

10.1.3

Unit Overview

“I won’t let her change me, I promised myself. I won’t be what I’m not.”

Texts	Unit 3: “Rules of the Game” and “Two Kinds” from <i>The Joy Luck Club</i> by Amy Tan; “Dreaming of Heroes” (excerpt) from <i>Friday Night Lights</i> by H. G. Bissinger
Number of Lessons in Unit	14

Introduction

In the third unit of Module 10.1, students develop and continue to solidify the skills and practices of close reading, vocabulary acquisition, participation in diverse discussions, and evidence collection and organization, all of which they have been building throughout this module. Students continue to engage with the development of central ideas and characters in their analysis of Amy Tan’s *The Joy Luck Club* and expand their understanding of informational standards as they work through the complex questions raised by H. G. Bissinger’s literary non-fiction text, *Friday Night Lights*.

In their work with Tan’s “Two Kinds” and “Rules of the Game,” students analyze how Tan develops central ideas through the interactions between complex characters. In their exploration of Bissinger’s “Dreaming of Heroes,” students continue their analysis of how authors shape and refine central ideas. Specifically, students forge thematic connections between Bissinger and the central ideas of Tan’s fiction, such as parental and communal expectations, identity formation, and performance. Student analysis of Bissinger’s text is enriched by a structured engagement with the critical questions surrounding authorship and point of view, raised by the complex genre of literary non-fiction.

At the Mid-Unit Assessment, students prepare and present an analysis of how Amy Tan shapes and refines a central idea in the chapter “Two Kinds.” Students are formally assessed on the clarity and logic of their analysis and practice collaborative discussion skills in their preparation for their presentations. This assessment includes an accompanying written response, in which students demonstrate their mastery of writing skills and practices that they have been working with throughout the unit, such as producing audience- and task-specific work, as well as effectively selecting and organizing well-chosen, relevant, and sufficient textual details.

At the End-of-Unit Assessment, students are formally assessed on their cumulative understanding of Amy Tan's *The Joy Luck Club* and H. G. Bissinger's *Friday Night Lights*. Students are evaluated on their ability to identify and analyze the development of a central idea common to both Tan's literary text and Bissinger's informational text. Students incorporate the writing skills and practices they have been building throughout this unit, as they draw evidence from both literary and informational texts to support their analysis and convey their ideas clearly and accurately through the effective selection, organization, and analysis of content.

The excerpt from *Friday Night Lights* contains instances of people using emotionally charged language and/or language outside of some students' particular cultural experiences to describe other people and the cultural groups they represent. The curriculum includes this excerpt because this is a work of literary non-fiction describing real emotions, real people, and real events. While the curriculum tries to limit inappropriate language in general, in this context the use of language contributes to the development of the people, situations, and themes in this text.

Authentic texts such as *Friday Night Lights* will likely prompt authentic responses—perhaps even strong disagreement—among students; some students may find it difficult to read or discuss content that contains this type of language. It is important not to ignore such concerns. Discuss the reasons for students' concerns and determine whether it is appropriate to proceed. Remind students that this text depicts real thoughts, speech, and events.

The instructional notes and questions embedded in the lesson require students to engage with this language.

Note: This unit continues Accountable Independent Reading (AIR). See Prefatory Material for Grades 9–12 English Language Arts for more information about AIR.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Employ a variety of skills to make meaning of unknown vocabulary, both literal and figurative
- Engage in productive evidence-based discussions about text
- Collect and organize evidence from texts to support analysis in writing
- Present information, findings, and evidence clearly, concisely, and logically

Standards for This Unit

CCS Standards: Reading—Literature	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	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.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCS Standards: Reading—Informational	
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze 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.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCS Standards: Writing	
W.9-10.2.b, d	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>

CCS Standards: Writing	
	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS Standards: Speaking & Listening	
SL.9-10.1.a, c, e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCS Standards: Language	
L.9-10.1.a, b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>

CCS Standards: Language	
L.9-10.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>c. Spell correctly.</p>
L.9-10.4.a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibility from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
L.9-10.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RL.9-10.3, RI.9-10.3, RI.9-10.6, L.9-10.2.a, c
Description of Assessment	Varies by lesson but may include responses to questions focused on structural choices; character development; central idea development; and how authors unfold analysis or a series of events or ideas, through discussion, tools, and informal writing prompts.

