

Character Based Literacy Program Lesson Plan

The Good Earth, Introduction



Outcomes for Today

The Good Earth by Pearl Buck is a timeless story about a farmer who is trying to survive off the land and support his family. In the midst of famine, poverty, floods, difficult family members, births, addiction, rebellion, and concubines, Pearl Buck weaves a story that has withstood the test of time and depicts universal themes. Set in 20th Century rural China, The Good Earth not only follows the family of Wang Lung and his wife, but also tells the tale of China during the reign of the country's last emperor.

Book Resources

The Good Earth has many wonderful resources to use while teaching.
 Time line information: page xix
 Chapter Notes: pg 387-395
 Character Information: pg. 399-401
 Theme information: pg. 401-403

ELA Connection

Word wall idea:
 Have students color-code each word based on their part of speech.

Community Connection

The community connection for The Good Earth is an investigation into Elder Care and the roles of elders in society. This project also investigates the roles of various age groups in society and within different cultures. The project is located at the end of the lesson plans and can be modified to meet the needs of your students and teaching setting.

Film Reference

The following films are suggested for this unit:
The Good Earth
Not without my Daughter (a great film that reflects the Justice theme in this unit)
The Last Emperor

Map

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Classroom Product/Independent Product

Timeline:

The story takes place in 20th Century China.

Create a timeline that follows the book accordingly. You can include the following three categories:

1. 20th Century China / the world—What is happening in China / the world during this time period (1882-1940)
2. United States: Space for you to add US History facts that occur from 1882-1940
3. The Good Earth—this space should include the 5-7 relevant facts from the daily reading.

Timeline ideas: For this novel, consider using bushels of grain, thatched huts, rickshaws, oxen, sickles, or farm implements.

Justice Poster:

Have your students create a class poster/ T Chart.

- Label one side “Justice” and the other side “Injustice”.
- During this unit, follow the local and world news.
- Have students choose, as a class, a headline/article of something that depicts “Justice” and “Injustice” in their local community and in the world.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

Character Based Literacy Program Lesson Plan

The Good Earth, Final Writing Product/Oral Report



Outcomes for Today

Written Product

- 2.3.a Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives;
- 2.3.b Convey information and ideas from primary and secondary sources accurately and coherently;
- 2.3.c Make distinctions between relative value and significance of specific data, facts, and ideas;

The final product for *The Good Earth* will be broken into two parts: an Expository Essay and an Oral Report.

The writing product will be based on the novel.

The oral report will be a stand-alone lesson.

Final Writing Product

Your essay should follow basic essay format: introduction, middle, and a conclusion, written in 5-paragraph format.

- **Write a 5-paragraph essay that describes a character from *The Good Earth*. Your essay should contain a thesis statement, contain support material from primary and secondary sources, and support significant ideas about the character.**
- Choose one character from the novel—Wang Lung, O-lan, Ching are strongly suggested, but you can also choose one of the others.
- Using your Open Mind Portraits, Character Interaction Charts, and Character Profile Chart, make observations about your character. Be prepared to defend and explain your observations
- Is there a quote that makes you think of this person or one of their characteristics? Make sure to cite appropriately.

Final Oral Product

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and persuade by soliciting agreement or action, or to unite audiences behind a common belief or cause.

1.6 Present and advance a clear thesis statement and choose appropriate types of proof that meet standard tests for evidence, including credibility, validity, and relevance.

1.7 Use props and visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

Refer to pages 353-360 for additional information as you plan your speech.

How To Speech

Your speech will be 5-7 minutes informing/explaining/teaching the class something you already know how to do. The purpose of your speech is to inform your audience.

Your topic MUST be school appropriate and cannot contain any information that is illegal, immoral, or indecent. Choose wisely.

- Select a speech topic—choose something you know how to do well, since you will be teaching others how to do it
- Organize your speech in a manner that best achieves those purposes (chronological, steps, etc)
- Ensure the beginning, body, and conclusion reinforce the purposes
- Project sincerity and conviction to control your nervousness
- Try not to use notes
- Provide visual aids as needed

Have a clear and concise Introduction, an informative body, and interesting conclusion. Make your audience want more.

Example

Introduction: *After hearing my speech today the audience will be able to create one new healthy snack.*

Keep your topic narrow and focused.

Body: The body of your speech should include the steps needed to take to prepare your snack—step by step.

Conclusion: *By making wise choices as you consider your next snack, you will feel better, have more energy, and a positive self-image.*

Character Based Literacy Program Lesson Plan

The Good Earth, Speech Rubric



Title: _____

Name: _____

Date _____

*The speaker is to prepare a speech that has a clear purpose: to inform and explain a new task to the audience. The speech is to be organized in a manner that best achieves this purpose. The beginning, body, and conclusion should all tie into this purpose. The speaker is to project sincerity and conviction and strive not to use notes. The speaker should have a visual aid, but it is not required. **The speaker is to speak on a topic that is school appropriate.***

"How-To" Speech

5	=	Excellent
4	=	Above Average for the speakers level
3	=	Satisfactory
2	=	Could improve
1	=	Needs Attention

• The general purpose of the speech was clear	5	4	3	2	1
• The specific purpose of the speech was clear	5	4	3	2	1
• The organization supported the purpose	5	4	3	2	1
• The main points and material was relevant	5	4	3	2	1
• The speaker achieved the specific purpose	5	4	3	2	1
• The speaker appeared confident and sincere	5	4	3	2	1
• Speaker did not rely on notes	5	4	3	2	1
• The beginning, middle, and conclusion reinforced the specific purpose.	5	4	3	2	1

What could the speaker have done to improve and make the speech more effective?

What did you like about the presentation?

Character Based Literacy Program Lesson Plan

The Good Earth, Introduction



Outcomes for Today

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is Justice? What is Restraint?

Justice is the quality of being just: 1.) righteousness, equitable, or moral rightness. 2.) To uphold justice of a cause. 3.) The moral principal determining a just conduct.

Restraint is to hold back, control, or check emotions and reactions.

As you read *The Good Earth* by Pearl Buck, consider all of the things that are happening to the characters. Are they “Just”, and would you be able to restrain yourself during every situation? Consider the daily theme as you read.

Read *The Sneetches* by Dr. Seuss to introduce Justice vs. Injustice.

As you read, have students:

- List the injustices that occur in the story.
- What characters do you think are the most unjust?
- What factors contribute to the unjust behavior?
- Are any characters taken advantage of? How?
- How does Sylvester McMonkey McBean manipulate the Sneetches?
- What is the overall theme of *The Sneetches*?

Activity: Students will complete an observation chart prior to reading.

Observation Chart

- Collect pictures of rural China, the Qing dynasty, and ancient farming tools by doing a Google image search. You will need 10-15 images.
- Mount the images on heavy paper or card stock in groups of 2-3. You will need to make 5-6 total charts.
- Laminate them so you'll be able to use them when you teach The Good Earth.
- Post the visuals around the classroom. You will have 5-6 charts. Post them so there is enough room around each chart for students to move and write.

- Post a blank piece of paper next to each of the picture charts.
On this paper, students will ask a question, make a comment, make a prediction, or create a sketch.
- Students will work in pairs or groups of three.
 - Have groups initial what they put on the chart, or you can assign each group a different colored pencil in order to monitor what each group is writing.
- If you are in an institution setting where students cannot work in groups or get out of their seats, pass the charts around the room.

Read introduction pages vii-xv

Character Based Literacy Program Lesson Plan

The Good Earth, Day 1



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who is the Earth God?

In Chinese culture, the Earth God is a local protective deity. Most villages had their own Earth God, each neighborhood had its own God, and many families had their own individual God as well. These Earth Gods could be unique in their looks, but their primary role was to “protect.”

In today's reading, Wang Lung is traveling to meet his wife. On his way there, he stops at the Earth God temple. He realizes that he should buy some incense to leave at the temple for the God.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

omen (2)	brazen (2)	coaxing (3)	cauldron (4)	vigorously (5)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 1-14

Setting	Characters	Pages
Rural China in a two bedroom home	Father and son (Wang Lung)	1-7
Rural China in town	Barber, townspeople, Wang Lung, waiter boy	8-13
Rural China at gate of the House of Hwang	Guard, Wang Lung	13-14

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Author Cube (biography)

Use information from the novel, pg. xvii, and online sources to gather information on Pearl S. Buck. Have students complete the Biography Cube activity. Students can use the cube as a writing outline to write a biographical essay.

Once completed, cubes can be turned into mobiles in the class or into a cube garland.

Setting Chart

Create a setting chart for the novel. Have students fill in the chart with as much detailed information as possible.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was it significant that Wang Lung was going to bathe his entire body? How often did people bathe? Why didn't it happen more often?
2. The author describes the bricks the house was made of (page 2, 2nd paragraph). Why do you think the process of making bricks was so significant? Do you think that has anything to do with the title of the book?
3. Wang Lung is preparing tea/hot water and breakfast for his father for the last time. Once he takes a wife, he will no longer have to do such tasks. What do you think this says about the roles of men and women during this time? What is the role of children as the parents' age?
4. What do you think is wrong with Wang Lung's father?
5. The old man didn't want to drink the tea because it was wasteful. Why do people have nice things but decide not use them?
6. Wang Lung's father thinks that it is wasteful to take a bath. Wang Lung tells him he will throw the water back to the earth, and then it is not wasted. What is the author trying to convey about Wang Lung's character?
7. Wang Lung wanted to marry. His father told him not to marry a slave or a pretty woman. Why? What does this say about the arrangement of marriage in rural China?

8. “He could not realize that when he walked back through the gate there would be a woman walking behind him.” pg. 10 Why weren’t women allowed to walk beside their husbands?
9. The author describes the barber on page 11, “. . .he had fallen into the hands of a joker, and feeling inferior in some unaccountable way, as he always did, to these town dwellers, even though they were only barbers and the lowest of persons. . .” What is a class system? What are the classes in China during this time? Research may be helpful in understanding the class differences in China at this time. How does Wang Lung fit into them? Can you change classes?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 9

“Wang Lung had suffered that she must not be pretty. It would be something to have a pretty wife that other men would congratulate him upon having. His father seeing his mutinous face, had cried out at him,

“And what will we do with a pretty woman? We must have a woman who will tend the house and bear children as she works in the fields, and will a pretty woman do those things. . .no not a pretty woman in our house. We are farmers.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Wang Lung knew that marrying a pretty woman would be bad for him and his father. He knew that a pretty woman would not help him in the fields or around the house. She would be focused on things other than hard work. Wang Lung – and his father – believes that a woman’s duties should be focused on serving her husband and his family.

Write an argumentative paragraph arguing that Wang Lung is either acting with justice or unfairly to his future wife. Is a marriage without love or friendship just? How do you feel about the expectation for women to be subservient? Are Wang Lung’s intentions honorable? Do you think that it is fair for the woman involved?

11. Close Close by extending today’s lesson to life and the world.

10c12 Cubing Biography

Who is person? Date of birth? Death?			
	Where did this person grow up?		
What relationships did this person have?	What did this person do?	What was this person like?	
	Why is this person important?		

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

The Good Earth, Day 2



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is an arranged marriage?

An **arranged marriage** is a marriage that is established before involving oneself in a lengthy courtship, and is often arranged by someone other than the persons getting married, such as a matchmaker or the couple's parents. These marriages are relatively rare, but still occur in the Middle East and parts of Africa and Asia.

An arranged marriage involves the couple's parents in varying degrees. There are two main types of marriages:

Forced Marriage: In this marriage, the parents choose their son's or daughter's future spouse with no input from the son or daughter. If the son or daughter refuses the choice, he or she may be punished or even killed. In most cases, the marriage takes place anyway. Factors in the marriage can be social or economic.

Traditional Arranged Marriage: In this marriage, the parents choose their son or daughter's future spouse with some input from the bride or bridegroom to be. If either the son or daughter refuses the choice, the parents tend to respect their wishes and choose another possible spouse. The main focus of the marriage is their child's happiness, but the parents feel that "they know best."

In today's reading, Wang Lung visits the House of Hwang to pick up his wife. This is the first time he meets his wife.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

bawling (15)	disgust (16)	delicacies (16)	indignation (17)	astonishment (17)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 15-25

Setting	Characters	Pages
The Great House	Wang Lung, gatekeeper	15-16
The Great House	Wang Lung, gatekeeper, Ancient One/Great Lady	16-18
The Great House	Wang Lung, Ancient One/Great Lady, O-lan	18-19
Leaving to the West Field	Wang Lung, O-lan	19-23
Wang Lungs Home	Wang Lung, O-lan, father, guest	23-25

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Justice” and the other side “Injustice”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Chinese Culture**

Have students utilize various authoritative print and reliable digital sources to research different cultures and traditions in China.

- Ask students to create a poster with information about the tradition, along with pictures.
- Display posters in the classroom for a gallery walk.
- While on their walk, instruct students to think of their own culture and their beliefs.
- Once the walk has been completed, ask students, “Do you have any traditions or beliefs that are similar to the Chinese? What?” Encourage a class discussion.

This will help students better understand the beliefs and the traditions followed by the Chinese.

<http://chineseculture.about.com/>

Open Mind Portrait

Create an OMP of Wang Lung. What do you think he is thinking and feeling as he enters the Great House to take his bride? Draw Wang Lung. Add 5-7 thought bubbles to the portrait.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does the gatekeeper force Wang Lung to pay to be taken to the Great Lady?
2. Why doesn't the gatekeeper want Wang Lung to take his belongings with him? What is Wang Lung fearful of? What does this say about the life of people in the great house versus the life of a farmer? Who do you think has more value in society?
3. The gatekeeper refers to Wang Lung as a fool. Wang Lung says, "*I am only a course person, Great and Ancient Lady. I do not know what words to use in such a presence.*" What does this response say about Wang Lung and his character?
4. When Wang Lung meets his wife, what does he do? How do you think O-lan feels?
5. How would you feel if your husband or wife was chosen for you? How would they feel? Do you think arranged marriages are successful? Why?
6. In this situation, are women seen as wives or slaves?
7. What does the Ancient Lady tell O-lan to do? Why is this important in Chinese society?
8. Wang Lung notices how she plods along steadily on her big feet. What is the historical significance of big feet in China? Culturally, what could happen to a girl's feet? Why?
9. Wang Lung and O-lan visited the temple of the earth and lit incense for the gods. They stood watching the incense burn together. The author describes it as a moment of marriage, why? (Page 22.)
10. When Wang Lung returned home he informed his father they were having guests for dinner. His father complained, but was secretly happy. Why do you think he tried to hide his emotions in front of O-lan?
11. Why didn't O-lan join the guests and Wang Lung for dinner?
12. Do you think their marriage will last?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 22

"Together this man and this woman stood before the gods of the fields. The woman watched the ends for the incense redden and turn grey. When the ash grew heavy she leaned over and with her forefinger she pushed the head of ash away. Then as though fearful for what she had done, she looked quickly at Wang Lung, her eyes dumb. But, there was something he liked in her movement. It was as though she felt the incense belonged to them both; it was a moment of marriage."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

When we think of marriage, we think of a wonderful ceremony, large groups of people dressed up, and a wonderful celebration with food and drink. O-lan and Wang Lung did not have a formal wedding; however, the author describes their marriage.

Write a paragraph in which you define and argue in defense of your own explanation of what marriage is. Be detailed in your explanation, using various sources to support your answer.

Can you be married without a formal ceremony? What is the difference between marriage and a wedding? Fifty percent of Americans who marry ultimately get divorced. Do you think the divorce rate would lower if we focused on marriage? Why? Upload your paragraph to an online forum (Google Docs, blog, etc.) and share the link to your work with your classmates.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 3



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background

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What is marriage?

"The most powerful rites of passage are reflective--when you look back on your life again and again, paying attention to the rivers you have crossed and the gates you have opened and walked on through, the thresholds you have passed over." Robert Fulgrum

Marriage is the social institution under which a man and woman establish their decision to live as husband and wife by legal commitments. It is also referred to as a relationship in which two people have pledged themselves to each other in the manner of husband and wife without legal sanction.

