francisco State University to demand the establishment of ethnic studies programs.

Extensions

Read the following article:

- Nierenberg, Amelia, and Bui, Quoc Trung. “Chinese Restaurants Are Closing. That’s a Good Thing, the Owners Say.” December 24, 2019. From *The New York Times*. <https://www.nytimes.com/2019/12/24/upshot/chinese-restaurants-closing-upward-mobility-second-generation.html>
- You can use the corresponding lesson from *The New York Times*

Read Godoy, Maria. “Lo Mein Loophole: How U.S. Immigration Law Fueled a Chinese Restaurant Boom.” February 22, 2016. From NPR. <https://www.npr.org/sections/thesalt/2016/02/22/467113401/lo-mein-loophole-how-u-s-immigration-law-fueled-a-chinese-restaurant-boom>

Use non-fiction reading signposts to break down how to critically read articles.

BARRIERS TO MENTAL HEALTH TREATMENT

by Marjorie Yap

The following activities explore the barriers individuals face in seeking mental health treatment. Students will create norms that will form the basis of a safe learning community, followed by readings about mental health treatment, with a special focus on why mental health issues might be particular challenging to minority groups. Students will finally participate in a Socratic Seminar in which they discuss the implications of mental health treatment, stigmatization, and *This Is My Brain In Love*.

Needed Materials

- Mostafi, Beata. “Half of U.S. Children With Mental Health Disorders Are Not Treated.” February 18, 2019. From *University of Michigan Health Lab*. <https://labblog.uofmhealth.org/rounds/half-of-us-children-mental-health-disorders-are-not-treated>
- St. John, Tanya. “8 Reasons Racial and Ethnic Minorities Receive Less Mental Health Treatment.” August 2, 2016. From *Arundel Lodge*. <https://www.arundellodge.org/8-reasons-cultural-and-ethnic-minorities-receive-less-mental-health-treatment>
- Duan, Noel. “Why is Mental Health More Stigmatized in Minority Communities?” From *Headspace*. <https://www.headspace.com/blog/2017/10/21/mental-health-minority-communities>
- Illinois State University. “Revised Bloom’s Taxonomy = Question Starters.” <https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf>
- Handout for KWL & handout for Socratic Seminar

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Norms Creation

Before students read and discuss *This Is My Brain In Love*, it is a good idea to create class norms, as the novel deals with sensitive topics that need to be discussed respectfully. This also offers students guidelines so that they know what to do or say in uncertain moments throughout the unit.

- Individually, students will write down three norms (what students will do or what the teacher will do).
- In groups of 3-4, students will share their individual norms. As a group, students will choose their favorite two norms.
- As a whole class, students will share their group's two norms as the teacher writes them down.
- Norms will be posted in visible locations in the classroom for teacher and student reference.

Four Corners

Students will discuss the following statements using Four Corners. In each corner of the room, the teacher will post either "Strongly Agree", "Agree", "Strongly Disagree", or "Disagree."

Students will stand in a particular corner for each statement. Students can also change their mind at any point of the discussion; however, they must provide a reason and explanation.

The teacher should read the following statements aloud one-by-one and allow for students to choose their "corner" in which to stand:

- People should work out their own mental health problems
- Mental illness is for life
- Females are more likely to have mental illness than males
- You can tell just by looking at someone if they have a mental illness
- Only adults have mental illness

Give students time to debrief their decision with fellow classmates.

KWL Chart and Paired Texts

Using a handout (see below), students will create a KWL chart:

- "K" stands for "What do I already know?"
- "W" stands for "What do I want to learn?"
- "L" stands for "What have I learned from this lesson?" about mental health treatment and specific barriers to treatment in minority communities.

First, students will fill out the "K" and "L" portion of the KWL chart about mental health and minority communities. It is okay if the "K" portion is relatively blank.