Mid-Unit Assessment	
Standards Assessed	RL.9-10.2, W.9-10.2.b, W.9-10.4, SL.9-10.4

Description of Assessment	Students use the skills and habits they have been building throughout the unit to craft a presentation in groups in response to the following prompt: How does Tan develop a central idea in “Two Kinds”? Each student group is assigned a specific key passage of Tan’s text to focus their analysis. Students are assessed on the presentation of their findings, as well as an accompanying brief written response on the Presentation Preparation Tool.
End-of-Unit Assessment	
Standards Assessed	RI.9-10.2, RL.9-10.2, W.9-10.2, W.9-10.9
Description of Assessment	Students use the skills and habits they have been building throughout the unit to craft a multi-paragraph response to the End-of-Unit Assessment prompt: Choose either “Rules of the Game” or “Two Kinds” from <i>The Joy Luck Club</i> , and compare it to Bissinger’s “Dreaming of Heroes” from <i>Friday Night Lights</i> . How do the relationships between children and their parents develop the central ideas of these two texts? Students cite evidence from both texts in this unit to support their response to this assessment.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	“Rules of the Game” (pp. 89–101)	Students listen to a masterful reading of “Rules of the Game” in its entirety. Students work slowly and deliberately through a short portion of the chapter, analyzing the interactions of Waverly Jong and her mother.
2	“Rules of the Game”: “My mother imparted” through “dog-eared instruction book” (pp. 89–93)	Students collaboratively analyze the development of Waverly Jong through an exploration of her descriptions of her neighborhood and her interactions with the characters that populate it, with a particular focus on the significance of the chessboard in this excerpt.
3	“Rules of the Game”: “I watched Vincent” through “my opponent for good measure” (pp. 93–98)	Students build upon their analysis of Waverly's character development as they explore the relationship between her outward success in chess competitions and her inner thoughts and feelings. Students consider Waverly's interactions with her mother and make inferences about the shifting familial and social expectations placed on her.
4	“Rules of the Game”: “I no longer played in the alley” through “pondered my next move” (pp. 98–101)	Students complete their close reading of this chapter, analyzing the cumulative development of Waverly's character by considering her shifting interactions with her mother. Students also consider the development of central ideas in the chapter.
5	“Two Kinds”: “My mother believed” through “At last she was beginning to give up hope” (pp. 132– 135)	Students begin their exploration of “Two Kinds,” the second excerpt from Amy Tan's <i>The Joy Luck Club</i> . Students analyze Jing-mei's interactions with her mother and continue to build upon the unit-long focus on central-idea development, as they consider how Tan unfolds the central ideas of parental expectations and identity.

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6	“Two Kinds”: “Three days after watching the Ed Sullivan show” through “I was determined to put a stop to her foolish pride” (pp. 136–138)	Students continue their exploration of Jing-mei’s interactions with other characters, with an emphasis on how these interactions reveal the interwoven thematic threads of “Two Kinds,” with a focus on storytelling as an integral mode of interaction between the characters of Tan’s text.
7	“Two Kinds”: “When my turn came” through “a small brown leaf, thin, brittle, lifeless” (pp. 139–142)	Students analyze the events in this excerpt, with an emphasis on understanding these events as a turning point in Jing-mei’s relationship with her mother and the corresponding shift in Jing-mei’s understanding of herself.
8	“Two Kinds”: “It was not the only disappointment” through “I realized they were two halves of the same song” (pp. 142–144)	Students work towards a cumulative understanding of how Jing-mei’s character develops throughout “Two Kinds,” as they connect their analysis of this close-reading passage to key details from the chapter as a whole. Students make connections between Jing-mei’s initial response to her mother’s expectations, and the relationship between these childhood interactions and Jing-mei’s adult sense of self.
9	“Two Kinds” full chapter (pp. 132–144)	Mid-Unit Assessment: Students prepare and present an analysis of how Amy Tan develops and refines a central idea in the chapter “Two Kinds.” Students work in small groups to collaboratively craft a presentation in response to the following prompt: How does Tan develop a central idea in “Two Kinds”? Students are assessed on the presentation of their findings, as well as an accompanying brief written response on the Presentation Preparation Tool.
10	“Dreaming of Heroes”: “When his father gazed” through “truly wonderful to happen	Students begin their exploration of H.G. Bissinger’s <i>Friday Night Lights</i> . Students consider key details in the text in order to explore how H.G. Bissinger begins to develop a portrait of Mike Winchell, with a focus on how Bissinger constructs Mike’s relationship with

