

10.1.3

Lesson 4

Introduction

In this lesson, students complete their close reading of the chapter “Rules of the Game,” from *The Joy Luck Club*, in which Waverly has a climactic confrontation with her mother. Students consider the development of Waverly’s character by studying her shifting interactions with her mother.

Students call upon key details as they shape and refine their understanding of Waverly as a character. Students also consider the development of central ideas in the chapter. Students work in pairs to answer a series of questions. The lesson will conclude with a Quick Write that encourages students to consider the development of Waverly’s character throughout the entire chapter: How does Waverly’s character develop through confrontation and competition? Draw upon evidence from the entire chapter to support your understanding.

For homework, students revise and expand their Quick Write response, adding at least one additional quotation from the text to support their response, as well as continue reading their AIR texts.

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.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 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.

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 this lesson, and in each subsequent lesson in the unit, with a Quick Write assessment.</p> <ul style="list-style-type: none"> How does Waverly's character develop through confrontation and competition? Draw upon evidence from the entire chapter to support your understanding.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Include a clear statement with well-organized details to support observations around how Waverly's development and her interactions with other characters advance the plot and develop the theme (RL.9-10.3). Incorporate key details from across the chapter, not just from this lesson's reading (RL.9-10.1, W.9-10.9). Develop an analysis of this prompt from a variety of angles, with a consideration of how Waverly's confrontations with her mother develop her character; how Waverly's competition with herself develops her character; or how the expectations people have for Waverly, both in her family and in her community, develops her character.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> vain (adj.) – ineffectual or unsuccessful plane (n.) – a flat or level surface
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> concerning (v.) – relating to, being connected with pondered (v.) – considered something deeply and thoroughly

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.3, W.9-10.9, RL.9-10.1, RL.9-10.2 Text: <i>The Joy Luck Club</i> “Rules of the Game” (pp. 98–101) Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Pages 98–101 Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 50% 4. 30% 5. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (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

5%

Begin by introducing the agenda and assessed standard for this lesson: RL.9-10.3 and W.9-10.9. In this lesson, students complete their close reading of “Rules of the Game” and consider the development of Waverly’s character throughout the entire chapter.

Begin by displaying the Quick Write prompt on the board:

How does Waverly’s character develop through confrontation and competition? Draw upon evidence from throughout the chapter to support your understanding.

Instruct students to consider the prompt, and briefly note their initial response.

Inform students that the prompt will remain on the board for the duration of the class. At the end of this lesson, students will respond briefly in writing to this focus question, and see how their opinions have shifted in light of the key details of this lesson’s excerpt.

- ▶ Students follow along.

Activity 2: Homework Accountability

10%

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 how they applied their focus standard to their AIR text from the previous lesson’s homework.

Activity 3: Pages 98–101 Reading and Discussion

50%

Introduce the Quick Write assessment (How does Waverly’s character develop through confrontation and competition?). 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.

Direct students to form pairs. Instruct students to reread in their pairs from “I no longer played in the alley of Waverly Place” through “only this one came out of her tight throat” (p. 98). Display or pose the following question.

- ① Students will be working through a series of text-dependent questions to closely guide their final reading of this chapter from *The Joy Luck Club*. Questions may be displayed as students work through each section or copied and handed out. Students should record answers in their notebooks or on a separate sheet. Remind students that even though they are working in pairs, each individual will be accountable to respond to each question. Throughout the class, students will be responsible to share out their observations with brief full-class discussions.

Display or provide the definitions for the following vocabulary words to support student reading: *vain* and *plane*.

What might the places that Waverly no longer goes to reveal about her development as a character?

- Waverly no longer goes to the places where she used to play as a little kid (p. 98). She doesn't play "in the alley" with her brothers, she doesn't "visit[] the playground" (p. 98). Places that were once important to her are not important at all anymore. All of her attention is focused on "chess secrets" (p. 98).
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Instruct students to reread from "One day, after we left a shop" through "the alleys contained no escape routes" (pp. 99–100). Display or pose the following question for students to discuss in pairs:

Given what you know about Waverly's mother, how might the conflict in the market influence her reaction to Waverly's statement?

