

**10.1.3****Lesson 5****Introduction**

In this lesson, students begin their exploration of “Two Kinds,” the second excerpt from Amy Tan’s *The Joy Luck Club*. Students will deepen their understanding of this chapter throughout the next four lessons, as they build towards the mid-unit presentation on the development of central ideas in “Two Kinds” in 10.1.1 Lesson 9.

Guided by a set of text-dependent questions, students perform a close reading of the first three pages of this chapter (pp. 132–135), in which the central conflict between young Jing-mei and her mother is established. These questions will guide students in an exploration of how Jing-mei interacts with her mother and develops over the course of this passage. This analysis will continue to build upon the unit-long focus on central-idea development, as students consider how Tan unfolds the central ideas of parental expectations and identity that develop across the chapter. Students read independently, practice collaborative skills in pairs and with the class, and craft an independent Quick Write to the following prompt: How do Jing-mei’s interactions with her mother develop over the course of this passage? What is she hoping will happen? Use details from the text to support your answer.

For homework, students preview the next lesson’s text, annotate according to pre-established protocols, and then respond in writing to the prompt that encourages students to reflect on their understanding of the 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.9-10.4             | Determine the meanings 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 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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## 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 (citing text evidence and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> <li>How do Jing-mei's interactions with her mother develop over the course of this passage? What is she hoping will happen? Use details from the text to support your answer.</li> </ul> <p>① This prompt encourages students to engage with the assessed standard RL.9-10.3, as they analyze how Jing-mei's interactions with her mother have developed over the course of this excerpt. This preliminary analysis will prepare students to engage with how Jing-mei's development over the course of the text cultivates Tan's central ideas of parental expectations and identity later in the unit.</p> |
| High Performance Response(s)  |
| <p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Trace how Jing-mei's approach to her mother's tests (and by extension her mother's expectations) has changed throughout the course of this excerpt.</li> <li>Offer support for this claim with evidence drawn from both the beginning and end of the excerpt.</li> <li>Make an observation about what Jing-mei is hoping will happen next.</li> </ul>   |

## Vocabulary

| Vocabulary to provide directly (will not include extended instruction)  |
|---|
| <ul style="list-style-type: none"> <li>reproach (n.) – an expression of disapproval</li> <li>indignity (n.) – an injury to a person's dignity</li> <li>lamented (v.) – to have mourned for, as a person who is dead</li> <li>listlessly (adv.) – in a manner characterized by a lack of interest or energy</li> </ul> |

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

- prodigy (n.) – a person, especially a child or young person, having extraordinary talent or ability

## Lesson Agenda/Overview

| Student-Facing Agenda   | % of Lesson  |
|---|--|
| <b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.3, RL.9-10.4, SL.9-10.1</li> <li>Text: “Two Kinds” (pp. 132–135)</li> </ul>  |  |
| <b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction to Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Pages 132–135 Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol> | <ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>10%</li> <li>55%</li> <li>15%</li> <li>5%</li> </ol> |

## 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.  |
|                                  | <b>Bold text indicates questions for the teacher to ask students.</b>         |
|                                  | <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 to Lesson Agenda

5%

Begin by introducing the agenda and assessed standard for this lesson: RL.9-10.3. In this lesson, students read the first three pages of Amy Tan's "Two Kinds." Working in pairs, students engage with a series of questions and begin to make inferences about the character of Jing-mei and her interactions with her mother.

- ① To avoid confusion, consider explaining to students that although "Two Kinds" is a chapter in the same book as "Rules of the Game," this chapter is a distinct story with different characters.

## Activity 2: Homework Accountability

10%

Ask students to share the additional quote they have selected from "Rules of the Game." Guide a full class discussion with the following question: How does this new evidence strengthen and support the analysis you presented in your Lesson 4 Quick Write?

- ▶ Students share the additional evidence they added to their Lesson 4 Quick Writes, and explain how this evidence strengthens and supports their analysis.
- ① This homework assignment and subsequent full class share out supports students as they build 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 engaging in an evaluative discussion in order to deepen their understanding of how to develop a topic with well-chosen details and quotations.

