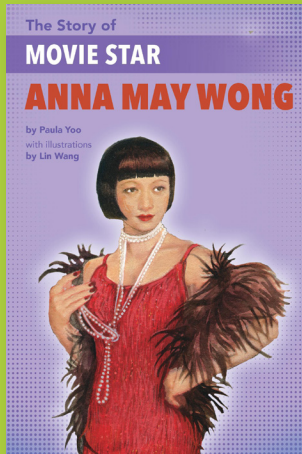


TEACHER'S GUIDE



LEE & LOW BOOKS

The Story of Movie Star Anna May Wong

written by Paula Yoo, illustrated by Lin Wang

About the Book

Genre: Nonfiction Biography

*Reading Level: Grade 6

Interest Level: Grades 3–7

Guided Reading Level: V

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: N/A

*Reading level based on the Spache
Readability Formula

Themes: Asian/Asian American
Interest, Biography/Memoir,
California, China, Courage,
Discrimination, Families, History,
Identity/Self Esteem/Confidence,
Immigration, Nonfiction,
Occupations, Overcoming
Obstacles, Persistence/Grit, Pride,
United States History, Women's
History

SYNOPSIS

Born in 1905, Anna May Wong spent her childhood working in her family's laundry in Los Angeles's Chinatown. Whenever she could afford it, Anna May slipped off to the movies, escaping to a world of adventure, glamour, and excitement. After seeing a movie being filmed in her neighborhood, young Anna May was hooked. She decided she would become a movie star!

Anna May struggled to pursue an acting career in Hollywood in the 1930s. There were very few roles for Asian Americans, and many were demeaning and stereotypical. Anna May made the most of each limited part. She worked hard and always gave her best performance. Finally, after years of unfulfilling roles, Anna May began crusading for more meaningful roles for herself and other Asian American actors. Her spirited determination in the face of discrimination is an inspiration to all who must overcome obstacles so that their dreams may come true.

This chapter book includes black-and-white illustrations as well as sidebars on related subjects, a timeline, a glossary, and recommended reading.



BACKGROUND

The Story Of Series

The Story of Movie Star Anna May Wong is part of LEE & LOW’s Story Of series. Every title in our Story Of chapter book line introduces independent readers to a diverse historical figure with a powerful life story. All books in this series include informative sidebars, highlighted vocabulary words, a timeline, a glossary, photographs and images with captions and labels, a bibliography with complete sources, and recommended reading.

Nonfiction Text Features

The Story of Movie Star Anna May Wong has different nonfiction text features that readers need to be aware of. The chart below lists the nonfiction features that readers will find. Consider printing or enlarging this chart for students to refer to in your classroom or library.

See the section titled, “Nonfiction Text Features: The Story of Movie Star Anna May Wong” for details on how to teach these features with specific information in the book.

Types of Print	Words that are darker are called bold and words that are slanted are called <i>italics</i> , which point out specific information.
Sidebar	Additional information about a person, time period, or subject that is helpful to understand the story.
Table of Contents	A list of the book’s sections that says what information is in the book.
Timeline	A lists of the dates and years when events happened.
Glossary	An alphabetical list of vocabulary words mentioned in the book and their definitions, located in the back of the book.
Captions	A line underneath a photograph or image that describes what’s in the picture.
Text Sources	A list of the books, images, photographs, and other forms of information that the author used to write the story.
Title	The name of the chapter (that’s usually larger in size and in a different font) that describes the text and information that follows.
Label	A word that tells the name of the part of the photograph or image.

Additional LEE & LOW titles in The Story Of series:

