

10.1.3

Lesson 2

Introduction

In this lesson students continue reading “Rules of the Game” from Amy Tan’s *The Joy Luck Club*. Students read from “My mother imparted her daily truths” through “the dog-eared instruction book” (pp. 89–93) in which Waverly describes her neighborhood in San Francisco’s Chinatown and the events that lead to her family receiving the chess board that initiates her chess career.

Students begin by working in groups to analyze the first two pages of the excerpt. This collaborative analysis prompts an exploration of how Waverly’s descriptions of her neighborhood, and her interactions with the characters that populate it, develop central ideas in the text. Students then explore the final two pages of the excerpt in a full-class discussion that targets the development of Waverly’s character through key details, with a specific focus on the significance of the chess board. Student analysis culminates in a response to this Quick Write prompt: How does your understanding of Waverly develop over the course of this passage?

For homework, students respond briefly in writing to the following reflective prompt: How does the relationship between Waverly’s thoughts and actions compare to the relationship between her mother’s actions and thoughts? This prompt asks student to reflect upon this lesson’s assessment response, and then expand their analysis to include a consideration of how Waverly’s interactions with her mother further develop the central idea of self-perception. Additionally, students preview and annotate the next lesson’s text.

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.9-10.2	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.9-10.4	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).
SL.9-10.1.e	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. e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

Assessment

Assessment(s)
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 (citing text evidence and analyzing key words and phrases) completed in the lesson.
<ul style="list-style-type: none"> How does your understanding of Waverly develop over the course of this passage?
High Performance Response(s)
A High Performance Response should:
<ul style="list-style-type: none"> Analyze at least one aspect of Waverly's character development in this passage. Make a connection about the relationship between Waverly's thoughts and actions.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> imparted (v.) – communicated curio (n.) – any object valued for being unusual saffron (n.) – yellow-orange color dim sum (n.) – small dumplings, usually filled with meat or vegetables embossed (v.) – decorated with raised ornament sanddabs (n.) – flat fish found along the Pacific coast grotto (n.) – a cave-like structure emerged (v.) – rose or came forth from

- missionary (n.) – a person sent by a church into an area to spread its religious beliefs
- parishioners (n.) – members of a church
- toilet water (n.) – lightly scented perfume

Vocabulary to teach (may include direct word work and/or questions)

- eluded (v.) – escaped the understanding
- solemnly (adv.) – seriously and formally, without humor

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.3, RL.9-10.2, RL.9-10.4, SL.9-10.1.e • Text: <i>The Joy Luck Club</i> “Rules of the Game” (pp. 89–93) 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Collaborative Discussion Activity 4. Pages 89–93 Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 35% 4. 30% 5. 10% 6. 5%

Materials

- Collaborative Discussion Prompts written on Chart Paper
- Student copies of 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Student copies of Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)
- Student copies of Speaking and Listening Rubric (refer to 10.1.1 Lesson 3)

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. In this lesson students work independently, in groups, and as a full class to analyze the excerpt “My mother her imparted daily truths” through “the dog-eared instruction book (pp. 89–93). Students gain familiarity with the norms and expectations of collaborative discussion and continue to explore how key details in the text develop the central idea of how Waverly’s mother’s expectations influence her self-perception.

Inform students that they will begin working with a new standard in this lesson, SL.9-10.1.e. Instruct students to individually read standard SL.9-10.1.e on the 10.1 Common Core Learning Standards Tool and assess their familiarity with and mastery of this standard.

- Students read the standard.

Instruct students to talk in pairs to discuss the questions below. Inform students that they will return to this standard in more detail later in this lesson.

What do you notice about this standard?

What is it asking you to be able to do?

What questions does this standard raise for you?

- Students discuss SL.9-10.1.e in pairs.
- 💬 This standard is asking us to have conversations about other cultures.
- 💬 This standard is asking us to talk to a lot of different kinds of people.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about the unfamiliar words they identified and defined for homework. Ask them to talk about the strategies they used to define the words.

- ▶ Students discuss their homework in pairs.
 - 🗣 See vocabulary above for possible examples of unfamiliar vocabulary that students may identify.
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Instruct students to talk in pairs about how they can apply their new focus standard (RI.9-10.5 or RL.9-10.5) to their AIR text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and then share out.

Activity 3: Collaborative Discussion Activity

35%

Introduce the Quick Write assessment prompt (How does your understanding of Waverly develop over the course of this passage?). 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.

Group students into pre-established heterogeneous groups of four. Explain that they will practice standard SL.9-10.1.e through collaborative group work in this lesson. Display and review the Speaking and Listening Rubric (refer to 10.1.1 Lesson 3). Remind students to practice the speaking and listening skills they have been using throughout this module.

Display or provide the definitions for the following vocabulary words to support student reading: *imparted*, *curio*, *saffron*, *dim sum*, *embossed*, *sanddabs*, *grotto*, *emerged*, *missionary*, *parishioners*, and *toilet water*.

