

10.1.3

Lesson 9

Introduction

This lesson comprises the Mid-Unit Assessment for this unit. In this lesson, 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”? Each student group will be 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.

This analysis prepares students for the End-of-Unit Assessment by prompting students to consider the development of central ideas in a text, as well as providing an opportunity to assess the speaking and listening skills students have been practicing throughout this unit.

For homework, students will continue their Accountable Independent Reading.

Standards

Assessed 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.
W.9-10.2.b	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. 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.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
Addressed 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.
L.9-10.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. 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.

Assessment

Assessment(s)
<p>Mid-Unit Assessment</p> <ul style="list-style-type: none"> Presentation Prompt: How does Tan develop and refine a central idea in “Two Kinds”? Support your analysis with at least three concrete details or quotations, and include an objective summary of the text. <p>① Students are assessed on their presentation, using the Speaking and Listening Rubric.</p> <p>① Additionally, students are assessed on the written response outlined on their Presentation Preparation Tool, using the Short Response Rubric.</p> <p>① Students are held accountable for the notes they have taken on other group presentations.</p>
High Performance Response(s)
<p>A High Performance Response students:</p> <ul style="list-style-type: none"> Provide a clear and organized summary of the excerpt, as well as trace the development of a central idea using at least three pieces of text evidence. Develop the analysis with at least three well-chosen, relevant, and sufficient concrete details or quotations.

- Present their analysis and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization.
- Demonstrate command of the conventions of standard English grammar and usage when speaking.
- Use various types of phrases and clauses to convey specific meanings and add variety to their presentations.

A High Performance Written Response should:

- Be appropriate to the task of a presentation preparation.
- Be coherent, clearly organized, and developed by relevant, sufficient, and concrete key details and quotations.

See the Model Presentation Preparation Tool for sample student responses.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.2, W.9-10.2.b, W.9-10.4, SL.9-10.4, RL.9-10.3, L.9-10.1.b • Text: “Two Kinds” 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Presentation Preparation 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 30%

4. Mid-Unit Assessment	4. 45%
5. Closing	5. 5%

Materials

- Student copies of the 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Student copies of the Speaking and Listening Rubric: SL.9-10.4 (refer to 10.1.1 Lesson 3)
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)
- Copies of the Presentation Preparation Tool for each student

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 assessed standards for this lesson: RL.9-10.2, W.9-10.2.b, W.9-10.4, and SL.9-10.4. This lesson comprises the Mid-Unit Assessment. Guided by a Presentation Preparation Tool, students work collaboratively to prepare and present an analysis of how Amy Tan develops and refines a central idea in “Two Kinds.”

Inform students that they will be working with two new standards in this lesson: SL.9-10.4 and L.9-10.1.b.

Instruct students to return to the 10.1 Common Core Learning Standards Tool.

Direct students to find SL.9-10.4 and L.9-10.1.b. on their tool and to follow along as they are read aloud.

- Students follow along, reading silently as standards SL.9-10.4 and L.9-10.1.b. are read aloud.

Pose the following questions for class discussion:

What do you notice about these standards?

What are they asking you to be able to do?

What questions do these standards raise for you?

Ask students to write their ideas down. Lead a brief class discussion about standards SL.9-10.4 and L.9-10.1.b.

💬 Student responses may include the following:

- SL.9-10.4 is asking us to present information in a way that other people can easily understand.
- SL.9-10.4 requires that we consider the task and the audience when presenting.
- L.9-10.1.b asks us to use a variety of words and phrase structures when writing and when speaking.
- What is a clause?

▶ Students participate in a full-class discussion.

① If students are unfamiliar with the expectations of L.9-10.1.b, it may be necessary to take additional time to teach grammatical components such as the different types of phrases and clauses.

Activity 2: Homework Accountability

10%

Instruct students to briefly discuss in pairs how they revised and expanded their notes in preparation for the Mid-Unit Assessment.

▶ Students discuss homework in pairs.

Instruct students to talk in pairs about how they can apply the focus standard RL.9-10.6 or RI.9-10.6 to their AIR text.

▶ Students (or student pairs) discuss and then share how they applied the focus standard to their AIR text from the previous lesson's homework.

Activity 3: Presentation Preparation

30%

Have students form four pre-established heterogeneous groups. Students will work collaboratively in these groups to analyze and present on an excerpt from “Two Kinds.” Students will structure their presentation in response to the following prompt: How does Tan develop and refine a central idea in “Two Kinds”?

Display or distribute the Speaking and Listening Checklist and the Short Response Rubric. Inform students that for their Mid-Unit Assessment they will be presenting on an excerpt from the chapter “Two Kinds.” Inform students that they will prepare these presentations collaboratively, according to the norms and protocols on the Speaking and Listening Checklist, and the skills outlined by standard SL.9-10.4 and L.9-10.1.b. Additionally, students are expected to hand in their preparatory materials, which they will use to organize and structure their presentations. Students are assessed on the concrete details and quotations they have chosen to develop their topic, as well as their brief written response at the bottom of the tool.

