

Character Based Literacy Program

Independent Study Lesson Plan

Red Scarf Girl, Week 1



PREPARE

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.

Reference the “Notes on Pronunciation” page xii to pronounce the following words and names with a friend: Mao Ze Dong, Xin Er Primary School, Wang Qi, *da-dui-zhang*.

What is the history of Communism in China?

Who is Ji-li Jiang, the author of Red Scarf Girl?

What is the “Four Old”?

What is Capitalism?

Who were the ‘Red Guards’?

Word Wall Here are vocabulary words to add to the Word Wall.

surnames-xi	proletarian-xv	disillusioned-xvi	chairman-3	comrade-6
wholeheartedly-14	salon-15	infinite-18	influences-21	exploitation-25
martyrs-28	bourgeoisie-30	humiliated-32	mutilated-33	xenophile-34
revolutionary-38	eagerly-38	scholars-41	denounce-41	feudal-48
class-57	status-57	landlord-58	socialism-59	extravagance-61

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

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Read Read the selection.

Read pp. xi-64

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

- New character information can be added to an Open Mind Portrait.
- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map.
- Keep a running list tracking each opportunity Ji-li has to turn against her family.
- New character information can be added to an Open Mind Portrait.
- Maintain a list of things that are identified as Fourolds and Fournews.

Justice Poster:

You should create a poster/ T Chart.

- Label one side “Justice” the other side “Injustice”.
- During this unit follow the local and world news.
- You should choose a headline/article of something that is depicts “Justice” and “Injustice” in your local community and in the world.
- For all of the items in the “Justice” column you should write one thing that you 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 you should write one thing that you can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation it may be to write a letter, get more informed, volunteer, etc.
- Choose one item to take action on.

EXPLORE

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

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One possible activity:

Create a postcard picture of Ji Li's classroom. Include as many details as you can from today's reading to depict the culture, norms, and beliefs that are being taught there. On the back, pretend you are Ji Li and write a statement or two about how you feel about Chairman Mao and his New China.

One possible activity:

Create a new sign for the Great Prosperity Market- one that is revolutionary in its message.

Another possible activity:

KWL Chart: What You Know, Want to Know, and Learn about Communist China.

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

Step Three: Fill out the W [want] column: what do you want to know?

Step Four: Fill out the L [learned] column: what have you learned?

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

One possible activity:

Create a four-column list. Title your list "The Four Olds." Label each column with one of the four olds: Old Ideas, Old Culture, Old Customs, and Old Habits. Place each of the four olds described so far under the correct category. You will continue to add to this list daily.

AND

Create a three-panel cartoon that depicts Ji-li's three most important experiences during today's reading that broadened her understanding of the cultural revolution.

One possible activity:

Create an Open Mind Portrait of Ji-li standing in front of the *da-zi-bao* written about her. Use thought bubbles to show how this has changed her thinking about the four-olds campaign.

AND/OR

Pretend you are writing a biography about Ji-li Jiang. Write down five interview questions you might ask her having to do with today's reading.

One possible activity:

Review the description on page 56 of the large poster of Chairman Mao and the slogan that now hung in Ji-li's classroom. Create a revolutionary banner, flag, or poster of your own. Whatever you create, it should communicate your understanding of the class issues and revolutionary fervor you have so far read about. Some possible themes you might choose from are: Class status, Revolutionary priorities, Love for your country and your leader, devotion to the communist party, destruction of the four-olds, etc.

Another possible activity:**Discussion Box**

How does text relate to your life?

Life Questions

Life questions, problems, decisions – How are your life problems similar or different to Ji-li?

The world- What is China's impression of capitalism?

Your world- In what way is the United States capitalist?

What do you think of this text?

Evaluate Questions

Impression- What is your impression of this novel?

Value Continuity Clarification Conflict- How might a change in the government affect the society? How would it affect children?

Culture- How does culture influence political changes?

Counter-culture- How does counter-culture influence this political change in China?

