

Appendix I: Implementing Teaching Standards

This curriculum unit addresses the following Common Core Standards for the State of North Carolina, English/Language Arts, 9th and 10th Grade Reading Standards for Literature:

Under the cluster Reading for Key Ideas and Details

Standard 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

In close reading of Tan's *The Arrival* students will determine the central idea of the novel—immigration—and use details and examples throughout the novel to develop the theme. There are numerous activities that require students to summarize pages of the novel.

Under the cluster Craft and Structure

Standard 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Students will have many opportunities in reading *The Arrival* to analyze Tan's choices concerning the sequence of pictures, perspectives, manipulation of time, use of line, color, texture and borders to structure the novel. Many of his illustrations are perfect examples of how confusion, mystery and loneliness are clearly conveyed through images.

Standard 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Compare and contrast the experiences of characters in story or drama from outside the United States with personal experience.

Shaun Tan is Australian, so his novel is a work of world literature and presents a wonderful opportunity for immigrant readers to compare and contrast their personal experience of immigration with those of the characters in the novel.