Instruct students that for this collaborative discussion activity each group is responsible for examining a facet of Waverly's opinion and perception of key relationships and communities in this excerpt.

Assign and distribute one of the following prompts to each student group on chart paper:

- Read from “My mother imparted her daily truth” to “then locked the door behind him, one-two-three clicks” (pp. 89–90). How does Waverly describe her family and family life? In your group, collaboratively generate an observation about Waverly’s perception of her family life/situation.
- Read from “At the end of our two-block alley” to “reported my mother” (p. 90). How does Waverly describe her neighborhood? In your group, collaboratively generate an observation about Waverly’s perception of her neighborhood.
- Read from “Farther down the street” to “pounding with hope that he would chase us” (pp. 90–91). How does Waverly describe her encounter with the Caucasian photographer? In your group, collaboratively generate an observation about Waverly’s perception of “tourists” (p. 90).
- Read from “My mother named me after the street” to “We do torture. Best torture” (p. 91). How does Waverly describe this conversation with her mother? In your group, collaboratively generate an observation about Waverly’s perception of her mother.

Instruct students to read aloud in their groups from “My mother imparted her daily truths” to “the dog-eared instruction book” (pp. 89–93). Encourage students to take turns reading, so each student has an opportunity to read the text aloud. Ask students to collaboratively identify and record the key details, repeating words or phrases, and moments in their portion that they identify as important for the class to notice in context of their prompt.

Explain that each student in the group will jot down a response independently to this prompt, and then work together as a group to generate a single response collaboratively. Explain to students that they will track their group work on chart paper, and when they are finished they will move clockwise around the room, examining the other groups’ chart papers, and adding evidence or responding to other groups’ observations.

① Prepare the chart paper ahead of time, and hang around the classroom. Depending on the size of your classroom more than one group may consider the same prompt, during share out be sure to remind students not to repeat points already made by their peers. There are multiple facets of perception to consider in this passage. This activity allows students to encounter more of these key details through collaboration with their classmates than they might be able to consider independently. This activity also allows students to engage with more text in a shorter amount of time.

- ▶ Students participate in the collaborative discussion activity.

Model Collaborative Discussion Responses:

- 💬 Prompt 1: Waverly describes her family as typical “like most of the other Chinese” (p. 89); they were probably poor though she “didn’t think [they] were poor” (p. 89); at the time, she had everything she needed, and they had a comfortable routine, and a “warm, clean” home (p. 89).

Waverly's perception of her family when she was a child was that they were comfortable and had everything they needed.

- Prompt 2: Waverly describes the neighborhood as a “playground,” with “mysteries” and “adventures” (p. 90). There is a sense of wonderment in her description of old Li portioning “insect shells, saffron-colored seeds, and pungent leaves” (p. 90). “Farther down the street” Waverly and her brothers examine the “...iced prawns, squid and slippery fish” (p. 90), which are described with less wonder and slight fear. Waverly's perception is that her neighborhood is a place where all sorts of exciting things could happen and where her parents are watching out for her. Her neighborhood is a place where she knows the rules and a place where she belongs.
- Prompt 3: Waverly describes the sign in the butcher window that “informed tourists” (p. 90) and that “tourists never went to Hong Sing's” (p. 91), the restaurant where the menu is “printed only in Chinese” (p. 91). Her encounter with the photographer is a moment of mischievousness, and Waverly describes a playful, childish “hope that he would chase us” (p. 91). Waverly's childhood perception is that tourists are foreign and unusual, but she is interested in them and wants to interact with them.
- Prompt 4: Waverly describes her mother doing her hair as a painful experience she “would twist and yank” (p. 91) on Waverly's “disobedient hair” (p. 91). Waverly says she had a “sly thought” (p. 91) and asks her mother a tricky question. Waverly describes her mother as being “without a trace of knowing” (p. 91). Waverly's perception of her mother is that her mother is clueless and doesn't understand her.

① **Differentiation Consideration:** If students struggle to generate answers to these prompts, consider asking questions to guide their reading:

- How does Waverly's use of “always” function in her description of a typical day in from her childhood (p. 89)? What effect is created by her use of “always”?
- What is the alley “crammed” with (p. 90)? What is the cumulative effect of the details with which Waverly describes her neighborhood?
- What details in the neighborhood does Waverly describe in terms of “tourists” (p. 90)? What might these descriptions reveal about how Waverly perceives outsiders who come into her neighborhood?
- Why does Waverly call her question a “sly thought” (p. 91)? What does Waverly's description of her mother's reply reveal about Waverly's understanding of their relationship?

Instruct students to rotate clockwise to a new chart paper, read what is written there, and respond or add to the observations generated by other groups. Then call on groups to share out with the whole class, so each portion is covered. Ask students to share how they understand other groups' observations and how they responded to or added to the observations recorded on the chart paper. Students are

responsible for taking notes or making annotations on their own text of the details identified by the other groups.

After all student groups have had the opportunity to share observations, pose the following question for full-class discussion:

What do Waverly's perceptions reveal about the relationship between the communities of Chinatown and "America" portrayed in this text?