This Is My Brain in Love

Next, students will read the articles, “Half of U.S. Children With Mental Health Disorders Are Not Treated”, “8 Reasons Racial and Ethnic Minorities Receive Less Mental Health Treatment” and “Why is Mental Health Stigmatized in Minority Communities?”

Finally, students will fill out the “L: portion of the KWL based on their readings of the two articles.

Socratic Seminar

Students will participate in a Socratic Seminar in which they discuss the implications of mental health treatment, mental health treatment and minority groups, mental health stigmatization, and *This Is My Brain In Love*. A Socratic Seminar is a discussion in which students sit in a circle and pose questions to each other.

If the class is larger than 15 students, teachers might try an alternative discussion form consisting of an “inner circle” and “outer circle.” Split the students into two groups. One group will be the “inner circle,” or the students who are actively discussing. The second group will be the “outer circle” or the students observing the discussion. The outer circle group can also be assigned a partner in the inner circle to specifically observe things such as: eye contact, questions asked, questions answered, and active listening. After one round (10-15 minutes), have the inner and outer circle switch places with their assigned partners so that those in the outer circle can now participate in the discussion.

In any case, prior to the Socratic Seminar, students will create four higher level thinking questions based on their readings of the two articles and the novel, *This Is My Brain In Love*.

During the Socratic Seminar, the teacher will act as facilitator and observer, but not as a participant in the conversation. The conversation will be guided by the students. If needed, require that students speak at least three times in the discussion to receive full credit. However, other teachers can run the Socratic Seminar how they deem appropriate.

After the Seminar, pass out slips of paper and ask students to reflect on the following questions:

1. List at least two barriers people face when seeking mental health treatment.
2. What can we do to become advocates for mental health?

Collect these “exit” slips as students leave the classroom.

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K-W-L Chart

K	W	L
What do I already know about barriers to mental health treatment?	What do I want to learn about barriers to mental health treatment?	What have I learned about barriers to mental health treatment?

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Socratic Seminar

After reading the articles, "Half of U.S. Children With Mental Health Disorders Are Not Treated", "8 Reasons Racial and Ethnic Minorities Receive Less Mental Health Treatment" and "Why is Mental Health Stigmatized in Minority Communities?", create *four higher level thinking questions* based on your knowledge of the articles you just read and the novel *This Is My Brain In Love*. Remember, this Socratic Seminar is YOUR discussion! Take the conversation wherever you want.

You may use the following question stems as you create your questions*:

evaluate	create
<ul style="list-style-type: none"> • What criteria would you use to assess _____? • What data was used to evaluate _____? • What choice would you have made _____? • How would you determine the facts _____? • What is the most important _____? • What would you suggest _____? • What is your opinion of _____? • What information would you use to prioritize _____? • Rate the _____. • Rank the importance of _____. • Determine the value of _____. 	<ul style="list-style-type: none"> • What alternative would you suggest for _____? • What changes would you make to revise _____? • How would you explain the reason _____? • How would you generate a plan to _____? • What could you invent _____? • What facts can you gather _____? • Predict the outcome if _____. • What would happen if _____? • How would you portray _____? • Devise a way to _____. • How would you compile the facts for _____? • How would you elaborate on the reason _____? • How would you improve _____?

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Question #1	
Question #2	
Question #3	
Question #4	

You can use the list below as inspiration for your discussion (but you are not limited to these topics!).

- Who tends to have access to healthcare and, specifically, mental health treatment?
- What are some barriers to seeking mental health treatment in general for all people? For minority groups? Discuss the similarities and differences in these barriers.
- Why do minority groups tend to seek mental health treatment less frequently?
- What are the implications for not seeking proper mental health treatment in general? What are the implications for minority groups not seeking proper mental health treatment?
- What can we do to increase access to mental health treatment?
- What are some possible benefits of seeking mental health treatment?
- How can we become advocates for mental health treatment?
- How can we facilitate a conversation with family members or friends who are uncomfortable discussing mental health?
- How do we decrease stigmatization for seeking mental health treatment?
- What are some small, everyday things we can do to increase our wellbeing and mental health?