Discussion**Key Questions – Day 1**

1. Who is the main character in this memoir?
2. What do you know about her so far?
3. Based on what you have read so far, what can you tell about the society that Ji Li is living in?
4. What if you lived in a society that suggested you believe that "father and mother are dear, but still dearer is our president of the United States?"
5. What do you think the family's political problem will turn out to be?
6. Do you think the family will be able to keep it a secret or do you think it will be discovered? Why?
7. If the secret was discovered, what do you think will happen to the family?
8. Why was Ji Li asked to go to the gym?
9. Why do you think the principal wants Ji Li to audition for the Central Liberation Army Academy?
10. Why do you think Ji Li is excited about this opportunity?
11. Predict what will happen next.

Key Questions – Day 2

1. Why has Ji-li withdrawn at school?
2. How has not being allowed to audition for the dance academy changed her outlook on life?
3. How does Ji-li feel about her family?
4. Do you think her feelings will change?
5. Explain how the sign “Great Prosperity Market” could be interpreted as counter-revolutionary and therefore in need of destruction.
6. How is Ji-li feeling on her way home?
7. Do you think this feeling will last? What do you think will change?
8. Why were the The Great Prosperity Market signs destroyed?
9. What is the “Four Olds”?
10. Predict what will happen next.

Key Questions – Day 3

1. What does the destruction of the four-old sign at Great Prosperity Market symbolize?
2. Why do you think the changing of the signs concerns Ji-li’s parents and her grandmother?
3. Do you think empowering students to criticize and regulate thought and behavior is productive? Why or why not?
4. Describe what the young inspectors were doing on the streets.
5. Explain why the inspector criticized the young man.
6. What did Ji-li and her sister argue about with two other boys from school?
7. What is capitalist exploitation? Describe 2-3 examples.
8. Why was Ji-li’s family accused of capitalist exploitation?
9. Provide an example of justice or injustice from today’s reading.
10. Predict what will happen next.

Key Questions – Day 4

1. In your own words, explain what the newspapers say schools have been doing wrong.
2. What do you think about the things that students wrote about their school and their teachers?
3. Do you think that a teacher failed Yin Lan-lan to prevent her from becoming a young pioneer?
4. Do you think a teacher purposely ruined a student’s eyesight by making him read too much in order to prevent him from joining the liberation army?
5. How did students turn on community members?
6. Why do you think the adults are going along with this?
7. Why didn’t aunt Xi-wen or Grandpa Hong stand up to these kids?
8. What do you think Ji-li realized when student *da-zi-baos* began to include her?
9. How did the students humiliate one another?
10. How did the other students attack Ji-li?

Key Questions – Day 5

1. Why did Ji-li stay away from school for so long?
2. What brought her back?
3. Why did Ji-li's mood and outlook change with the rain? Did it last?
4. What did the rain symbolize?
5. What is a family's class status based on?
6. Why is Ji-li's class status considered bad?
7. Why in a communist state, might it be bad to have come from landlords?
8. If you were Ji-li's father, what might you fear most about the way the cultural revolution is going?
9. Is it right to judge someone based on the actions of his or her parents or grandparents?
10. Is it right to blame someone for somebody else's wrongdoings?
11. Predict what will happen next.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph – 6

"I did not hear the rest of her words. I saw myself in a new Liberation Army uniform, slim and standing straight as a reed, long braids swinging at my waist. A Liberation Army soldier! One of the heroes admired by all, who helped Chairman Mao liberate China from oppression and defeated the Americans in Korea. And a performer, just like my mother used to be, touring the country, the world, to tell everyone about the New China that Chairman Mao had built and how it was becoming stronger and stronger."

Writing Prompt

Ji Li is extremely excited about her opportunity to audition for the Central Liberation Army Academy. When she closes her eyes she imagines just what it will be like and how she will feel. Pretend you are Ji Li. Write a thank you letter to the school principal for recommending you to audition and explain you will have to decline.

Write an **argumentative paragraph** that proves you are thankful and excited for the opportunity. Support your claim with three examples from the reading.

1. Describe a time you were very excited about a new possibility.
2. Did things turn out the way you imagined they would?