- Waverly describes a community that sees itself as being something apart from "America." Old Li is described as being better than "the best of American doctors" (p. 90), and Waverly's mother describes Chinese torture as "best torture," better than that of the "lazy...American people" (p. 91). Waverly's perception demonstrates a fascination with "Americans," like the "Caucasian" photographer and tourists (pp. 90–91), and also with her own neighborhood, like the "fragrant red beans," "saffron-colored seeds," and "crates of live frogs and crabs" (p. 90).

① **Differentiation Consideration:** If students need additional scaffolding, consider asking these questions:

Waverly says that "old Li" the pharmacist, "once cured a woman dying of an ancestral curse" (p. 90). Who is old Li's accomplishment compared to? Hint: consider the meaning of "eluded" in this context.

- Old Li accomplished something that had "eluded" American doctors, something American doctors could not do.

How does this description of old Li's accomplishment compare to Waverly's mother's statement that "Chinese people do many things...not lazy like American people." (p. 91)?

- Waverly's mother states that Chinese people are "not lazy like American people" (p. 91) and that Chinese are accomplished in many areas, including business, medicine, and art. Chinese accomplishments are described in contrast to American deficiencies.
- ① When having conversations around cultures and perspectives it is important that students practice engaging with this potentially sensitive material and the assumptions, prejudices, and conflicts it may reveal, in a productive, critical, and thoughtful manner. It may be helpful to review the Speaking and Listening Rubric, focusing on SL.9-10.1.e, with students before beginning this conversation.

Activity 4: Pages 89–93 Reading and Discussion**30%**

Instruct students to remain in their groups and reread from “My older brother Vincent was the one who” to “the dog-eared instruction book” (pp. 91–93). Pose the following questions for students to discuss in their groups. Instruct students to write down their observations in their notebooks as they discuss.

What knowledge does Waverly have that she assumes the younger children at the Christmas party do not have?

- Waverly assumes the younger children do not know that “Santa Claus was not Chinese” (p. 92). Waverly knows “the only answer” (p. 92) to the questions had she been good, obedient and did she believe in Jesus was “yes.” It is not clear if she believes this answer or not, but since there is only one answer it doesn’t really matter.

What might Waverly’s mother’s opinion of the chess set reveal about her character?

- Waverly’s mother thinks the gift is no good because it is used: “She not want it. We not want it” (p. 93). Though in the church she says thank you, she really doesn’t want the old chess set. The attitude Waverly’s mother has suggests that she is “proud” (p. 93).

What is Waverly’s opinion of the gifts she and her brothers receive?

- Waverly believes her “twelve-pack of Life Savers” and her brother Winston’s “authentic miniature replica of a World War II submarine” are some of “the nicest ones” and that they both “chose wisely” (p. 92). Waverly carefully chooses her present and then “spen[ds] the rest of the party arranging and rearranging the candy” (p. 92). Her brother Vincent, however, receives what “would have been” a nice gift—a chess set. But the fact that it is used means that it is not a nice gift (p. 93). The phrase “would have been” indicates that it had the possibility to be good, but that it is not.

Lead a brief full-class share out of student observations, and then pose the following question for full-class discussion. Allow students a moment to jot down their initial responses before beginning to discuss with the whole class.

What purpose does Waverly, the narrator, have for recounting the story of the Christmas party?

- The origin of the chess set is the purpose for telling this story. The first sentence of this section begins with the chess set, then moves into telling the story of the Christmas party, and ends with the chess set. The chess set must be important, and this is the story of how Waverly’s brother got the chess set.

Activity 5: Quick Write

10%

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

How does your understanding of Waverly develop over the course of this passage?

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.

- ▶ Students read the assessment and listen.

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%

Display and distribute the homework assignment. Instruct students that for homework they will respond briefly in writing to the following prompt:

How does the relationship between Waverly’s thoughts and actions compare to the relationship between her mother’s actions and thoughts?

Additionally, instruct students to preview the next lesson’s text, from “I watched Vincent and Winston play during Christmas week” through “thrown back at my opponent for good measure” (pp. 93–98) and annotate according to the protocols established in 10.1.1 Lesson 1.

Provide the following definitions to support student reading:

- ancestral (adj.) – descended or claimed from ancestors
- pawn (n.) – chess piece of lowest value
- adversaries (n.) – people or forces that oppose or attack; enemies
- Hopalong Cassidy (n.) – fictional cowboy, popular in the 1950s
- benevolently (adv.) – characterized by or expressing goodwill or kindly feelings
- Tao (n.) – a Chinese philosophy of truth
- Bobby Fisher (n.) – youngest ever chess grandmaster, famous in the 1960s
- malodorous (adj.) – having an unpleasant or offensive odor; smelling bad
- ▶ Students follow along.

Homework

Respond briefly to the following writing prompt:

How does the relationship between Waverly's thoughts and actions compare to the relationship between her mother's actions and thoughts?