The Story of Tennis Champion Arthur Ashe

written by Crystal Hubbard, illustrated by Kevin Belford

<https://www.leeandlow.com/books/the-story-of-tennis-champion-arthur-ashe>

The Story of Car Engineer Soichiro Honda

written by Mark Weston, illustrated by Katie Yamasaki

<https://www.leeandlow.com/books/the-story-of-car-engineer-soichiro-honda>

The Story of World War II Hero Irena Sendler

written by Marcia Vaughn, illustrated by Ron Mazellan

<https://www.leeandlow.com/books/the-story-of-world-war-ii-hero-irena-sendler>

The Story of Civil Rights Hero John Lewis

written by Jim Haskins and Kathleen Benson, illustrated by Aaron Boyd

<https://www.leeandlow.com/books/the-story-of-civil-rights-hero-john-lewis>

The Story of Olympic Swimmer Duke

Kahanamoku written by Ellie Crow, illustrated by Richard Waldrep

<https://www.leeandlow.com/books/the-story-of-olympic-swimmer-duke-kahanamoku>

VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Content Specific

boiler, damsel, matinee, cinema, heroine, cliff-hanger, “Chinaman,” East Bay, Dai Fou, Chinatown, boarding houses, stardom, shorthand, flapper, *The Red Lantern*, audition, rice powder, Hollywood, Paramount, Warner Bros., RKO, Columbia, picture palaces, intertitles, celluloid, feature film, newsreel, *The Jazz Singer*, talkies, phonographs, projectionist, Bits of Life, Lon Chaney, Chin Chow, Toy Sing, spirit gum, “yellowface,” *Piccadilly*, *The Good Earth*, O-lan, Wang Lung, Paul Muni, Luise Rainer, whitewashing, *Ghost in the Shell*, Scarlett Johansson, *Doctor Strange*, Tilda Swinton, 21, Eugene Ma, *The Last Samurai*, *The Great Wall*, *Iron Fist*, Ed Skrein, Major Ben Daimio, *Hellboy*, Daniel Dae Kim, *Crazy Rich Asians*, Shanghai, *cheongsam*, rickshaw, Chang On, Gold Mountain, *Gum Shan*, California Gold Rush, transcontinental railroad, Chinese Exclusion Act, Immigration and Nationality Act, *Daughter of Shanghai*

Academic

plume, rumbled, vanished, toiling, scoured, cylindrical, dreary, malice, reluctantly, amused, discrimination, prohibited, socialize, reenact, snarled, imitating, grudgingly, praising, expressive, diligence, temperate, synchronize, ruckus, forbade, stereotypes, submissive, domineering, demeaning, dignified, interracial, conceived, trivializes, philosophy, ambassadors, heritage, authentic, unsympathetic, animosity

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What do you know about the acting profession? What do actors do? Who are some of your favorite actors, and why? Do you think it would be difficult to be an actor? Why or why not?
2. What do you know about the pressures of the acting profession? How are actors criticized? What have you heard about actors that may not be positive? Why do you think you hear those things?
3. What is discrimination? What does discrimination look like? Is discrimination still a part of our society today? Why or why not?
4. What is a stereotype? How would you describe what a stereotype looks like? How are stereotypes harmful?
5. What do you know about the history of Hollywood and movies? Why are the late 1920s to the 1940s referred to as the “Golden Age of Hollywood?” What do you think it was like to be a person of color acting in Hollywood during this time period? Do you think Hollywood has changed for actors of color today? Why or why not?
6. What do you know about discrimination in Hollywood? What do you think stereotypes look like in Hollywood, specifically television and movies?
7. Explain what persistence means to you. What does it mean to persist? How do you continue to persist, even if something is difficult or frustrating?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. **Book Title Exploration:** Talk about the title of the book, *The Story of Movie Star Anna May Wong*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What



information do they think they might learn?
What makes them think that?

2. Read Paula Yoo's biography: Read about Paula Yoo on the back page of the book. Paula also works in the television industry. How do you think her experiences and knowledge might have influenced her to write about movie star, Anna May Wong?
3. Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
4. Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Anna May Wong challenged Hollywood and expectations for actors of color
- why Anna May Wong shattered stereotypes
- what kinds of roles Anna May Wong had to play and why
- the ways in which Anna May Wong paved the way for other actors of color in the entertainment industry

Encourage students to consider why the author, Paula Yoo, would want to share with young people this story about Anna May Wong and her

determination to act.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance

comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

Chapter One: A Daughter's Promise

1. What did Anna May dream of while she was working?
2. What business did Anna May's father own?
3. Where did Anna May live?
4. What did Anna May enjoy the most? What did she wish for?
5. What did Anna May's father tell her when she said people were taunting her with hurtful names?

America's Chinatowns

6. Where did Chinese immigrants live when they first moved to San Francisco?
7. What was *Dai Fou* like? What was significant about it?
8. Where are other Chinatowns located? What can you find there?

