

TEACHER’S Guide to the Middle Grade Historical Novel  
“**THE WIND WILL NOT STOP**”

Dear Educator,

“**The Wind Will Not Stop,**” sets the story of a lonely boy living in Tacoma against the backdrop of a major historical event: the forced expulsion of Chinese immigrants from American towns in the late 1800s.

Eleven-year-old Ty Ritter’s only goal is to get through each day unnoticed. He’s hungry, dirty, and can’t read. He has no idea that in a different part of town, the Chinese are also trying to survive as they face daily persecution and discrimination. Ty soon realizes that life for the Chinese is getting increasingly difficult. Tacoma’s mayor is ramping up pressure to force them out. As the fight against the Chinese reaches its culmination, Ty discovers that he has some talents and skills after all. Will he be able to use these to help his friends? Is he strong enough to make a difference? Or will he return to the way he used to be: a boy who doesn’t dare dream of a better life.

The events in Tacoma in 1885 provide the book’s framework but the story itself is about a boy’s journey to self-awareness. As Ty expands his world, he learns about the complexities of social justice.

**The Wind Will Not Stop** is a story that deals with racism and discrimination. Ty learns about the richness that diversity brings to a community. Yet the majority of his town wants the Chinese population to leave. The book presents readers with the hardships and dilemmas that different ethnic groups faced in America in the 1800 and early 1900s. Readers can reflect on how these ethnic groups survived and are challenged today in America.

Illustrations for the book come from photos and drawings of the 1880s (ala Jack Finney’s “**Time and Again**”).

This guide is aligned to Common Core State Standards for English Language Arts and History and Social Studies for 6<sup>th</sup>-8<sup>th</sup> grades. Use this six-to eight week guide as a comprehensive unit plan or a supplement to an already existing language arts curriculum. The guide offers a pre-reading activity, differentiated reading guide, reflections and a sample performance task.

## ENDURING UNDERSTANDINGS

### SKILLS

- \*Using context clues to determine meaning of unfamiliar words or phrases
- \* Identify key plot points
- \*Describe characters
- \*Compare and contrast
- \*Make connections to self, text, world
- \*Identify and analyze irony and symbolism
- \*Analyze images
- \*Use best evidence to support ideas

### CONCEPTS

- \*By getting to know people of different races, your world expands.
- \*Discrimination against people who look and act differently is an age-old problem and devastates communities.
- \*Friendships can change a person’s life.
- \*Characteristics and actions of true friends and family include caring for and looking out for one another.
- \*Sometimes you must lose in order to win.

Grade Level: 6<sup>th</sup> grade Length: 6-8 Weeks

### Essential Questions:

- \*Why do people discriminate against people of different ethnicities? What do they gain? What do they lose?
- \*Why do some people—politicians, family members, friends, strangers—act in ways that are “mean.” What might prompt them to act in such a way?
- \*How does Fate play a part in our lives? (Unexpected friendships, lucky or unlucky events, even good or bad weather....)
- \*How does fighting for what you believe change you?
- \*How do friends change you?

### THEMES

- \*The impact of racial prejudices
- \*Why people seek out scapegoats
- \*The value of supportive friends and family
- \*Fighting injustice even when feeling powerless
- \*Taking charge of one’s life

### TEXTS

Anchor Text: **The Wind Will Not Stop**

Supportive Texts:

- \* **Tacoma, its history and its builders; a half century of activity** by Herbert Hunt. 1916
- \* **Straw Hats, Sandals, and Steel: The Chinese in Washington State** by Lorraine Hildebrand 1977
- \***The Chinese Must Go: Violence, Exclusion and the Making of the Alien in America** by Beth Lew-Williams 2018

Supplementary Texts :

**A Girl in Washington Territory** (Paperback) by Ruby Chapin Blackwell

Additional Instructional Resources: **Of Race and Reconciliation**: one-hour documentary

**1885 Chinese Expulsion: Place and People**: a walking tour in Downtown Tacoma

## ASSESSMENTS

### FINAL PERFORMANCE TASK:

Task: You are a writer for The Tacoma Ledger of 1885. You've been assigned to write an editorial on the Chinese situation in Tacoma, supporting the Chinese. You will be responding to anti-Chinese rhetoric of Mayor Weisbach and his supporters, including other newspaper writers.

In your editorial, include facts about Tacoma's Chinese population and how they contributed to the city and America. Your editor wants you to compare and contrast the position of the anti-Chinese to that of the pro-Chinese.

### Final Product:

In this task, you will write an editorial defending the Chinese. Use the sources provided to give important details about the Chinese in Tacoma. Be sure to use evidence from at least three sources. Finally, you will want to point out similarities and differences in the arguments of pro-Chinese and anti-Chinese.