*Illinois State University. "Revised Bloom's Taxonomy = Question Starters."
<https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf>

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CREATIVE WRITING EXERCISES

Written By Tairan Qiu

This section provides a list of possible creative writing activities that teachers could adapt to their specific classroom contexts. These activities challenge students to write and think in various modes in order to develop their critical literacy and digital literacy skills.

A Note on Using Technology

Many of these activities call for social media accounts. If students are not comfortable with using their personal accounts, here are some options:

- Create a new account on Instagram, Facebook, or Snapchat.
- Use mock social media websites that allow them to create posts with a template and generate pictures. For example, here is a website for Instagram templates.
- Record the videos or create the pictures, download them, and send them to the teacher separately.

Not all students are tech-savvy or have access to technology. Teachers should provide students with an overview of how these social media platforms can be navigated to make sure all students are on the same page. Or, provide students with alternative options.

Writing Exercises

Campaigns for the Better

Create an online advertisement consisting of eight pictures and/or videos for the novel's "A-Plus Chinese Garden" restaurant on Facebook or Instagram to promote their business. The number eight is a lucky number in Chinese culture, meaning fortune. Consider the following questions before you start:

- What is the specific purpose of this campaign? To attract customers or to increase exposure/awareness?
- What hashtags are you going to use? Why?
- What is special about A-Plus Chinese Garden? In what ways can you maximize these specialties in your online campaign?
- What pictures or videos are you going to use in the advertisements? How many are you including?
- How are you going to caption these pictures or videos?

Meme Inside the Brain

Based on Jos and Will's descriptions of how their mental illness and how they deal with it, create a six-picture meme about how the character experiences different contexts.

- Select either Jos or Will.
- Use this sentence stem to caption each picture:
What I look like when _____.
(e.g., *What I look like when I'm alone; What I look like when I'm in front of my parents; What I look like at school; What I look like with friends; What I look like in an interview; etc.*)
- Use the structure of these memes as a template.

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Digital Community Walk

In Jos and Will's daily life, they experience other people's misconceptions about their lives and cultures. They take a courageous step when they start understanding each other's cultural, class, racial, and linguistic backgrounds. Using Instagram stories or Snapchat stories, do a walk in your community to showcase the people, places, and things that are important to you. It could be something you are proud of, something that sustains who you are, something that gives you joy, a problem that you want to solve, or a change you want to make.

- In each post, provide explanations of the places, people, or things that you are showcasing using hashtags, captions, links, music, and/or audio.
- Include at least ten posts or videos in your story.

Blackout Poetry

Using a page of the book, manipulate it to create a blackout poem to advocate for mental illness awareness. Here is a tutorial on how to write blackout poetry. Here is the procedure to create a poem:

- Pick one page of the book that you like the most. Make a copy of it.
- Read the page thoroughly and write out a list of words that stand out to you.
- With a pencil, circle the words that you want to keep. This work is an iterative process and using a pencil allows you to make changes.
- With a sharpie, blackout all of the words that you did not circle (most of the page) and only keep the ones you circled.
- You have your poem!

Speaking Out Against Microaggressions

In the book, Jos, Will, and some of their family members experienced some form of microaggression based on their race, gender, class, and ethnicity. On Tik Tok, sing, dance, or act about your perspectives or experiences of microaggression. This experience could be a scene from the book or your personal experience that you thought of after reading instances of microaggression in the novel. End your video with a message you want to send to your audiences. (Pro tip: if you incorporate some humor and have a relatable script, your Tik Tok might go viral and other people may use your voice-over! Also, searching for #microaggression on Tik Tok may give you some ideas.)

Write a script for your scene before producing it on tape.

Consider these questions:

- Who is your intended audience?
- How many characters do you need to act this out?
- What is the setting?
- How could you amplify the message you want to send?
- What final message do you want to send to your intended audience?

