Lesson 1

Read: Prepare to Read

Prepare to read by answering the following questions.

1. What is **identity**?

_____

_____

_____

2. What is **perception**?

_____

_____

_____

3. How does the way others **perceive** us shape our **identity**, or how we see ourselves?

_____

_____

_____

_____

_____

Write: Prepare to Write

1. Complete the Preview the Culminating Task Prompt section of the **Culminating Task Tool** in your **student materials**.

Read: Prepare to Read

Prepare to read by reading the following information about when these images were published.

Fan Ho's images explore life in post-World War II Hong Kong, China. After the war, China had to rebuild due to the destruction of many cities and loss of many citizens. These images show daily life and culture during this time period.

Read: Establish Understanding

View the following images in *The Joy Luck Club* Unit Reader.

- *Quarter to Four*
- *Market Promenade*
- *Recollection of Wan Chai*

1. Describe what is happening in each of the three images.

Quarter to Four

_____

_____

_____

_____

Market Promenade

_____

_____

_____

_____

Recollection of Wan Chai

_____

_____

_____

_____

Read: Deepen Understanding

1. Answer the following question about each of the three images.
    - What do the images reveal about China?

Quarter to Four

_____

_____

_____

_____

_____

_____

_____

Market Promenade

_____

_____

_____

_____

_____

_____

_____

Recollection of Wan Chai

_____

_____

_____

_____

_____

_____

_____

2. Answer the following question about each of the three images
   - How does each image reveal elements of American culture and Chinese culture?

Quarter to Four

_____

_____

_____

_____

_____

_____

_____

Market Promenade

_____

_____

_____

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_____

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Recollection of Wan Chai

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Lesson 2

Read: Prepare to Read

Prepare to read by reading the following information about Amy Tan.

Amy Tan was born to immigrant parents from China. She grew up in San Francisco, but moved to Europe in her late teens. While she originally worked with developmentally-disabled children from multicultural families, Tan eventually became a writer of fiction after publishing *The Joy Luck Club* in the late 1980's. *The Joy Luck Club* was a New York Times bestseller.

Read: Establish Understanding

Read the following sections from *The Joy Luck Club.*

- The character list
- The table of contents

1. What do you notice about the characters in *The Joy Luck Club?*

_____

_____

_____

_____

2. What do you notice about the chapters in *The Joy Luck Club?*

_____

_____

_____

_____

3. Make a prediction about the structure of the novel based on the character list and chapter names.

_____

_____

_____

_____

Read: Establish Understanding

Read the following sections from *The Joy Luck Club.*

- The prologue that begins with "The old woman remembered a swan."

1. What are the woman's hopes as she leaves Shanghai?

_____

_____

_____

_____

2. What happens when she arrives in America?

_____

_____

_____

_____

Read: Deepen Understanding

1. Reread the last paragraph of the prologue. What does this paragraph reveal about the woman and her daughter?

_____

_____

_____

_____

2. What does the story about the swan reveal about the immigrant experience?

_____

_____

_____

_____

Read: Establish Understanding

Read the following section, "Jing-mei Woo, The Joy Luck Club," from part I, chapter one, of *The Joy Luck Club.*

- Start at: "My father has asked me to be the fourth corner."
- Stop at: "When I arrive at the Hsus' house."

1. Who is Jing-mei? Who is Suyuan?

_____

_____

2. What is the Joy Luck Club?

_____

_____

Read: Deepen Understanding

1. What do the details of Suyuan's story reveal about her character? Focus specifically on the creation of the Joy Luck Club and her journey to Chungking.

_____

_____

_____

_____

_____

_____

2. Reread the story of the swan in the prologue. How does this story relate to the first part of chapter one?

_____

_____

_____

_____

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Lesson 3

Read: Establish Understanding

Read the following section,"Jing-mei Woo, The Joy Luck Club," from part I, chapter one, "Jing-mei Woo, The Joy Luck Club" of *The Joy Luck Club.*

- Start at: "When I arrive at the Hsus' house."
- Stop at: The end of chapter one

1. What details do we learn about Jing-mei in this chapter?

_____

_____

_____

_____

_____

_____

Read: Deepen Understanding

1. What do Suyuan's words to Jing-mei reveal about how she sees her daughter?

_____

_____

_____

_____

_____

2. What do Jing-mei's words at the Joy Luck table and her internal dialogue reveal about how she views herself?

_____

_____

_____

_____

_____

3. Read the following excerpt from chapter three.

> "Then again, it seemed my mother was always displeased with all her friends, with me, and even with my father. Something was always missing. Something always needed improving. Something was not in balance. This one or that one had too much of one element, not enough of another"(Tan 19).

What does this excerpt reveal about Jing-mei's perspective of her mother?

_____

_____

_____

_____

_____

How does the author use repetition in this section of text to emphasize Jing-mei's feelings about her mother?

_____

_____

_____

_____

_____

4. How does Suyuan view each of her friends? Use direct quotations from the text to support your answer.

Ann-Mei

_____

_____

_____

_____

Lindo (Auntie Lin)

_____

_____

_____

_____

Ying-Ying

_____

_____

_____

_____

5. Reread the section of text that begins on page 31 with "'Tell them stories she told you'" and ends "They go back to eating their soft boiled peanuts."

   How and why does Jing-mei "scare" the older ladies in the Joy Luck Club when she talks about visiting her sisters?

_____

_____

_____

_____

_____

_____

6. Review chapter one, specifically the details used to characterize Jing-mei and Suyuan. Add details to the **Perspective Understanding Tool** in your **student materials**.

Lesson 4

Read: Prepare to Read

Before reading the preface to *The Joy Luck Club*, read the following information about the purpose of prefaces:

A preface is a part of a book that precedes or comes before the actual beginning of the book. Prefaces are generally written by the author and are used to introduce the topic of the book or explain the reason or process of writing the book.

Read: Establish Understanding

Read the preface to *The Joy Luck Club.*

- As you read, focus on what Tan says about storytelling and the importance of experiences.
- Start at: "I am a realist"(page xi).
- Stop at: The end of the preface

1. As you read, list the main points that Tan makes in the preface.

_____

_____

_____

_____

Read: Establish Understanding

1. What experiences from her life did Tan include in her writing?

_____

_____

_____

_____

2. What experiences from her mother's life did Tan use in her writing?

_____

_____

_____

_____

Read: Deepen Understanding

1. How did writing help Tan understand herself and her mother?

_____

_____

_____

_____

2. Read the following excerpt from the preface.

> "Fiction allows me the freedom to **conjure** up scenes, add details from my life or my mother's, alter them—whatever is best for telling a story. It's the ultimate **tag sale**"(Tan xiii).

Define the word **conjure**.

_____

_____

_____

_____

A **tag sale** is another word for a yard sale or a garage sale. How is the writing of fiction similar to a **tag sale**, according to Tan?

_____

_____

_____

_____

3. Add details about Tan's views on writing effective narratives or fiction on the **Narrative Understanding Tool** in your **student materials**.