Lesson	Text	Learning Outcomes/Goals
	to him” (pp. 73–76)	his father, Billy, as well as the community of Odessa, and how these relationships influence Mike’s self-perception as a man and as an athlete.
11	“Dreaming of Heroes”: “He didn’t dwell much” through “see his own reflection” (pp. 77–79)	Students complete a series of activities that encourage them to think critically about H.G. Bissinger’s point of view and purpose as author/narrator. Students consider how Bissinger unfolds his portrait of Odessa, the residents of that community, and the events of the year he is recounting. Students continue their analysis of the relationship between the Permian Panthers and the town of Odessa.
12	“Dreaming of Heroes”: “there were some kids” through “as long as the season lasted” (pp. 79–84)	Student analysis explores the social factors at work beneath the surface of Permian football and how memory and time function within this community, as revealed by key details in Bissinger’s descriptions of the father/son narrative of Don and Charlie Billingsley, a parallel relationship to that of Mike and Billy Winchell. This lesson provides an opportunity for students to have constructive, respectful, and academically focused conversations around issues of class and race, topics that are central to Bissinger’s larger ideas in the text (see excerpt rationale in prefatory material).
13	“Dreaming of Heroes”: “With all those eyes focused on him” through “the answer became obvious” (pp. 84–87)	Students analyze the actions of the key players in the season opener, and how these actions affect how players see themselves, and how they are seen by others. Students consider how H.G. Bissinger structures the actions, reactions, and interactions in the text in order to shape and refine the social pressures and expectations at work in Odessa.
14	“Two Kinds” and “Rules of the Game” from <i>The Joy Luck Club</i> (full chapters);	End-of-Unit Assessment: Students demonstrate a cumulative understanding of Amy Tan’s <i>The Joy Luck Club</i> and H.G. Bissinger’s <i>Friday Night Lights</i> in response to the End-of-Unit Assessment prompt: Choose either “Rules of the Game” or “Two Kinds” from

Lesson	Text	Learning Outcomes/Goals
	"Dreaming of Heroes" from <i>Friday Night Lights</i> (full excerpt).	<i>The Joy Luck Club</i> , and compare it to Bissinger's "Dreaming of Heroes" from <i>Friday Night Lights</i> . How do the relationships between children and their parents develop the central ideas of these two texts?

Preparation, Materials, and Resources

Preparation

- Read and annotate "Two Kinds" and "Rules of the Game" from *The Joy Luck Club* by Amy Tan and "Dreaming of Heroes" (excerpt) from *Friday Night Lights* by H. G. Bissinger.
- Review the Text Analysis Rubric and Checklist.
- Review all unit standards and post in classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

Materials/Resources

- Chart paper
- Copies of the texts "Two Kinds" and "Rules of the Game" from *The Joy Luck Club* by Amy Tan and "Dreaming of Heroes" (excerpt) from *Friday Night Lights* by H. G. Bissinger
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 10.1 Common Core Learning Standards Tool
- Copies of the Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist
- Copies of the Speaking and Listening Rubric and Checklist