Chapter Two: Anna the Actress

9. How did Anna reenact scenes in front of the mirror?
10. How were actresses perceived in Chinese society? What did Anna May's father do to prevent her from acting?
11. What was Anna May's first experience doing film?
12. What did Anna May do after filming *The Red Lantern*? How was she perceived by critics?

The Rise of Hollywood

13. How did Hollywood change over time?



14. Why was California a desirable place to film movies?
15. What were “picture palaces?”
16. How were movies filmed during the 1920s? How did it evolve over the years? What were the important changes that were made during the mid-1900s?

Chapter Three: A Rising Star

17. What was Anna May’s first big film role? What did they forbid Anna May to do in the movie? Why?
18. What did the makeup artist do to her costar, Lon Chaney? Explain how this was disturbing to Anna May and how she reacted.
19. Why was Anna May not proud of many of her roles? What did she think of her characters and how they portrayed Chinese women?
20. What movie made Anna May famous in Europe?

Chapter Four: Broken Dreams

21. What was the most important movie for Asian American actors in 1935?
22. Why did Anna May want the lead role of O-lan? Who was picked to play the role instead? What did Anna May think about the selection?
23. Why did Anna May go to China?

Whitewashing

24. What is “whitewashing”?
25. What were some movies recently that were criticized for whitewashing?
26. How does whitewashing trivialize the presence of people of color in the media?
27. What happened with the movie *Hellboy* and whitewashing?
28. Why was the movie *Crazy Rich Asians* important?

Chapter Five: Anna in China

29. How was Anna May received when she arrived in Shanghai?
30. What did Anna May do during her visit to China?
31. What did Anna May realize about her father during her time in China? What did she promise to do moving forward in her career?

The Chinese in America

32. What happened to China by the 19th century?
33. What was the California Gold Rush?
34. Why did people, particularly men, from China leave for America? Where were they going? What did they hope for?
35. What happened when Chinese immigrants arrived in America?
36. How were Chinese immigrants critical to the transcontinental railroad? What other businesses were created by immigrants from China?
37. What was the Chinese Exclusion Act of 1882? Why was it created?
38. What was the Immigration and Nationality Act in 1965?
39. What do researchers predict about the Asian population in the United States?

Chapter Six: The Comeback

40. What was the first movie Anna May did when she returned from China? How did she feel about the role, and what did she say about playing that particular character?
41. How did Anna May’s career change during the 1950s?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *The Story of Movie Star Anna May Wong* mean to you after reading?



- How did your perceptions of Anna May Wong change after reading the story?
2. How did Anna May use persistence and determination to achieve her goals? Why did Anna May continue to pursue acting, despite the obstacles and discrimination that she encountered during her career?
 3. How did Anna May's roles affect the way that she viewed herself and her self-esteem? How was stereotyping a part of Anna May's acting career before she visited China? How did her roles have a positive and negative impact on her personally and professionally?
 4. How does being a woman of color in Hollywood affect Anna May's acting career? How is her gender an additional challenge? Why do you think white actors were cast instead of a Chinese-American actress like Anna May?
 5. Why was using yellowface so harmful and hurtful for Asian characters? How does yellowface continue to perpetuate stereotypes?
 6. How did Anna May's family influence her career as an actor? Why did Anna May's dreams conflict with what her father and family envisioned for her? Although Anna May's father is eventually proud of her, do you think he approved of her career as an actress? Why or why not?
 7. In what ways did Anna May overcome the many different obstacles in his life, starting at an early age? What were the different techniques and ways that Anna May overcame racist barriers?
 8. Why were film scholars and people critical of Anna May after her death? What did they come to realize over the years, and why?
 9. What kind of legacy did Anna May leave? How was she impactful for actors and actresses of color? What are the different ways that she is admired and acknowledged today?
 10. How would you describe Anna May to a person who had never heard of her before? What are some of the qualities that you would use to speak about Anna May? What are the most important things to say when explaining Anna May's life and legacy?
 11. Explore the structure of the text. Was it written as chronology, comparison, cause/effect, or problem/solution? Why do you think the author made this choice? How does it compare to other texts you have read?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

1. What is one big thought that you have after reading this book? Think about Anna May's dedication to her acting career and paving the way for women of color in Hollywood. How was she an influential figure, both during her lifetime and now?
2. What do you think the essential message is to the reader? Think about possible motivations behind Paula Yoo's intentions to write the book. What do you think she wanted to tell her readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Anna's experiences, thoughts, and feelings mean to you?
4. Have students make a text-to-text connection. Did you think of any other books while you read *The Story of Movie Star Anna May Wong*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?



ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review each chapter and have students summarize what is happening in the chapter, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about how Anna's story inspired them and how she showed dedication to both acting and addressing stereotyping in Hollywood.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word. Guide students to the glossary at the back of the book for further definitions.
6. Use the text features to help ELL students make sense of what they're reading. The table of contents, chapter titles, callout boxes,

bolded words, and diagrams are all visual aids in helping students prepare to engage with the text.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)
(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Anna May's decision to play controversial and stereotypical character roles is sometimes met with resentment from Asians and Asian Americans. Do you think her critics are justified? Why or why not? In a persuasive essay, have students argue whether or not they think Anna May Wong helped break or reinforce Asian stereotypes. Alternatively, students may argue whether or not Anna May Wong's career and role choices opened more opportunities for Asian Americans on screen.
2. Have students think about expository nonfiction versus narrative nonfiction. How was reading *The Story of Movie Star Anna May Wong* different from reading a newspaper article about Anna May? Have students read the article, "A celebration of Anna May Wong in six films" (<https://www.bfi.org.uk/news-opinion/news-bfi/features/anna-may-wong-six-essential-films>). Then, students can create a Venn Diagram with the headings,



“Narrative Nonfiction: The Story of Movie Star Anna May Wong” and “Expository Nonfiction: “A celebration of Anna May Wong in six films”. Students can compare and contrast the different formats of the texts and the information they learn in both.

3. Encourage students to select a resource from the Text & Sidebar Sources from the back of the book. Students can examine the piece, whether it’s a book, video, photograph, or website, and write a reaction to how they think the author and illustrator were informed by this information and how it helped to develop the book.
4. Consult the Anti-Defamation League (ADL)’s Lesson Plan, “The Movies, the Academy Awards, and Implicit Bias” (<https://www.adl.org/education/educator-resources/lesson-plans/the-movies-the-academy-awards-and-implicit-bias>). Students can reflect on their own experiences and opinions about movies and explore the role of implicit bias and explicit racism. Afterwards, students can investigate what directors, producers, actors, colleges and schools, and the general public can do to increase representation of diverse backgrounds and perspective in movies and television and present their findings in writing.
5. Inspire students to conduct additional research on whitewashing in the media. Some additional articles include, “Why is Hollywood still using yellowface in 2016?” (<https://www.theguardian.com/film/2016/oct/05/yellowface-hollywood-asian-stereotypes-birth-of-a-dragon>), “Casting White People in Asian Roles Goes Back Centuries” (<https://www.history.com/news/yellowface-whitewashing-in-film-america>), and “Yellowface, Whitewashing, and the History of White People Playing Asian Characters” (<https://www.teenvogue.com/story/yellowface-whitewashing-history>). Have students present their findings to the class in a visual format of their choosing and discuss historical and present-day instances

of whitewashing and its implications for continued and persistent racism in the media.

6. Have students watch the video interview with Paula Yoo, author of *Shining Star: The Anna May Wong Story*, the picture book equivalent to *The Story of Anna May Wong* (<https://www.leeandlow.com/writers-illustrators/interviews/paula-yoo-talks-about-her-book-shining-star>). Have students write a journal entry in response to the interview. What did the interview make them think about? What new information did they learn about Anna May Wong and the author, Paula Yoo? What resonated with students the most after reading the interview? What other questions would they like to ask Paula Yoo after reading the chapter book version, *The Story of Movie Star Anna May Wong*?
7. Have students think about the main idea and details for a chapter of their choosing. Looking at the table of contents, have students pick a chapter that interested them. Then, have students write three key details, the most important information, in that chapter. Students can then generate the main idea, or what the chapter was mainly about. Finally, have students form small groups with each student representing a different chapter to share their results.