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Transition to AIR accountability. Instruct students to talk in pairs about how they can apply their focus standard (RL.9-10.5 or RI.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: Masterful Reading

10%

Introduce the Quick Write assessment (How do Jing-mei's interactions with her mother develop over the course of this passage? What is she hoping will happen?). 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.

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Have students listen to a masterful reading of pages 132–135 of “Two Kinds,” from “My mother believed you could be anything you wanted to be” through “At last she was beginning to give up hope” (pp. 132–135). Instruct students to read along in their texts.

- ▶ Students follow along in their texts, reading silently.

Provide definitions for the following words as they appear during the masterful reading: *reproach*, *indignity*, *lamented*, and *listlessly*.

#### Activity 4: Pages 132–135 Reading and Discussion

**55%**

Direct students to form heterogeneous groups. Instruct students to read the first three paragraphs of page 132 independently or aloud in their groups, from “My mother believed you could be anything you wanted to be” to “there were so many ways for things to get better” (p. 132).

- ▶ Students read independently or aloud in their groups.

Display the following questions for students to discuss in their groups. Each student should note their group observations and be prepared to share with the class.

**How do Jing-mei’s mother’s expectations of her daughter relate to her expectations of America? Call upon your understanding of the word *prodigy* (p. 132) to inform your response.**

- 💬 Students should connect Jing-mei’s mother’s statement “...you could be anything you wanted to be in America” (p. 132) to her desire for her daughter to be a *prodigy* (p. 132) in order to demonstrate an understanding that she expects her daughter to take advantage of the opportunities for fame and fortune that she believes America offers.
- ① Students first encountered the word *prodigy* in 10.1.3 Lesson 2 of this unit, when they were asked to generate their own definition and discuss how the term *prodigy* applies to Waverly. Students revisit this concept here as it applies to the characters and their interactions in Tan’s “Two Kinds” in order to solidify and develop their understanding of this crucial vocabulary concept.
- ① **Differentiation Consideration:** Consider asking the following question to scaffold student understanding:

**What does Jing-mei’s mother want her daughter to be?**

- Students should demonstrate an understanding that Jing-mei's mother wants her to be a *prodigy* (p. 132).

**Differentiation Consideration:** If students struggle to recollect their understanding of the word *prodigy*, pose the following question:

**What clues in paragraph 1 and paragraph 2 can help you to determine what it means to be a “prodigy” (p. 132)?**

- Students should identify the word “famous” in paragraph 1 and the phrase “best anything” in paragraph 2, to help them understand that *prodigy* means to be known for being the best at something (p. 132).
- ① The explicit connection between the idea of a *prodigy* and childhood may have to be made directly for students, perhaps by pointing to the later textual references to “amazing children” (p. 133) and “remarkable children” (p. 134) as contextual clues.

**What do you notice about the way that Jing-mei's mother speaks? How does her voice compare to the voice of the narrator?**

- Jing-mei's mother speaks in sentence fragments and broken English, while the narrator (Jing-mei) speaks in full, fluent, and grammatically correct sentences.

**What might Tan's purpose have been for creating this difference in voice?**

- Tan creates a difference in the voices of these two characters in order to emphasize the difference in the characters themselves. Other students may suggest that this difference in voice suggests a difference in cultural alignment between mother and daughter.
- ① These questions prompt students to engage with the subtle cultural differentiation that Tan develops between mother and daughter in “Two Kinds.” This is a foundational understanding for continued critical engagement with how cultural alignment and expectations shape the interactions between Jing-mei and her mother throughout the chapter.

**What did Jing-mei's mother leave behind in China? How does Jing-mei describe her mother's attitude towards this loss?**

- Jing-mei's mother lost her home, her “mother and father,” her “first husband” and her “two daughters” in China (p. 132). When she left China, she left behind this loss. Jing-mei describes her mother's attitude towards this tragic loss as optimistic and forward-looking: she “never looked back with regret” (p. 132).
- ① This question is intended to get students to begin thinking about how the conflict between mother and daughter is also a conflict between cultures. This central idea will be developed further in later

lessons. Be alert to possible misinterpretations—this is a more difficult question than it first appears. Upon a cursory reading, students may respond that Jing-mei’s mother left behind her family and her home when she came to America. Although this is true, it is only one component of the more complex understanding that this question encourages. If necessary, have students reread the third paragraph in order to make the connection that Jing-mei’s mother had lost her family before leaving China, so in leaving China she leaves behind this loss.