Although Wang Lung “married” O-lan, he is still amazed by her and by “being married.” In today’s reading, Wang Lung learns to appreciate all of the things that a wife can do for the household and for the fields.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

negligently (27)	luxury (27)	idleness (27)	articulate (28)	replenished (29)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 26-39

Setting	Characters	Pages
The two bedroom house	Wang Lung, father, O-lan	26-28
The fields/house	Wang Lung, O-lan	28-31
The two bedroom house	Wang Lung, father, O-lan	32
The kitchen in the home	Wang Lung, O-lan	33-36
The Home	O-lan, Wang Lung, father, new baby	36-39

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Justice” and the other side “Injustice”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).

- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Birth Announcement

Pretend you are Wang Lung and you just had your first son. Create a birth announcement for the village announcing the arrival of your new baby. Include the following:

- Baby’s name
- Weight and length
- Parents
- Day and time of birth
- Chinese Zodiac symbol the baby was born under
- A wish for the baby (what you want for that child)
- Any other information you like
- Be creative

Open Mind Portrait

Add to your OMP of Wang Lung. What do you think he is thinking and feeling with the birth of his son?

Create an OMP for O-lan. What do you think she is thinking and feeling since she has arrived in Wang Lung’s house? How do you think her life compares at Wang Lung’s home compared to her life at the House of Hwang?

Note: You can use the OMP to help write a character sketch, or to help you decide what the character might do in a story.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. O-lan brought Wang Lung tea in the morning. Why was that significant?
2. How has Wang Lung's life changed since he got married? What about O-lan's? Do you think their marriage will help their life? What could hinder their life together?
3. O-lan was able to keep the house tidy and contribute to the household by helping in the fields. What does that say about her character?
4. What are the dominant character traits you think O-lan possesses?
5. O-lan did not want any help from the great house with the birth of her son. She wanted to return to the house with a son, dressed in red clothes, and she in a new dress. She wanted to take the child and return to the Ancient One to show her new son. Why did she refuse help from the house? Why was it important for her to return to the house with her son dressed in red? Research the implications of the color red in Chinese culture.
6. O-lan worked in the fields until she was in labor, went inside to cook a meal, had a child, cleaned up her room, and cared for the baby without any complications for her or her child. This is very different from childbirth today. Why do you think the circumstances of childbirth are different in rural China? What does this situation reveal about O-lan?
7. What are the expectations of Chinese men for their babies?
8. Is it shameful that Wang Lung wants to celebrate his child?

9. Analyze Analyze the key paragraph.

Key Passage pg 31

"...The earth lay rich and dark, and fell apart lightly under the points of their hoes. Sometimes they turned up a bit of brick, a splinter of wood. It was nothing. Some time, in some age, bodies of men and women had been buried there, houses had stood there, had fallen, and gone back to the earth. So would also their house, some time, return into the earth, their bodies also. Each had his turn at this earth..."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The Chinese believe that the earth is made of elements and they respect the balance of these elements. Think about the Chinese elements: earth, fire, water, wood, metal. The author describes the earth and how all things return to it. Wang Lung realizes that death and loss are natural parts of life. It is clear that Wang Lung respects the earth and all that comes from it. Why do you think it is important for Wang Lung to respect the earth and the elements?

Write a paragraph that argues for the importance of the natural elements in the lives of the Chinese. Also, reflect on the role of these elements In our own lives, especially in this modern society. How can we increase respect for the earth in our everyday lives? Use primary and secondary sources to support your argument. What element do you think is most important to you and your life? Why? Why do you think the earth element is important to Wang Lung?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 4



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is Chinese New Year?

The origins of the Chinese New Year celebrations were born out of fear and myth. Legend spoke of the wild beast Nien (which also is the word for "year") that appeared at the end of each year, attacking and killing villagers. Loud noises and bright lights were used to scare the beast away; thus, the Chinese New Year celebrations were born.

Today, Chinese New Year is a 15-day celebration, with a week of vacation in metropolitan areas. The following website gives information on the history and traditions of Chinese New Year. <http://www.history.com/content/chinesenewyear/traditions-and-symbols>

In today's reading, Wang Lung and O-lan have a plentiful harvest. They work hard to use all that they grow and put goodness back into the earth. Once they are finished, they use their time to fix broken materials instead of buying new ones. This gives them an opportunity to save money. O-lan takes the baby to the Great House during the Chinese New Year. Once there, it quickly becomes apparent that she and Wang Lung have had good fortune, while the Great House has not. During their return trip home, they realize that they can try and buy land from the master of the house. O-lan is amazed and recalls how just a year ago she was a slave in that house.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

depreciation (46)	reserve (46)	preparations (47)	prosperity (48)	scarcely (50)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 40-55

Setting	Characters	Pages
Wang Lung's house	Wang Lung, O-lan, father, the newborn	40
The fields	Wang Lung, O-lan, the newborn	41
Wang Lung's house	Wang Lung, O-lan, father, the newborn	42-49
House of Hwang	Wang Lung, O-lan, the newborn, gatekeeper, Ancient One	49-51
The fields on the way home	Wang Lung, O-lan, the newborn	51-55

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Justice” and the other side “Injustice”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
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- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Open Mind Portrait**

Add to your OMP of O-lan or Wang Lung. What do you think they are feeling and thinking as they have a son and visit the House of Hwang?

I Can Sleep Through a Storm

Read the story “*I Can Sleep Through a Storm*” at the end of today’s lesson.

Wang Lung and O-lan prepare for the winter months by tending to their chores. In their own way, they are preparing to “*sleep through a storm*”

- Create a 6-8 picture diagram of ways O-lan and Wang Lung prepare for winter.
- Under each picture write a caption that details the action they are taking and why it is important for them to do this activity to prepare for winter.
- Write one sentence that describes one action you take in your life to help you “*sleep through a storm*”.

Setting Sketch

Sketch the Wang Lung household and the fields. In the sketch, add as many details as possible. This sketch can help you write a paragraph about the setting. Use today’s reading as your guide.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Wang Lung celebrate the birth of his son?
2. How did Wang Lung and O-lan prepare for the winter months? What does this say about their character and business sense? How will their preparedness help them?
3. How do Wang Lung and O-lan get along?
4. What factors affect Wang Lung's view of his uncle? How does he treat him?
5. How does the family prepare for New Year? What kind of traditions do you do to celebrate the New Year?
6. Why is it important for O-lan to visit the House of Hwang with her new son?
7. What do you think the House of Hwang symbolizes in this novel?
8. On page 55, as O-lan returns, home she thinks, "last year at this time I was a slave in this house." Now O-lan and Wang Lung are going to negotiate purchasing land from the House of Hwang. Why is that situation ironic? What are key factors that contribute to Wang Lung and O-lan's success?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 52

"...And then as he exalted he was smitten with fear. What foolish thing was he doing, walking like this under an open sky, with a beautiful man-child for any evil spirit passing by to see! He opened his coat hastily and thrust the child's head into his bosom and he said in a loud voice,"

"What a pity our child is female whom no one else could want and covered with smallpox as well! Let us pray it may die."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung is a hard working man who has an excellent business sense, as well as the ability to save and work with the earth. He has much wisdom; however, he still believes in the evil spirits and is worried that if they see his son, they will bring him bad luck. His superstitions show his lack of education. In many ways, he is stuck between two different worlds: one in which he has much sense, and on in which he bows to superstitions.

Write an argumentative paragraph in which you claim that it is better to follow *either* reason or cultural traditions. What are the pros and cons to each set of beliefs? Provide a counterargument in your paragraph, but also provide support for your argument by using both textual evidence and person personal experience. Do you have any superstitions? Is it better to following your instincts or act logically? Add this paragraph to the online forum of your choice (Google Docs, blog, etc.).

11. Close Close by extending today's lesson to life and the world.

I Can Sleep Through A Storm

~Author is unknown

Sam Cooke looked up from under the tractor he was fixing to see a middle-aged, well-build man standing there quietly waiting for him. To Sam's inquiry the man gave his name as Bill Jeffers – his business, handyman. He was inquiring about the "Handy Man Wanted" sign on Sam's gate.

Sam needed a helper, but he wanted to be sure he got a good one, so he asked the stranger, "What can you do?"

The reply, "I can sleep through a storm," didn't make sense and sounded as though the man might be a little on the "cracked" side. Repeated questions brought on the same answer, calm and direct, "I can sleep through a storm."

Impatiently Sam Cooke expressed his misgivings about hiring Jeffers by telling him that there was another man applying for the job, and to come back next Saturday to see if it was still open.

Saturday morning Jeffers was on hand early, inquiring about the job which he knew wasn't filled because the sign was still up on the gate. The interview was the same as before; with "I can sleep through a storm" Jeffers' only answer. By this time, Sam was desperate for a helper, so he hired the man on a trial basis.

In the weeks that followed, Sam was to find that Bill Jeffers was the best worker he had ever seen. Whatever needed doing got done, and well, and both men were pleased with the arrangement. The farmer was willing to forget that his hired man talked a little "peculiar" when asked what he could do.

Then one night came the storm. Lightning had been flickering on the horizon when they went to bed, but when Sam awoke about midnight; the storm was almost on them. He quickly pulled on his clothes and went to the hired mans room to wake him up so that together they could put the farm in shape for the storm, see that the doors were closed, the tractor covered, the livestock inside, and a number of other things.

Pound as he might on Bill's door, there was no response, and Sam angrily went rushing out to put the place in shape, muttering about his stupidity in hiring a man you couldn't waken when you needed him most, resolving to fire him in the morning.

When Sam got to the barn, all the doors were already closed, the tractor was indoors, the livestock was all bedded down; everything was all set. As he slowly undressed after his unnecessary trip around the farm in the rain, Sam Cooke at last knew what his hired man had meant by "I can sleep through a storm." Jeffers did his works so well, so thoroughly that he did not need to worry in the time of storm. He knew that everything was right.

If we live our lives the same way, the storm times will never bother us, because we will be ready for them.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 5



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is an omen?

An omen is a phenomenon supposed to portend good or evil: a prophetic sign.

In this chapter, Wang Lung is blessed with another baby boy. He wants to buy more land from the great house, and he is able to save some money; however, he confronts his uncle about his children's behavior, which is unheard of for a younger person to do. He has to listen to how the gods are against his uncle and then his uncle asks for money. Wang Lung is forced to give him the money out of respect. As he turns back to the land, a murder of crows flies above him and circles him. This is considered a bad omen, or foreshadow of bad things to come.

Many cultures have omens, good and bad. As a class, discuss omens that you are familiar with in your culture.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

anticipated (56)	scoundrel (57)	contempt (57)	incessant (59)	scantily (60)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 56-69

Setting	Characters	Pages
The House of Hwang	Wang Lung, gate keeper, Old Lord's Agent	56-58
Wang Lung's Field/Home	Wang Lung, O'lan, father, 1 st child, new baby	58-60
Wang Lung's uncles home	Wang Lung, the Aunt, his cousins	61-63
Wang Lung's field and home	Wang Lung, the Uncle, his children, O-lan	63-69

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of O-lan or Wang Lung. What do you think they are thinking and feeling as they:

- Purchase land?
- Have another boy?
- Have to lend money to his uncle?
- Give birth to a girl?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How do you think the purchase of the land will change Wang Lung’s life?
2. “*And so this parcel of land became to Wang Lung a sign and a symbol.*” Pg. 58. Why do you think the land became a sign and symbol for Wang Lung? What do you think it was a sign and symbol of?
3. After the birth of their 2nd child, Wang Lung realizes that O-lan has brought him nothing but good fortune. What do you predict will happen to them over the course of their lives?
4. Why does Wang Lung want his uncle to marry off his daughter?
5. Wang Lung is not to disagree with the older generation. How is this idea positive? How can it be negative?
6. His aunt and uncle feel that they are not blessed as farmers. What does Wang Lung advise them to do?
7. Wang Lung’s uncle came to ask for money. Why does this anger Wang Lung? Do you think it is unjust for him to have to lend money to someone just because they are family? What would you do in his situation?
8. Wang Lung and O-lan now have three children. Why do you think none of them have names?
9. When O-lan gives birth to their daughter, she says that it is a slave child and not worth mentioning. Why is there such disparity between the two sexes? Do you think some races or cultures still prefer one sex over the other?

9. Analyze Analyze the key paragraph.

Key Paragraph 64

“Why do you have no control over her, then? Why do you not keep her decently in the house and make her sweep and clean and cook and make clothes for the family?”

“But one cannot say these things to an older generation. He remained silent, therefore, and hoed closely about a small plant and waited.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung is frustrated with his uncle and his uncle's family. Wang Lung is doing everything he can to find success. He works hard, his family works hard, he saves, and he takes calculated risks. His uncle does the exact opposite. He wants to speak plainly and tell his uncle to handle his children and get to work; however, because of pride and respect, he cannot. This shows how much restraint Wang Lung possesses.

Remember that Justice requires Restraint – to others, myself, and the planet. Do you believe Wang Lung is acting justly to himself when he exercises restraint and assists his uncle? **Write a paragraph arguing in favor or against Wang Lung's actions.** Is he acting with justice to others? Is he showing himself, O-lan and his children justice? How can he balance his opinions with respect and restraint? Upload your completed product to your online portfolio.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 6



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is a Concubine? How is it a social issue? Is there justice for these women? (for discussion)

A concubine is a woman who lives with a man in a situation, which is similar to marriage, although without all of the privileges of marriage. The term can refer simply to a woman who lives with a man without being married, although it usually specifically refers to a contracted state, which establishes the concubine as a lesser member of a household, which may already include other wives. Many cultures have a long history of concubinage and multiple wives, and this practice continues to be used in some parts of the world today.

In today's reading Wang Lung wanted to buy another parcel of land in the Great House. The Great One was broke and the Ancient One was still smoking opium. Wang went to negotiate the sale of the land and was only able to speak with the Great One's concubine. Wang Lung did not know how to deal with this arrangement since it was not proper to discuss business matters with women and even more improper to discuss them with a concubine.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

brilliance (70)	parched (70)	defiance (71)	transactions (72)	tranquil (75)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 70-85

Setting	Characters	Pages
Wang Lung's fields	Wang Lung	70-71
House of Hwang	Wang Lung, Old Lord, the agent	72-73
Wang Lung's Home	Wang Lung, the children, father, O-lan,	73-76
Wang Lung's Home	Robbers, Wang Lung, the children, O-lan, father	77-79
Wang Lung's Home	Wang Lung, O-lan, father, the children, Ching	80-85

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

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- Label one column "Justice" and the other side "Injustice".

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- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
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- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Wang Lung or O-lan.

What do you think they are thinking and feeling as they start to lose everything?

Add 5-7 thoughts to their OMP.

Sketch

Create a before and after sketch.

- Fold a piece of paper in half.
- Sketch what you think Wang Lung’s home and fields were like before the drought.
- Write one sentence that summarizes your sketch.
- On the other side sketch what you think it was like after the drought.
- Write one sentence that summarizes your sketch.

Research the roles animals play in rural or low-income areas. Use the following website for obtain international

<http://www.heifer.org/site/c.edJRKQNiFiG/b.2663295/?msource=kW2871&qclid=CMGFysKXy54CFSn6agod0yhYqw>

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Wang Lung's life depended on the earth. Is there any way he could have been doing something to prevent this tragedy?
2. Wang Lung decided to purchase more land in the House of Hwang. Do you think this is a good business decision? Why? Why does he choose not to tell anyone? What would you have done, bought more land or fed your family?
3. They decided they needed to kill the ox for food. Was there any way for the animal to be spared? What roles to animals play in rural areas?
4. Why doesn't Wang Lung want to help his uncle?
5. What does his uncle do to continue to eat? Who do you think led the band of robbers?
6. Wang Lung has an understanding for Ching being with the robbers. Why does he take consideration for him and not the others?
7. How does O-lan save their furniture?
8. Do you think moving south will help Wang Lung? Is it better to do something even though it is risky or do nothing but you know the circumstances? If you were in this situation, would you move your family? Do you think the move will help them or hurt them in the long run?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 79

"They cannot take the land from me. The labor of my body and the fruit of the fields I have put into that which cannot be taken away. If I had silver, they would have taken it. If I had bought with the silver to store it, they would have taken it all. I have the land still, and it is mine."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

There are certain things that cannot be taken away from a person. In this situation Wang Lung knows that no one can steal his land, although many have stolen silver and other belongings from the village. Why is land something that is not easily stripped from its owner? Think of the things you possess and know. What about you cannot be taken from you?

Pick something you have which, like the land, cannot be taken away from you. **Write an argumentative paragraph built off the statement "I have put myself into _____, which cannot be taken away."** Provide reasons why the thing you chose is not easily taken away. Why is that so?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 7



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is a fire wagon?