Review the Speaking and Listening Checklist and Short Response Rubric with students, allowing time for students to pose any questions they may have.

- ▶ Students review and discuss the Speaking and Listening Checklist and Short Response Rubric.

① It may be necessary to review different types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) with students before they begin their preparation. Students are not assessed on this skill, but should be encouraged to practice L.9-10.1.b during their presentations.

Display and distribute the Presentation Prompt:

How does Tan develop and refine a central idea in “Two Kinds”?

Distribute the Presentation Preparation Tool. Instruct students that the purpose of this activity is to structure and organize their analysis of how a central idea of “Two Kinds” emerges and is shaped and refined by key details in preparation for their presentation.

Assign each student group to an excerpt from “Two Kinds”:

- Group 1: From “My mother believed you could be anything” through “at last she was beginning to give up hope” (pp. 132–135).
- Group 2: From “Two or three months had gone by” through “I was determined to put a stop to her foolish pride” (pp. 135–138).
- Group 3: From “A few weeks later, Old Chong and my mother” through “like a small brown leaf, thin, brittle, lifeless” (pp. 138–142).

- Group 4: From “It was not the only disappointment my mother” through “they were two halves of the same song” (pp. 142–144).
- ① Students will be familiar with the format of the Presentation Preparation Tool through their work with the Evidence Collection Tool. If students struggle, consider modeling select elements of the tool.
- ▶ Students work collaboratively with the Presentation Preparation Tool to prepare group presentations.

Activity 4: Mid-Unit Assessment

45%

Instruct students to begin presentations, in the order that the excerpts appear in the text. Remind students that they should be taking independent notes on these presentations on a separate piece of paper as they listen. Students turn in both their Presentation Preparation Tool and the notes they have taken on presentations for assessment at the end of this lesson.

- ▶ Students present or take notes on presentations. Students turn in their Presentation Preparation Tool and their class notes when they are finished presenting for the teacher to assess.
- 🗨 See model Presentation Preparation Tool.

Activity 5: Closing

5%

Display and distribute the homework assignment. Inform students that for homework they should continue to read their AIR text through the lens of focus standard RL.9-10.6 or RI.9-10.6.

Homework

Continue to read your AIR text through the lens of focus standard RL.9-10.6 or RI.9-10.6.

Presentation Preparation Tool

Name:		Class:		Date:	
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Directions: Collect key details from your assigned passage in response to the presentation prompt. Analyze these details, then write a statement that connects all three.

Presentation Prompt: How does Tan develop a central idea in “Two Kinds”?

Focusing Statement:

Excerpt:

Objective Summary:

Key Detail	Key Detail	Key Detail

Analysis	Analysis	Analysis

Connections

Model Presentation Preparation Tool

Name:		Class:		Date:	
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Directions: Collect key details from your assigned passage in response to the presentation prompt. Analyze these details, then write a statement that connects all three.

Presentation Prompt: How does Tan develop a central idea in “Two Kinds”?

Focusing Statement: Tan develops a central idea of rebellion through Jing-mei’s response to her mother’s expectations.

Excerpt: From “Two or three months had gone by” through “I was determined to put a stop to her foolish pride” (pp. 135–138).

Objective Summary:

In this excerpt Jing-mei’s mother decides that Jing-mei should play piano, and forces her to take lessons with Mr. Chong. Although Jing-mei takes lessons, she refuses to practice the piano and so is not a good pianist. After a year, Jing-mei overhears her mother having a conversation with the mother of chess prodigy Waverly Jong, in which both mothers brag about their daughters’ successes.

Key Detail	Key Detail	Key Detail
““Play note right, but doesn’t sound good! No singing sound,’ complained my mother.” “‘What are you picking on her for?’ I said carelessly.” “‘She’s pretty good. Maybe she’s not the best, but she’s trying hard.’ I knew almost immediately I would be sorry I said that.” (p. 136)	“Why don’t you like me the way I am? ... I wouldn’t go on TV if you paid me a million dollars!” (p. 136)	“But I was so determined not to try, ... the most discordant hymns.” (p. 138)

Analysis	Analysis	Analysis
<p>It doesn't matter to Jing-mei's mother how hard the girl on TV tries, because she is not good at playing piano. Jing-mei's mother expects excellence, and is disappointed by anything less.</p> <p>Jing-mei feels differently than her mother about the girl's performance. She defends the girl.</p>	<p>Jing-mei thinks her mother's desire to have her play the piano means that her mother does not think she is good enough without this. This makes Jing-mei not want to play the piano.</p>	<p>Jing-mei's response to being forced to take piano lessons by her mother is to decide not to try very hard on purpose, rebelling against what her mother expects of her.</p>

Connections
<p>In this excerpt, Tan develops the central idea of rebellion through Jing-mei's interactions with her mother. Jing-mei's mother expects Jing-mei to be an excellent pianist. Jing-mei responds to her mother's dreams for her by rebelling against her mother's expectations because she thinks these expectations imply that she is not good enough as she is. Jing-mei refuses to learn from Old Chong, she puts all of her effort into playing terribly rather than playing well.</p>