What's the Word?: Connecting to YA Fiction Through Journalism

Written By Diana Liu

Students will develop an understanding of “soft news” by delving into the area of feature writing. Students will examine text features belonging to feature articles, brainstorm topics for their article, and engage in the process of drafting by loosely following the inverted pyramid format. They will also engage in a series of practice exercises to develop a strong lede and angle. Students will understand the purpose of feature writing.

Needed Materials

- Evaluating Ledes Handout
- Rubric for Features Article

What is a Feature Story?

Explain the different types of feature stories:

- Personality profile
- Backgrounders
- Human interest
- In-depth story
- Trend story
- Personality profile

If needed, use a PowerPoint presentation from schooljournalism.org on the characteristics of feature stories.

Locate a feature story from a news source of your choosing. Make copies and distribute to students. After reading the story, students will answer the following questions:

1. What is the significance of the story? How does the writer show that the subject's story is bigger and more important than the experience of one person (or place)?
2. To what extent does the writer insert themselves into the narrative? How does that affect the article's objectivity? How does it affect the article's transparency?
3. How does the writer veer away from traditional news writing? Find examples of literary devices (such as metaphors, similes, imagery, or symbolism).
4. How did the writer report this story? How many sources were used? How much time seems to have spent in the reporting process?
5. Find three particularly powerful quotes. Infer: What questions did the reporter ask in order to get these responses?

Developing a Story Idea

Ask students: What are some challenging issues faced by teens today? What are some issues that we see in our community? What aspects of these issues are silent or unheard?

Then, ask students to brainstorm feature story ideas. Based on their responses, divide students into groups such as *high school*, *neighborhood*, *borough*, *NYC*. Have students generate possible feature story ideas and share out with the whole class.

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Lede Practice

1. Pass out the handout (see below), Evaluating Ledes Practice.
2. Using the handout, students should evaluate the ledes and sort them into a category of “strong” and “weak” feature ledes. Decide which topics are most interesting and which ledes are most effective. As they evaluate the leads, they should formulate guidelines—“Do’s and Don’t’s”—that they can apply to their own stories.
3. After evaluating the ledes, ask students to begin working on a paragraph for their own feature article.

Descriptive Writing Practice

Childhood Photo: Have students write an observation lede from a childhood photo. Have a small collection of magazine and newspaper photos of childhood experiences in case there is a student who does not have a photo.

Allow students, if desired, to read their lede to the class and display their photo on a projector. Then, ask the whole class to write down vivid words, phrases, and imagery about the photo. Direct them to compose imagery that is accurate, precise, and relevant.

Students can also walk to the library or cafeteria to practice descriptive writing using all five senses.

Generating Interview Questions Practice

Give students some options for practicing interviewing:

- Vacation tales:** Allow students to pair up and interview each other about best or worst family vacation.
- Take a plunge:** Take students to the library or cafeteria to interview fellow students. Develop an angle: What makes the student unique?
- Humans of the Neighborhood:** Have students develop portraits of their classmates. Who are they?

Drafting + Working on the Feature Article

Introduce Feature Article rubric (see below) and assign students the final writing of feature article.

Peer Editing

Feature Article Due!

Extensions

- Create a podcast, news segment, or an advertisement video featuring your favorite local food spots! Be sure to highlight two or three people’s interviews or commentary.
- Photojournalism: Take pictures of dishes and traditions around food that belong to your family. In your series of photos, write a descriptive paragraph of the food. In a second paragraph (this might take research!), write about the history behind the origins of this dish, its connections to other cultures, and the customs around the dish.
- Read this college application essay by a high school senior enrolled in Diana Liu’s journalism course. Students can use some of the techniques of feature articles to write college application essays.

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Evaluating Ledes

Evaluate the leads and sort them into a category of “strong” and “weak” feature ledes. Decide which topics are most interesting and which ledes are most effective. As you evaluate the leads, try to formulate guidelines—“Do’s and Don’t’s”—that you can apply to your own stories.