A fire wagon is considered a train by today's standards.

Wang Lung was a poor farmer who had never left his village. They had only heard of a wagon pulled by an engine that blew smoke and was run by fire. A steam engine. When the family left the village and Wang Lung realized they were too weak to take the journey on foot he bought passage on the train.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

agony (87)	gnawing (88)	distend (88)	procession (94)	respite (97)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 85-98

Setting	Characters	Pages
Wang Lung's Home	The Children, Wang Lung, father, O-lan, new baby	85-88
Wang Lung's Home	The Children, Wang Lung, father, O-lan, uncle, men from town	88-93
Traveling to the south	Wang Lung, O-lan, father, the children	94-98

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.
- For all of the items in the "Injustice" column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.

- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of O-lan or Wang Lung. What do you think they are thinking and feeling as they lose their child, their family starves, and they are desperate for a solution? Add 5-7 thought bubbles based on today's reading.

Setting Chart

Create a setting chart for today's reading. Add facts to the chart based on what you read.

Suitcase

Pretend you are Wang Lung or O-lan and you have to leave your home.

- Using construction paper create a suitcase
- On the back side of the suitcase list ten things you would take with you if you had to leave your home and move to someplace remote;
- Add 5 character traits you would want to take with to help you survive.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why wasn't there any joy surrounding the birth of Wang Lung's 4th child? How did he view this child? Why was he concerned?
2. Why did he feel, "*it would be merciful if there was not 2nd breath*"?
3. What gives Wang Lung a new respect and appreciation for O-lan?
4. Even though the family is poor and starving it was important for Wang Lung to bury the child? What does this say about his beliefs?
5. Wang Lung's uncle returned. How did Wang Lung know he was not starving? What do you think he is doing to have food? Why does he expect Wang Lung to help him yet, he will not help Wang Lung or his brother?
6. Do you think Wang Lung made the right decision to not sell his land? Why?
7. Wang Lung tries to convince his sons to keep moving forward and that the south will be better for them. How is this promise detrimental to the kids?
8. What do you think Wang Lung thinks the south will hold for them? What do you think will happen to family in the south?

9. Analyze

Analyze the key paragraph.

Key Paragraph pg. 92

"The land we will not sell, surely," she said, "else when we return from the south we shall have nothing to feed us. But we will sell the table and the two beds and the bedding and the four benches and even the cauldron from the stove. But the rakes and the hoe and the plow we will not sell, nor the land."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

In this passage, we see how O-lan deals with the less-than-favorable situation she encounters. A predominantly silent and meek character, she voices her opinions clearly and is adamant about keeping the land, to which the family will return after they journey to the south.

Recall a time in which you defended a person or cause that is near to your heart. **Write an argumentative paragraph explaining how and why you made such a speech, and why this particular person/situation is so important to you.** How can your support spread justice? What makes this cause worthy of your time and attention? How can you spread your passion with others?

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

The Good Earth, Day 8



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Is it better to give people charity (free food/clothes etc) or teach people to grow food and make clothes on their own? (for discussion).

What kinds of organizations exist for poor/rural areas to help people survive on their own? Why?

There are many organizations that promote self-sufficiency in rural/poor areas. Heifer International teaches members of a community basic animal technique and uses the animals to help produce food and income for a village. The animal can be used for milk and the milk sold for income. The animal can be used in the field, the manure to help fertilize and the food used to feed the village and surplus sold or traded for other needs.

World Vision allows you to donate any type of livestock or poultry to poor farmers and villages in the world.

Free Rice.com is an educational site that quizzes you. For each correct answer rice is donated to villages throughout the world.

In today's reading Wang Lung is learning about city life from men on the train. They all have a system and try to get everything they need by begging. Wang Lung wants to work and support his family and not beg. Because of his attitude and willingness to try to care for himself he was laughed at and mocked by others.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

wizened (99)	astonishment (100)	admiration (100)	impatient (102)	cobbled (102)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 99-111

Setting	Characters	Pages
Leaving Wang Lung's town of Anhwei	Wang Lung, O-lan, father, and three children	99-102
On the edge of the new city of Kiangsu, where the family makes shelter	The Wang Lung family	102-104
Local food kitchen	Wang Lung, O-lan, children, father, guard	104-106
Side of the street	O-lan, children, father	106-111
Pulling the rickshaw throughout town	Wang Lung	106-111

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Justice” and the other side “Injustice”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Open Mind Portrait**

Add to your OMP of Wang Lung or O-lan.

- What do you think they are thinking and feeling as they leave their home for the new city?
- How do you think they feel when they have to beg?
- What do you think they’re thinking as they move from their home (and the privilege of being landowners) to a small hut?

Add 5-7 new thought bubbles to your OMP.

Job Wanted Poster

Pretend you are Wang Lung or O-lan and you have moved to the new city. You do not want to beg you want to earn an honest living for you and your family. Based on what you know of the characters created a “Job Wanted” poster.

- Create a poster that lists your skills for employment;
- What kind of job you are qualified for;
- Previous experience;
- References;
- Desired pay;
- Your contact information.

Be as creative as possible. Remember you are competing for jobs in a new city.

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. If the family was nearly starved, why was it so hard to get the young boys to eat food?
2. The man on the train encouraged Wang Lung to beg. He had always worked for his living. Why didn't Wang Lung want to beg? What was the reaction of the man when Wang asked where he could find a job?
3. Why was work important to Wang Lung?
4. What was Wang Lung's impression of the city and the people who lived in it?
5. Do you think the family will be able to make a living here? Why or why not?
6. Why doesn't Wang Lung know more about O-lan? What does it say about their relationship that she has had many experiences that he doesn't know about? Why doesn't he ask her about her life?
7. Wang Lung pulls a rickshaw for the day. Before starting his new job why didn't he find out about rates? Do you think he could have been more productive if he would have asked questions? Why does he trust everyone he comes in contact with?
8. Wang Lung gives a ride to a man going to the temple. He gives Wang Lung only half the normal fare. Why do you think this man takes advantage of Wang Lung?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 111

"I have ploughed and I have sown seed and I have reaped harvest and this have I filled my rice bowl. And I have beyond this begotten a son and a son's sons."

And with this he trusted like a child that now he would be fed, seeing that he had a son and grandsons."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

When the family starts to begin their new life in the south, Wang Lung's father refuses to beg. Not only is he too proud, but he is also confident that his son's family will provide for him.

Write a paragraph in which your respond to Wang Lung's father's decision. Either support or reject the idea that elders should not have to work to earn a living. Since he has worked diligently as a farmer in his youth, do you believe that it is just for the grandfather to rest in his old age and let others take care of him? What is the most just response?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 9



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is poverty?

Poverty is the state of being poor; lack of the means of providing material needs or comforts.

All people have basic wants and needs. Abraham Maslow created the hierarchy of needs, pictured below.

In today's reading Wang Lung who once functioned at an Esteem level is left to beg, in a new city and can barely take care of the physiological needs for his family.

In order for people to meet the next level of need all of the needs at the level below must be met. The levels in the hierarchy are fluid and you can move up and down between levels on any given day depending on the circumstances.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

fringes (112)	threshold (113)	alien (113)	splintered (113)	daintily (127)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 112-127

Setting	Characters	Pages
Starting of the rebellion in the street	Wang, men on the street	112-114
Shack of the Wang Family	Wang, O-lan, children	114-119
Shack of the Wang Family	Wang, O-lan, children, father, man next door	120-127

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Wang Lung or O-lan.

What do you think they are thinking and feeling as they resort to stealing and think that selling a child is a good option in order to earn money? Add 5-7 thoughts to your OMP.

Venn Diagram

Create a Venn Diagram

- Compare Anawei (where Wang Lung was born) to the City of Kiangsu where he is living now.
- Use the descriptions on pages 112-113, what you know from the novel so far, and internet resources to fill in the chart.
- You can use this chart to write a Compare and Contrast Essay.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Wang Lung has a limited perspective on the city. He sees it only from the streets that he pulls the rickshaw through and his hut by the wall. How does this impact the way he sees his role in the city?
2. What are the differences between the life that Wang Lung left and his life in the city? Which do you think suits him better?
3. What does it mean to be rich? Can you be poor and rich at the same time? Do you think Wang Lung is a rich man or a poor man?
4. “Yes, one can say that in this city there could be none who starved.” Pg. 117
What does the author mean when she writes this? Is it the responsibility of the rich to feed the poor? What social issues surround this complex problem? Whose responsibility is it to care for the poor?
5. Wang Lung’s sons have started begging and committing petty theft. What is the difference between begging and thieving? Do you approve?
6. How do you define poverty?

7. *“At home in the small hovels where they lived, around Wang Lung’s hovel, heaped one upon another, the women sewed rags together to make a covering for the children they were forever breeding. . .”* page 122. If Wang Lung and his family are poor and can barely take care of themselves why do they continue to have children? How can having more children help them? How can it hinder them?
8. Wang Lung continues to think of his land. How does that idea give him hope for his future?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 126

“No and not forever. When the rich are too rich there are ways and the poor are too poor there are ways. Last winter we sold two girls and endured this winter if this one my woman bears is a girl we will sell again. One slave I have kept—the first. The others it is better to sell than kill, although there are those who prefer to kill them before they draw breath. This is one of the ways the poor are too poor. When the rich are too rich there is a way, and if I am not mistaken, that way will come soon. He nodded and pointed with the stem of his pipe to the wall behind them. Have you seen inside that wall?”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

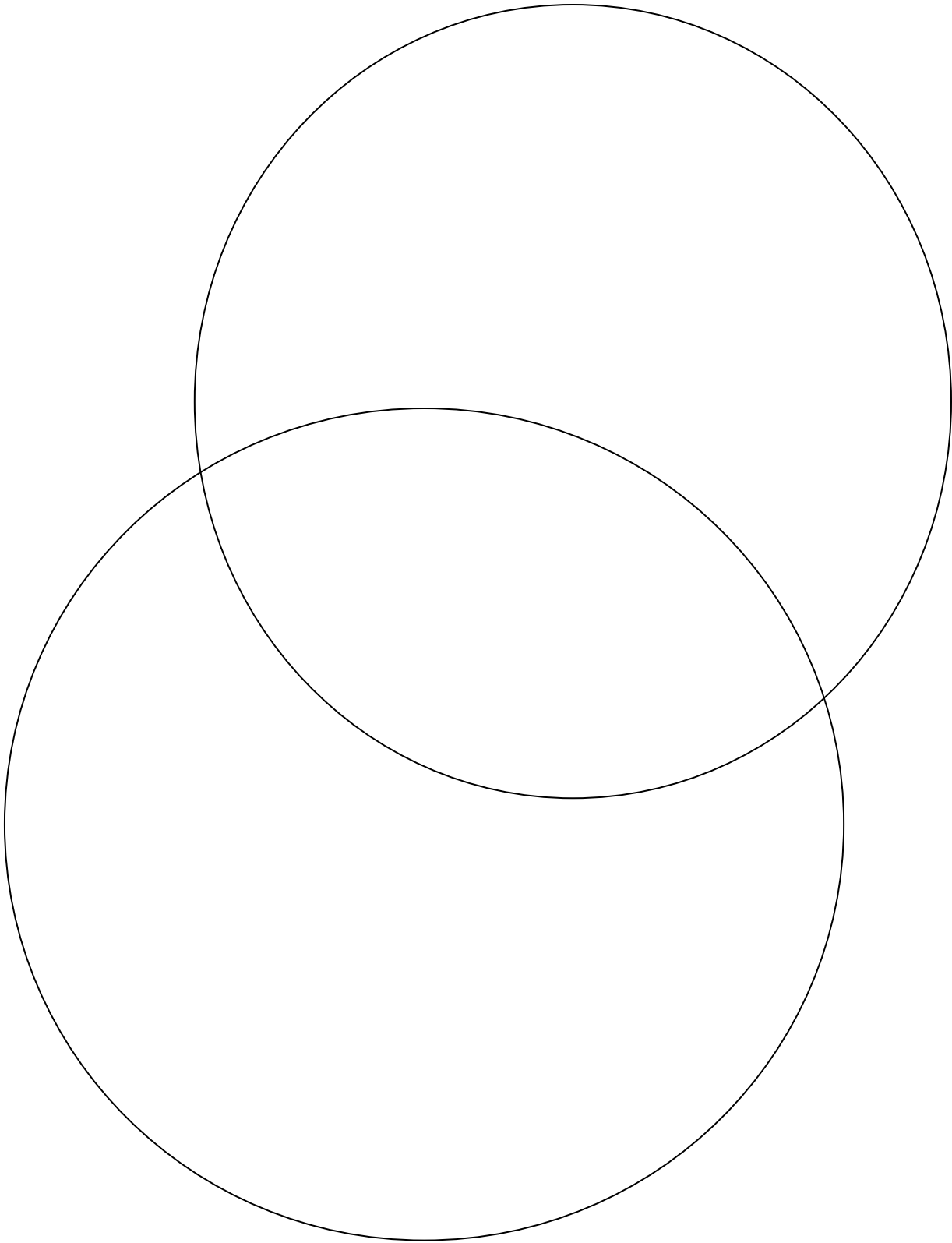
Wang Lung and another city dweller are discussing the issues of rich and poor in the city. The man believes that the rich are too rich and the poor are too poor. What do you think this man is trying to tell Wang Lung? What factors contribute to being poor and rich? What can the poor do to change their circumstances? Should the rich be punished for working hard and having wealth? This is a complex social justice issue that affects many people and countries today.

Write a paragraph from Wang Lung’s perspective, arguing either for or against the social and economic climate that exists within the city.

What could you, as Wang Lung, do to change your circumstances? Do choices affect people’s future and ability to gain wealth or is it luck? What responsibility do others have to support the poor?

11. Close Close by extending today’s lesson to life and the world.

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

The Good Earth, Day 10



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

How does nature affect the rich and poor in countries?

Natural disasters occur when forces of nature damage the environment and manmade structures. If people live in the area, natural disasters can cause a great deal of human suffering. As a result of disasters, people may be injured or killed, or may lose their homes and possessions. Examples of natural forces that can cause widespread human suffering include earthquakes, tornadoes, hurricanes, floods, volcanic eruptions, wilderness fires, and extreme hot or cold temperatures.

Natural disasters hit unexpectedly and affect everyone they come in contact with; the rich and poor, healthy and sick, young and old. Disasters not only affect homes and personal safety but can affect the social structure, local resources, and basic needs such as water and infrastructure.

In today's reading Wang Lung hears the revolutionaries speak against the government. He has lost everything to a disaster and wants to know if they can make it rain so he can return to the land. He doesn't care who has power or money he cares about rain and being able to farm. He knows that if he can farm he can feed himself and others but if he is stuck in his current situation he will lose everything.

For additional information on natural disasters visit:

<http://environment.nationalgeographic.com/environment/natural-disasters/>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

seethed (128)	feeble (128)	stolidly (128)	diffidently (129)	seized (135)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 128-140

Setting	Characters	Pages
Streets of the City	Wang Lung, men on the street,	128-132
Wang Lung Hut	Wang Lung, O-lan, father, the two boys	132
Streets of the City	Wang Lung, men on the street, teacher	133-134
Water Shop	Wang Lung, shop owner, men on the street, military	134-137
Wang Lung Hut	Wang Lung, O-lan, father, boys	137-140

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Wang Lung or O-lan. What do you think they are thinking and feeling? How has the change of seasons helped them? Add 5-7 new thoughts to your OMP.

Story Prop

Create a story prop that represents something in this chapter.

What do you think is the most important aspect of this chapter?

Are there many important pieces?

What could the reader miss if they were not reading carefully?

- Identify the important object in the story.
- Make a colorful version of the object. If can be drawn or a 3D version of the prop.

Once props are completed, they can be used to write a descriptive essay of the prop.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Who was the first man Wang Lung came in contact with? What kind of information was he trying to give Wang Lung?
2. Why is it ironic to give Christian Literature to someone who cannot read? What was Wang Lung's reaction to the picture?
3. Are the westerners on the street who are handing out propaganda more or less ignorant than the poor people receiving it? Why do the westerners feel they know better than the poor people? Do you think they are well intentioned?
4. How does education or lack of it affect the choices the poor make?

