

Handout

Analyzing Eriko's Sense of Belonging

Step 1: Collect Moments of Belonging

Directions: Review the text and identify moments where Eriko has an important interaction or comes to a realization or new understanding about herself and her sense of belonging. These moments might be positive or negative, depending on how they impact her. Record your ideas in the chart below and then graph them on the positive-negative line graph on page 3.

Scene Title	What happens in this scene?	Choose a quotation where Eriko has an interaction, realization, or understanding about belonging.	Explain what the quotation suggests about Eriko's sense of belonging.
Rude	Eriko's mother and father are helping their daughter move into her freshman dorm at Duke University, where they meet Eriko's roommate, Chloë, and her parents.	"Oh, yes, right. But where are you really from?"	Eriko seems angry because Chloë's parents assume that because Eriko and her parents look Asian, they cannot be from America or American. The question makes her feel like she's "other."
Guardian Angel	Miho, a student from Japan, joins Eriko's eighth-grade class. Eriko's teacher assigns Eriko to be Miho's "guardian angel" in order to help her adjust to her new school.	"I was suffocating at the bottom of the dogpile that was eighth-grade social hierarchy, struggling to hang on to my elementary school friends as they changed and clawed their way up and away from me."	

<p>Chopsticks, Age 13</p>		<p>“How do you do that?” they asked, not for the first time, and not for the last.</p>	<p>Eriko seems like she has good friends, but she also points out how she is different. Her friends keep asking a question that highlights this difference.</p>
<p>American Citizen</p>	<p>In the summer after eighth grade, Eriko attends sleepaway camp in Japan to improve her Japanese language skills.</p>		
<p>Chopsticks, Age 18</p>	<p>Eriko is out to dinner at a sushi restaurant with Chloë and her mom.</p>	<p>[Chloë’s mom] asks me, “Can you use chopsticks?”</p>	
<p>Double</p>	<p>Eriko tries to order her favorite off-menu drink at a Starbucks in Japan, but the barista cannot understand what Eriko is trying to say.</p>	<p>Eriko: “Well, it should be. That’s the way it works at home.” My mother shrugged. “You are not at home.”</p>	

Step 2: Graph the Belonging Moments

Directions: On the positive-negative line graph, plot each scene by making a bold dot or “X” and writing the title of the scene. Consider whether the events of the scene had a positive or negative impact on Eriko’s sense of self, belonging, or understanding of the world. Then connect the dots to create a line graph.

Positive-Negative Line Graph¹



¹ From Kelly Gallagher, *Deeper Reading: Comprehending Challenging Texts, 4–12* (Portland: Stenhouse Publishers, 2004), 98–100.