Lesson 5

Write: Prepare to Write

1. Form a claim in response to the following prompt: How are experiences related to storytelling? Use information from the preface of *The Joy Luck Club* to support your answer.

_____

_____

_____

_____

Write: Develop Work

1. Draft a response to the following prompt: How are experiences related to storytelling? Use information from the preface of *The Joy Luck Club* to support your answer.

_____

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Lesson 1

Read: Establish Understanding

Read part I, chapter two, "An-Mei Hsu, Scar," from *The Joy Luck Club.*

- As you read, note An-Mei's experiences with her mother and grandmother.

1. Summarize An-Mei's story.

_____

_____

_____

_____

_____

_____

_____

_____

Read: Deepen Understanding

1. Compare and contrast the way An-Mei views her mother with the way the rest of An-Mei's family views her mother. Why do their perspectives differ?

_____

_____

_____

_____

_____

_____

_____

_____

2. Read the following excerpt from chapter two.

> "**You must peel off your skin**, and that of your mother, and her mother before her. Until there is nothing. No **scar**, no skin, no flesh" (Tan 41).

What is meant by the phrase "**you must peel off your skin**"?

_____

_____

_____

_____

How is the word "**scar**" used in this excerpt?

_____

_____

_____

_____

How is this excerpt related to the title of the chapter?

_____

_____

_____

3. Describe An-Mei's character. What words, phrases, and events from the chapter develop her character?

_____

_____

_____

_____

4. Review part one, chapter two from *The Joy Luck Club*. Add details about An-Mei to part one of the **Perspective Understanding Tool** in your **student materials**. Use the following guiding questions to help you add details to the tool:
   - How would you describe An-Mei?
   - What words and phrases does Tan use to describe An-Mei?
   - What does the text say to support your responses?

Lesson 2

Read: Establish Understanding

Read part I, chapter three, "Lindo Jong, The Red Candle," from *The Joy Luck Club.*

- As you read, note details about Lindo's life and character.

1. Summarize Lindo's story.

_____

_____

_____

_____

_____

_____

_____

_____

Read: Deepen Understanding

1. How does Lindo's perspective about her own life and home change when she moves into Tyan-yu's home?

_____

_____

_____

_____

2. How does Lindo's perspective about herself change as she spends more time at Tyan-yu's home prior to their marriage? Think specifically about how the work that she does and the skills that she learns affect her.

_____

_____

_____

_____

_____

_____

3. Read the following excerpt from chapter three.

> "But underneath the **scarf** I still knew who I was. I made a promise to myself: I would always remember my parents' wishes, **but I would never forget myself**" (Tan 53).

What **scarf** is being referenced in this excerpt? How is this scarf symbolic?

_____

_____

_____

_____

_____

What internal conflict of Lindo's is apparent in this excerpt?

_____

_____

_____

_____

_____

What does the following phrase mean: ". . . **but I would never forget myself**"?

_____

_____

_____

_____

_____

4. What does Lindo do to the Red Candle? What does this action reveal about her?

_____

_____

_____

_____

_____

5. Describe Lindo's character. What words, phrases, and events from the chapter develop her character?

_____

_____

_____

_____

_____

_____

_____

6. Add details about Lindo to the **Perspective Understanding Tool** in your **student materials**. Use the following guiding questions to help you add details to the tool:
   - How would you describe Lindo?
   - What words and phrases does Tan use to describe Lindo?
   - What does the text say to support your responses?

Lesson 3

Read: Establish Understanding

Read part I, chapter four, "Ying-ying St. Clair," from *The Joy Luck Club.*

- As you read, focus on how Tan uses words and phrases to create Ying-ying's perspective.

1. Summarize Ying-ying's story.

_____
_____
_____
_____
_____
_____
_____
_____

Read: Deepen Understanding

1. How does Ying-ying perceive her daughter? What words or phrases does she use to describe her?

_____
_____
_____
_____
_____

2. How does Ying-ying perceive herself in the past? How does she perceive herself now?

_____
_____
_____
_____
_____
_____

3. What does Ying-ying learn about the Moon Lady? How does this knowledge affect her? Why does it affect her this way?

4. Read the following excerpt from chapter four.

> "And tonight, on the fifteenth day of the eighth moon, I also remember what I asked the Moon Lady so long ago. **I wished to be found**" (Tan 84).

What are the two ways to interpret the phrase "**I wished to be found**"?

What does this excerpt reveal about Ying-ying's perspective?

5. Describe Ying-ying's character. What words, phrases, and events from the chapter develop her character?

_____

_____

_____

_____

6. Review chapter four. Add details about Ying-ying to part one of the **Perspective Understanding Tool** in your **student materials**.

Lesson 4

Read: Establish Understanding

Reread the following section from part I, chapter one "JIng-mei Woo, The Joy Luck Club," from *The Joy Luck Club.*

- As you read, focus on the perspective that others have on the following characters: Suyuan, An-Mei, Ying-ying, and Lindo.
- Start at: "I watch Auntie An-mei make more wonton."
- Stop at: "'It's getting late,' I say after we finish the round."

1. As you read, list what is said about each character.

Suyuan

_____

_____

_____

_____

An-Mei

_____

_____

_____

_____

Lindo

_____

_____

_____

_____

Ying-ying

_____

_____

_____

_____

Read: Deepen Understanding

1. Review your **Perspective Understanding Tool** in your **student materials**. What is each character's perspective of herself, based on the story she told from her youth?

Suyuan

_____

_____

_____

_____

_____

An-Mei

_____

_____

_____

_____

_____

Lindo

_____

_____

_____

_____

_____

Ying-ying

_____

_____

_____

_____

_____

2. What contrasts exist between how these women are perceived and how they perceive themselves?

Lesson 5

Write: Prepare to Write

1. Form a claim in response to the following prompt: How do the perceptions that Lindo, An-Mei, Ying-ying, and Suyuan have of themselves compare and/or contrast with the perceptions that others have of them? Support your claim with evidence from the text.

_____

_____

_____

_____

2. Use your **Perspective Understanding Tool** in your **student materials** to gather evidence that would support your claim.

Use the white space below to gather and organize evidence to support your claim.

Write: Develop Work

1. Draft a response to the following prompt: How do the perceptions that Lindo, An-Mei, Ying-ying, and Suyuan have of themselves compare to the perceptions that others have of them? Support your claim with evidence from the text.

Lesson 1

Read: Prepare to Read

Before reading answer the following question:

1. "I Stand Here Ironing" was published in 1961. What do you know about the time period when this text was published?

_____

_____

_____

_____

Read: Establish Understanding

Read "I Stand Here Ironing" in your ***The Joy Luck Club*** **Unit Reader**.

- As you read, consider how both the narrator and Emily feel about each other.