5. *"If the rich would share with us what they have, rain or not would matter none, because we would have all the money and food"(poor on the street and the teacher)..."Yes, but there was the land. Money and food are eaten and gone, and if there is not sun and rain in proportion, there is again hunger."* (Wang) Pg. 134. Two sides of the social issue are being discussed. Based on the arguments given who has a better argument? What is Wang proposing? Why don't the others agree with him? Can you really get anything for free? What cost will redistributing the wealth to the poor have to their society?
6. Why does Wang start working at nights and avoiding the streets during the day?
7. Why were the soldiers taking people off the streets?
8. What is it called when all of the people have the same: amount of money, enough to eat, etc.? What happens to the people and the society when they are cared for this way?
9. What does a democratic/capitalist society encourage in people?
10. Can you have a society where **everyone** is treated equally? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 129

"But Wang Lung thought of his land and pondered this way and that, with the sickened heart of the deferred hope how could he get back to it. He belonged, not to this scum which clung to the rich man's walls; nor did he belong to the rich man's house. He belonged to the land and he could not live with any fullness until he felt the land under his feet and followed a plow in the springtime and bore a scythe in his hands at harvest.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Because he was a landowner, Wang Lung knows that he does not belong to the poor men; however, because he is still has a low income, he knows he does not belong with the rich man. However, he knows he belongs to the land and needs to get back to it in order to be happy again. He also knows that he will never have enough to eat until he is caring for himself and his family.

Wang Lung is uncomfortable in this section because he feels like an outsider. **Write a paragraph explaining what you think Wang Lung should do in order to feel included.** Argue your opinions using evidence from the text. Also, draw on personal experience. Can you recall a time when you felt like an outsider? How did you react to the situation? What changed in you? Where you able to convince others to be unique and stand up for themselves? Be as descriptive as possible.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 11



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because. The actions I take, and the decisions I make, must respect the rights of all.

Why did the Chinese emigrate from China?

During the 1800's a series of natural disasters affected the lives of many hardworking Chinese. The Chinese Exclusion Act and the natural disasters limited the number of females allowed to survive. Chinese began to leave China in search of a better life. The first wave of immigrants were hard working men and women of a higher social class. They were skilled workers and merchants able to arrive and begin to contribute to the local economy.

As conditions in China worsened and rebellions broke out large numbers of unskilled workers left the area. This group of immigrants was unwelcome in many areas because they depleted the local area of resources.

In today's reading men are being taken from the streets to fight in the rebellion, a war they know nothing about. The Great House falls because the rich who lived there fled. Wang Lung and O-lan along with many other villagers enter into the house and take anything of value. This enables Wang Lung and his family to return to his village and start their life again.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

flickering (140)	bartered (142)	din (143)	loathed (147)	bickering (149)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 140-154

Setting	Characters	Pages
Wang Lung Hut	Wang Lung, O-lan, children, father	140-143
Inside the great gates	Wang Lung, O-lan, townspeople	144-147
Returning to their land	Wang Lung, O-lan, father, children, farmer	148-149
The Wang Lung Home	Wang Lung, father, O-lan, children	149-150
Wang Lung Home	Wang Lung, father, O-lan, Ching, children	150-154

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Wang Lung or O-lan. What do you think they are thinking and feeling as the walls of the Great House are broken down? How do you think Wang Lung feels as he steals knowing it is wrong? What is going through his mind when he hears his uncle is a robber and a thief? Add 5-7 new thoughts to your OMP.

Newspaper Cover

Create a newspaper or magazine cover that summarizes yesterday and today’s reading. Your paper should include:

- Name/Title;
- Date/Issue number/cost;
- 3-5 Main Stories with clear concise headlines and at least 3 paragraphs long. (Stories can be news, editorial, or feature);
- Picture, comic strip, or illustration;
- Any other feature you would like, be creative.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Which war is referred to in this chapter? What was the war fought over? Various digital or print sources can be used. Why do you think it took so long for Wang to learn about the war?
2. Why isn’t Wang Lung’s daughter referred to by any particular name?
3. Wang Lung is considering selling his daughter so they can return to the land. He asks O-lan how she was treated as a slave. He wants to know if she was beaten by a rope or bamboo. Is there a difference? If you were Wang Lung could you sell your child to possibly save your family?

4. Why did the Great Family flee from the Great House?
5. Wang Lung walks through the Great House. Stealing goes against every ethic and principal that he has. However, he comes in contact with a scared man who he convinces to give away all of his money. Is Wang Lung stealing? Why is he able to take from the man? What will he be able to do with that money?
6. Once they return to their home Ching pays a visit. Ching tells Wang Lung what has happened while his family was away. Wang Lung gives Ching seeds, offers to plough his fields, and supports him. Why was it so important for Wang Lung to help Ching?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 145

“Only Wang Lung in the confusion took nothing. He had never in all his life taken what belonged to another, and not at once could he do it. So he stood in the middle of the crowd at first, dragged this way and that, and then coming somewhat to his senses, he pushed with perseverance toward the edge and found himself at last on the fringe of the multitude and here he stood, swept along slightly as little whirlpools are at the edge of a pool of current; but still was able to see where he was.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Wang is caught in the chaos and confusion of the masses at the Great House. Everyone around him is looting and stealing. Wang has never stolen from anyone; he has always worked hard for his own money and possessions, which makes him very uncomfortable with this situation. Instead of choosing to leave, he stays and watches from the side. Why do you think Wang stays with the townspeople when he doesn't believe in or understand what is going on?

Write an argumentative paragraph that claims that, in this situation, stealing/looting is wither the right or wrong choice for Wang Lung to make. What are the consequences of his actions does he face? How does the mob mentality cause people who normally have high ideals to participate in negative behaviors?

As you write consider recent news stories or historical times that encourage mob thinking. You may use the internet to help provide research and further your argument.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 12



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Why is it important to “set your own seal”?

Setting a seal is the equivalent of legally signing a document. During this period in history many people were illiterate and instead of a signature they had a family crest or seal, dipped in wax, and applied to the document. This was the equivalent of having something notarized.

Wang Lung felt it was imperative that the Great Lord set his seal since his sons were not near. Wang was trying to protect himself and wanted to make sure the land transaction was legal.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

stupefied (155)	gleaming (156)	hoarse (157)	perceived (161)	plots (164)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 155-167

Setting	Characters	Pages
Wang Lung's home	Wang Lung, O-lan	155-158
The House of Hwang	Wang Lung, Old Lord, Servant	158-165
Tea House	Wang Lung, shop owner	165-167
House of Hwang	Wang Lung, servant	167

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of O-lan and Wang Lung. What thoughts and feelings do you think they are having as they begin to purchase more land? Add 5-7 new thoughts to your OMP.

Great Seal

- Research, why seals were used on formal documents?
- Create your own seal. What symbol or sign would you use to represent you in official your business. **MUST BE SCHOOL APPROPRIATE!**
- Include 3-5 reasons you would use this symbol. Why is it significant to you?

Sketch

Based on the description on page 160 sketch the Old Lord.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did Wang Lung find the jewels so amazing?
2. How has Wang Lung changed since he has stolen the riches? Do you think this will affect how Wang does business in the future? Do you believe that someone can keep their integrity when they've been unjust to people in the past?
3. Why did O-lan want to keep the set of pearls?
4. What has changed about the inside of the Great House? Where have all of the people gone? Why is this eerie to Wang Lung?
5. Why doesn't Wang Lung want to do business with the female servant? Do you think she has the Old Lord's best interest in mind?
6. What does the shopkeeper tell Wang Lung about the Old Lord and his family? Why is it important for Wang Lung to know about the sons?
7. What does the Great Seal on the land documents mean? Why is it important for Wang Lung to have this?

9. Analyze Analyze the key paragraph.

Key Paragraph 163

“But all of this was not a sudden thing. All during the lifetime of the Old Lord and of his father the fall of this house has been coming. In the last generation the lords ceased to see the land and took the moneys the agents gave them and spent it carelessly as water. And in their generations the strength of the land has gone from them and bit by bit the land has begun to go also.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The servant tells Wang Lung about the fall of the Great House, and of the carelessness of the lords who ‘spent [money] as carelessly as water.’ The servant notes that after they became disconnected from the land, it lost lots power and the Great House fell.

Do you believe that the more money and riches that people acquire, the more complicated their lives become? **Write an argumentative paragraph that argues either for or against Wang Lung’s acquisition of riches and the ways in which he conducts business.** Would his life be less complicated with less money? Were things better or worse before he purchased the extra land? What problems do you see arising as he becomes more and more disconnected from the land?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 13



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take and the decisions I make must respect the rights of all.

What do you believe is affecting Wang Lung's daughter? (for discussion)

What does this say about the Chinese culture and people with special needs? (for discussion)

What do we have to protect people with special needs?

It is unclear what is wrong with Wang Lung's daughter. However, it is clear that she is disabled. In many cultures children born with disabilities would have been killed upon birth because they are considered a burden on the family and unable to contribute. Because of his compassion and the circumstances of her birth Wang Lung's daughter was spared.

In the United State we have the American's with Disabilities Act. This Act ensures equal access to all. The act was designed to give rights to those with disabilities and enable all people with all abilities to fully participate in life with the least amount of restrictions possible. To see more information visit the ADA website at <http://www.ada.gov/>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

idle (168)	boisterously (169)	famines (170)	lenient (170)	indignation (173)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 168-182

Setting	Characters	Pages
Wang Lung's Land	Wang Lung, Ching, O-lan, two oldest sons	168-169
Wang Lung's Home	Wang Lung, O-lan, two new children, father	169-170
Wang Lung's Land	Wang Lung, Ching, laborers	170-172
Wang in the village	Wang Lung, Ching, two sons, teacher	173-177
Wang Lung's Home	Wang Lung, O-lan	178-183

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
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- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Wang Lung or O-lan. What do you think they are thinking and feeling as they prosper? Add 5-7 thoughts to your OMP.

Cartoon Strip

Using a comic strip format have student re-tell the story of Wang Lung and his new found fortune. Think about the following:

- What is really going on with Wang?
- How are Wang’s boys growing up?
- Why is he treating O-lan so poorly, hasn’t she stood by his side?

Quote Poster

“Idle hands are the devil’s playground.”

In today’s reading Wang Lung refers to being idle many times. This foreshadows events to happen. Obviously, being idle is an issue for Wang. As a class research quotes on being idle or make up your own. Create a class poster.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Wang Lung convinces Ching to sell his land, leave his lonely house, and move in with the Wang family. In exchange Ching is able to help Wang Lung on his land. How is this mutually beneficial to both parties? What do you think would have happened to Ching if he did not move in with Wang Lung and his family?

2. Wang Lung is concerned about his sons and the fact that their hands are idle. What does he want them to do and to learn? What values is he trying to teach? Do you think they will ever value the land like their father does? Why or why not?
3. Wang Lung appreciates the “slave child” and rejoices that he did not sell her when they were in the city. What do you think would have happened to her if he did?
4. Wang Lung realizes that Ching is honest and faithful and he entrusts him with much responsibility. What makes an honest and faithful man?
5. Wang Lung decides to send his oldest child to school so he can learn to read. What value does Wang Lung place on education? As Wang Lung accumulates more land and wealth, what could happen to him since he is not educated? Do you think it is fair to place that much responsibility on your child?
6. During the flood Wang Lung’s house is saved since it was built on a hill. It is common knowledge that a house must have a good foundation in order to last. Moreover, it is important for people to have good foundations in order to stand strong and be productive. What do you think are 5 things that help form a strong personal foundation? Why are those things important?
7. As Wang’s land stays flooded, he is not able to work and is idle. What is happening to him? How is he treating others? What could he do?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 172

“...He was greatly hampered by his lack of book knowledge and of the knowledge of the meaning of characters written upon paper with a camel’s hair brush and ink. Moreover, it was a shame to him when he was in a grain shop where grain was bought and sold again, that when a contract was written for so much of wheat or rice, he must say humbly to the haughty dealers in town,

“Sir, and will you read it for me, for I am too stupid.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Due to the fact Wang Lung cannot read or write, he is in jeopardy of having others take advantage of him, especially now that he is acquiring more and more land. He understands the value of education and decides to send his oldest child to school. How do you think different cultures view education?

Pretend you are Wang Lung. Write an argumentative letter to the teachers in the school in town providing your reasoning and defense for sending your sons to school. Why do you think it’s important for them to have an education? Should children have a say in the matter of when/where/if they are educated? How can having an education help or hinder your sons?

11. Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 14



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

How did the flooding of the river affect people in China? How did Wang escape?

The floods affected the crops in China. Crops were ruined and destroyed. This meant that people who had not surplus stored were left to starve. Homes in the area, made of mud were destroyed. Families sold their daughters as slaves to earn enough money to survive.

Wang had built his house on high ground. His crops were affected but house stood strong. Wang planned for bad times and made sure he had surplus food stored. Not only did this feed his family he was able to sell his grain for a higher price. In addition Wang Lung did not gamble or waste his money so he had money stored in his house so he was able to survive the bad times as well as live through the good times.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

reproached (183)	cunning (183)	malice (184)	placid (189)	gayety (190)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Pg. 183-200

Setting	Characters	Pages
Tea Shop in town	Wang Lung, store owner	183-184
Tea Shop/brothel	Wang Lung, Cuckoo	184-188
Tea Shop/brothel	Wang Lung, Cuckoo, Lotus	189-196
Wang Lung Home	Wang Lung, Ching, O-lan, children	196-198
Tea Shop/brothel	Wang Lung, Lotus	198-199
Wang Lung Home	Wang Lung, O-lan	199-200

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Wang Lung or O-lan. What do you think they are thinking and feeling. Add 5-7 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Wang Lung is becoming more proud of his accomplishments. Is pride a good or a bad thing? How can it alter your decisions?
2. Wang Lung looked at the pictures in the Tea House/Brothel with lust. Do you think he is committing adultery? Why or why not?
3. The author describes Wang Lung as being “sick” and “restless”. This behavior is commented on by O-lan and the father. What do you think Wang Lung is feeling? Why does he react his way?
4. Wang Lung cut off his long ‘tail’ of hair. When O-lan saw what he had done she burst out in terror, “You have cut off your life!” pg. 196. Predict what you think will happen to Wang Lung after he takes this action. What does cutting off his hair represent?
5. Wang Lung has changed both his attitude and his appearance. He makes these changes because out of greed and dissatisfaction with what he possesses. What other changes do you think he will make? Is there anyone who can stop him?
6. Why doesn’t O-lan try to stop her husband from taking her pearls?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 197

But O-lan looked at him in astonishment and did not know what to make from all of this, except that one day after staring at him for a long time as they ate rice at noon, she said heavily, “there is that about you which makes me think of one of the lords in the great house.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung is changing. He used to be a man of integrity, devoted to the land, honest in his dealings, and fair to his family. Now that he has gained wealth he has begun to act like a man in a Great House. What does this say about who Wang has become? Do you think that O-lan sees and knows more than she lets on?

From O-lan's perspective write a letter to Wang Lung, arguing against his new interests and behaviors. What consequences do his family face because of his lust and greed? Why do you believe he is acting unjustly to you and your children? What is the ideal way that Wang Lung should act? How does it exemplify justice?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 15



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the typical family structure in China?

The Chinese Culture places much emphasis on the family structure. Younger generations pay the utmost respect to elder generations. Family lineage is passed on through the males and therefore males are held in high regard. Newly married couples live with the groom's family. In many traditional Chinese households you will have multiple generations living together. If a family could not support all of the children girls were sold to others as slaves or wed for their dowry.

In today's reading, Wang Lung's uncle and his family arrive at his home. They expect Wang Lung to support them. Because Wang Lung respects his elders and the family structure he is obligated to support his uncle and his family.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

agape (201)	gruel (202)	sullen (203)	gnaw (207)	dallied (208)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 201-214

Setting	Characters	Pages
Wang Lung's Home	Wang Lung, O-lan, father, Uncle	201-202
Wang Lung's Home	Wang Lung, Uncle and family, O-lan	202-203
Wang Lung's Home	O-lan, uncle's wife	204
Wang Lung's Home	Wang Lung, uncle's wife	205-207
Wang Lung's Home	Wang Lung, O-lan, Ching, the children	207-210
Wang Lung's Home	Wang Lung, O-lan, Lotus, Cuckoo,	210-214

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Based on today’s reading what do you think O-lan and Wang Lung are thinking and feeling. Add 5-7 new thoughts to your OMP.

House Divided Sketch

Sketch the Wang Lung house as it is in today’s reading.