Key Paragraph – 14

"Ji-yong was eleven, one year younger than me, and Ji-yun was one year younger than Ji-yong. Once Mom told me that she had her three children in three years because she wanted to finish the duty of having babies sooner,, so she could devote herself wholeheartedly to the revolution. While I was tall and thin, like Dad, Ji-yong and Ji-yun were shorter and plumper, like Mom. Ji-yong was nicknamed Iron-Ball because he was dark skinned and sturdy. He liked to play in the alley and paid little attention to his

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studies. Ji-yun had two dimples, which gave her an especially sweet smile. She was easygoing and did not always strive to be the best, as I did. But I learned that she could be very stubborn.”

Writing Prompt

Pretend you are Ji Li’s teacher. Write Ji Li an encouraging letter reminding her that she is making a choice to feel sad. Write an **argumentative paragraph** to encourage her to overcome mental roadblocks that interfere with her studies. Include reasons why she needs to look on the bright side and be more optimistic.

1. Describe a time in your life when you were upset or disappointed.
2. How did you overcome your sadness?

Key Paragraph – 37

“ “But maybe they’re right about the housekeeper,’ I admitted as we slung our schoolbags over our shoulders. ‘I guess I’ll have to tell Mom what they said about Song Po-po.”

Writing Prompt

If you were living in China during the Cultural Revolution, what role do you think you would have played? Write an **argumentative paragraph** defending your decision to join the Red Guard or your decision to rid yourself of four-old thoughts and behaviors. Include three reasons to support your answer.

1. What excites you but not your family, parents, or friends?
2. Do you think this is a generational difference? Why or why not?

Key Paragraph – 38

“I stopped. I was afraid to look at her. Her hand squeezed my shoulder, and I felt her sobbing quietly.

We stood together like that for a long time, in the darkness and in the silence.”

Writing Prompt

In today’s reading, Ji-li realized that something she originally thought was a good idea, had gone too far and become a bad one. However, by the time Ji-li came to this realization it was too late. Pretend Ji-li realized the consequences of this plan sooner. As Ji-li write an **argumentative paragraph** to persuade the students from carrying out their plan. Provide three reasons to support your answer. Suggest an alternative plan of action.

1. Write about a time in your life when something happened to make you realize that what had seemed previously like a good idea, had obviously been a bad one.
2. Tell how this realization changed the way you interacted with or saw the world.

Key Paragraph – 59

“ ‘Of course I know.’ Du Hai smirked openly. ‘My mother is the Neighborhood Party Communist Secretary. She knows everything.’ ”

Writing Prompt

Pretend you are Du Hai and that as a dedicated Red Successor, you wish to record everything you know about families with bad class status. Use what you learned from Ji-li's father today to write an **argumentative report** that exposes and explains why Ji-li's family has a bad class status. Provide 2-3 examples from today's reading to support your claim. As a Red Successor that personally despises Ji-li, you will want to make her family sound bad. You may wish to leave out parts that make the family sound honorable and even twist some of the facts to make things sound worse than they are. Be sure your revolutionary voice comes through to the reader.

1. What do you think about capitalism?
2. How are you involved in a capitalist society?

Character Based Literacy Program

Independent Study Lesson Plan

Red Scarf Girl, Week 2



PREPARE

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 was China like after Mao died?

What is China like in the modern world today?

What is a dowry?

Who is Mao?

What is propaganda?

Word Wall Here are vocabulary words to add to the Word Wall.

satisfaction-64	ideology-65	reactionary-66	ruthless-68	abolished-72
striving-82	flaunt-82	blushed-85	vulnerable-86	turbulence-89
dowry-94	ancestors-96	propaganda-100	taunt-102	zeal-104
counterrevolutionary-108	solitary-108	confiscated-112	memorial-115	reluctantly-118
anxiously-126	grimly-127	attentively-128	triumphantly-130	aggressively-133

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

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Read Read the selection.

Read pp. 64-137

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

- Maintain a list of things that are identified as Fourolds and Fournews.
- Keep a running list tracking each opportunity Ji-li has to turn against her family.
- A new location or change can be added to the map.
- Keep a running list of Interview questions you would ask Ji-li Jiang if you had the chance to ask them.
- Keep a running list tracking each time the fourolds campaign escalates.