1. Describe Emily's life as a baby, adolescent, and teen.

_____

_____

_____

_____

_____

_____

Read: Deepen Understanding

1. What difficulties has the narrator, Emily's mother, experienced throughout Emily's life? How have each of the difficulties affected Emily?

_____

_____

_____

_____

_____

2. How does the narrator feel about Emily? Locate and list two to three quotations from the text that support your answer.

3. How does Emily feel about her mother? Locate and list two to three quotations from the text that support your answer.

Lesson 2

Read: Establish Understanding

Reread "I Stand Here Ironing" in your ***The Joy Luck Club*** **Unit Reader**.

- As you read, locate details used to develop the characters of the narrator and Emily.

Read: Deepen Understanding

1. Describe the narrator. What details from the story support this description?

_____

_____

_____

_____

_____

_____

2. Describe Emily. What details from the story support this description?

_____

_____

_____

_____

_____

_____

3. Read the following excerpt from the story.

> "My **wisdom** came **too late**"(Olsen).

What "**wisdom**" is the narrator referencing?

_____

_____

_____

_____

Why does she believe her wisdom came "**too late**"?

_____

_____

_____

_____

_____

_____

What does this excerpt reveal about the narrator's view of herself as a mother?

_____

_____

_____

_____

_____

4. What seems to be the author's message about motherhood in this text? What does the author use to develop this message about motherhood?

_____

_____

_____

_____

_____

5. A narrative is a synonym for "story." What makes "I Stand Here Ironing" an effective narrative?

_____

_____

_____

_____

_____

6. Add details about "I Stand Here Ironing" to the **Narrative Understanding Tool** in your **student materials**.

Lesson 3

Write: Prepare to Write

1. Form a claim in response to the following question: How do the experiences of the mothers in *The Joy Luck Club* and "I Stand Here Ironing" shape their daughters' lives? Use evidence from both *The Joy Luck Club* and "I Stand Here Ironing" to support your answer.

_____

_____

_____

_____

_____

2. Use your **Perspective Understanding Tool** in your **student materials** to gather evidence that would support your claim.

Use the white space below to gather and organize evidence to support your claim.

Lesson 4

Write: Develop Work

1. Draft a response to the following prompt: How do the experiences of the mothers in *The Joy Luck Club* and "I Stand Here Ironing" shape their daughters' lives? Use evidence from both *The Joy Luck Club* and "I Stand Here Ironing" to support your answer.

Lesson 5: Section Diagnostic

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student identify how the mothers' experiences impact their daughters' lives?				
How well can a student use evidence to explain how the mothers' experiences impact their daughters' lives?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form Claims: Analytical	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
Develop ideas: integrate quotations	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
Use Conventions to Produce Clear Writing: Usage	How well can students use words and phrases correctly to clearly communicate ideas?				
Writing Score: _____ /9 Comments:					

Write: Publish Work

1. Create a final draft of your response on the lines below.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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Lesson 1

Read: Establish Understanding

Read the prologue to part II in *The Joy Luck Club.*

- As you read, determine the cause of the conflict between the mother and daughter.

1. Describe the conflict between the mother and the daughter.

_____

_____

_____

_____

_____

Read: Deepen Understanding

1. What is the message of the prologue to part II?

_____

_____

_____

_____

_____

_____

_____

Read: Establish Understanding

Read part II, chapter one, "Waverly Jong, Rules of the Game," in *The Joy Luck Club.*

- As you read, identify the contrasts and/or conflicts within the chapter.

1. List some of the conflicts within the chapter.

_____

_____

_____

_____

Read: Deepen Understanding

1. Describe how Lindo treats Waverly during the beginning, middle, and end of Waverly's chess playing.

_____

_____

_____

_____

_____

_____

2. Read the following excerpt from chapter one and answer the questions that follow.

> "'She not want it. We not want it,' she said, tossing her head stiffly to the side with a tight, proud smile."

How is Lindo's dialogue different from the dialogue of Waverly and her brothers?

_____

_____

_____

_____

What do you notice about the length of the sentences spoken by Lindo? How does this develop Lindo's character?

_____

_____

_____

_____

What do these words reveal about Lindo's character?

_____

_____

_____

_____

3. Choose another example of dialogue from Lindo and explain how it is used to characterize her.

4. What words are used by Waverly to describe her mother? What words are used by Lindo about Waverly after their argument?

5. What characteristics of both Waverly and Lindo are brought out through the progression of Waverly's chess career?

6. Read the following excerpt from chapter one and answer the questions that follow.

> "'I was six when my mother taught me the art of **invisible strength**'"(Tan 89).

What does "**invisible strength**" mean in this excerpt?

_____

_____

_____

_____

_____

List the ways that Lindo teaches "invisible strength" to Waverly.

_____

_____

_____

_____

_____

7. Review part II, chapter one, specifically the details used to characterize Lindo and Waverly. Add details to "Part Two: The Twenty-Six Malignant Gates" section of the **Perspective Understanding Tool** in your **student materials**.

Lesson 2

Read: Prepare to Read

Before reading, read the following information about the author:

Amy Chua is an American-born daughter of Chinese parents. Chua is a graduate of Harvard Law School and is a professor at Yale. She wrote *Battle Hymn of the Tiger Mother* in 2011 about raising her own daughters using very strict rules and expectations.

Read: Establish Understanding

Read "On Generational Decline"from *Battle Hymn of the Tiger Mother* in ***The Joy Luck Club*** **Unit Reader.**

- As you read, identify the claim that Chua develops about immigrants, their children, and their grandchildren.

1. Summarize the differences between the immigrant generation, Chua's own generation, and Chua's daughter's generation.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read: Deepen Understanding

1. Answer the following questions on the Deepen Understanding section of the **Reading Closely Tool** in your **student materials**.
    - What is Chua's claim concerning immigrants and their children/grandchildren?
    - How does she use details and evidence throughout the chapter to support her claim?
2. Answer the following question on the Extend Understanding section of the **Reading Closely Tool** in your **student materials.**
    - Do Waverly and Lindo Jong support Chua's claim about immigrants and their children in "On Generational Decline"? Support your answer with evidence from the text.

3. Read the following excerpt from the book.

> "From the moment Sophia was born and I looked into her cute and knowing face, I was determined not to let it happen to her, not to raise a soft, **entitled** child—**not to let my family fall**"(Chua).

What does the word "**entitled**" mean?

_____

_____

_____

_____

How is the dash used in this sentence?

_____

_____

_____

_____

Explain what is meant by the phrase "**not to let my family fall**."

_____

_____

_____

_____

_____

_____

What does this excerpt reveal about the perspective of the author on parenthood?

_____

_____

_____

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_____

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Lesson 3

Read part II, chapter two, "Lena St. Clair, The Voice from the Wall," in *The Joy Luck Club.*

- As you read, identify the fears of both Lena and her mother.

What are some things Ying-ying tells Lena to be afraid of as a child?

_____

_____

_____

_____

_____

_____

Read: Deepen Understanding

1. What details does the author provide about the characters of Lena and Ying-ying in this chapter? What do those details reveal about the two characters?