- Divide it in the middle.
- On one side make a list of the traits that were built into the house with O-lan, Wang Lung and their family;
- On the other side list the traits and characteristics that are part of the home now.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did Wang Lung’s uncle return to the family home? What obligation does Wang Lung have to his uncle? Why?
2. Is Wang Lung making most of his decisions based on desire? What will happen to him, his family, and land if he continues down this path? What do you think it will take for him to stop?
3. How does Wang Lung justify bringing a new women into the home?
4. When Lotus arrives he becomes fearful. What do you think causes this? What predict will happen with Lotus and Cuckoo in the house?
5. How does O-lan feel about the new woman in the house? Based on your knowledge of the culture, is she supposed to be so opinionated?
6. How does Wang treat his children now?
7. If you were O-lan what would you do?
8. Is Lotus someone you would want around your children?
9. What did Wang Lung’s father say about pretty women in the beginning of the novel?

9. Analyze Analyze the key paragraph.**Key Paragraph pg. 209**

“During all this time he said nothing to anyone except to scold the children if they were filthy at their noses or to roar out at O-lan that she had not brushed her hair for three days or more, so that at last one morning O-lan burst into tears and wept aloud, as he had never seen her weep before, even when they starved, or at any other time. He said harshly, therefore,

“Now what, women? Cannot I say comb out your horses tail of hair without any trouble over it?”

But she answered nothing except to say over and over, moaning,
“I have borne you sons—I have borne you sons.”

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

O-lan has suffered much in this story and is now being treated very unjustly by Wang Lung. She has made a prosperous home, supported and worked with her husband, and most importantly—she has given him sons. She has asked for very little in return. Now, Wang Lung is getting greedy, angry, and takes on another wife. O-lan doesn't understand what she has done to deserve such cruelty.

Pretend you are O-lan. In 2-3 paragraphs write a letter to Wang Lung arguing against the way he is treating you. In this letter, claim that you deserve better treatment in the home. Be sure to explain how much you've sacrificed in the marriage, and place emphasis on the fact that you've given Wang Lung sons.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 16



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the role of women in China?

In ancient China women were to be obedient in three situations and possess four virtues. The three aspects of obedience were: to obey their father before marriage, their husband during married life and their sons in widowhood. The four virtues were: integrity, pleasant appearance, propriety in speech and be a skilled needlewoman.

O-lan's role in the household was to: bear sons, cook for the family, ensure all household items were in good repair and working, ensure all members had proper clothing, and in the beginning to work in the field beside her husband. O-lan fulfilled her role and contributed to the household as a partner and servant.

In today's reading Wang Lung brings Lotus and Cuckoo to the household as his concubine and servant. O-lan is willing to maintain her role in the house for her immediate family but refuses to do anything to support Lotus and Cuckoo.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

discord (215)	heed (215)	shame (217)	thorn (220)	ardent (226)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 215-227

Setting	Characters	Pages
The Wang House	Wang Lung, Lotus, Cuckoo, O-lan	215-220
The Wang House	Wang Lung, Lotus, Cuckoo, O-lan, Laborers, uncles wife	221-223
The Wang House	Wang Lung, Lotus, Children	224-227

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of O-lan and Wang Lung. What do you think they are thinking and feeling today? Add 5-7 thought bubbles to your OMP.

Create and OMP for Lotus. What do you think she is thinking and feeling as she moves into the new house and becomes 2nd wife? Add 5-7 thought bubbles to your OMP.

Character Interaction Chart

Create a CIC for today’s reading.

- Pick out the fighting forces in the house in chapter 21;
- Identify house they interact both positively and negatively;
- Identify who has rights and why they have them?
- Make sure you use the main characters in this chapter;
- Identify the change in Wang Lung as he relates to Lotus and O-lan after the incident with the children.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Which characters does Wang Lung expect to have conflicts with each other? Why?
2. Why is O-lan angry that Cuckoo now resides in the house? What does Cuckoo expect from O-lan? Is she right to stand up for herself?
3. Why is Wang Lung feeling shameful in his own home? Is this a sign of guilt? Do you think Wang Lung finally sees the error of his ways?
4. Wang Lung wants O-lan to provide help and support Cuckoo and Lotus, and he is angry with her when she refuses. She responds by asking him if he gave Lotus her two pearls. Why does Wang Lung stop arguing with O-lan at that moment? Why is he upset about giving the pearls away? What do the pearls symbolize to O-lan?

5. Wang Lung's father referred to Lotus as the Harlot. Why is he upset with Wang Lung? How does he show this anger?
6. Why does Lotus have issue with the children, especially the "fool child"?
7. How does Wang Lung feel about Lotus after the incident with the children?
8. What would you feel if someone treated your children that way? How would you react?

9. Analyze

Analyze the key paragraph.

Key Paragraph pg. 225

"Now I will not have my children cursed, no and not by anyone and not even my poor fool, and not by you who have no son in your womb for any man...Now go out, my son and daughter, and come no more to this woman's court, for she does not love you and if she does not love you she does not love your father, either."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

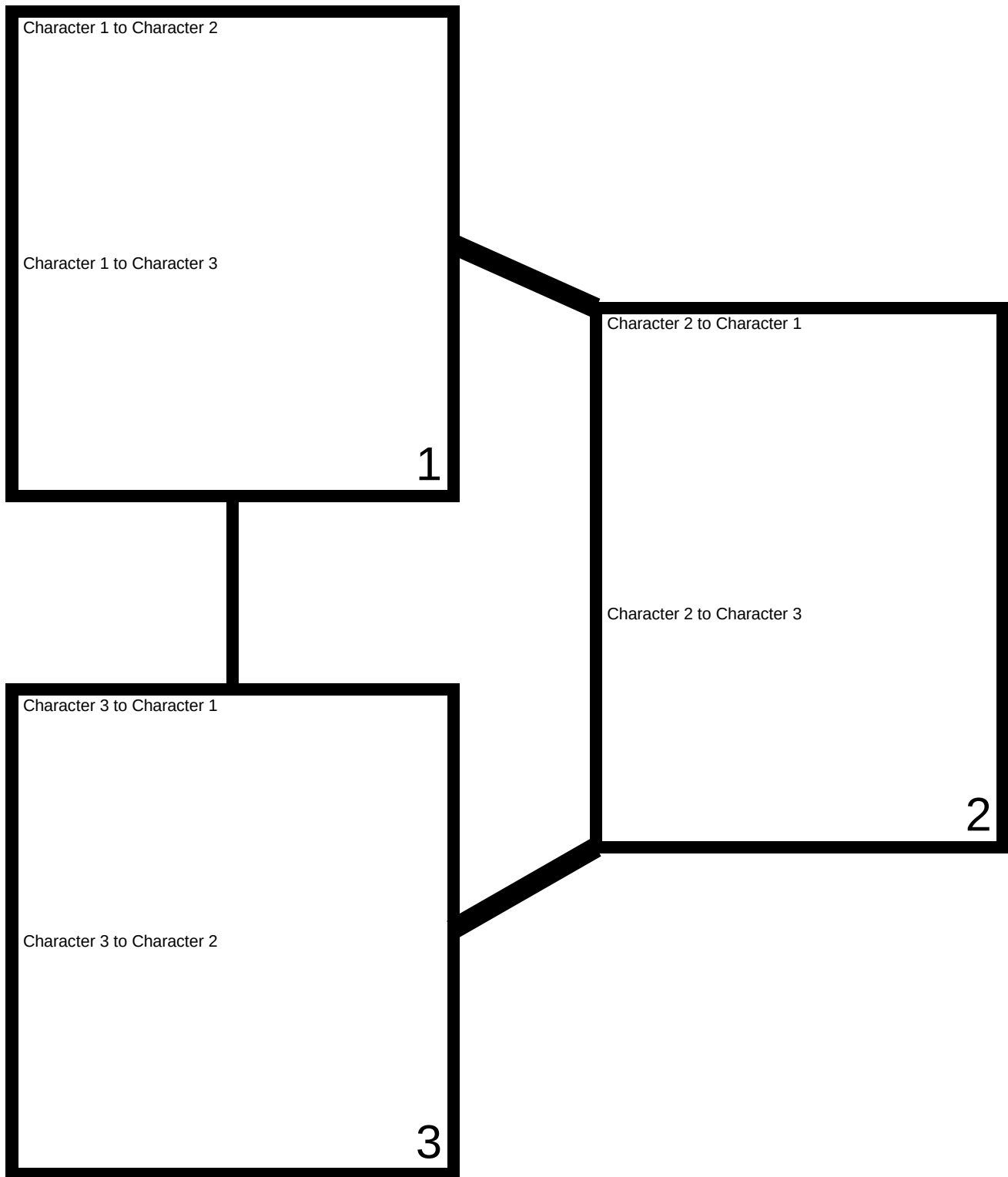
Wang Lung stands up for his children and is angered by Lotus' disdain towards them. He realizes that she truly does not love him because of the way in which she treats his children.

Pretend you are Wang Lung. **Write an argumentative letter addressed to Lotus; provide reasoning as to why you are angered by her actions.** How is her treatment of your children, especially the 'poor fool,' unjust?

11. Close

Close by extending today's lesson to life and the world.

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

The Good Earth, Day 17



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What are locusts? How did they affect farming?

Locusts are related to grasshoppers and look much like a grasshopper. When environmental conditions produce many green plants and promote breeding, locusts can congregate into thick, mobile, ravenous swarms. A plague of locusts is a devastating natural disaster.

Locust swarms devastate crops and cause major agricultural damage and attendant human misery—famine and starvation. They occur in many parts of the world, but today locusts are most destructive in sustenance farming regions of Africa. To view more information and pictures of Locust visit:

<http://animals.nationalgeographic.com/animals/bugs/locust.html>

In today's reading the region is hit by a swarm of Locusts. Most farmers gave up and left their farms. Wang Lung, his workers, and family spent a week in their fields fighting off the insects. Although, he lost much of his crop he was able to salvage many of his fields. The family intern ate the insects that were killed.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

furrows (228)	triumphant (229)	clamored (229)	callused (229)	petulant (234)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 228-246

Setting	Characters	Pages
Wang Lung's Home	Wang, O-lan, elder son, field people	228-236
The court yard	Lotus, Wang Lung, elder son, O-lan	237-242
Brothel in town	Wang Lung, girl son was with	243-246

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).

- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of O-lan, Wang, or Lotus. Based on today’s reading what do you think they are thinking and feeling? Add 5-7 new thoughts to your OMP.

Character K-W-L

Create a K-W-L chart on the main characters—Wang Lung, O-lan, Lotus, and Wang Lung’s uncle.

- In the K (know) column—Fill in what you know about the characters;
- In the W (want to know)—Fill in what you want to know about the characters;
- In the L (learned) column—Fill in what you have learned about the characters.

Use this information to write a paragraph about any of the characters.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does the Earth “heal” Wang Lung? What do you do/ where do you go when you need to be “healed”?
2. Wang Lung begins working in his fields again. Why does this change in his appearance repulse Lotus?
3. “...and washing his body he laughed again, for he washed it now for no women, he laughed because he was free.” Pg. 229. What is Wang Lung free from?
4. O-lan and Lotus both occupy a place in Wang Lung’s home. Lotus’ role is that of a woman of pleasure, while O-lan’s is that of wife, mother and partner. Who do you believe has a more prominent position? Why will O-lan always have a higher place with Wang Lung than Lotus?

5. *O-lan is explaining to Wang Lung about his eldest son's issues. Wang Lung worked in the fields and so he was never melancholy or frustrated. His son is idle in the house and never has a chance to burn through his energy. In some ways Wang Lung is happy that his son never has to work hard like he did, so he wants to get him a wife.* Who do you think leads the better life: Wang Lung, or his son? Who has the better opportunities? Do you think there is a balance between the two lifestyles?
6. Wang Lung looks at Lotus, and yet, and does not see her. What is Pearl Buck implying by this statement?
7. What kind of wife does Wang Lung desire his son to have? How does this ideal woman differ from his own wife, O-lan? Do you think that Wang Lung would still have the life that he has now if he did not have O-lan as a partner and wife?
8. Why does Wang Lung want to throw out his uncle? What does he learn about his uncle? Why can't he throw him out? How would you feel in this situation?
9. Why does Wang Lung's son's work ethic differ from his father's? How does one go about teaching that type of ethic?
10. Why does Wang Lung keep Lotus if he does not love her anymore?
11. Why does Wang Lung distrust Cuckoo?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 229

"Now you see that your lord is but a farmer and you are a farmer's wife!"

Then she cried out with spirit,

"A farmer's wife I am not, be what you like!"

And he laughed again and went out from her easily.

He ate his evening rice all stained as he was with the earth and unwilling he washed himself and even before he slept. And washing his body he laughed again, for he washed it for no woman, and he laughed because he was free."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung has made his recent decisions based on other people's opinions. He feels somewhat trapped after taking Lotus (and Cuckoo) into his house. Lotus is finally seeing Wang Lung as the person that he really is: a farmer. Think about the things that you love that set your mind and spirit free (for instance, a sport, music, a hobby).

Write a 1-2 argumentative paragraphs claiming that this activity is the most freeing and enjoyable activity that there is. Why does this activity give you freedom? Where did you learn it? Why is it special to you? What do you feel like when you are participating? How has it positively impacted your life? Be as clear and concise as possible as you write.

11. Close Close by extending today's lesson to life and the world.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

The Good Earth, Day 18



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is the Chinese Civil War of 1926?

The **Chinese Civil War** was a conflict in China between the Guomintang (the Nationalist Party; KMT) and the Communist Party of China (CPC). It began in 1926 with the takeover of the KMT by the right-wing General Chiang Kai-shek as well as purges of leftist and Communist members. It ended in 1949 with an unofficial cessation of major hostilities, with the Communists controlling mainland China and the Nationalists controlling Taiwan, Penghu, and several outlying Fujianese islands.

In today's reading Wang Lung hears talk of a war but is far removed from it. He gets his information from Ching his neighbor and friend. Ching, has lost everything—his wife died of starvation and his daughter who he sold to a soldier who was passing through. Wang Lung is still moved that Ching gave he and his family food when they needed it, invites Ching to move in with him and work for him in the fields.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

marauded (246)	sparse (247)	barred (247)	magistrate (248)	ordained (250)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 247-263

Setting	Characters	Pages
Wang Lung's Home	Wang Lung, uncle, uncle's family, Cuckoo, Lotus	247-249
Wang Lung's fields	Wang Lung, Ching, farm workers, O-lan, farm worker's wives	250-252
Wang Lung's Home	Wang Lung, eldest son, Lotus, Cuckoo,	253-256
Wang Lung's Home	Wang Lung, O-lan	257-258
Wang Lung's Home	Wang Lung, Lotus, Cuckoo, eldest son	259-263

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.
- Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of O-lan or Wang Lung. What do you think they are thinking and feeling? Add 5-7 thoughts and ideas to your OMP.

Exterminator Advertisement

Pretend you are an exterminator who lives live in Wang Lung’s village. You know that the locusts are coming and would like to help the townspeople—Create an advertisement that promotes your business. Your poster should include:

Name of company;
Motto;
Contact information;
Services provided;
Cost;
Guarantee.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did the bandits steer clear of Wang Lung’s house? What kind of position does that put Wang Lung in with the other townspeople? How does this affect him on a personal level?
2. Pretend you are in Wang Lung’s situation, and you have just learned that your uncle is a robber. How would you handle the situation? Would you let him get away with his actions, or would you turn him in? What are the consequences of both actions?
3. *“Well, and that poor fool of mine brings me more comfort than all the others put together.”* Pg. 249. How does the ‘poor fool’ bring comfort to Wang Lung? Based on this statement do you think that ALL people have something to offer? How?
4. What does Wang Lung’s eldest son want to do? How will this decision affect Wang Lung? Why doesn’t he want him to learn more? How can working in the fields help him? Can you ever learn enough?

5. When O-lan says, "I have fire in my vitals", what does she mean? Why doesn't Wang Lung offer to give her help? Why doesn't she ask for help? Is it important to ask for help? Why?
6. Why does O-lan tell Wang Lung about Lotus and eldest son? O-lan says nothing after she hears eldest son and Lotus being beaten. What does that say about her?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 251-252

"Nevertheless, the locusts did this for him, for seven days he thought of nothing but his land, and he was healed of his troubles and his fears, and he said to himself calmly,

"Well, and every man has his troubles and I must make shift to live with mine as I can, and my uncle is older than I and he will die, and three years must pass as they can with my son and I shall not kill myself."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

After Wang Lung fights off the locusts, he realizes that he can deal with the dramatic nature of his family as long as he has the land to support him. Through the land, he is given a fresh perspective. He realizes that he can only control himself, and everything else will work itself out.