Details: 1. _____ 2. _____ 3. _____
Main Idea: _____ _____ _____



Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Ask students to research the diversity in Hollywood movies or television from the 1920s to the present day and create an informational poster to present to the class, including relevant timelines and photographs. How has the diversity in Hollywood changed or not changed? What types of racial discrimination and stereotyping did people of color face and still face in Hollywood? Who were instrumental actors of color who broke barriers in the industry? How have they affected people of color in Hollywood? How have their reputations changed or evolved? What progress has been made, if any? Encourage students to examine the “Diversity Gap in the Academy Awards” (<http://blog.leeandlow.com/2014/02/20/wheres-the-diversityhollywood-85-years-of-the-academy-awards/>), “Diversity Gap in Sci-fi and Fantasy Films” (<http://blog.leeandlow.com/2014/07/29/wheres-the-diversity-hollywood-sci-fi-and-fantasy-blockbusters-overwhelmingly-white-male/>), and the “Diversity Gap in the Emmy Awards” (<http://blog.leeandlow.com/2013/09/18/wheres-the-diversity-a-look-at-the-emmy-awards-and-tv/>) studies in their research.
2. Have students examine the timeline in the back of the book, and create a new timeline based on historical events that were occurring during that time period. In order for students to understand the historical context of Anna May’s life, encourage students to research about what other events were happening in that time. Display both enlarged timelines in the front of the class so that students have easy access to both the dates and events. Students can work in groups in different years (i.e. 1920-1930) and then add their events and findings to the class timeline, located below the enlarged timeline from the book.

3. Using a T-chart graphic organizer, students should represent their research about how the Chinese Exclusion Act of 1882 and the Immigration Act of 1924 affected Asians and Asian Americans in the United States. What did these laws limit or prevent? What factors led to these laws? What were the effects? What statement did these laws make to Asians and Asian Americans? How do you think these laws impacted the treatment and portrayal of Asian Americans in American culture? When were these laws repealed? Why were they repealed? Students can reflect in an essay after the T-chart exercise about their reactions to learning about these laws and how it changed their prior thinking.
4. As a follow-up activity, encourage students to research other actors and artists of color who were groundbreaking in their industry. What did they accomplish? How did they raise awareness around the particular cause that they were passionate about? Why did they become activists about this issue, and how were they perceived in their profession? Other Lee & Low titles about actors and artists of color include, *Ira’s Shakespeare Dream* (<https://www.leeandlow.com/books/ira-s-shakespeare-dream>), *Little Melba and Her Big Trombone* (<https://www.leeandlow.com/books/little-melba-and-her-big-trombone>), *In Her Hands: The Story of Sculptor Augusta Savage* (<https://www.leeandlow.com/books/in-her-hands>), and *How We Are Smart* (<https://www.leeandlow.com/books/how-we-are-smart>). Students can select one artist and conduct a research project on that artist and present on their findings in a variety of formats: written essay, visual presentation, a combination of both, and more.

Art/Media

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration,



Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students watch the “Anna May Wong: In Her Own Words” movie trailer (https://www.youtube.com/watch?v=2rdjiMN_NSs). How does Anna May appear? What do you notice about the roles Anna May plays? How does she handle herself on film and in public? What surprises or does not surprise you? What questions do you have? Students can discuss their reactions in small groups or partners, and then share their ideas with the whole class.
2. If possible, have students watch clips from Anna May’s films. An example includes *The Toll of the Sea* (<https://www.youtube.com/watch?v=pgQhyiaAMeY>). Have students write a journal entry in response to watching the clips from Anna May’s films. What do you notice? How is Anna May portrayed? How is racism demonstrated through this particular film? How does it compare to her other films? What do you notice about how the movie is filmed?
3. Anna May struggled with her Chinese-American identity throughout her career. Have students create a mixed-media collage based on their own personal and cultural identities. Each student should include a photograph of herself or himself within the collage, as well as experiment with colored pencils, paints, magazine clippings, text, and other art materials. How will you capture and depict your personality, family background, and different and interconnected identities? What symbols, imagery, words, and colors will you use? How will you organize them? How do the included images or objects represent you? Ask students to present their mixed-media collages in small groups.
4. Help students learn how to view media advertisements with a critical lens and identify stereotypical messages with the Reading Advertisements lesson plan series from Teaching Tolerance (<http://www.tolerance.org/lesson/reading-advertisements>) and the race and ethnicity lesson plan from The Critical Media Project (<http://www.criticalmediaproject.org/cml/topicbackground/>

race-ethnicity/). Have students investigate different media advertisements and those that were criticized for portraying stereotypes. What did those advertisements include, and what would students change and why? What are examples of media advertisements today that had stereotypical messages?