- Waverly's mother likes to practice "proper Chinese humility" (p. 96). She likes to be polite in public and save family issues for the privacy of their home. Her mother is probably embarrassed because there are so many people around to see this improper interaction.
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Instruct students to reread from "My breath came out like angry smoke" through "from the dinnertime lights of neighboring flats" (p. 100). Display or pose the following questions for students to discuss in pairs:

What might the image of light coming out of Waverly's family's apartment represent in the context of Waverly's current situation?

- The image of "two tiger's eyes" (p. 100) represents the apprehension and dread Waverly is feeling walking back to her apartment, knowing she is about to get into trouble.

How might your understanding of Waverly's mother's statement be different if "concerning" was replaced with "proud of/pride" (p. 100)?

- Waverly's mother's statement is expressing anger and disappointment that Waverly is acting selfishly; her mother is upset that Waverly seems ashamed of her family, ashamed to be her daughter.

Optional Extension: Consider asking the following question to deepen students' understanding.

What might the description of the fish reveal about Waverly? What can this inference reveal about Waverly's character development?

- Student responses should indicate an understanding of the image of the fish carcass. “Its fleshy head still connected to bones swimming upstream in vain escape” (p. 100), might represent how Waverly feels: like there is no escape, like she is being picked apart by her family and community, and that she wishes to escape. Waverly used to see her family and community as a safe, fun, predictable place. She now sees it as a place she wishes she could escape from, a scary place that is not fun and adventurous, but rather an adversary she cannot beat.
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Instruct students to reread from “In my head, I saw a chessboard” through “I closed my eyes and pondered my next move” (pp. 100–101). Display or pose the following question for students to discuss in pairs:

How might your understanding of Waverly’s attitude be different if “pondered” (p. 101) was replaced with the word “plotted”? What can this final statement reveal about Waverly’s development as a character?

- If it were “plotted” it would be a more sinister, strategizing statement. “Pondered” (p. 101) is a thoughtful word, so Waverly is considering her options, but in a more thoughtful and less strategic way than she has thought about things in the rest of the chapter.
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Pose the following question. Instruct students to briefly jot down their initial responses to the question, then be prepared to discuss their observations with the class.

Who is Waverly’s final opponent?

- Waverly imagines her mother as her final opponent. The evidence is that she describes her opponent with the same “dark slits” (p. 100) for eyes as she described her mother having in the market “black slits” (p. 99). Her opponent also says the same words of advice “strongest wind cannot be seen” (p. 100) as her mother says at the beginning of the chapter (p. 89).

Activity 4: Quick Write

30%

Instruct students that this Quick Write is asking them to consider their understanding across the entire chapter. While this is not a formal assessment, like a Mid- or End-of-Unit Assessment, it is slightly more comprehensive than the Quick Writes they have been doing so far in this unit. Inform students that the annotations they have been making as they have read this chapter, the notes they have taken, and the thinking they have done will all contribute to their ability to use the chapter in its entirety to respond to this prompt. Remind students that they will be assessed on standard W.9-10.9. Inform students that because they are being assessed on their writing, they will have more time than usual to complete their

Quick Write. This will allow them time to briefly review their notes and annotations in order to draw evidence from the text to support their response.

① Students have been introduced to and addressed standard W.9-10.9 in previous units but should review and reflect on their ability to draw evidence from an entire text before beginning to respond to this prompt.

- ▶ Students review the text with their notes and annotations.

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

How does Waverly’s character develop through confrontation and competition? Draw upon evidence from the entire chapter to support your understanding.

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 response.

- ▶ Students listen and read the Quick Write prompt.

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

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.

☞ See the High Performance Response at the beginning of this lesson.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to select at least one additional quotation from “Rules of the Game” that supports and strengthens their response to the Quick Write. Remind students to be prepared to turn in their revised response at the beginning of the next lesson.

- ▶ Students follow along.

① This homework assignment prompts students to practice the skills necessary for proficiency in W.9-10.9 and W.9-10.2.b. Students are held accountable for selecting additional evidence from the text to support their reflection and engage in an evaluative discussion in order to deepen their understanding of how to develop a topic with well-chosen details and quotations.

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

- ▶ Students follow along.

Homework

Revise and expand your Quick Write response, adding at least one additional quotation from the text to support your response.

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