_____

_____

_____

_____

_____

_____

_____

2. Describe Ying-ying's parenting style. Provide details from the text that support your answer.

_____

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_____

_____

_____

3. How does Ying-ying's fear affect Lena?

_____

_____

_____

_____

_____

_____

_____

4. Review part II, chapter two, specifically the details used to characterize Ying-ying and Lena. Add details to "Part Two: The Twenty-Six Malignant Gates" section of the **Perspective Understanding Tool** in your **student materials**.

Lesson 4

Read: Establish Understanding

Read "Chinese Mother" in ***The Joy Luck Club*** **Unit Reader.**

- As you read, think about what the author means by the phrase "Chinese mother."

1. What are some things that Chinese mothers allow their children to do?

_____

_____

_____

2. What are some things that Chinese mothers do not allow their children to do?

_____

_____

_____

3. Draft a definition for the phrase "Chinese mother," according to the author.

_____

_____

_____

_____

Read: Deepen Understanding

1. What is Chua's claim in this text? What does she use to support her claim?

_____

_____

_____

_____

_____

_____

_____

2. According to Chua, what factors do cultural differences play in the raising of children?

_____

_____

_____

_____

_____

Read: Extend Understanding

1. Which of the characteristics, if any, of Chua's definition of a Chinese mother does Lindo share? Provide evidence to support your answer.

_____

_____

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_____

2. Which of the characteristics, if any, of Chua's definition of a Chinese mother does Ying-ying share? Provide evidence to support your answer.

_____

_____

_____

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_____

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_____

Lesson 5

Read: Establish Understanding

Read part II, chapter three, "Rose Hsu Jordan, Half and Half," in *The Joy Luck Club.*

- As you read, identify the parenting style of An-Mei.

Read: Deepen Understanding

1. What details does the author provide about the characters of Rose and An-Mei in this chapter? What do those details reveal about the two characters?

_____

_____

_____

_____

_____

_____

2. What are some ways An-Mei interacts with Rose as a parent? How do these interactions influence Rose's character?

_____

_____

_____

_____

_____

_____

3. Review part II, chapter three, specifically the details used to characterize An-Mei and Rose. Add details to "Part Two: The Twenty-Six Malignant Gates" section of the **Perspective Understanding Tool** in your **student materials**.

4. Describe An-Mei's, Lindo's, and Ying-ying's relationships with their daughters. How are they similar and different? How do these relationships affect their daughters? Additional lines are provided on the next page.

_____

_____

_____

Read: Extend Understanding

1. Are Chua's claims about "generational decline" and the Chinese mother supported by An-Mei and Rose's story? Support your answer with details from the chapter. Additional lines are provided on the next page.

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Lesson 1

Read: Establish Understanding

Read part II, chapter four, "Jing-mei Woo, Two Kinds," in *The Joy Luck Club.*

- As you read, identify the parenting style of Suyuan.

1. Summarize the events in the chapter.

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Read: Deepen Understanding

1. What details does the author provide about the characters of Jing-mei and Suyuan in this chapter? What do those details reveal about the two characters?

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2. Describe Suyuan's parenting style. Provide details from the text that support your answer.

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_____
_____
_____

3. How is the relationship between Suyuan and Jing-mei affected by Jing-mei's performance at the talent show?

4. Read the following excerpt from the book and answer the questions that follow.

> "For unlike my mother, I did not believe I could be anything I wanted to be. **I could only be me**" (Tan 154).

According to this quotation, what is the difference between Jing-mei's expectations for herself and her mother's expectations for her?

Read the following sentence: "**I could only be me**." What is the significance of the word "**only**" in this sentence?

What does Jing-mei suggest about her perception of her mother's feelings towards her by the sentence "I could only be me"? Additional lines are provided on the next page.

5. Reread the last two paragraphs in the chapter. What is the significance of the titles of the two songs that Jing-mei plays? How do they relate to her relationship with her mother?

6. Review part II, chapter two, specifically the details used to characterize Suyuan and Jing-mei. Add details to Part Two: The Twenty-Six Malignant Gates" section of the **Perspective Understanding Tool** in your **student materials**.

Lesson 2

Read: Establish Understanding

Reread "On Generational Decline" and "Chinese Mother" in your ***The Joy Luck Club*** **Unit Reader.**

Read: Deepen Understanding

1. What are the claims made by Chua in "On Generational Decline" and "Chinese Mother" from *Battle Hymn of the Tiger Mother.*

    - "On Generational Decline"

_____

_____

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    - "Chinese Mother"

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Read: Extend Understanding

1. For each daughter, determine whether or not she reflects the claims made in "On Generational Decline." Use details from the text to support your answer.

Daughter	"On Generational Decline"
Waverly Jong	
Lena St. Clair	
Rose Hsu Jordan	
Jing-mei Woo	

3. For each mother, determine whether or not she reflects the claims made in "Chinese Mother." Use details from the text to support your answer.

Mother	"Chinese Mother"
Lindo Jong	
Ying-ying St. Clair	
An-Mei Hsu	
Suyuan Woo	

Lesson 3

Write: Prepare to Write

1. Form a claim in response to the following question: How do the main characters in *The Joy Luck Club* accurately or inaccurately reflect Chua's beliefs about "generational decline" in the children of immigrants? Discuss each of the four mother/daughter pairs in your answer.

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2. Use your **Forming Claims Tool** in your **student materials** to gather evidence to support your claim.
3. Use the evidence gathered on your **Forming Claims Tool** in your **student materials** to revise your claim.

Lesson 4

Write: Develop Work

1. Draft a response to the following prompt: How do the main characters in *The Joy Luck Club* accurately or inaccurately reflect Chua's beliefs about "generational decline" in the children of immigrants? Discuss each of the four mother/daughter pairs in your answer.

Lesson 5: Section Diagnostic

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors. Make revisions to your draft response based on your review.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze Chua's claims about the children of immigrants in *The Battle Hymn of the Tiger Mother*?				
How well does the student analyze the characters and motivations of the four pairs of mothers and daughters in *The Joy Luck Club*?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Develop ideas: Develop ideas and reasoning	How well can students use examples, evidence, and descriptions to develop analyses?				
Analyze relationships: Development of ideas	How well can students analyze relationships among the details of a text and how they develop ideas?				
Organize ideas	How well can students group and sequence sentences and paragraphs to create a coherent response?				
Writing Score: _____ /9 Comments:					

Write: Publish Work

1. Create a final draft of your response on the lines below.

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Lesson 1

Read: Prepare to Read

Before reading, read the following information about the article:

The article was first published in *Scientific American* in 2016 by Jordana Cepelewicz, a science writer based in New York City.

1. This article is a scientific article. How does the writing in scientific articles differ from the type of writing in narrative texts like *The Joy Luck Club*?