#1: Sitting beside the church, drinking from a bottle of Smirnoff Ice, he thought he had to go in and shoot them.

#2: Twenty teenagers plan their own curriculum and live and work at Freedom House School. All 20 are from welfare families, and most have police records.

#3: Sam Siatta was deep in a tequila haze, so staggeringly drunk that he would later say he retained no memory of the crime he was beginning to commit.

#4: Sgt. David Blaren’s first and favorite assignment was at Fort Meade, Md., where he was a member of the color guard at all Washington Redskins football games. Between Fort Meade and his current assignment were 11 busy years in the U.S. Army.

#5: A group of Californians, hoping to rescue the number of suicides, which some experts believe claim more lives than automobile accidents, is offering “love, concern and a sympathetic audience” for people intent on destroying themselves.

#6: Almost 18,600 students are enrolled in the city’s public schools, but 26 never leave home. The students are unable to attend school because of accidents and illnesses. All are tutored by three teachers from the school system’s House Instruction Department.

#7: The two fieldworkers scraped hoes over weeds that weren’t there.

“Let us pretend we see many weeds,” Francisco Galvez told his friend Rafael. That way, maybe they’d get a full week’s work.

They always tried to get jobs together. Rafael, the older man, had a truck. Galvez spoke English. And they liked each other’s jokes.

#8: The snow burst through the trees with no warning but a last-second whoosh of sound, a two-story wall.

#9: “It must be the most peculiar house in the city,” said Katie Erhmann.

Evaluating Ledes

Evaluate the leads and sort them into a category of “strong” and “weak” feature ledes. Decide which topics are most interesting and which ledes are most effective. As you evaluate the leads, try to formulate guidelines—“Do’s and Don’t’s”—that you can apply to your own stories.

#10: The defendant was an immense man, well over 300 pounds, but in the gravity of his sorrow and shame he seemed larger still. He hunched forward in the sturdy wooden armchair that barely contained him, sobbing softly into tissue after tissue, a leg bouncing nervously under the table. In the first pew of spectators sat his wife, looking stricken, absently twisting her wedding band. The room was a sepulcher. Witnesses spoke softly of events so painful that many lost their composure. When a hospital emergency room nurse described how the defendant had behaved after the police first brought him in, she wept. He was virtually catatonic, she remembered, his eyes shut tight, rocking back and forth, locked away in some unfathomable private torment. He would not speak at all for the longest time, not until the nurse sank down beside him and held his hand. It was only then that the patient began to open up, and what he said was that he didn’t want any sedation, that he didn’t deserve a respite from pain, that he wanted to feel it all, and then to die.

#11: But as the sun rises over Bay Ridge, Brooklyn, Sheik Reda Shata’s new world comes to life. The R train rattles beneath a littered stretch of sidewalk, where Mexican workers huddle in the cold. An electric Santa dances in a doughnut shop window. Neon signs beckon. Gypsy cabs blare their horns.

#12: Demetrius Barr pressed his face to the window of the Los Angeles County Sheriff’s van as it turned left off Little Tujunga Canyon Road. Instead of the sterile grays of the electrified fences, gravel, and metal detectors he had left behind earlier that morning, he saw the mellow greens of sage and laurel, and the toasty browns of dead brush and desert dust.

#13: Election officials in 27 states, most of them Republicans, have launched a program that threatens a massive purge of voters from the rolls. Millions, especially black, Hispanic and Asian-American voters, are at risk. Already, tens of thousands have been removed in at least one battleground state, and the numbers are expected to climb, according to a six-month-long, nationwide investigation.

#14: Kevin said he always thought of himself as relatively “in touch with his own privilege.”

Strong or Weak Feature Ledes?