Justice Poster:

You should create a poster/ T Chart.

- Label one side “Justice” the other side “Injustice”.
- During this unit follow the local and world news.
- You should choose a headline/article of something that is depicts “Justice” and “Injustice” in your local community and in the world.
- For all of the items in the “Justice” column you should write one thing that you 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 it may be to write a letter, get more informed, volunteer, etc.
- Choose one item to take action on.

EXPLORE

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

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One possible activity:

Review the accusations Du Hai made 67-69. Then review Ji-li's inner responses. Pretend you are Ji-li. You know you are a good person, despite what those of the Red Successors think. Create a positive *da-zi-bao* for yourself that you can hang on the mirror where you will see it every time you look at yourself. In it state all the things you do that make you a good revolutionary and a good person.

Another possible activity:**1g6Portrait: Create an Open Mind Portrait of Ji-li**

You will add thought bubbles to his OMP every couple days.

You could use different colors for the beginning, middle and end of the story.

Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

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Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

9. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

One possible activity:

Create the front page for two newspapers- one a local Chinese Communist paper, the other a National American paper. Come up with a fitting name for each one. Then create a title for the front-page story on the searches being conducted by the Red Guard. Begin each story with a strongly worded, catchy introductory sentence. REMEMBER: The Communist party will write a news story that is supportive of the searches, while the American paper will surely disapprove of these actions and believe them to be an abuse of human rights.

One possible activity:

Create a propaganda poster for the propaganda wall with the caption, "All for one and one for all."

Another possible activity:

1g6 setting chart **Fill out the Setting Chart**

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1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

One possible activity:

Create a front-page article layout for a local communist paper about the search of Old Qian's home. Your layout must contain a title for the article, a visual, and an appropriate caption that is sympathetic to the Red Guard's mission.

One possible activity:

Create an Open Mind Portrait for Ji-li as the Red Guard discovers her stamp collection. Use thought bubbles and speech bubbles to show what she might be thinking and saying.

Another possible activity:

4g6 character profile chart

Fill out the Character Profile Chart on Ji-li

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Discussion

Key Questions – Day 6

1. Is Ji-li responsible for her grandfather's history as an exploitative landlord? Why or why not?
2. What did Ji-li call her friend, Deng Yi-yi? Why might that be insulting and interpreted as "looking down on working class people?"
3. Why is it ok for others to call Deng Yi-yi, Pauper, but not ok for Ji-li?

4. What reasoning does Yin Lan-lan use to demonstrate that she believes Ji-li is responsible for her grandfather's activities as a landlord and a capitalist? Do you agree or disagree with this reasoning?
5. Do you think it is just to put a group of students in a position of authority over other students? Why or why not?
6. What might be the pitfalls of placing students in charge of other students?
7. What might be the positive outcomes?
8. What qualities would you want a peer to have that was given authority over you? Are those qualities different than you would want an adult in a position of authority to possess?
9. What reasons do you think the Communist Party Committee would give for abolishing the entrance exams and assigning students to school by neighborhood?
10. How do elite schools create social class? What do elite schools do to include students from low-income families?

Key Questions – Day 7

1. What did the gongs signify in Ji-li's neighborhood?
2. Can you elaborate on the reason for taking Mrs. Rong's valuables?
3. Do you believe it is okay to steal from the rich and give to the poor? Why or why not? Is this justice?
4. What do you think will happen to all the valuables that are being taken from Chinese families?
5. Do you think Song Po-po's dismissal and the taking over of family chores by the children will save the Jiangs from being accused of being Four-Olds or from being searched by the Red Guards? Why or why not?
6. How would the Jiangs prove that they are not Four-Olds?
7. What do you think happened to Po-po? How do you think she will support herself? Do you think many people will be hiring housekeepers?
8. The campaign to eradicate the four-olds seems to be getting more and more intense? What will happen next? Where will the hysteria end?
9. Why do you think it was important for the author to note that her parents had the same capitalist bed as the Rong's?
10. How do the Jiangs feel about riding in a pedi-cab?

