

10.1.3

Lesson 1

Introduction

In this lesson, students encounter Amy Tan’s *The Joy Luck Club* for the first time, and begin a four-lesson exploration of the chapter “Rules of the Game” (pp. 89–101), which details the relationship between chess prodigy Waverly Jong and her mother, Lindo Jong. During this initial exposure to Tan’s text, students begin to make inferences about Waverly Jong and her relationship to her mother by exploring key details and character interactions. Comprehension of this pivotal relationship, and these initial key details is essential to student understanding of central ideas of social and familial expectations, self-perception, and competition that develop across the chapter. This analysis lays the groundwork for the exploration of character and the development of central ideas that occurs throughout this unit.

In this lesson, students listen to a masterful reading of “Rules of the Game” in its entirety. Students then work slowly and deliberately through a short portion of the chapter, taking time to notice and consider key details. Slowing down the pace and working intensively with a short excerpt helps students hone their skills in comprehending complex texts, and prepares them for longer excerpts in the weeks to come. Then, students work in pairs, reading aloud and discussing the text through a series of text-dependent questions. At the end of the lesson, students respond briefly in writing to the following prompt: How does the interaction between Waverly and her mother in this passage reveal a central idea of the text?

For homework, students find and define two unfamiliar words in the section of text they will read in the next lesson. They also continue their Accountable Independent Reading (AIR), this time with a new focus standard (RL.9-10.5 or RI.9-10.5) to guide their reading.

Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as draw inferences from the text.

L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Assessment

Assessment(s)
<p>The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading completed in the lesson.</p> <ul style="list-style-type: none"> How does the interaction between Waverly and her mother in this passage reveal a central idea of the text? <p>❶ In this lesson, and in each subsequent lesson in the unit with a Quick Write assessment, students are evaluated on their Quick Write using the Short Response Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a central idea of the text. Analyze how interactions between Waverly and her mother reveal and develop a central idea of the text. Cite textual evidence, key words, and phrases to support analysis.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<p>Students are reading a brief section of text in this lesson. The vocabulary is accessible, though some students may need assistance in parsing the syntax of the dialogue. Consider rephrasing the dialogue to meet syntax conventions or encouraging students to read the dialogue aloud.</p> <p>This vocabulary activity can also be extended to include student analysis of the relationship between Waverly and her mother, for example:</p> <ul style="list-style-type: none"> How is Waverly's mother's voice different from the voice of the narrator? What clues in the text provide an explanation for this difference?
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.3, RL.9-10.1, L.9-10.4, L.9-10.5 Text: <i>The Joy Luck Club</i> “Rules of the Game” (pp. 89–101) Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Paragraphs 1–3 Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 40% 4. 25% 5. 10% 6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)
- Student copies of the 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.3. Briefly introduce students to the text. Inform them that they will study two chapters from the novel *The Joy Luck Club*,

but that these chapters are capable of standing alone for analysis, since they are rich in isolation and do not require back-story to understand.

- ① Consider encouraging students to read the entire novel independently over the course of this unit, as this will serve to enrich their understanding of the characters and themes they will study in this chapter.

Inform students they are working with a new standard in this lesson: L.9-10.5. Ask students to individually read standard L.9-10.5 on the 10.1 Common Core Learning Standards Tool and assess their familiarity with and mastery of this standard.

- ▶ Students read standard L.9-10.5 and assess their familiarity with and mastery of this standard.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard to their AIR homework.

- ▶ Students (or pairs) discuss their AIR in pairs.

Activity 3: Masterful Reading

40%

Introduce the Quick Write assessment (How does the interaction between Waverly and her mother in this passage reveal a central idea of the text?). Explain to students that this is the lesson assessment and the focus for today's reading.

- ▶ Students read the assessment prompt and listen.

- ① Display the Quick Write assessment prompt for students to see.

Have students listen to a masterful reading of "Rules of the Game" in its entirety.

- ▶ Students follow along in their text, reading silently as they listen to the masterful reading.

- ① Depending on students' abilities and interest it may be possible and helpful for students to read this accessible text independently or in pairs.

Activity 4: Paragraphs 1–3 Reading and Discussion

25%

Instruct students to form pairs for their initial encounter with “Rules of the Game.” Instruct students to read the entire excerpt from the title to “on the counter with the rest of the items” (p. 89). Ask students to identify at least one of each of the following, and annotate their text accordingly:

- Put a question mark (?) next to a section you’re questioning.
- Write in the margin or at the top or bottom of the page to record questions (and perhaps answers) that a passage raises in your mind.
- Use an exclamation point (!) for areas that remind you of another text, strike you in some way, or surprise you.
- Add an arrow (-->) to make connections between points.
- Box or circle words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.
- Star (*) ideas that seem important, or may support your thesis writing later.

Instruct students to discuss in pairs the annotations they made and questions or important moments they noticed in the text.

- ▶ Students discuss in pairs.

Pose the following question for full class discussion:

The title of this chapter is “Rules of the Game.” Based on the portion of text you just read, what might the “game” be?