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Read: Establish Understanding

Read "Like Mother, Like Daughter—The Science Says So, Too" in ***The Joy Luck Club*** **Unit Reader.**

- As you read, determine the claim the article makes about the connection between mothers and daughters.

1. Describe the experiment described in this article.

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Read: Deepen Understanding

1. What is the topic of the article? What facts and statistics did Cepelewicz use to explain the topic?

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2. According to the article, what parts of the brain are similar between mothers and daughters? What do these parts of the brain control?

3. How do scientists hope to use the findings from this study in the future?

Read: Extend Understanding

1. Consider the mothers and daughters in *The Joy Luck Club*. How do their personalities reflect the research from Cepelewicz's article?

Read: Establish Understanding

Read the prologue to part III in *The Joy Luck Club.*

1. Who does the mother see in the mirror? Who does the daughter see?

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_____

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_____

Read: Deepen Understanding

1. How does Amy Tan use the prologue, specifically the scene with the mirror, to develop a message about mothers and daughters?

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2. How does this message relate to the relationships of mothers and daughters in parts I and II of the text?

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Read: Extend Understanding

1. How does the prologue to part III relate to the scientific study described in "Like Mother, Like Daughter—The Science Says So, Too"?

Lesson 2

Read: Establish Understanding

Read part III, chapter one "Lena St. Clair, Rice Husband" in *The Joy Luck Club.*

- As you read, note the ways that Ying-ying influences Lena's character and perspectives.

1. Describe the relationship between Lena and her husband, Harold.

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Read: Deepen Understanding

1. What ability does Lena's mother claim to have? How does this ability affect Lena?

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2. How does Ying-ying's presence influence Lena's perception of Harold? Why does Ying-ying's presence affect Lena in this way?

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4. Reread the following scene from chapter one and answer the questions that follow.

> "And then I see my mother sitting by the open window, her dark silhouette against the night sky. She turns around in her chair, but I can't see her face.
> 'Fallen down,' she says simply. She doesn't apologize.
> 'It doesn't matter,' I say, and I start to pick up the broken glass shards. "I knew it would happen.'
> 'Then why you don't stop it?' asks my mother.
> And it's such a simple question."

Describe what has happened in this scene.

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What could the table from this scene symbolize?

_____

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What does Ying-ying mean when she states: "Then why you don't stop it"?

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How would this scene be different if it was written from Ying-ying's perspective? Include one line of internal dialogue (Ying-ying's thoughts) in your answer. Additional lines are provided on the next page.

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5. What theme does Tan develop in this chapter? What parts of Lena's story develop this theme?

Lesson 3

Read: Establish Understanding

Read part III, chapter two "Waverly Jong, Four Directions" in *The Joy Luck Club.*

- As you read, note the ways that Lindo influences Waverly's character and perspectives.

1. Why does Waverly stop playing chess?

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Read: Deepen Understanding

1. What does the story about the end of Waverly's chess career reveal about the characters of Waverly and Lindo? Support your answer with details from the text.

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2. Describe Waverly and Rich's relationship.

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3. What does Waverly think about Lindo's thoughts of Rich? Why does she think this?

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4. Reread the following scene from chapter two.

> "My mother was doing it again, making me see **black** where I once saw **white**. In her hands, I always became the pawn. I could only run away. And she was the queen, able to move in all directions, relentless in her pursuit, always able to find my weakest spots"(Tan 199).

In chess, the queen is able to move in any direction on the board. Pawns are only allowed limited movements and are often sacrificed to get ahead in the game. Why would Waverly use this metaphor to explain her relationship with her mother?

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What does "**black**" and "**white**" symbolize in this excerpt?

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Based on this excerpt, what is Waverly's perception of the relationship between her and her mother?

Rewrite this excerpt from the perspective of Lindo. Think about how she would describe her relationship with her daughter.

5. How does Waverly's perception of Lindo's feelings affect her thoughts and actions?

6. What theme does Tan develop in this chapter? What parts of Waverly's story develop this theme?

Lesson 4

Read: Establish Understanding

Read part III, chapter three "Rose Hsu Jordan, Without Wood," in *The Joy Luck Club.*

- As you read, note the way that Rose views herself, her mother, and her marriage. Also, note the way An-Mei views Rose and Rose's marriage.

What is happening to Rose's marriage in this chapter?

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Read: Deepen Understanding

1. How does An-Mei perceive her daughter? What evidence from the text reveals this perception?

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2. How does Rose perceive herself? Is it different or similar to the way her mother perceives her?

_____

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3. What does it mean to be "without wood"? How does a person without wood grow strong?

4. How does An-Mei's perception of Rose and Rose's marriage influence a change in Rose?

5. How does Tan use the influence of mother on daughter to develop a theme for the chapter?

6. Review part III, chapters one, two, and three from *The Joy Luck Club*. Add details about the daughters' perceptions of themselves and the mothers' perceptions of their daughters to the American Translation section of the **Perspective Understanding Tool** in your **student materials**. Use the following guiding questions to help you add details to the tool:
    - How would Lena, Waverly, and Rose describe themselves?
    - How would each mother describe their daughter?

Lesson 5

Read: Establish Understanding

Read part III, chapter four "Jing-mei Woo, Best Quality," in *The Joy Luck Club.*

- As you read, note details that reveal Suyuan's perspective and how Jing-mei's narration reveals this perspective.

What do Waverly and Jing-mei argue about?

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_____

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Read: Deepen Understanding

1. What does the argument between Jing-mei and Waverly reveal about each woman? Include details from the text that support your answer.

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2. What is Suyuan's reaction to the argument between Jing-mei and Waverly? What does this reaction appear to reveal about her perception of Jing-mei and Waverly?

_____

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3. Read the following excerpt from chapter four and answer the questions that follow.

> "Only you pick that crab. Nobody else take it. I already know this. Everybody else want best quality. You thinking different"(Tan 233).

What do you notice about the sentence structure of this excerpt? How is this used to characterize Suyuan?

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What does Suyuan imply about Jing-mei when she states "Everybody else want best quality"?

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How does this excerpt reveal Suyuan's perspective of Jing-mei?

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4. What does Suyuan think is the difference between Waverly and Jing-mei? What do her words reveal about her perspective of Jing-mei?

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5. Find two examples of Jing-mei's narration (her explanation of events, description of scenes, etc.) that communicate Suyuan's thoughts, feelings, and perspectives. How do these examples of Jing-mei's narration reveal Jing-mei's feelings about Suyuan?

Read: Extend Understanding

1. What is similar about the stories told in part III of *The Joy Luck Club*?

2. Form a claim in response to the following question: What theme does Tan develop about mothers and daughters through the stories told in part III of *The Joy Luck Club*?

Lesson 1

Read: Prepare to Read

Before reading, read the information about the author and answer the question that follows.

Lisa Ko is an American author born to two Chinese immigrants and raised in America in the 1980s.