Key Questions – Day 8

1. Why do you think Ji-li's father is going to late night meetings at the theatre?
2. Predict what Ji-li's father and Ji-li's mother are talking about in whispers late at night after he returns?
3. Why is the family trying to disguise the trunks and their valuable silks?
4. Do you think a search of their house is inevitable? Why?
5. What do you think will happen to the family when the search does take place? Do you think they will pass the inspection?
6. In your own words, retell Jia Hong-yu's story.

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7. Why do you Ji-li was so inspired by Jia Hong-yu?
8. What is it importance for other provinces to communicate their revolutionary actions and ideas? How does this unite and strengthen their movement?
9. What would you say to Ji-li if she told you how much she still wanted to be a member of the Red Guard?
10. For a revolutionary like Jia Hong-yu, the revolution and dedication to New China must come before the needs of her own family. How do you prioritize the things of importance in your life?

Key Questions – Day 9

1. Why doesn't Old Qian like the Red Guard?
2. Why did the Red Guard search his house?
3. Do you, like Ji-li, believe that Old Qian should have simply lent the Red Guard his bicycle in the first place? Why or why not?
4. What would you do if you were Old Qian?
5. In your own words, what happened to An-yi?
6. Why did An-yi not have a funeral?
7. Despite all the harm Red Guards have caused, what keeps Ji-li from turning against them?
8. Why does Grandma spend her days in the park?
9. Do you think propaganda advertising could have such a strong effect on you?
10. How are the Red Guards actions similar to the actions of Nazis?

Key Questions – Day 10

1. What reason did the boys give for taking Ji-yong's hat?
2. What do you think Ji-yong's hat symbolized?
3. Create a story that explains how Ji-yong got his hat back.
4. Why did Ji-li's father burn their family photos? How do you think he felt while burning these pictures? How would you feel if you had to delete all you pictures?
5. What prompted the Red Guard to search ji-li's Fourth aunt's apartment?
6. Why were Ji-yong, Ming-ming, and Xiao-cheng such close friends these days?
7. What did the Red Guard girl say to Ji-li when she took her stamp collection.
8. Do you think this experience will change Ji-li's mind about the Cultural Revolution? Why or why not?
9. How is Ji-li's house search similar and different to when the Nazis were searching houses during WWII?
10. What conclusion can be drawn from government driven house inspections?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph – 77

"Teacher Gu nodded. 'We got a new directive from the city. All students will be assigned to schools by their residential districts. The teachers' assignments have been invalidated.'"

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Writing Prompt

Pretend you are a reporter for the local Shanghai newspaper. Write an article that explains the changes in school policies (no entrance exams and the assignment of students to schools based solely on their residential districts.” Include an **argumentative paragraph** supporting Communist Planning Committee’s reasons for these changes. REMEMBER: The Communist Party makes decisions based on what is best for the Party. Be sure that the reasons you provide are revolutionary in nature. Conclude with a reassurance that these changes are best for the party and the people, especially the working class.

1. Did you have to take an entrance exam when you started school?
2. If you were a teacher, how would you evaluate your student’s academic level?

Key Paragraph – 85

“Everyone could identify the sounds of the search, and we had grown expert at locating them in the neighborhood. After six more searches had been conducted in our alley, they were no longer exciting, but the adults I knew grew more and more tense.

Writing Prompt

Pretend you are a newspaper journalist for a Chinese or American newspaper. Complete the story about the searches using the correct perspective. Write an **argumentative article** supporting or disproving the Red Guard neighborhood searches Provide information from today’s reading, including the who, what, when, where, and why to flesh out your story. Choose your words carefully to portray the correct mood for the story and to imply your paper’s position on the events. Support your position with three reasons of why these searches are just or not.

Key Paragraph – 107

“ ‘We waited and waited, straining our necks to be the first to see him. The sun was so hot. A few female comrades felt faint, but no one wanted to leave. Some comrades brought us water, but we never even thought of eating anything. Finally at five o’clock in the afternoon the people near the gate started cheering. I looked up, and there he was.’”