Write an argumentative paragraph supporting Wang Lung's change in behavior and attitude. How is the 'new' Wang Lung acting with justice? How was the 'old' Wang Lung unjust? Defend your position with facts and ideas from the text.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 19



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Why do the Chinese bind feet?

The 'ideal' length of a perfect foot, called the "Golden Lotus", was three inches long. This was a rare occurrence, this 3-inch perfection, but it was something to strive for nonetheless. Perfect feet were seen as a type of dowry to sweeten the pot when trying to marry off your daughter to someone with standing. If your feet ended up over four inches long you could pretty much forget them bringing you any extra leverage when marriage offers came around - they were considered too large, and ruined; all the work done to mutilate them had been a "waste" of time.

Women would start binding their daughter's feet at about six years of age. Bandages would be tightly wound to prevent growth. On occasion the foot would be broken and mutilated to stop the growth.

In today's reading Wang Lung's daughter is in physical pain from the foot binding process but had been told by her mother that she could not cry over it and she could not tell her father of her pain. Her mother told her that if she is left as she is, with big feet she will not be loved. Much like Wang Lung does not love O-lan.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

apprentice (264)	convenient (265)	stout (266)	recites (268)	remorse (268)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 264-278

Setting	Characters	Pages
Wang Lung's home	Wang Lung, the children, Cuckoo	264-265
Home of the merchant	Wang Lung, the Merchant, servants	265-267
Wang Lung's Home	Wang Lung, daughter, O-lan, the younger children	268-273
Wang Lung's Home	Wang Lung, O-lan, town doctor, children	274-278

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".

- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.

Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of O-lan and Wang Lung. What do you think they are thinking and feeling based on today’s reading? Add 5-7 thoughts to your OMP.

Character Profile Chart

Based on what you continue to learn about O-lan fill out a CPC on her as she lays in her deathbed. It is said you truly know the integrity of a person not as they lived but as they die. What character traits stand out to you about O-lan? Give as much detail as possible.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. *“He hardly knew what he had four children after his eldest son.” Pg. 264.* Why doesn’t Wang Lung know his other children? Why did he place so much emphasis on his eldest? Do you think he will be able to learn to “know” his other kids?
2. What is Wang Lung looking for as he sits in the merchant’s house? What is pleasing about his surroundings? What can you learn about people based on their home/surroundings?
3. Wang Lung’s second son only earns food during he first year he worked. After that he earns a piece of silver at the end of every moon (once a month). For this he learns a trade and then earns fees from buyers and sellers. Would you enter an arrangement like this? What are the benefits and drawbacks?

4. Why is it important to bind Wang Lung's daughter's feet? Do you think that her feet will change her circumstances much?
5. Wang Lung is finally thinking of O-lan as a person. Why didn't he ever see her as one before? What does it mean to "see" a person?
6. Why did Wang Lung wait so long to get a doctor for his wife?
7. Wang Lung and O-lan know she is going to die. It takes her body a while to shut down. How does a person die with dignity? Why is it important to live and die with dignity?
8. The household almost stops as O-lan's illness progresses. How does one pass the torch to the next generation to ensure that daily rituals, traditions, and details continue? Why wasn't O-lan able to "hand things down" to the other children?
9. Was O-lan taken for granted as a wife and mother? What could Wang Lung and the children have done to help O-lan while she was living? How well prepared are the children to continue on once she is gone?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 274

"But there was no sudden dying of life in O-lan's body. She was scarcely pass the middle of her span of years, and her life would not easily pass from her body, so that she lay dying on her bed for many months. All through the long months of winter she lay dying upon her bed and for the first time Wang Lung and his children knew what she had been in the house, how she had made comfort for them and they had not known it."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

O-lan has worked hard to ensure that her family was taken care of. For some time she knew she was ill - "she had fire in her vitals." Why didn't she stop to talk to Wang Lung about her condition? Why didn't she stop to teach the children how to care for themselves? What is the injustice and downfall of a parent not teaching their child how to take care of themselves? Does this still happen today?

Write a paragraph arguing that O-lan's refusal to acknowledge her illness is unjust to herself and to others. Why didn't she stop to teach the children how to care for themselves? How is this an injustice to them? What is the downfall of a parent not teaching their child how to take care of themselves? Does this still happen today? You may use outside research or personal examples to support your argument.

11. Close Close by extending today's lesson to life and the world.

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". To its left and right are two trapezoidal shapes, each labeled "Trait 1" and "Trait 2" respectively. Each trapezoid is connected to the central rectangle by a diagonal line. To the left of each trapezoid are two rectangular boxes labeled "example 1" and "example 2". To the right of each trapezoid are two rectangular boxes labeled "example 1" and "example 2".

example 1

Trait 1

Trait 2

example 1

example 2

Character

example 2

example 1

Trait 3

Trait 4

example 1

example 2

example 2

Character Based Literacy Program Lesson Plan

The Good Earth, Day 20



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What are wedding rituals and why are they important

The Chinese Wedding rituals are involved and to become married in the Chinese culture preparations start at a very young age. On the day of the wedding the bride is surrounded by friends and close female family members who prepare her for the wedding ceremony.

The "Hair Dressing" Ritual of the bride and the "Capping" Ritual of the groom symbolized their initiation into adulthood and were important parts of the wedding preparations. Red, symbolic of joy, featured prominently in the clothing and other ritual objects pertaining to the wedding.

The "Hair Dressing" Ritual

At dawn on her wedding day (or the night before), the bride bathed in water infused with pumelo, a variety of grapefruit, to cleanse her of evil influences ; and one suspects as a cosmetic to soften her skin in the manner of contemporary alphahydroxyls. She put on new underclothes and sat before lit dragon-and-phoenix candles.

A 'good luck woman' attended the bridal preparations. She spoke auspicious words while dressing the bride's hair in the style of a married woman.

In today's reading Wang Lung's eldest son is to be married. O-lan is too weak to tend to the bride but does her best to participate in the festivities.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

summoned (278)	festivities (279)	sedan (279)	sturdily (280)	shrill (289)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 278-290

Setting	Characters	Pages
Home of Wang Lung	Wang Lung, O-lan, children, father, Ching, Cuckoo, elder son, maiden, mother of maiden	278-280
Home of Wang	Wang Lung, O-lan, eldest son	280-281
Home of Wang	Wang Lung, O-lan, maiden, Lotus, Cuckoo, father, uncle, uncle's family, wedding guest	282-284
Home of Wang	O-lan, eldest son, daughter-in-law, uncle, Wang Lung	284-286
Home of Wang	O-lan, Wang Lung, Uncle's wife,	286-287
Home of Wang	Wang Lung, daughter-in-law, Ching, family, funeral procession,	288-290

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Justice” and the other side “Injustice”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
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- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.

Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of O-lan and Wang Lung.

What do you think they are thinking and feeling as they celebrate their son marriage and as O-lan prepares to die? Add 5-7 new thoughts to your OMP.

Head Stone

Death and dying are important rituals of transition. Many cultures celebrate the deceased’s life after they have passed away. It is important for O-lan to know that she is to be cared for in death.

Create a headstone for O-lan. Include:

- Birth and death dates
- Name
- Motto, saying, or quote that sums up her life;
- A symbol or picture that you believe represents O-lan

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did O-lan regain her strength? What did she intend to do with that time? Why were the things she accomplished in this time important to her? If you were in the same situation what would you choose to do? What is important to you to complete something or send a message to others?
2. What did O-lan want for her son and daughter-in-law? What did she want in regard to Lotus? Why was this wish important to her?
3. Wang Lung spends time choosing a place to bury O-lan and his father. Why did he spend so much time caring for them in death? Why didn't he value them to the same degree when they lived?
4. What did Wang Lung regret most in his marriage to O-lan? Could he have fixed this situation? Why is it important to stop and think before speaking or taking action against a loved one?
5. Do you think that O-lan's life was valued by others? Do you think her life was just and fair?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 285

"Now I am content and this thing in me may do as it will. My son, look after your father and your grandfather, and my daughter, look to your husband and your husband's father, and his grandfather and the poor fool in the court, there is she. And you have no duty to any other."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

O-lan gave her final instructions to her son and daughter-in-law. It was important to her to know that the family was taken care of. It was also clear that she did not want them to care for Lotus.

This quarter's theme is Justice—*Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.*

Do you believe that O-lan's death reflects justice? Do others care for her in a just manner? **Write an argumentative paragraph that, while during her life she was not treated fairly, in death O-lan is shown justice.** Use examples from the text to support your argument. How can you apply this theme to modern-day social issues? What is better: an unjust life with a fair death, or a fair life with an unjust end?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 21



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Why is it important to prepare for disaster? What can we do to prepare ourselves now?

Disasters affect everyone and they strike any time of day any time of year. In order to survive disasters properly everyone should be prepared. Because, disasters occur often without warning the emergency system is often overwhelmed. The more people who are prepared and self-sufficient allow recovery to occur much more quickly.

Preparations include having a plan. Where will you and your family meet if something happens, how will you communicate? Families should have at least three days of food and water stored for every member of your household, including pets.

Important documents, papers, and a cash surplus should be on hand and easy to find. Extra clothes, flashlights/candles, and a battery-powered radio will help keep you informed if there is a loss of power. First aid supplies, extra medications, and eyeglasses and a calm attitude will help you and your family survive in the event of a disaster or emergency.

In today's reading, Wang Lung's land floods again. As the neighboring villagers are struggling to survive Wang Lung has prepared for yet, another emergency. He has money stored as well as food and grain. He enforces a rationing plan in the household to ensure that food will last as long as possible. Wang Lung and his family survive because Wang Lung has a plan and sticks to it.

For more disaster information visit:

<http://www.fema.gov/plan/index.shtm>

<http://www.redcross.org/portal/site/en/menuitem.d8aaecf214c576bf971e4cfe43181aa0/?vgnextoid=72c51a53f1c37110VgnVCM1000003481a10aRCRD&vgnnextfmt=default>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sorrow (291)	avert (291)	estimate (292)	entrusted (293)	clamoring (293)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 291-301

Setting	Characters	Pages
Wang Lung's Land	Wang Lung, Ching	291-294
Wang Lung's home	Wang Lung, Lotus, Cuckoo, family	295
Wang Lung's Home	Wang Lung, uncle, uncle's family	296-297
Wang Lung's Home	Wang Lung, Eldest son	298-300
Village	Wang Lung, Merchant, Ching	301

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Justice” and the other side “Injustice”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.

Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Wang Lung. What do you think he is thinking and feeling as he plans for the flood, tries to deal with his uncle, and protect his family? Add 5-7 thoughts to your OMP

Complete your OMP for O-lan

Create an OMP for Ching. He has been a faithful friend and servant for Wang Lung for many years. What do you think he is thinking and feeling as he works for Wang Lung? Add 5-7 thoughts to your OMP.

Disaster Plan:

Natural disasters have directly affected Wang Lung and his family several times. Create a disaster plan for him, helping him prepare for various natural disasters. What things do you think every family should have to prepare for disasters?

Make a poster advertising a disaster kit.

- Name of company;
- Contact information;
- List items in the kit;
- Cost;
- Disaster kit motto;
- Any other additional information and pictures.

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Why does Wang Lung neglect his land and his responsibilities? Do you think his situation would be different if he remained consistent? Can you remain consistent throughout life's crisis?
2. What does Wang Lung do that scares and frustrates Ching? Why won't Ching stand up to him? Do you think his attitude influences the gods?
3. How could the village have better prepared for the flood? Would you give your money over to someone but not check to see how the money is being spent? Why didn't anyone oversee the building project? Do you think this sort of thing continues to happen in our modern society?
4. What has Wang Lung done to prepare himself for the bad times? Do you think his family understood and appreciated his thoughtfulness?
5. Do the neighbors have a right to hate him for planning and saving for bad times?
6. The situation with his uncle continues to get worse. What would you do in his situation?
7. Why was it important that Wang protects his daughter? Do you think he did the right thing by sending her away?

9. Analyze

Analyze the key paragraph.

Key Paragraph pg. 295-296

"Now Wang Lung was not so poor as he wished to seem, he had good silver hidden away in the walls, where his son slept with his wife, though his son and daughter-in-law did not know it, and he had good silver and even some gold hidden in a jar at the bottom of the lake under his nearest field, and he had some hidden among the roots of the bamboos, and he had some grains from the year before which he had not sold at market."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung had lost everything once before. And since then he planned for the hard time, always saved, and did not spend much money. His house was built on high ground so it did not flood. Because of this he saved, and was able to care and provide for his family. However, the villagers were not so lucky and very angry at Wang Lung. He did his best to hide his wealth to continue to save what he had. Do you think this situation is fair and just or do you think that Wang Lung should be forced to help others?

Choose a position. Do you think Wang Lung should be forced to give to others in the village or do you think he should be left alone to care for his family and save as needed?

Write 1-2 paragraphs arguing for or against Wang Lung's intervention in the lives of the people in the village. Should he help others who failed to assist him in his time of need? Or is it better to leave them to their own devices and simply help his own family?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Day 22



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is knowledge? What is wisdom?

Knowledge is the state of fact or knowing.

Wisdom is the ability to discern or judge what is true, right, or lasting; insight. To have common sense or good insight is to have wisdom.

Wang Lung's youngest son takes time to tell his father what he is looking for in a bride. His list shows that he is wise beyond his years. He is concerned about his wife to be and wants her to come from a good family with no poor relatives, as he knows he will have to support them. He wants her to be a good and thoughtful shopper so she will get the best value for her money or trade. He wants her to be nice looking but not too pretty. He wants to make sure she is willing to work, to support him and their family.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

anxiety (303)	piteous (305)	receded (305)	recalled (307)	robust (307)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Pg. 302-315

Setting	Characters	Pages
Wang Lung's House	Wang Lung, Uncle and family,	302-303
Wang Lung's House	Wang Lung, villagers, slaves, Lotus, Cuckoo, Ching	303-305
Wang Lung's Home	Wang Lung, eldest son	305-311
Grain shop	Wang Lung, second son	311-314
House of Hwang	Wang Lung, gate man's wife	314-315

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.

- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.

Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Wang Lung and of Ching. What do you think they are thinking and feeling as the land begins to produce and Wang Lung starts loaning money to people? Add 5-7 new thoughts.

Venn diagram

Wang Lung's eldest and second sons have different personality traits and values.

Create a Venn diagram for Wang Lung's sons.

Name the character trait that the son displays and give an example of that trait.

In the center list their similarities.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Wang Lung's eldest son tells him that his wife is pregnant. Wang Lung reacts by sending her fine food. Why is it important to care for your body when you are pregnant? Was Wang Lung able to do this for his own children? Why not? Why is it important to provide for his family now?
2. As people returned to the village they have to borrow money from Wang Lung. He gives them loans at high interest. If they cannot pay he tells them he will take their land or their children as slaves. *“It was known he was a rich and powerful man with a good heart.” Pg. 304.* Do you think that Wang Lung has a good heart based on the terms of his loans? What would you do in his situation?
3. Wang Lung bought a slave girl who is 7. She lives in the inner courts and sleeps at the foot of the bed that Lotus sleeps on. Do you think being a slave is a better life for her? Would you rather be poor and free or a slave and live comfortably? Why?
4. Wang Lung wants peace in his house but never seems to get it regardless of how much money he spends. Do you believe you can buy peace? How do you achieve peace in your own life?

5. Why does Wang Lung want to move to the House of Hwang? How is his motivation different than his son's? Who do you think is right?
6. Wang Lung's second son wants to move into the House of Hwang so they can be a great family. What makes a *great family*?
7. What does the House of Hwang represent to Wang Lung? Is it good or evil? What do you think will happen to the family if he buys it?

9. Analyze

Analyze the key paragraph.