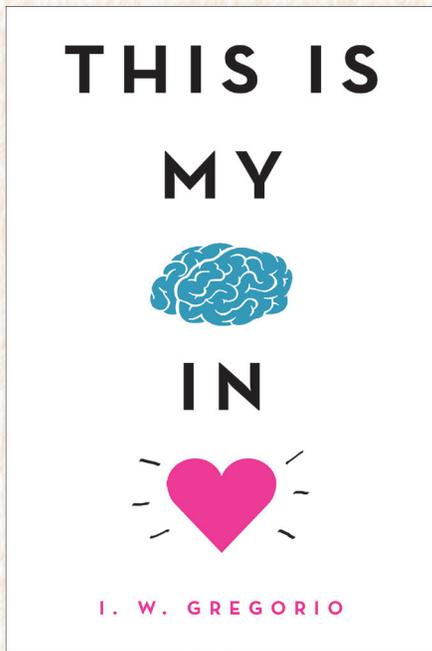
Strong Feature Ledes List the # of the Lede that is "strong."	What Makes This Feature Lede Strong?
Weak Feature Ledes List the # of the Lede that is "weak."	What Makes This Feature Lede Weak?

Informational Writing: Feature Article Rubric

Criteria		3 pts.	2.25 pts	1 pt.	Total pts.
Development: Purpose and Audience	The content is appropriate for the identified purpose and audience.	Strong evidence	Some evidence	Little evidence	3
Development: Main Idea	The main idea is clear to my reader.	Strong evidence	Some evidence	Little evidence	3
Development: Topic	I stay on topic throughout my writing. The topic is clear and fully developed using relevant text-based facts, definitions, concrete details, quotations, or other examples.	Strong evidence	Some evidence	Little evidence	3
Organization: Introduction	My introduction grabs the readers' attention and "sets the stage" for the rest of my writing. I orient the reader by introducing the topic.	Strong evidence	Some evidence	Little evidence	3
Organization: Subtopics	My section headings and paragraphs show where my subtopics begin and end.	Strong evidence	Some evidence	Little evidence	3
Organization: Text Structures	I used a variety of text structures, as appropriate to the content, to organize my writing. Examples: chronological order, cause/effect, problem/solution, description, and compare and contrast.	Strong evidence	Some evidence	Little evidence	3
Voice	I maintain consistency in style and tone throughout my writing.	Strong evidence	Some evidence	Little evidence	3
Word Choice	I used concrete words and phrases, sensory details, and domain-specific vocabulary to clearly convey ideas and establish expertise.	Strong evidence	Some evidence	Little evidence	3
Text Features	I used a variety of text features (5 or more) to add visual interest and support my writing. Examples: titles/headings, photos with captions, graphs, charts, maps, bold print, sidebars, etc.	Strong evidence	Some evidence	Little evidence	3
Conventions	I used indented paragraphs appropriately. I spelled correctly. I used punctuation correctly. I followed capitalization rules.	Strong evidence	Some evidence	Little evidence	3
Notes:					/30

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audiobook downloadable

About the book

Told in dual narrative, *This Is My Brain in Love* is a stunning YA contemporary romance, exploring mental health, race and, ultimately, self-acceptance, for fans of *I Am Not Your Perfect Mexican Daughter* and *Emergency Contact*.

Jocelyn Wu has just three wishes for her junior year: To make it through without dying of boredom, to direct a short film with her BFF Priya Venkatram, and to get at least two months into the year without being compared to or confused with Peggy Chang, the only other Chinese girl in her grade.

Will Domenici has two goals: to find a paying summer internship, and to prove he has what it takes to become an editor on his school paper.

Then Jocelyn's father tells her their family restaurant may be going under, and all wishes are off. Because her dad has the marketing skills of a dumpling, it's up to Jocelyn and her unlikely new employee, Will, to bring A-Plus Chinese Garden into the 21st century (or, at least, to Facebook).