Writing Prompt

Pretend you are a reporter for a Beijing Government-owned newspaper. Write an article on the convergence of Red Guards from all over China. Include an **argumentative paragraph** that encourages others to join the Red Guards. Provide at least three reasons why they should support the Red Guards. Be sure that the tone of the article is one of admiration for the Red Guards. You may wish to focus on the sacrifices that many made to be there. Use examples from today’s reading to make your article believable.

1. Who inspires you?
2. How are you inspirational to others?

Key Paragraph – 111

“ ‘Still the same.’ I shook my head and said no more.

I tried to sit and read but found myself pacing up and down the room. My knees hurt when I thought about the washboard, and my head felt dizzy when I imagined the sun burning down on him. ‘Poor man, he might get heatstroke,’ I murmured to Grandma. But immediately I scolded myself. How could I feel sorry for a counterrevolutionary’s family member who refused to support the Red Guards? Still I could not help going back out to look at him.”

Writing Prompt

Pretend you are an American reporter, reporting on the power of propaganda in China. Write an **argumentative article** proving that Chinese propaganda is governing the behavior of the masses and in influencing people to turn on each other. Use Ji-li as an example. Include a quote from her. (You may choose to select a quotation from the text, or you may wish to make up a quotation of your own.)

1. Where do you go when you are anxious or nervous? What do you think about?
2. How does this calm your anxiety?

Key Paragraph – 135

“All my treasures were scattered on the floor. The butterfly fell out of its glass box; one wing was crushed under a bottle of glass beads. My collection of candy wrappers had fallen out of their notebook and were crumpled under my stamp album.

My stamp album! It had been a birthday gift from Grandma when I started school, and it was my dearest treasure. For six years I had been getting canceled stamps from my friends, carefully soaking them to get every bit of envelope paper off. I had collected them one by one until I had complete sets with my own allowance. I loved my collection, even though I knew I should not. With the start of the Cultural Revolution all the stamp shops were closed down, because stamp collecting was considered bourgeois. Now I just knew something terrible was going to happen to it.”

Writing Prompt

Pretend that a newspaper article that reported on the Red Guard’s search of Ji-li’s house and on the number of fourolds found there. Now pretend you are Ji-li, and that this experience has changed your mind about the Cultural Revolution and the Red Guard. You realize how propaganda is being used to make people fear that they are not red enough. This fear has turned people against each other. Write an **argumentative letter** to the newspaper that exposes the problems with the Cultural Revolution in your neighborhood. Use examples from today’s as well as previous day’s readings to show how the zealotry of the movement has harmed innocent people.

1. Describe a time when you felt your privacy was invaded.
2. How did this exposure make you feel?

Character Education at the Markkula Center for Applied Ethics

Character Based Literacy Program

Independent Study Lesson Plan

Red Scarf Girl, Week 3



PREPARE

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.

Was the Cultural Revolution a mistake?

What is agriculture science?

Where were people detained during the Chinese Cultural Revolution?

What is the little red book?

What were the Five Black Categories?

Word Wall Here are vocabulary words to add to the Word Wall.

ransacked-138	fate-140	laboriously-142	gloating-146	handkerchief-146
astonishment-151	mocking-151	fate-154	frank-164	indignant-164
benediction-166	sympathetic-167	devoted-169	leniency-175	severity-175
vague-181	tenuous-184	sneered-185	provoke-189	destiny-190
awe-194	immensity-194	bustling-195	enthusiasm-201	earnest-205

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Read pp 137-209

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

- Keep a running list tracking each opportunity Ji-li has to turn against her family.
- Maintain a list of things that are identified as Fourolds and Fournews.
- Keep a running list of Interview questions you would ask Ji-li Jiang if you had the chance to ask them.
- Keep a running list tracking each time the fourolds campaign escalates.
- Maintain a list of all the people that fall victim to the Cultural Revolution. Keep track of their “crimes” as well.

Justice Poster:

You should create a poster/ T Chart.

- Label one side “Justice” the other side “Injustice”.
- During this unit follow the local and world news.
- You should choose a headline/article of something that is depicts “Justice” and “Injustice” in your local community and in the world.
- For all of the items in the “Justice” column you should write one thing that you can do to take action and support the individuals, groups, or organizations that are acting in a “just” way.