- 💬 Student responses may point to “chess games,” (p. 89) though some students may also extend this question to include “arguments” and “respect from others” (p. 89) as a kind of game since they are described by the narrator in terms of “winning” and “strategy” (p. 89) in the same sentence where chess appears.
- ① This question prompts students to consider the literal and figurative definitions of “game.” Literally, “game” refers to chess and the rules of that game, but there is a figurative nuance to Waverly’s relationship with her mother and the games they play in their interactions—an important inference for understanding this chapter, and the emerging relationship between Waverly and her mother.
- ① It may be helpful to review the definitions of *literal* (the ordinary or usual meaning of a word) and *figurative* (a meaning that is different from the basic meaning and that expresses an idea in an interesting way by using language that usually describes something else) with students.
- ① Some students may benefit from reading the text independently for this first encounter, then rereading in pairs. It can be a rich extension for students to have the opportunity to internalize

Waverly Jong's voice, particularly because of the intimate address employed in the story. The voice of the narrator tells a story full of personal and often painful details of her life, speaking directly to the reader as if sharing a story with a friend.

Inform students that they will be closely and deliberately considering these three paragraphs, moving slowly through this first encounter with the text, to lay groundwork for the larger excerpts they will be expected to tackle in later lessons.

Instruct students to reread the first paragraph in their pairs from “I was six when my mother taught me” to “though neither of us knew it at the time, chess games” (p. 89). Instruct students to discuss these questions in their pairs before sharing out with the whole class.

What do the skills taught to Waverly by her mother reveal about the kinds of character traits Waverly's mother values?

💬 Waverly's mother teaches Waverly “invisible strength” (p. 89)—how to win arguments, how to gain respect. Her mother values intangible—invisible—character traits.

① It may be helpful to encourage students to brainstorm synonyms for *strength* like *patience*, *grit*, and *pride*.

What effect is created in this paragraph by the phrase “neither of us knew it at the time” (p. 89)?

💬 The effect is one of foreshadowing. The phrase implies that Waverly and her mother will realize it later, and that the narrator knows something that her six-year-old self did not. Some students may be able to extend this inference to understand this paragraph as a kind of “prologue” to the chapter, revealing key details in advance of the plot.

① **Differentiation Consideration:** Consider posing the following extension question to enrich students' understanding of the text:

What age is Waverly in this excerpt? What can the use of “was” in the first sentence reveal about the narrator's point of view?

💬 Students should identify the phrase “I was six” (p. 89). Students should infer that “was” establishes the narrator's point of view as one looking back. The narrator is likely grown, recalling a childhood memory.

Instruct students to reread from “‘Bite back your tongue,’ scolded my mother” to “on the counter with the rest of the items” (p. 89). Pose the following question to discuss in their pairs before sharing out with the class.

What can you infer about Waverly's attitude toward her mother in this passage?

Student responses may include:

- Waverly has a respectful, obedient attitude toward her mother because she follows her mother's advice, and says her mother "taught" (p. 89) her skills.
- Waverly's attitude toward her mother is one of a competitor, because she uses "strategy" as a way of "winning" (p. 89) what she wants from her mother. Their relationship may be a kind of "game" (p. 89) with a series of rules, like the title of the chapter.

① Given the brevity of this passage, student responses may vary. The goal of this question is for students to begin to focus their analysis on the relationship between Waverly and her mother. The idea that Waverly is playing a game, and strategically "winning" (p. 89), and not truly internalizing her mother's value system, is an important idea that will be explored in more depth later in the chapter. Some students may not be able to make this inference, but will have support to reach this understanding in later lessons.

Pose the following question for full class discussion. Allow a moment for students to write down their initial thoughts before they discuss with the class.

According to Waverly, "invisible strength" is "a strategy for winning" (p. 89). What, if anything, has Waverly won from her mother in this excerpt?

- Waverly won the "forbidden candies" (p. 89) that she wanted from her mother.
- Waverly won an "argument" (p. 89) with her mother by following her mother's advice rather than "[crying] loudly" (p. 89).
- Waverly won her mother's respect by following her mother's advice and behaving while they were in the store. Her mother first "scolded" (p. 89) her, but when Waverly changes her behavior to act like a "wise guy" (p. 89) her mother buys her a treat.

① This prompt asks students to begin to consider both the literal and figurative implications of games and winning in the relationship between Waverly and her mother within "Rules of the Game."

Activity 5: Quick Write**10%**

Instruct students to respond briefly in writing to the following prompt:

How does the interaction between Waverly and her mother in this passage reveal a central idea of the text?

Instruct students to look at their text and notes to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

① Display the prompt for students to see, or provide the prompt in hard copy.

- ▶ Students independently answer the prompt, using evidence from the text.
- 🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5 %

For homework, instruct students to read the section of text they will be reading in the next lesson, from “My mother imparted her daily truths so” to “and reading from the dog-eared instruction book” (pp.89–93) and find two unfamiliar words in that section. Students should find and record definitions of these words and be prepared to discuss them in the next lesson.

Introduce standard RI.9-10.5 and RL.9-10.5 as a focus standard to guide students’ AIR, and model what applying a focus standard looks like. Instruct students to prepare for a 3–5 minute discussion applying the language of the standards to their reading.

For example, RL.9-10.5 asks students to “Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.” Students who read *The Joy Luck Club* might analyze how Amy Tan structures the chapters of *The Joy Luck Club* to alternate between the daughters’ perspectives and the mothers’ perspectives. These parallel plots create the effect of tension, because the reader hears the same story from two different perspectives, and often the events and emotions in these stories don’t match.

Instruct student to continue their AIR through the lens of their focus standard and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Find and define two unfamiliar words in the section of text you will be close reading in the next lesson.

Additionally, continue your AIR, this time using the language of the focus standard to guide your reading. Come prepared for a 3–5 minute discussion at the beginning of the next lesson based on your focus standard (RI.9-10.5 or RL.9-10.5).