1. What does the author of this text have in common with some of the characters in *The Joy Luck Club*?

_____

_____

_____

Read: Establish Understanding

Read "What 'White' Food Meant to a First Generation Kid" in your **The Joy Luck Club Unit Reader.**

- As you read, note how the author uses elements of a narrative to develop the ideas and themes in the text.

Describe the setting of the text.

_____

_____

_____

_____

What is "white food"?

_____

_____

_____

_____

Read: Deepen Understanding

1. Summarize the text on your **Reading Closely Tool** in your **student materials**.
2. Answer the following question on your **Reading Closely Tool** in your **student materials**.
    - What does "white food" come to symbolize for the narrator and her family?
    - How does the author create imagery of "white food" to reveal truths about America?
    - How does Ko develop a theme through the narrative text?

3. Reread the following excerpt from "What 'White' Food Meant to a First-Generation Kid" and answer the questions that follow.

> "By cranking up the TV, stuffing ourselves with Velveeta and Steak-umms, we were trying to drown out our own fears, our guilt for the relatives left behind in the Philippines, our economic anxieties and uncertainties. What could be more American than this sort of desperate denial? We didn't need to prove that we were American; we already were" (Ko).

What imagery does the author use in this excerpt?

_____

_____

_____

_____

What do you notice about the use of commas in this sentence? What do you notice about the use of question marks?

_____

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_____

What does the author mean by this statement: "We didn't need to prove that we were American; we already were"?

_____

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_____

How does this excerpt use imagery and sentence structure to develop the author's point about her experience as a first-generation American?

_____

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_____

Read: Extend Understanding

1. Compare and contrast the narrator of this text to one of the daughters in *The Joy Luck Club.*

Lesson 2

Read: Prepare to Read

Before reading "Evoking and Measuring Identification with Narrative Characters—A Linguistic Cues Framework," look over the text and answer the following questions.

1. What type of text is this?

_____

_____

2. What features of this text are different from the features of "What 'White' Food Meant to a First Generation Kid"?

_____

_____

_____

_____

3. Why does this text contain parenthetical citations and quotations from sources?

_____

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Read: Establish Understanding

Read "Evoking and Measuring Identification with Narrative Characters—A Linguistic Cues Framework" in your ***The Joy Luck Club*** **Unit Reader**.

- As you read, note the various ways a reader can identify with a character in a narrative.

1. What is the topic of this text?

_____

_____

_____

2. How is "identification" defined in the Literature Review?

_____

_____

_____

_____

3. What is the claim that the author makes in the "Viewpoint Techniques" section.

_____

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4. Reread each of the following sections. Summarize each of the identification techniques discussed in each section. Also, include what an author can include in a text in order to create this type of identification.

Spatiotemporal Identification:

_____

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Perceptual Identification:

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Cognitive Identification:

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Moral Identification:

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Emotional Identification:

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Embodied Identification:

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Lesson 3

Read: Establish Understanding

Reread "Evoking and Measuring Identification with Narrative Characters—A Linguistic Cues Framework" in your **T*he Joy Luck Club* Unit Reader**.

- As you read, identify the elements that make narrative writing effective.

Read: Deepen Understanding

1. What is the claim the author is making about effective narrative writing?

_____

_____

_____

_____

2. What is the purpose of including the story about the person reading the Charles Dickens story in the Literature Review? How does this story connect to the author's claims?

_____

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3. List 2–3 ways a narrative can impact a reader.

_____

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4. Reread the following excerpt from the text.

> "There is abundant evidence, both **anecdotal** and **scientific**, that identification with a narrative character can have various and important effects on the reading experience. Additionally, identifying with a character can have important effects on the audience's beliefs and attitudes in real life" (paragraph 1).

Define "**anecdotal**" and "**scientific**."

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Why are both "**anecdotal**" and "**scientific**" information important in a study like this one?

_____

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Why is it important to understand how identification affects a reader?

_____

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5. Record details about effective narrative writing on the "Evoking and Measuring Identification with Narrative Characters—A Linguistic Cues Framework" section of your **Narrative Understanding Tool** in your **student materials.**

Lesson 4

Read: Deepen Understanding

Reread and annotate "What 'White' Food Meant to a First Generation Kid." Annotate the text for examples of effective narrative writing.

1. Record details about effective narrative writing on the "What 'White' Food Meant to a First Generation Kid" section of your **Narrative Understanding Tool** in your **student materials.**

Write: Prepare to Write

1. Form a claim in response to the following question: What are some elements of effective narrative writing? Why are these elements effective? Include details from either "What 'White' Food Meant to a First Generation Kid" or "Evoking and Measuring Identification with Narrative Characters—A Linguistic Cues Framework" to support your answer.

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2. Use the texts and your **Narrative Understanding Tool** to gather evidence that would support your claim.
3.

Use the white space below to gather and organize evidence to support your claim.

Lesson 5

Write: Develop Work

1. Write a response to the following question: What are some elements of effective narrative writing? Why are these elements effective? Include details from either "What 'White' Food Meant to a First Generation Kid" or "Evoking and Measuring Identification with Narrative Characters—A Linguistic Cues Framework" to support your answer.

Lesson 1

Read: Deepen Understanding

Reread part III, chapter four in *The Joy Luck Club.*

- As you read, consider how the story would be different if told from another character's point of view.
    - Start at: "For our New Year celebration."
    - Stop at: "After everybody left, my mother joined me in the kitchen."

1. How would this scene differ if told from Suyuan's point of view?

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2. Why would the story be different if told from Suyuan's point of view?

_____

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3. Read the following excerpt from chapter four and then answer the questions that follow.

> "'Listen, June, I don't know how to tell you this. That stuff you wrote, well, the firm decided it was unacceptable" (Tan 229).

What are some of the emotions that Suyuan most likely felt when Waverly says this to Jing-Mei? Why?

_____

_____

_____

Write 1–2 lines from Suyuan's point of view that reflect her thoughts about what Waverly says to Jing-Mei.

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4. Think about the elements of an effective narrative. What elements of an effective narrative are present in this scene? Provide examples from the text to support your answer.

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Lesson 2

Write: Prepare to Write

1. Read the following prompt: Rewrite the conversation between the families at the crab dinner party from the point of view of Suyuan Woo. Be sure to include the dialogue from the text as well as details about how Suyuan's feelings and concerns about what is being said develop the theme of the chapter.

2. Answer the following questions on the Establish Context and Narrative Point of View section of your **Narrative Understanding Tool** in your **student materials**.

    - Where will the narrave take place? Describe the setting.
    - Who is telling the story? Describe the narrator.
    - From what point of view will the narrative be told?
    - How knowledgeable is the narrator about the events of the narrative?
    - How trustworthy is the narrator?
    - What information does the reader need to know about the narrator?

Lesson 3

Write: Outline

1. Outline your narrative using the plot diagram and storyboards on the Establish Context and Narrative Point of View section of your **Narrative Understanding Tool** in your **student materials**.