- ① **Differentiation Consideration:** The question “How does Jing-mei describe her mother’s attitude towards this loss?” opens up the space for students to begin to consider the role of point of view in this chapter. The use of the word “never” in Jing-mei’s description of her mother’s feelings may raise red flags for some students. The use of an absolute when describing another person’s thoughts and feelings calls into question the trustworthiness of the narrator—how can Jing-mei be so sure?
- ① **Differentiation Consideration:** Consider asking the following question to provide additional scaffolding for student understanding:

**What does Jing-mei’s mother believe about America? What can you infer from this belief about what her mother values?**

- 💬 Student responses should indicate an understanding that Jing-mei’s mother believes that people can be anything they want to be in America. America offers limitless possibilities, from easy home ownership to instant fame and fortune. Students’ inferences about what Jing-mei’s mother values may vary, but may include equal opportunities, self-determination, hard work, as well as financial security, wealth, and celebrity.

Lead a brief class discussion of student observations.

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Instruct students to reread from “We didn’t immediately pick the right kind of prodigy” to “and then you’ll always be nothing” (pp. 132–133). Display the following questions for students to discuss in their groups. Each student should write down their group observations and be prepared to share them with the class.

**Why isn’t Shirley Temple the “right kind of prodigy” (p. 132) for Jing-mei to emulate?**

- 💬 Shirley Temple was not the “right kind of prodigy” for Jing-mei to emulate because Jing-mei does not look like Shirley Temple (p. 132). Students may infer that Jing-mei does not look like Shirley Temple because Jing-mei is Chinese, and Shirley Temple is not. Students may infer that this phrase indicates that Jing-mei cannot achieve the same kind of fame that Shirley Temple has because she is not white.

- ① This question prompts students to begin to build connections between what it means to be a “prodigy” in America and how this relates to Jing-mei’s identity as a Chinese-American.

**How does Jing-mei feel about her “Peter Pan” haircut? How does the following paragraph (beginning with “In fact”) complicate your understanding of her feelings?**

- 💬 Jing-mei likes her Peter Pan haircut because it makes her feel excited about her “future fame” (p. 133). Some students may suggest that Jing-mei sees her outer transformation as corresponding to an inner transformation that will fulfill her mother’s expectations for genius. Students should identify that Jing-mei qualifies her excitement about being a potential prodigy with the phrase “In the beginning” in the following paragraph, indicating that this feeling might change with time.
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Instruct students to reread from “In fact, in the beginning, I was just as excited as my mother” to “with sparkly cartoon music filling the air” (p. 133). Then pose the following questions one at a time. Allow students time to discuss in their groups before sharing out with the class.

**How does Jing-mei picture the “prodigy part” of herself? Why does she try each image “on for size” (p. 133)? Support your inference with evidence from the text.**

- 💬 Student responses should indicate an understanding that Jing-mei pictures the prodigy part of herself as three different images—a “ballerina girl,” the “Christ child,” and “Cinderella” (p. 133). Students should infer that Jing-mei tries these images “on for size” because she understands the “prodigy part” of herself as a separate identity (p. 133). She slips on her mother’s expectations of “prodigy” like a piece of clothing. For Jing-mei, it is an identity as easily taken off as it is put on. Some students might make the explicit connection to the idea of a split-self, or of performance of identity (she “puts on” the prodigy costume in order to play the part).
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Reread the last two paragraphs of this section from “In all of my imaginings, I was filled with a sense” to “and then you’ll always be nothing” (p. 133) aloud. Then pose the following question. Allow students time to discuss in their groups before sharing out with the class.

- ▶ Students follow along in their texts as they listen and discuss the following question in their groups before sharing with the class.