### SOURCES:

Use the following sources during your research—or find your own.

Source 1: Tacoma Method Website

Source 2: Washington State History Museum Website

Source 3: **Tacoma, its history and its builders**; a half century of activity  
By Herbert Hunt, b. 1869.

Source 4: **Of Race and Reconciliation** (one-hour documentary about anti-Chinese violence across the West USA in 1885, including Tacoma.

Source 5: **Straw Hats, Sandals and Steel: The Chinese in Washington State** by Lorraine Hildebrand, 1977

Source 6: **A Narrative of Early Tacoma and the Southern Sound** by Murray Morgan, 1979.

### SCORING

Your work will be scored using a rubric. You should make sure you understand the rubric so that you are able to meet the highest criteria.

#### Your writing should:

\*stay on topic

\*follow a logical sequence of events

\*develop setting and characters

\*include irony and symbolism

\*contain details from three sources

\*use appropriate grammar, punctuation, capitalization, and spelling

Formative Assessments:

\*Daily checks for understanding

\*Part 1, Part 2, and Part 3 Reflections

CCSS (Common Core State Standards, adopted by Washington State) ANCHOR STANDARDS 6<sup>th</sup>-8<sup>th</sup> GRADES

READING: Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to one another and the whole.

Integration of Knowledge and Ideas

1. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING: Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Research to Build and Present Knowledge

1. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### LISTENING & SPEAKING

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of language.

#### Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### PRE-READING ACTIVITIES

*SCHEMA BUILDING* (Schema is a mental structure to help us understand how things work.)

Directions: Students should view the videos, images, and maps listed below. For each, ask students what they notice.

- Watch **Of Race and Reconciliation**, a one hour documentary about anti-Chinese violence across the Western United States in 1885 including Tacoma.
- Explore other videos, artworks, and primary source photographs, including **Genthe's Photographs of San Francisco's Old Chinatown**.

- Examine a map of China and the areas from which the Chinese immigrated. Examine a map of the United States and trace the railroad from east to west which many Chinese men worked to build.

### ANTICIPATION GUIDE

Directions: Students should read each statement and circle “agree” or “disagree.” To promote critical thinking and discussion, as a class, read each statement and then have students move to an area marked “agree” or “disagree.” Students should explain why they agree or disagree with each statement.

1. Immigrants should do everything possible to be like the other people in their new country. **A or D**
2. When jobs are hard to find, American citizens should have first crack at those jobs. **A or D**
3. People who are of a different race than you often have different morals and beliefs. **A or D**
4. I have nothing in common with an immigrant. **A or D**
5. The way we treat immigrants in America has changed greatly since 1885. **A or D**

### PREPARE TO READ

Directions: After completing Schema Building and Anticipation Guide, students should complete the “Know and Wonder” section of the chart. As students read *The Wind Will Not Stop*, they can list what they learn in the “Learn” column.

KNOW:

WONDER:

LEARN:

### PART 1

Look at the cover and images in Part 1. What do you see? What would it be like living in the Northwest Territory in 1885? What would be easier? More fun? What would be harder? Less fun?

### PART 2

Think of the different ways immigrants came to America, specifically why and how the main Chinese characters from the book came. Mr. and Mrs. Low came to start a business. Hop Sun came to work as a laborer. Li was kidnapped and sent to America against her will. Compare how their stories were alike and how they were different. Despite why they came, they all decided to not return to China. Talk about their reasons for not wanting to go back.

### PART 3

Before beginning Part 3, ask students to compare Jacob Weisbach's experience as an immigrant to Mr. Low's experience as an immigrant. How were they alike? How were they different? Why do students think Mayor Weisbach wasn't more sympathetic to the Chinese immigrants' plight?

## POST-READING ACTIVITIES

### Reflection Guide

After finishing the book, students should revisit each statement and mark if they agree or disagree. Invite students to share why they agree or disagree—especially if they have changed their mind.

1. Immigrants should do everything possible to be like the other people in their new country. **A or D**
2. When jobs are hard to find, American citizens should have first crack at those jobs. **A or D**
3. People who are of a different race than you often have different morals and beliefs. **A or D**



4. I have nothing in common with an immigrant. **A or D**
5. The way we treat immigrants in America has changed greatly since 1885. **A or D**

### RESPONSE TO READING

Directions: Throughout this book, students listed things that they learned in a KWL (Know, Want to Know, Learned) chart. Now students have the opportunity to synthesize this information. Listed here are a few options that allow students to show what they've learned.

Proverbs: Write three proverbs which reflect lessons learned from the book.

Poem: Write a poem similar to the ones found by Mrs. Low. Perhaps one could be on friendship, another on mountains, another on a favorite pet.