Lesson 4

Write: Draft Writing

1. Draft your response to the following prompt: Rewrite the conversation between the families at the crab dinner party from the point of view of Suyuan Woo. Be sure to include the dialogue from the text as well as details about how Suyuan's feelings and concerns about what is being said develop the theme of the chapter.

Lesson 5--Section Diagnostic

Write: Develop Work

1. Review the section diagnostic checklist below. Then read your draft response from lesson four and evaluate your response using the performance descriptors. Make revisions to your draft response based on your review.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze Tan's use of point of view to create a theme?				
How well does the student analyze how experiences influence our perspectives?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Develop ideas: Develop ideas and reasoning	How well can students analyze relationships among the details of a text and how they develop a narrator's or speaker's point of view?				
Analyze relationships: Development of ideas	How well can students analyze relationships among the details of a text and how they develop ideas.				
Organize ideas	How well can students analyze how a narrator's/author's perspective influences the development of ideas in, and their understanding of, a text's themes or central ideas?				
	How well can students group and sequence sentences and paragraphs to create a coherent narrative?				
Writing Score: _____ /9 Comments:					

Write: Publish Work

1. Create a final draft of your response on the lines below.

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Lesson 1

Read: Establish Understanding

Read the prologue to part IV in *The Joy Luck Club.*

- As you read, consider what claim the prologue is making about mothers and daughters.

1. How are the woman and the baby related?

_____

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Read: Deepen Understanding

1. Read the following excerpt from the prologue.

> "'Then you must teach my daughter this same lesson. How to lose your innocence but not your hope. How to laugh forever" (Tan 239).

Explain what the grandmother means by this statement?

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Read: Establish Understanding

Read part IV, chapter one, "An-Mei Hsu, Magpies" in *The Joy Luck Club.*

- As you read, consider why An-Mei shares this story with her daughter.

1. Summarize An-Mei and her mother's story. Additional lines are provided on the next page.

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Read: Deepen Understanding

1. Read the following excerpt from chapter one.

> "'She doesn't know. If she doesn't speak, she is making a choice. If she doesn't try, she can lose her chance forever" (Tan 241).

Who is "she" in this sentence? Who is the speaker?

What do you notice about the structure of these sentences? How does this structure emphasize the speaker's point of view?

How does this excerpt relate to the story that is told in this chapter?

2. Explain the story about the turtle and the magpies that An-Mei's mother tells An-Mei. What is An-Mei's mother trying to communicate to her daughter about sadness?

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3. What does An-Mei's mother do to herself and how does it affect An-Mei's life?

_____

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4. Read the following excerpt from chapter one.

> "But now they can do something else. Now they no longer have to swallow their own tears or suffer the taunts of magpies" (Tan 272).

5. What is the purpose of An-Mei telling this story about her mother?

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6. Review part IV, chapter one. Add details about An-Mei to Part Four: "Queen Mother of the Western Skies" section of the **Perspective Understanding Tool** in your **student materials**.

Lesson 2

Read: Establish Understanding

Read part IV, chapter two, "Ying-ying St. Clair, Waiting Between the Trees," in *The Joy Luck Club.*

- As you read, consider why Ying-ying shares this story with her daughter.

1. Summarize Ying-ying's story.

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Describe Ying-ying's first marriage, including how it ended.

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Read: Deepen Understanding

1. Read the following excerpt from chapter two and answer the questions that follow.

> "I will gather my past and look. I will see a thing that has already happened. The pain that cut my spirit loose... And then my fierceness can come back, my golden side, my black side"(Tan 286).

What is the "thing that has already happened" Ying-ying is referring to in the quote?

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How would looking at the "pain that cut my spirit lose" make Ying-ying's "fierceness come back"? How can confronting pain make people stronger?

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How can Lena benefit from learning about her mother's past?

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2. How does Ying-ying think Lena perceives her? Support your answer with evidence from the text.

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3. What details in the story provide a perspective of Ying-ying that is different from earlier chapters in the book?

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4. What is the purpose of Ying-ying sharing this story with Lena?

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5. Review part IV, chapter two. Add details about Ying-ying to Part Four: "Queen Mother of the Western Skies" section of the **Perspective Understanding Tool** in your **student materials**.

Lesson 3

Read: Establish Understanding

Read part IV, chapter three, "Lindo Jong, Double Face," in *The Joy Luck Club.*

- As you read, consider why Lindo shares this story with her daughter.

1. Summarize Lindo's story.

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Read: Deepen Understanding

1. How does Lindo think Waverly perceives her? Support your answer with evidence from the text.

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2. What details does Lindo provide about her life in this chapter? What characteristics of Lindo's do these details reveal?

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3. What is different about the way Lindo is portrayed in this chapter and the way she is portrayed in earlier chapters? Why does this difference exist?

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4. Read the following excerpt from chapter three and answer the questions that follow.

> "I think about our **two faces**. I think about my **intentions**. Which one is American? Which one is Chinese? Which one is better? If you show one, you must always sacrifice the other" (Tan 303).

Define the word "**intentions**."

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What does Lindo mean by "**two faces**"?

_____

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What does "If you show one, you must always sacrifice the other" mean? How does noticing this word/phrase help you understand the excerpt?

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What does this excerpt reveal about Lindo's internal conflict?

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6. Review part IV, chapter three. Add details about Lindo to Part Four: "Queen Mother of the Western Skies" section of the **Perspective Understanding Tool** in your **student materials**.

Lesson 4

Read: Establish Understanding

Read part IV, chapter four, "Jing-mei Woo, A Pair of Tickets," in *The Joy Luck Club.*

- As you read, consider what Jing-mei learns about her mother in this chapter.

1. Summarize Suyuan's story.

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Read: Deepen Understanding

1. How is the title of this chapter different from the other chapters in this part of the book? Why is it different and how does this affect the way the narrative is told?

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2. What details does Jing-mei learn about her mother in this chapter? What characteristics of Suyuan do these details reveal?

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3. How does Jing-mei feel about meeting her sisters? What do these feelings reveal about Jing-mei? What do they reveal about her relationship with her mother?

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4. Read the following excerpt from chapter three and answer the questions that follow.

> "I look at their faces again and I see no trace of my mother in them. Yet they still look familiar. And now I also see what part of me is Chinese. It is so obvious. It is my family. It is in our blood. After all these years, it can finally be let go" (Tan389).

What event is Jing-mei describing in this excerpt?

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What internal conflict within Jing-mei does this excerpt reveal?

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How does meeting her sisters allow Jing-mei to resolve this conflict?

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5. Review part IV, chapter four. Add details about Suyuan and Jing-mei to Part Four: "Queen Mother of the Western Skies" section of the **Perspective Understanding Tool** in your **student materials**.

Lesson 5

Read: Establish Understanding

1. Review your **Perspective Understanding Tool** in your **student materials**. Note how each mother was characterized at the beginning of *The Joy Luck Club* and how that characterization changed throughout the novel.