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- For all of the items in the “Injustice” column you should write one thing that you can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation it may be to write a letter, get more informed, volunteer, etc.
- Choose one item to take action on.

EXPLORE

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

One possible activity:

Make a list of all the people harmed by the zealotry of the Cultural Revolution in today’s reading.

Another possible activity:

5g6 character interaction chart

Fill out the Character Interaction Chart for Ji-li, Ji-li’s father or sister, and the Red Guard.

1. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

One possible activity:

Review the Key paragraph from page 153 below. Then create a five-frame comic strip that depicts each tragedy as Ji-li imagines it. Add one sentence at the bottom of each frame.

One possible activity:

Create a T-chart to help Ji-li's father decide what to do in his current situation. Label one side "Confess." Label the other, "Do not Confess." Under each column list all the things that are likely to happen as a result.

Another possible activity:

6g6 Venn Diagram

Create a Venn Diagram to compare and contrast the actions of the Chinese Red Guard with German Nazis during WWII.

One possible activity:

Create a propaganda poster, complete with a slogan and symbolic imagery.

AND

Make a list of your five most important priorities in life. Put them in order from most important to least.

Discussion

Key Questions – Day 11

1. Why didn't Ji-li return to school when her brother and sister did?
2. What do you think her teachers are doing in the countryside?
3. What might "establishing revolutionary ties" look like?
4. What reasons did the Red Guard have to target An Yi's mother, Teacher Wei?
5. What would you do if you were An Yi and you saw your mother being paraded home with a sign around her neck, forced to shout that she was a "reactionary monster?"
6. How would you persuade the Red Guard to stop bullying people?
7. What do you think you would have done had you been Ji-li and seen Aunt Xi-wen fall?
8. Do you think the punishment of Du Hai's mother signifies a change for the better like Ji-li does, or does it communicate something else?
9. How does mistreatment from the Red Guards foster hatred rather than support?
10. Where should people seek justice? From whom?

Key Questions – Day 12

1. What happened to Xiao-cheng's father?
2. Why do you think Xiao-cheng hid his feelings? How do you think he really felt?
3. Do you think Xiao-cheng's father will return? Where do you think he is?
4. What do you think this means for Ji-li's father?
5. What do you think would happen if the family packed up and tried to make a new start in a new village, town, or city?
6. How does Ji-li feel about her new school?
7. What do you imagine was the purpose of requiring Teacher Wei to climb a factory chimney? If you were a member of the Red Guard who was questioned about this action, what would you say was meant to be the lesson?

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8. Why do you think the government prefers that students learn about agriculture rather than chemistry and physics?
9. Explain what the Cultural Revolution is doing to the society and the people around Ji-li?
10. In your opinion, has it been successful in improving anything?

Key Questions – Day 13

1. Why has Ji-li's father been required to attend political study classes? How is this similar to brainwashing or indoctrination?
2. Do you think Ji-li's father will turn out to be a counter-revolutionary or a rightist? Why?
3. Why doesn't Ji-li want to be part of the Blackboard newspaper?
4. Why doesn't Ji-li want to spend time with Bai Shan?
5. What does the party promise to those who confess?
6. Why do you think they make this promise? Do you think there is any truth to the promise?
7. Do you think that the committee has any real proof that Ji-li's father has done something wrong?
8. What do you think he should do? If he confesses early to something he did not do, will he be any better off? What advice would you give to Ji-li's father?
9. In your own words, describe what happened to Uncle Fran.
10. How has the Red Guard impact the daily choices of Ji-li and her family?

Key Questions – Day 14

1. Where is Ji-li's father? What do you think will become of him?
2. Do you think the Red Guard will come for anyone else in the family? Who would be most likely to be detained next?
3. What do Ji-li's mother's employers say to her when she arrives at work?
4. How are the Red Guards forcing people to admit to sins they haven't committed? Is it just for an employer to cut a person's salary?
5. In your own words, describe how Ji-li's mother is in a lose-lose situation.
6. What advice would you give her? What would you do?
7. Why does the foreman call Ji-li a child of Chairman Mao? What is the significance of this statement?
8. What do you think Ji-li will do? Will she remain loyal to her parents? Or will she choose a new parent in Chairman Mao?
9. Would it surprise you if Ji-li turned against her parents? Or broke ties with them? Why or why not?
10. Predict what Ji-li's school meeting will be about.
11. Describe the bond between Yin-yin and Ji-li. How do their experiences bring them closer together?