Trunk memorabilia: Use a shoe box as a trunk (like the one Ty found in his barn). Place six items in there to represent important details from **The Wind Will Not Stop**. For each item, write 3-5 sentences telling why the item is important to the story.

Picture: Wagons were used as floats in the Fourth of July parade. If the Chinese were represented in the parade, what would their float look like? Draw or create a picture of the float.

### FINAL PERFORMANCE TASK

#### FINAL PERFORMANCE TASK:

Task: You are a writer for The Tacoma Ledger of 1885. You've been assigned to write an editorial on the Chinese situation in Tacoma, supporting the Chinese. You will be responding to anti-Chinese rhetoric of Mayor Weisbach and his supporters, including other newspaper writers.

In your editorial, include facts about Tacoma's Chinese population's contribution to the city and America. Your editor wants you to compare and contrast what the anti-Chinese say and what the pro-Chinese say.

#### Final Product:

In this task, you will write an editorial defending the Chinese. Use the sources provided to give important details about the Chinese in Tacoma. Be sure to use evidence from at least three

sources. Finally, you will want to point out similarities and differences in the arguments of pro-Chinese and anti-Chinese.

#### SOURCES:

Use these sources during your research—or find your own.

Source 1: Tacoma Method Website

Source 2: Washington State History Museum Website

Source 3: **Tacoma, its history and its builders**; a half century of activity  
By Herbert Hunt, b. 1869.

Source 4: **Of Race and Reconciliation** (one-hour documentary about anti-Chinese violence across the West USA in 1885, including Tacoma.

Source 5: **Straw Hats, Sandals and Steel: The Chinese in Washington State** by Lorraine Hildebrand, 1977

Source 6: **A Narrative of Early Tacoma and the Southern Sound** by Murray Morgan, 1979.

#### SCORING

Your work will be scored using a rubric. You should make sure you understand the rubric so that you are able to meet the highest criteria.

#### Your writing should:

\*stay on topic

\*follow a logical sequence of events

\*develop setting and characters

\*include irony and symbolism

\*contain details from three sources

\*use appropriate grammar, punctuation, capitalization, and spelling

#### Additional Questions and Activities:

How do people stand up to pressure and threats from more powerful people?

What causes people to seek scapegoats? What is the benefit of having a scapegoat?

Do people who discriminate against those who are not of their race think they are doing something wrong? How do they justify their actions?

Write a biography of Hop Sun, expanding on the details given in the book.

Write a story of what Li's trip on the ship from China to San Francisco might have been like.

History component: Explore the Chinese Exclusion Act of 1882.

Research how other cities reacted to the Chinese in the late 1800s. Portland? Seattle? San Francisco?

Find China on a map. Imagine how long the voyage to America would take.

Research what conditions were like in China in the 1880s. Why would people leave their homeland and family to come to America? What would it take for YOU to leave your family and friends?

Listen to the music of different Chinese instruments.

Compare the game of chess as played in China to the one played in the United States.

The practice of foot binding seems barbaric to us. What are the ramifications of binding a girl's foot?

What do pets bring to our lives? How were Minus and Angel important to Ty?

The girls at Eva's school wanted to take a field trip to Mr. and Mrs. Low's restaurant. Describe what that outing would be like. What would it be like to try new foods?

The images in the book are taken from the time period. Most are of Tacoma during the 1880s.

How can you tell that the town is a new town?

Many streets and some of the buildings from 1885 still exist in Tacoma. What has changed in a town since 1885? What has stayed the same?

When Li and Hop Sun decide to get married, why does Eva think Li could be selling herself again?

Marriages in different cultures are arranged in different ways. What do you think of arranged marriages?

It seems apparent that Ty has a reading disability. What would it have been like in the 1800s to not be able to learn to read or have any sort of a learning disability?

Mrs. Low is always quoting proverbs. Can you explain some of these proverbs?

Read the posters printed up by the anti-Chinese faction. What kind of posters could be written by the pro-Chinese faction?

How does the treatment received by the Chinese in Tacoma in 1885 compare to how they are treated in our country now?

What are other times—in the US or the world—where people have been discriminated against as a group? Why do you think this scenario is repeated over and over?

In what ways does Ty change over the course of the book? What contributes to his changes?

Tell about a time when you failed at something, just as Ty failed at reading. Tell about a time you witnessed one of your peers fail. How did that experience change how you felt about your own failures?

Describe Pa's perception of the Chinese. Describe Mayor Weisbach's. How are they alike? How are they different?

Hop Sun believes "Everything will turn out fine." Do you agree or not? Why or why not?

Think about a time you had to learn something hard. What were the challenges you faced?

What, in your mind, makes a home?