Key Paragraph pg. 313

"Now Wang Lung was the more astonished when he heard this talk, for here was a young man whose life he had not seen, even though it was his own son. It was not such blood as this that ran in his own lusty body when he was young, not in the body of his eldest son; yet he admired the wisdom of the young man.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

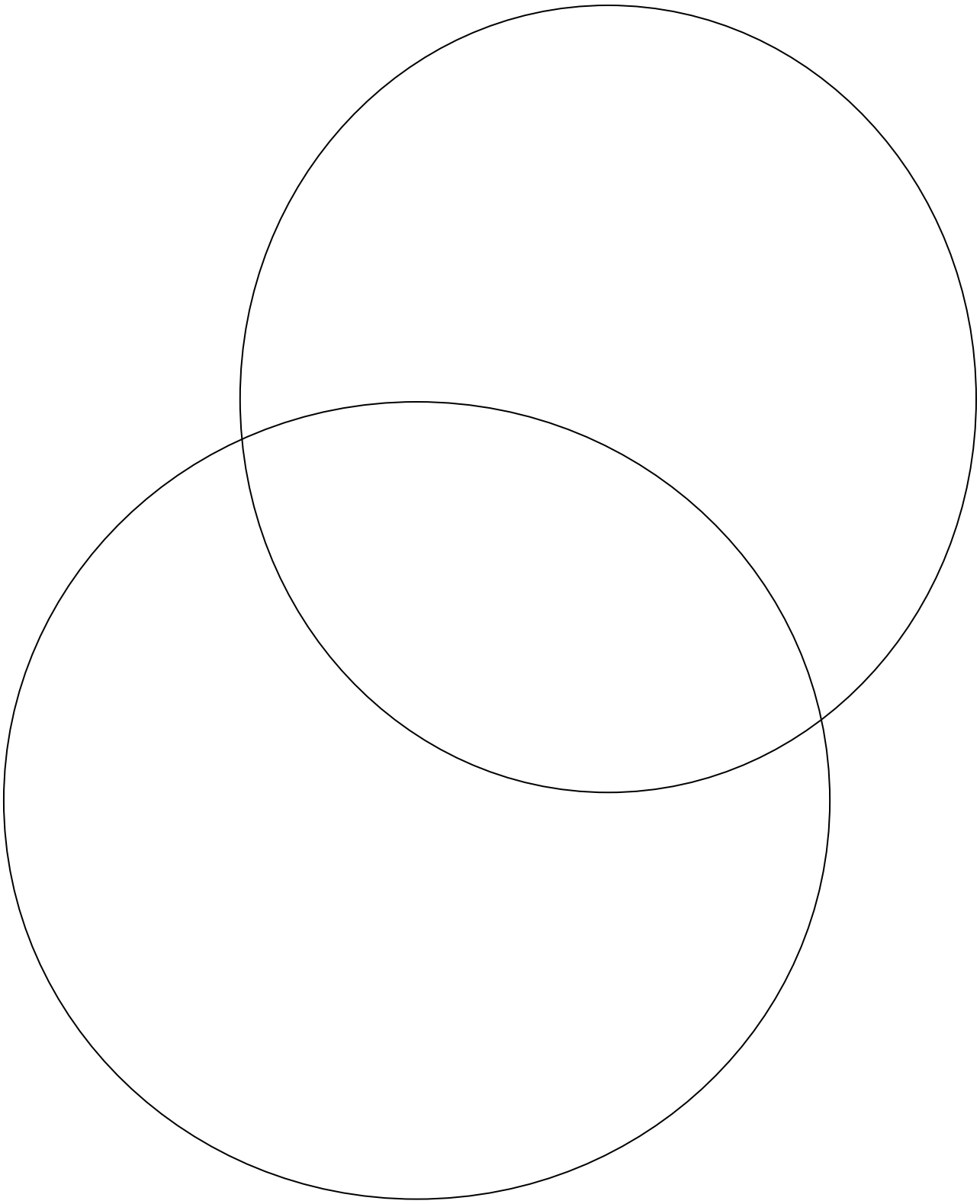
Wang Lung missed much of his children's' childhoods because he was preoccupied with tending to the land and keeping the family fed. He speaks with his second son, hears of his wishes for a bride, and is amazed at the wisdom he holds. How do you think second son got this wise?

Write a paragraph arguing for either wisdom or knowledge. What is the difference between the two? In your opinion, which one is superior? Where do you think the second son's wisdom came from? Would you rather be wise or have knowledge? Explain.

11. Close

Close by extending today's lesson to life and the world.

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

The Good Earth, Day 23



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

Who is Mao Zedong?

Mao Zedong (also Mao Tse-Tung) was the world's most prominent Chinese communist during the 20th century. Mao's Red Army overthrew Chiang Kai-Shek in 1949, and the communists seized power of mainland China. Ruthless and ambitious, Mao turned China into a world military power and created a cult of personality, forcing the distribution of his image and his "Little Red Book" (a collection of political maxims) upon the Chinese people. His campaign to export communism made China a threat to the West and led to confrontations in Southeast Asia and Korea. Under Mao's rule China endured a series of economic disasters and political terrorism, but for more than 25 years Mao was China, as far as the rest of the world was concerned. After his death, leaders like Deng Xiaoping steered the country away from pure communism, and the Cult of Mao began to disappear. These days Mao is ranked among the worst of 20th century dictators, alongside Joseph Stalin and Adolf Hitler.

Today Wang Lung's nephew decides he wants to go and join the army. His father has recently died and his mother is an opium addict. He asks Wang Lung for money and leaves the household. Since Wang Lung's uncle has died he no longer has to be responsible for the family. However, he still gives his nephew money and continues to care for his aunt.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

squeamish (317)	reproach (317)	urging (317)	demurred (320)	luxurious (322)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 316-328

Setting	Characters	Pages
Moving to the Great House	Wang Lung, eldest son, daughter-in-law, Lotus, Cuckoo, slaves	316-318
Wang Lung's House	Wang Lung, Ching, third son, little fool	318-319
Wang Lung's House	Wang Lung, nephew	319-320
The Great House	Wang Lung, Lotus, Cuckoo, first and second sons and their families	320-324
Temple	Wang Lung	325-326
Wang Lung's House	Wang Lung, Ching, workers, little fool, third son	326-328

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Justice” and the other side “Injustice”.
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a “Justice” and “Injustice” in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the “Justice” column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.
- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.

Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE**7. Activity** Explore the reading more deeply with a visual or oral language activity.**Open Mind Portrait**

Complete your OMP for Ching.

Add to your OMP for Wang Lung. What do you think he is thinking and feeling as he moves his family from his home to the city, as his friend dies, and as he recalls the strength and wonder of O-lan.

Tomb Stone

Wang Lung is burying his best friend and confidant. Create a headstone for his grave marker. Include:

- Birth and death date;
- Name;
- Motto, saying, or characteristic of Ching;
- Symbol or picture that represents him.

Character Profile Chart

Complete a CPC for Ching. Define his character traits and provide examples from the text to defend your traits.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why isn't Wang Lung prepared to move to the Great House?
2. Why does Wang Lung want to stay on the land? What does the land have to offer him?
3. What is Wang Lung's concern for the poor fool? Why isn't anyone in the family willing to care for her? How has the treatment of the handicapped changed over time? How has this change given justice to a population of people?
4. Wang Lung desires to care for the poor fool. What does this say about his heart and character?
5. Wang Lung cares for his uncle and his family until his uncle dies. His duty to that generation is officially over when he died. Would you want someone who only views you as an obligation to care for you? What traits do you need to have to care for others?
6. Why do you think Wang Lung has such loyalty to Ching?
7. Wang Lung is able to alter his business again; now he can rent property. What factors contribute to this kind of flexibility in business?
8. Wang Lung travels between his two houses. He is wealthy but wants to maintain his roots. What factors contribute to great men and houses falling?
9. The House of Hwang fell because of the greed and because the children did not value the same thing their parents did. What do you think will happen to Wang Lung's House?
10. Why won't the eldest son's wife feed her own child?
11. After Ching dies Wang Lung struggles to find an appropriate place for him to be buried. Why is his burial so important to Wang Lung? Do you think it is worth Wang Lung neglecting tradition to give his friends a proper burial? What does it say about Wang Lung's relationship with his sons that he wants to be buried next to Ching? What does this decision say about Wang Lung's values, despite his wealth?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 327

"When he was dead Wang Lung leaned over him and he wept as he had not when his own father had died, and he ordered a coffin of the best kind, and he hired priest for the funeral and he walked behind wearing white mourning. He made his eldest son, even, wear white bands on his ankles as though a relative had died.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Ching is an understated character in the novel but carries much value as a friend and confidant to Wang Lung. Nerveless, Wang Lung reacts strongly to his death. Ching became a true brother to Wang Lung and was an indispensable part of his life. Pretend you are Wang Lung. **Write an argumentative paragraph in which you defend and argue in favor of his character.** What traits did he possess that were admirable? Why did you value his presence in your life?

11. Close Close by extending today's lesson to life and the world.

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled *Character*. It is connected by diagonal lines to four trapezoidal boxes: *Trait 1* (top-left), *Trait 2* (top-right), *Trait 3* (bottom-left), and *Trait 4* (bottom-right). Each trait box is further connected by diagonal lines to two rectangular boxes labeled *example 1* and *example 2*, one on the outer left and one on the outer right.

Character

Trait 1

Trait 2

Trait 3

Trait 4

example 1

example 2

example 1

example 2

example 1

example 2

example 1

example 2

Character Based Literacy Program Lesson Plan

The Good Earth, Day 24



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is honor?

Honor is honesty, fairness, or integrity in one's beliefs and actions: *a man of honor*.

Wang Lung's eldest son wants to become a family of honor. He feels he can do it by spending money and flashing their wealth. He is in conflict with his younger brother who wants to live his life as an honest, fair, integrity filled person. He realizes that wasting money will not bring honor to the family but living a life with justice will.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

content (329)	stubbornly (330)	fiery (330)	clever (331)	seldom (331)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 329-342

Setting	Characters	Pages
The House of Wang	Wang Lung, eldest son	329-332
The House of Wang	Wang Lung, second son	333
The House of Wang	Wang Lung, eldest son	334-336
The House of Wang	Wang Lung, third son	336-339
The House of Wang	Wang Lung, eldest son, second son, the wives, Cuckoo, Wang Lung's uncle and uncles wife	339-342

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
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- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.

Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Wang Lung. He is now older and wants to rest. Add 5-7 new thoughts to your OMP. What is he thinking and feeling?

Character Interaction Chart

Complete a CIC between Wang Lung, eldest Son, and Second son. How do these three characters interact with one another?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does Wang Lung want from his life at this point? Do you think he deserve it? What is one thing you want right now?
2. Wang Lung says to his son, “*Well the land is mine and you have never put your hand into it.*” Pg. 330. What does he mean by this statement? Why is he resentful of his son? How does this affect his relationship?
3. Eldest son treats the “common people” very poorly. Whereas, Wang Lung respects all people. Why do you think their attitudes differ greatly when they interact with people?
4. Eldest brother plants trees and shrubs in the courtyard that do not produce food. How does this idea contradict everything their father stands for? Why would he plant something that does not help feed or support the family?
5. Why was it expected that the third son would be a farmer? Does he deserve a choice? What gives him the ability to choose his path? DO you think any of the sons appreciate what they have been given?
6. Historically the first son is given the responsibility to handle money and oversee family matters. Why did Wang Lung give this job to the second son? What would you have done in the same situation?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 329

“Now to Wang Lung it seemed there was nothing left to be done in his condition, and now he could sit in his chair in the sun beside his fool and he could smoke his water pipe and be at peace since his land was tended and the money from it coming into his hand without care from him.”

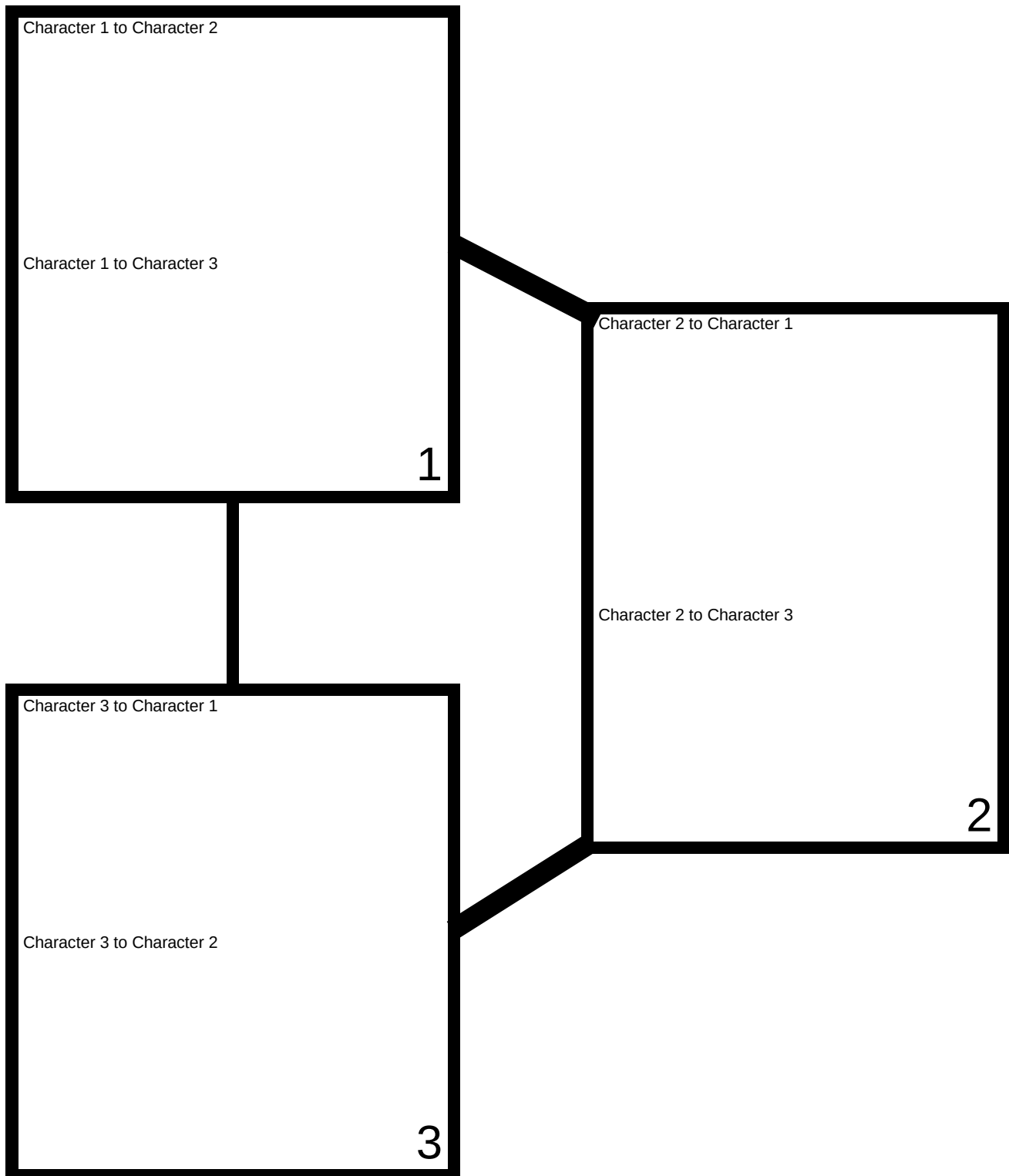
EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung is getting old and is finally able to rest and enjoy his time. He has worked hard and saved and planned so he could be comfortable.

Write an argumentative paragraph arguing whether or not you believe that Wang Lung has lived a good life. Is the work he has accomplished fulfilling? Do you think he is satisfied with the way things have gone? If you were in his situation and have lived his life, how would you feel?

11. Close Close by extending today's lesson to life and the world.

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

The Good Earth, Day 25



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is war?

War is a conflict carried on by force of arms, between parties. It is a period of armed hostility.

Wang Lung is not familiar with the term war. He hears from his sons and people that the nation is at war and he has no concept what that means or how it can affect him. Because of that he is indifferent to the situation in his country.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

distant (343)	horde (345)	comrades (345)	dismay (346)	uproar (349)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 343-354

Setting	Characters	Pages
Wang Lung's court	Wang Lung, poor fool, second son	343-344
Main Courtyard— House of Wang	Wang Lung, grandson, soldiers, second son, eldest son	345-348
Mother's room—House of Wang	Wang Lung, nephew, nephew's mother	349-350
Inner courts— House of Wang	Lotus, slave, Wang Lung, sons, nephew, slave girl	350-354

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.

Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Continue your OMP for Wang Lung. What do you think he is thinking as the soldiers come into his house and as he has to protect his family from his nephew, again? Add 5-7 new thoughts to his OMP.

Plot Profile Chart

Complete a PPC for today’s reading.

Based on today’s reading list the ten most important facts.

Then rate the intensity of those facts on a scale of 1-10 to complete the plot profile.

You can use the chart to summarize the reading in written form

Cartoon

Create a cartoon strip based on today’s reading.

The strip should summarize the main events of the reading.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Wang Lung know nothing about war and freedom? How has he managed to stay isolated from these events? What is the closest Wang Lung came to war?
2. Second son wants to stockpile grain and sell at a high price incase the war comes near them. What does this say about his business sense? Is he heartless or wise?
3. Why are Wang Lung and his family obligated to his nephew and the soldiers?
4. Why does Wang Lung try to save the young slave?
5. Why does the other slave take her place? What does she want from Wang Lung after she is married off?
6. What do the eldest son and Wang Lung agree upon in regard to protecting the house from the soldiers and his nephew?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 343

“And to him war was a thing like earth and sky and waster and why it was no one knew but only that it was.”

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung does not know what war is and has managed to live his life without being affected by war.

Write an argumentative paragraph defending your definition of war. Why would you define it that way? Use information from the novel or secondary sources to make your definition as complete and thorough as possible.

11. Close Close by extending today's lesson to life and the world.

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
		1	2	3	4	5	6	7	8	9

Character Based Literacy Program Lesson Plan

The Good Earth, Day 26



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

What is freedom? (for discussion)

Freedom is liberty from slavery, detention, or oppression. Political independence.

Wang Lung's son is determined to fight in the war. He wants freedom and independence. Because Wang Lung spent so much time surviving and is uneducated he does not understand what his son wants to fight for.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

trace (355)	whim (357)	quarrels (358)	heritage (359)	soothe (359)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 355-374

Setting	Characters	Pages
House of Wang	Wang Lung, three sons, uncle's wife, slave	355-357
House of Wang	Eldest son's wife, second son's wife, sons, Wang Lung	358-359
House of Wang	Lotus, Wang Lung, slave (Pear Blossom)	359-360
House of Wang	Wang Lung, third son	360-364
House of Wang	Wang Lung, Pear Blossom	365-370
House of Wang	Wang Lung, Pear Blossom, Cuckoo, second son, eldest son	370-374

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.

Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Wang Lung. What is he thinking and feeling as the military has left his home, his son wants to join the army, and he wants a new wife? Add 5-7 new thoughts to your OMP.

Character Interaction Chart

Create a CIC that includes the two son’s wives and Lotus. How do these three characters interact with one another?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was it important for Wang Lung and his sons to start new after the soldiers left? What would you do after a similar situation?
2. Wang Lung was excited when his nephew’s slave gave birth to a girl. If she gave birth to a boy they would have family rites and Wang would have to support her. What does Wang Lung want from this side of his family? How should he handle his last two relatives?
3. Why is it bad in Wang Lung’s eyes for his son to become a soldier? Why did the youngest son leave without a word?
4. What freedoms is the son fighting for? Do you think that Wang Lung is free? Why doesn’t he understand his son’s cause?
5. What is your cause? What would you fight for?
6. Why did Wang Lung feel it was important to speak to each of his sons?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 352

“There is to be a war such as we have not heard of—there is to be a revolution and fighting war such as never was, and our land is to be free!”

EXTEND

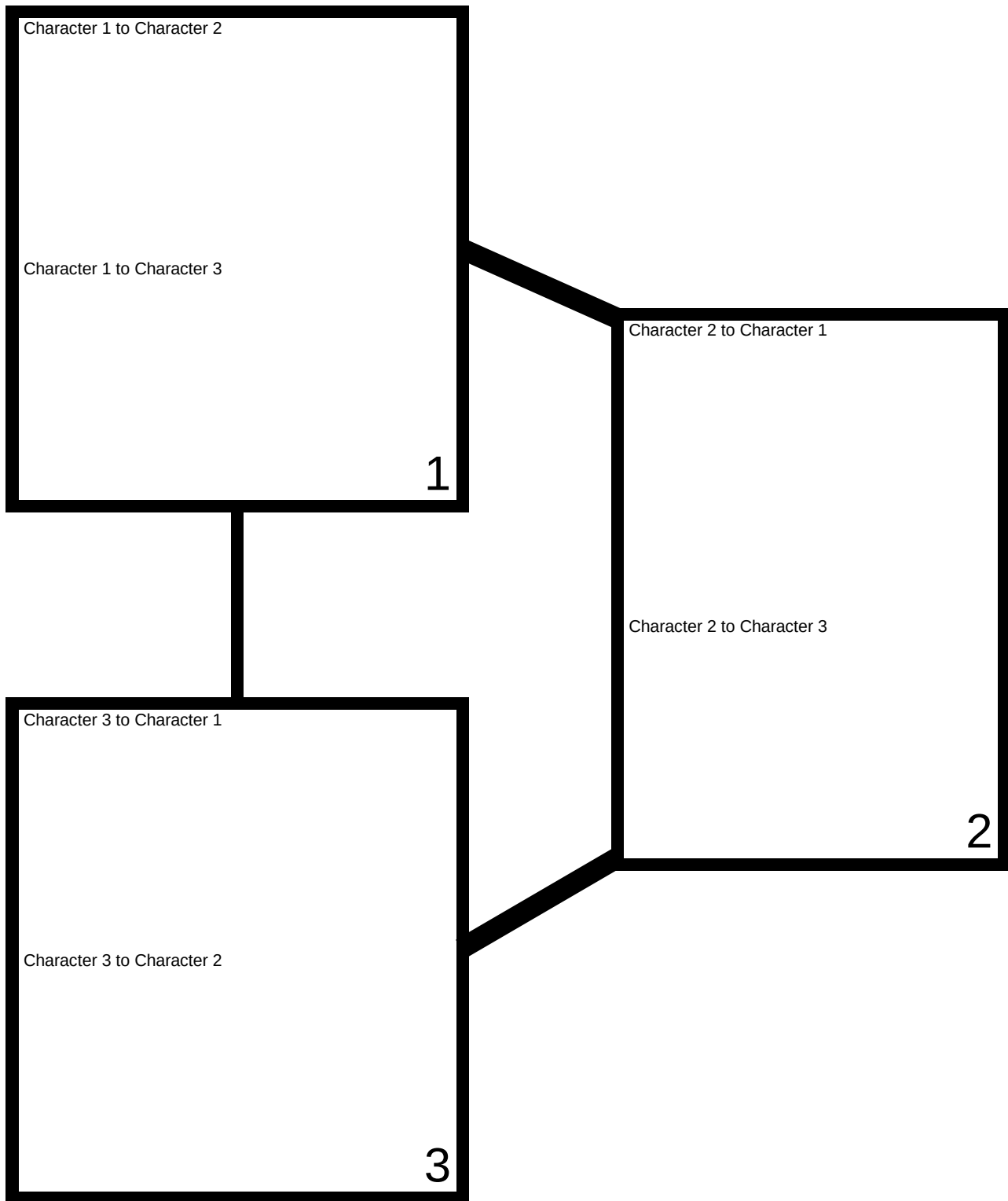
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung's son wants to leave to fight a war for freedom. Wang Lung feels that they are free. What do you think; are his sons truly fighting for their freedom by joining the army?

Write 1-2 argumentative paragraphs defending freedom. Explain why this object/idea is important to you. Do you support Wang Lung's sons' decisions?

11. Close Close by extending today's lesson to life and the world.

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

The Good Earth, Day 27



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.

What is justice? (for discussion)

What can you do to be a little more just today, this week, this year?

To be just means you give fair rewards and punishments. To give law and determine rights within the law. To be fair, impartial, just. Doing the right action. To be righteous and truthful.

In today's reading Wang Lung asks Pear Blossom to kill for him. Because Wang Lung has been fair and just to her she wants to care for the poor fool after Wang Lung dies.

Wang Lung is coming to the end of his life and realizes that he has lived a good and just life. Of course there are things that he regrets and would like to take back but he realizes that he cannot and is OK with his position in life now.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

flares (375)	wander (376)	gratitude (377)	snickered (379)	mincing (384)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Pg. 375-385

Setting	Characters	Pages
The House of Wang	Wang Lung, Pear Blossom, grandchildren, poor fool, two sons	375-382
The old house on the farm	Wang Lung, Pear Blossom, two sons	382-385

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

Obtain a map of China by visiting your local AAA or by searching online. Enlarge the map on a piece of butcher paper. Using information provided by authoritative print or digital sources, have students track the locations in the novel on the map. They can also add physical features, resources, political information, and other relevant information that arises in the novel.

Justice Poster:

Collaborate with students create a class T Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Justice" and the other side "Injustice".
- During this unit, encourage students to follow the local and world news, using a variety of mediums (newspapers, online sources, etc.).
- Have students periodically input a headline/article of a "Justice" and "Injustice" in their local community and in the world on the document. Discuss the additions the next day in class.
- For all of the items in the "Justice" column, have students write one thing they can do to take action and support the individuals, groups, or organizations that are acting in a "just" way.

- For all of the items in the “Injustice” column, have students write one thing they can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation, helping may involve writing a letter, getting more informed, volunteering, etc.

Have students choose one item to take action on. They should report their action and results to the class.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Complete your OMP for Wang Lung. What do you think he is thinking and feeling as he comes to the end of his life? Add 5-7 thoughts to your OMP.

Head Stone

Create a head stone for Wang Lung.

Although, he has not passed his is preparing to leave this world. Create a headstone that represents who Wang Lung is as a person. Include:

- Name;
- Birth and death date;
- Motto;
- Symbol or picture that represents him;
- Phrase or saying that describes him.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Wang Lung ask Pear Blossom to kill the poor fool?
2. What is Pear Blossom willing to do? Why is this important to Wang Lung? What does this say about her character?
3. Why won't anyone else in the family care for the poor fool?
4. Each time a person has died in this novel a coffin was purchased for them and they lived with it until they died. What is the significance of this? What does it say about their attitude about death?
5. Do the sons appreciate their history? Why does Wang Lung want them to keep the land?
6. Why do the boys want to sell the land? What do they have to gain?
7. What would you do if your parent left you something you did not want to keep?

9. Analyze Analyze the key paragraph.

Key Paragraph pg. 376

"I can scarcely kill an insect and how could I take this life? No, my lord, but I will take this poor fool for mine because you have been kind to me—kinder than any in all my life, and the only kind one."

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Wang Lung wants to make sure the poor fool is cared for once he dies. He asks Pear Blossom to kill her. She knows that she will not be able to but is willing to care for her as long as she can. She makes this promise because Wang Lung has shown her kindness and justice.

Do you believe that Wang Lung's decision for his daughter reflects kindness and justice? **Write an argumentative letter either supporting or arguing against Wang Lung's decision regarding the poor fool.** Remember, justice requires restraint. How is Wang Lung restraining himself? How is he not restraining himself? What would you have done in his situation?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Good Earth, Final Writing Product/Oral Report



Outcomes for Today

Standards for Writing:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a.) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b.) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c.) Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W8. Gather information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any source and following a standard form for citation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes.

Final Writing Product

Your essay should follow basic essay format: Introduction, middle, and a conclusion, written in 5 paragraph format.

- **Write a 5-paragraph essay that argues for or against Wang Lung's lifestyle choices in the Good Earth. Your essay should contain a thesis statement, contain support material from primary and secondary sources, and support significant ideas about the character.**
- Using your Open Mind Portraits, Character Interaction Charts, and Character Profile Chart make observations about Wang Lung's character. Be prepared to defend and explain your observations
- **Were the decisions he made in the first part of his life just? Did his later life choices reflect justice?**
- Is there a quote that supports your argument? Make sure you cite the source appropriately.

Oral Product

[Refer to pages 353-360 for additional information as you plan your speech.] – what is this referring to? Does this still apply?

How To Speech

Your speech will be 5-7 minutes arguing or defending a viewpoint to the class. Your purpose of your speech is to persuade and present an argument to the audience.

Your topic MUST be school appropriate and cannot contain any information that is illegal, immoral, or indecent. Choose wisely.

- Select a speech topic—choose something you feel passionately about since you will be supporting and defending it in your argumentative speech.
- Organize your speech in a manner that best achieves those purposes (argument, reasons, support, counterarguments, conclusion)
- Ensure the beginning, body, and conclusion reinforce the argument;
- Project sincerity and conviction to control your nervousness;
- Try not to use notes
- Provide visual aids as needed.

Your speech should be clearly organized.

Have a clear and concise Introduction, an informative body, and interesting conclusion. Make your audience want more.

Example

Introduction: *After hearing my speech today the audience will learn why I believe vegetables are the healthiest snack possible.* Keep your topic narrow and focused.

Body: The body of your speech should include the steps needed to take to prepare your snack—step by step.

Conclusion: *By making wise choices as you consider your next snack you will feel better, have more energy, and a positive self-image.*

Character Based Literacy Program Lesson Plan

The Good Earth, Speech Rubric



Title: _____

Name: _____

Date _____

*The speaker is to prepare a speech that has a clear general purpose; to argue and defend a viewpoint to the audience. The speech is to be organized in a manner that best achieves this purpose. The beginning, body, and conclusion should all tie into this purpose. The speaker is to project sincerity and conviction and strive not to use notes. Speaker should have a visual aid but it is not required. **Speaker is to speak on a topic that is school appropriate.***

How To Speech

5	=	Excellent
4	=	Above Average for the speakers level
3	=	Satisfactory
2	=	Could improve
1	=	Needs Attention

• The general purpose of the speech was clear	5	4	3	2	1
• The specific purpose of the speech was clear	5	4	3	2	1
• The organization supported the purpose	5	4	3	2	1
• The main points and material was relevant	5	4	3	2	1
• The speaker achieved the specific purpose	5	4	3	2	1
• The speaker appeared confident and sincere	5	4	3	2	1
• Speaker did not rely on notes	5	4	3	2	1
• The beginning, middle, and conclusion reinforced the specific purpose.	5	4	3	2	1

What could the speaker have done to improve and make the speech more effective?

What did you like about the presentation?

Character Based Literacy Program Lesson Plan

The Good Earth, Community Connection



The first portion of the community connection will be in the form of a web search/class discussion.

Task: Have students create a visual representation depicting stages of life and development and what the role of each group is in society.

- Students can interview family members or community members to survey how others see the roles of each group in society.
- To extend this activity students can compare 2 or more cultural groups and how their view each group.

Infant (0-2)

Child (2-12)

Adolescent (12-18)

Adult (18-60)

Senior (60-80)

Elderly (80+)

Students should answer the following questions as they complete their project:

- What is the role of each group in society?
- What is the purpose of each role or stage?
- What needs to be learned or taught in order to achieve the next level?
- Are the stages fluid? Or do you achieve each at the given age?
- What is the role of elders in society?
- What is the responsibility of elders in society?
- What is your responsibility to elders in society?
- How can we live our lives in a way that reflects justice?

A illustration or visual representation should be done for each stage.

Web Search

Visit the US Department of Health and Human Services Website

<http://www.hhs.gov/aging/index.html>

Click the link for seniors

Review the topics on the page

Choose three of them and answer the following questions. You will have to visit each link to find your information.

What website are you visiting? _____

Do you feel it is a credible website? Why? _____

When was it last updated? _____

Topic 1

What topic are you investigating? _____

What are three sub topics that interest you under this topic? _____

How does this link help address the health or societal issue? _____

Topic 2

What topic are you investigating? _____

What are three sub topics that interest you under this topic? _____

How does this link help address the health or societal issue? _____

Topic 3

What topic are you investigating? _____

What are three sub topics that interest you under this topic? _____

How does this link help address the health or societal issue? _____

Based on this website what elder issue strikes you as the most important? Why _____

Community Project:

Contact a local elder care facility.

Conduct an informal needs assessment to see what services the facility could benefit from.

(Examples include but are not limited to): general cards for meal trays, visit the facility and read books to their clients, visit the center and decorate for a holiday, make birthday kits for their clients etc.)

Once your assessment has been completed have students create cards, plan for their visit or plan a project meeting the needs of the center. How can this center better promote justice in dealing with its residents?

Note: Students that are in custody can create cards for the center or meal trays. So you can modify this project to meet the needs of your situation and students.