What starts off as a rocky partnership soon grows into something more. But family prejudices and the uncertain future of A-Plus threaten to keep Will and Jocelyn apart. It will take everything they have and more, to save the family restaurant and their budding romance.

about the author



I. W. Gregorio is a practicing surgeon by day, masked avenging YA writer by night. After getting her MD at Yale School of Medicine, she did her residency at Stanford, where she met the intersex patient who inspired her debut novel, *None of the Above* (Balzer + Bray / HarperCollins), which is a 2016 Lambda Literary Award finalist, a Spring 2015 Publishers Weekly Flying Start, an ALA Booklist Top Ten Sports Book for Youth, and a 2015 ABC Children's Group Best Book for Young Readers. It was also named to the 2016 American Library Association Rainbow List. She is proud to be a board member of interACT: Advocates for Intersex Youth, and is a founding member of We Need Diverse Books. Her writing has appeared in *The Washington Post*, *Newsweek*, *Scientific American*, *San Francisco Chronicle*, *San Jose Mercury News* and *New York Post*, among others. She lives in Pennsylvania with her husband and two children. Find her on Instagram and Twitter as @iwgregorio, or on her website at www.iwgregorio.com.

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Praise for the book

- ★ “Deftly navigating issues of race and mental health, as well as giving voice to the reality of American teens born to immigrant families, many of whom grapple with different cultural and familial expectations, **Gregorio has written a heartwarming foodie rom-com.**” —*School Library Journal*
- ★ “Readers will come to this story for dynamic romantic and familial relationships, but they’ll stay for its **smart exploration of depression, anxiety, and self-care.**” —*Publishers Weekly*
- ★ “Both a **sweet love story** and a **tension-packed drama.**” —*BookPage*
- “Amazing story of the struggle to balance love and brains, and instead finding joy. Absolute perfection.”
—Laurie Halse Anderson, bestselling author of *Speak* and *Shout*
- “Anxiety and depression can turn your brain into a fake news factory. With *This Is My Brain in Love*, I.W. Gregorio delivers a **warm, honest, and timely** story about friendship, family, love and asking for help when you need it. The chemistry between Jocelyn and Will is so crackling and **irresistible**, you’ll fall in love, too.”
—Mary McCoy, author of *Printz Honor Book I, Claudia*
- “If there’s only one book you read this year, please let it be *This Is My Brain in Love*! Everyone needs to read this **beautiful and important** book not only because it manages to be both laugh-out-loud funny and grab-a-tissue moving, but it’s a novel that can open eyes, change minds, and hopefully change lives. Gregorio’s writing made my heart hurt even as I was falling in love with Jocelyn and Will, two characters as complex and real as you’ll ever meet on a page.” —Ellen Oh, author of *A Thousand Beginnings and Endings*
- “**Sweet, funny and full of feeling**, *This is My Brain in Love* is a heartfelt and earnest look at mental health in the Asian American community. Gregorio captures so many truths about living with anxiety and depression in a story full of humor, wisdom and generosity. This is a book I needed as a teenager.”
—Kelly Loy Gilbert, author of *Lost Angeles* *Times Book Prize Finalist* *Picture Us in the Light*
- “*This is My Brain in Love* is a **sweet, honest love story** about navigating mental illness, cross-cultural relationships, and self-acceptance. Humor and heart, happy and sad combine into a complex, contemporary romance as perfectly-blended as amah’s dumplings.” —Mackenzie Lee, *New York Times* bestselling author of *The Gentleman’s Guide to Vice and Virtue* and *Loki: Where Mischief Lies*
- “Line by zinging line, I.W. Gregorio’s second novel **delights your brain and steals your heart.** A deliciously, **delicately wrought tapestry of culture, families and the fragile parts of ourselves** that we should all learn to embrace.” —Abigail Hing Wen, author of *Loveboat, Taipei*
- “**Authentic and fresh**, I.W. Gregorio serves up a first-rate romance between two teens whose differences may prove too hot to handle. This is my bookish heart in love.”
—Stacey Lee, award winning author of *Outrun the Moon*