School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. If possible, provide students with a copy of Lee & Low’s *Shining Star: The Anna May Wong Story* (<https://www.leeandlow.com/books/shining-star>). Encourage family members to read the picture book version of *The Story of Movie Star Anna May Wong* at home. Have students and their families talk about what hard work, dedication, and discrimination means to them.
2. Anna May Wong engages and connects with her culture and heritage during her visit to China. Have students bring in something from their family to share with the class. Ask students to write a summary explaining how their item is significant to and representative of who they are.
3. Have students interview a parent or caregiver about what they were passionate about when they were growing up. How was this passion important, meaningful, or enjoyable? Did the person pursue a career in her or his passion? If not, does the person wish she or he had pursued a career in this field or does she or he still enjoy it as a hobby? What does the person think is challenging and rewarding about pursuing a passion as a career? What advice would the person give to someone turning a passion into a career? Students should write down their interviewee’s responses and be prepared to share them in class.



Nonfiction Text Features

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

Types of Print	Point students to the words that are darker in the book, such as typhus epidemic . Why do they think those words are darker, or in bold? What can they use to figure out what the word means if they do not know the meaning? Encourage students to look at the rest of the sentence, and if they still don't know the word's meaning, then point them to the glossary.
Sidebar	When students see: "Typhus," why do they think that the text and format look different from the text on the first few pages in Chapter One? Why do they think that there are these specific parts in the book? What is the point of sidebars? What kind of information can they learn from sidebars?
Table of Contents	Point students to the Table of Contents prior to reading. Why do they think a Table of Contents exists? Why is a Table of Contents important?
Timeline	Show students the timeline in the back of the book. Encourage students to think about why timelines are important. After reading, make photocopies of the timeline and then cut up the different events. Have students rearrange and place the different events in order.
Glossary	Prior to reading, show students the glossary in the back of the book. Why do students think that there is a glossary? What can you find in a glossary? When students read and encounter a bold word, have them go to the glossary and read the definition.

Captions	Ask students why they think there is a line of text next to a photograph, illustration, or diagram. What is the purpose of that line of text, or a caption? How would it be different if there was no caption? Have students look at the photograph of the mothers and children with their hands raised with the caption covered. Have students describe what they see. Then, uncover the caption. Have students describe what they see with the additional knowledge of the caption. How do their feelings about the photograph change when they know the real names of the people in it? Use the caption and the rest of the page to describe the photograph in more detail.
Text Sources	Have students look at the text sources in the back of the book. Why do you think the author chose to include these? Why is it important to show the sources that you used in your writing? Have students select one of the web links (or books if available) and have them look for information that the author could have used in writing the book.
Title	Show students the text that comes after the chapter number. Then, have students read the title of that chapter and make a prediction from the words about what the chapter is going to be about. How does the title of the chapter help them to think about what they're about to read?
Label/Key	Show students the map of Europe in September 1939. Point to the key with the labels for each of the countries in different colors and patterns. What did they learn from this image that they wouldn't have if there wasn't a key with labels? How did the labels help students understand the map better and help them prepare to engage with the rest of the book?

ABOUT THE AUTHOR

Paula Yoo is an author and screenwriter whose children’s books for Lee & Low include *Sixteen Years in Sixteen Seconds*, *Shining Star: The Anna May Wong Story*, and several titles in the Confetti Kids series. Her titles have been recognized by the International Reading Association, the Texas Bluebonnet Award Masterlist, and Lee & Low’s New Voices Award. She and her husband live in Los Angeles, California, where she works in television. You can visit her online at paulayoo.com.

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The Story of Movie Star Anna May Wong

Book Information for

The Story of Movie Star Anna May Wong



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64 pages, 5-1/2 X 8-1/4

*Reading Level: Grade 6

Interest Level: Grades 3–7

Guided Reading Level: V

Accelerated Reader® Level/Points: N/A

Lexile™ Measure: N/A

THEMES: Asian/Asian American Interest, Biography/Memoir, California, China, Courage, Discrimination, Families, History, Identity/Self Esteem/Confidence, Immigration, Nonfiction, Occupations, Overcoming Obstacles, Persistence/Grit, Pride, United States History, Women’s History

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