Write: Prepare to Write

1. Form a claim in response to the following question: How do the characterizations of the mother in *The Joy Luck Club* change throughout the course of the novel? How does the author develop these changes?

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Write: Develop Work

1. Use your **Perspective Understanding Tool** in your **student materials** to gather evidence that would support your claim.
2.

Use the white space below to gather and organize evidence to support your claim.

Write: Draft Writing

1. Draft your response to the following prompt: How do the characterizations of the mothers in *The Joy Luck Club* change throughout the course of the novel? How does the author develop these changes?

Lesson 1

Read: Prepare to Read

Before reading "I Ask My Mother to Sing," answer the following questions:

1. What is the text type?

_____

_____

2. What do you understand about the text based on this information?

_____

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Read: Establish Understanding

Read "I Ask My Mother to Sing" in your ***The Joy Luck Club*** **Unit Reader.**

- As you read, consider how the poem develops a theme about families and stories.

1. Who is the speaker of the poem?

_____

2. Paraphrase each stanza of the poem.

Stanza one (Start at "She begins" and stop at "I've never been")

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Stanza two (Start at "I've never been" and stop at "But I love")

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Stanza three (Start at “But I love” and stop at “Both women”)

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Stanza four (Start at “Both women” and stop at the end of the poem)

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Read: Deepen Understanding

1. When the speaker states that her mother and grandmother “sing like young girls,” what are they actually doing? Use evidence from the text to support your answer.

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2. How do the stories affect the mother and the grandmother? Why do they react this way?

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3. What does the title of the poem suggest about the speaker's opinion of the grandmother's and mother's stories?

4. What theme does "I Ask My Mother to Sing" develop about sharing stories among the generations of a family? Use evidence from the text to explain how this theme is developed.

Read: Extend Understanding

1. Both *The Joy Luck Club* and "I Ask My Mother to Sing" end with their narrators learning about their mothers through meeting new family and a song, respectively. How was the narrator of each text influenced by gaining a deeper understanding of their parent's life experiences?

Lesson 2

Write: Prepare to Write

1. Form a claim in response to the following question: How does learning about the past in *The Joy Luck Club* allow the mothers and daughters to alter their perceptions of one another? Choose one mother and daughter's experiences from Part IV of *The Joy Luck Club* to use to support your response.

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2. Use *The Joy Luck Club* and your **Perspective Understanding Tool** in your **student materials** to gather evidence that would support your claim.
3.

Use the white space below to gather and organize evidence to support your claim.

Lesson 3

Write: Develop Work

Draft a response to the following question: How does learning about the past in The Joy Luck Club allow the mothers and daughters to alter their perceptions of one another? Choose one mother and daughter's experiences from part IV of *The Joy Luck Club* to use to support your response.

Lesson 4

1. Review the section diagnostic checklist below. Then read your draft response from lesson three and evaluate your response using the performance descriptors. Make revisions to your draft response based on your review.

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student analyze the effect learning about the past has on the daughters of *The Joy Luck Club*?				
How well does the student analyze how Tan uses words and phrases to create perspective in *The Joy Luck Club*?				
Reading Score: _____ /6 Comments:				

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Analyze relationships: Development of ideas	How well can students analyze relationships among the details of a text and how they develop ideas?				
Organize ideas: Context and narrative point of view	How well can students understand how an author establishes a context and a narrative point of view in narratives?				
Form claims: analytical	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
Develop ideas: cite evidence	How well can students accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?				
Writing Score: _____ /12 Comments:					

Lesson 5: Section Diagnostic

Write: Develop Work

1. Write your response to the following prompt: How does learning about the past in *The Joy Luck Club* allow the mothers and daughters to alter their perceptions of one another? Choose one mother and daughter's experiences from Part IV of *The Joy Luck Club* to use to support your response.

Lesson 1

Culminating Task
How does gaining a deeper awareness of others' experiences allow characters in *The Joy Luck Club* to change their perceptions? Write a narrative essay in which you choose a story from one chapter of *The Joy Luck Club* to tell from a different character's perspective. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your narrative. Be sure to: ● Analyze how the narrator's perspective influenced the development of ideas in and understanding of your chosen chapter's themes. ● Establish a context specific to your new chosen character's perspective and a narrative point of view. ● Group and sequence sentences and paragraphs to create a coherent narrative. ● Use descriptions, devices, and techniques to develop your narrative. ● Develop and maintain an appropriate style.

Write: Prepare to Write

1. Answer the questions on the analyze the prompt section of your **Culminating Task Tool** in your **student materials**.

2. Answer the first two questions on the brainstorm section of your **Culminating Task Tool** in your **student materials.**

3. Review your **Perspective Understanding Tool** and your **Narrative Understanding Tool** in your **student materials** and *The Joy Luck Club.* Highlight or mark details that will help you write a response to the culminating task.

Lesson 2

Read: Extend Understanding

Reread the chapter you will rewrite for your culminating task.

- As you read, note how the story will be different when told from another character's point of view.

Write: Prepare to Write

1. Answer the rest of the questions on the brainstorm section of your **Culminating Task Tool** in your **student materials**.

Lesson 3

Write: Develop Work

1. Complete the establish context and narrative point of view section of your **Culminating Task Tool** in your **student materials.**
2. Complete the outlining section of your **Culminating Task Tool** in your **student materials**.

Lesson 4

Write: Develop Work

1. Draft a response to the culminating task prompt: How does gaining a deeper awareness of others' experiences allow characters in *The Joy Luck Club* to change their perceptions? Write a narrative essay in which you choose a story from one chapter of *The Joy Luck Club* to tell from a different character's perspective. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your narrative.

Lesson 5: Culminating Task

Write: Develop Work

1. Review the culminating task rubric below. Then read your draft response from lesson four and evaluate your response using the rubric.

Writing

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates success establishing a context and a narrative point of view. **Student demonstrates success** organizing writing so that it has a well-structured and coherent sequence of events. **Student demonstrates success** using narrative techniques, language, description, and structural elements to develop the writing. **Student demonstrates success** establishing and maintaining an effective style.	**Student demonstrates some success** establishing a context and a narrative point of view. **Student demonstrates some success** organizing writing so that it has a well-structured and coherent sequence of events. **Student demonstrates some success** using narrative techniques, language, description, and structural elements to develop the writing. **Student demonstrates some success** establishing and maintaining an effective style.	**Student demonstrates minimal success** establishing a context and a narrative point of view. **Student demonstrates minimal success** organizing writing so that it has a well-structured and coherent sequence of events. **Student demonstrates minimal success** using narrative techniques, language, description, and structural elements to develop the writing. **Student demonstrates minimal success** establishing and maintaining an effective style.	No attempt made or not enough to evaluate.

Reading and Writing Score: _____ x2

Conventions

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates success using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates some success** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates minimal success** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	No attempt made or not enough to evaluate.

Conventions score: _____

Total score: _____/9

Write: Publish Work

1. Make revisions to your response as you write the final draft of your culminating task.

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