**With whom is Jing-mei having a conversation? What does this conversation reveal about how Jing-mei understands herself?**



- Jing-mei is having a conversation with the “prodigy part” of herself (p. 133). Some students might suggest that the prodigy’s warning “and then you’ll always be nothing” reveals a central fear Jing-mei has about her identity—if she cannot be the best then she is nothing at all (p. 133). Others might point to Jing-mei’s description of the prodigy as “impatient” to suggest that Jing-mei herself is impatient to discover what she is best at (p. 133). Still others might suggest that the fact Jing-mei is talking to the prodigy as distinct from herself reinforces the notion that her mother’s expectations have produced a fractured sense of identity.
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Instruct students to reread from “Every night after dinner, my mother and I would sit” to “... that’s all I remember, Ma, I said” (pp. 133–134). Then pose the following question for students to discuss as a class.

**What tests does Jing-mei’s mother give her? How does Jing-mei measure up against the “amazing children” her mother admires (p. 133)?**

- Jing-mei’s mother asks Jing-mei to name the capital of Finland, to multiply numbers in her head, find the queen of hearts in a deck of cards, stand on her head without using her hands, predict the daily temperatures of various cities, and quickly memorize passages of the Bible. Jing-mei fails to pass all of these tests—she proves herself unremarkable when put in direct competition with the “amazing children” her mother admires (p. 133).
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Instruct students to reread from “And after seeing my mother’s disappointed face” through “trying to scratch out the face in the mirror” (p. 134). Then pose the following question for students to discuss as a class.

**How does Jing-mei interact with her own reflection? What does this interaction suggest about how Jing-mei sees herself?**

- When Jing-mei looks at herself in the mirror she cries, makes animal noises, and tries to scratch out the image of her face. Students should identify that this interaction suggests that Jing-mei doesn’t like what she sees in the mirror; she sees herself as “ordinary” and “ugly” and with no potential for growth or change—“it would always be this ordinary face” (p. 134).
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Instruct students to reread from “And then I saw what seemed to be the prodigy side of me” through “at last she was beginning to give up hope” (pp. 134–135). Then pose the following question for students to discuss as a class.

**How does Jing-mei's reflection change? How is this transformation reflected in her attitude towards her mother's expectations?**

- As Jing-mei continues to look at herself, the “ordinary ... sad, ugly girl” transforms into the “prodigy side” of herself (p. 134). Students should connect this visual transformation with Jing-mei's changing attitude towards her mother's expectations. Rather than feeling sad about “the raised hopes and failed expectations” of her mother's tests, she now feels “angry, powerful,” and is determined to not let her mother change her, or make her be something she is not (p. 134).

- ① Students may also make a connection to the fantasy images (ballerina, Cinderella, baby Jesus) that Jing-mei tries on and then takes off on page 132.

**Activity 5: Quick Write****15%**

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

**How do Jing-mei's interactions with her mother develop over the course of this passage? What is she hoping will happen? Use details from the text to support your answer.**

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

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, review the Short Response Rubric and Checklist, and read the Quick Write prompt.

Transition students to the independent Quick Write.

- ▶ Students independently respond to 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. For homework, instruct students to independently read from “Two or three months had gone by without any mention ...” to “because later on I had to learn how to play it” (pp. 135–136). Students should annotate the text with the annotation symbols they learned in 10.1.1 (see 10.1.1. Lesson 1), and be prepared to offer their response to the following questions at the beginning of the next lesson:

**According to Jing-mei’s mother, why is Jing-mei “not the best” (p. 136)? What trait does she find valuable?**

Review the expectations of SL.9-10.1.a with students. Instruct students to draw upon the preparation they have done in this homework assignment for their full-class discussion in the following lesson.

► Students follow along.

- ① This homework assignment encourages students to practice the skills outlined in SL.9-10.1.a. Students prepare for a thoughtful, well-reasoned exchange of ideas about this passage in the following lesson through their annotations and identify specific evidence from the text in order to answer the focusing question.

## Homework

Independently read from “Two or three months had gone by without any mention ...” to “because later on I had to learn how to play it” (pp. 135–136) and annotate according to pre-established protocols. Be prepared to offer a response to the following questions at the beginning of the next lesson:

**According to Jing-mei’s mother, why is Jing-mei “not the best” (p. 136)? What trait does she find valuable?**