Key Questions – Day 15

1. What did Teacher Zhang say to Ji-li that convinced her to remain on this important committee?

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2. What might the implications of his statements be for Ji-li's parents and grandmother?
3. Can Ji-li be loyal to Chairman Mao and to her family at the same time?
4. Why do you think Chang Hong told Ji-li about her younger brother?
5. What do you think about the fact that the Chinese Communist Party places a higher priority on the revolution than they do on family?
6. Why was Ji-li's father cleared of his radio charge?
7. Why do you think family members are turning on one another? Would you stay loyal to your family?
8. Where do you think Ji-li's father is being taken now?
9. Do you think Ji-li will see him again?
10. Predict what will happen next.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph – 141

"I had seen her coming home, surrounded by an escort of six or seven shouting Red Guards. Her head was bowed down by a sign that read, REACTIONARY MONSTER WEI DONG-LI. She beat a gong and shouted, "I am a reactionary teacher. I am a reactionary monster." While I watched, she stopped shouting and tried to catch her breath. Immediately one of the Red Guards kicked her. Another cuffed her, and she began to croak out her chant once more."

Writing Prompt

Pretend that you are an American who has just read a story about the "re-education of teachers in China." Write an **argumentative editorial** (an opinion-based piece to be published in the paper) about how to convince readers that the Cultural Revolution is a social experiment gone horribly wrong. Use examples from today's reading (i.e. regarding Teacher Wei) to back up your assertions.

1. Describe a time when you felt bullied.
2. What would you do if you saw someone get picked on? Would you stop them? Why or why not?

Key Paragraph – 153

"I saw her mother clinging to the chimney. I shivered. I saw her grandma standing by the window in her black clothes; Old Qian, collapsed at the foot of the propaganda wall; Xiao-cheng's father, arms wrenched behind his back; Ming-ming's father, dangling in the air, his tongue dangling out of his bruised, purple face."

Writing Prompt

Pretend you are a foreign reporter that has witnessed everything Ji-li has been through. Write an editorial titled, "The Cultural Revolution Is A Harmful Failure." Write an **argumentative paragraph** that proves the revolution is harmful. Describe the events

Character Education at the Markkula Center for Applied Ethics

that have taken place. Provide at least three facts or examples to create a strong argument that the revolution is harmful. Be logical in your structure.

1. What type of science are you learning in school (Biology, Chemistry, Physics, Oceanography, Earth Science, etc.?)
2. Why do you think you are required to learn this type of science?
3. How is the U.S. economy and society benefit from this knowledge?

Key Paragraph – 178

“ ‘Well, do you want to confess then? It might be better than being punished.’ Grandma’s voice sounded unusually old.”

Writing Prompt

Ji-li’s father has to decide whether or not to confess to his sins, regardless if he had sinned or not. What would be the benefits to confessing early to something he did not do? What would be the argument for not doing so? What is likely to happen to him and his family in each scenario? Write an **argumentative paragraph** defending whether you believe Ji-li’s father should confess or not. Include three reasons to support your answer.

1. How do you make a big decision?
2. What factors (i.e. money, people, time) influence your decisions?

Key Paragraph – 189

“ ‘You saw your father. He is being remolded through labor. We have evidence that he has committed a serious counterrevolutionary crime.’ He paused and fixed me with his eyes. ‘But he is very stubborn and refuses to confess. And your mother. Humph. She’s another despicable thing.’”

Writing Prompt

Pretend you are Ji-li. Write a letter to the foreman who tried to convince you to turn against your parents. Include an **argumentative paragraph** to convince him that they have done nothing wrong and that they are loving parents who love their country and their people. Provide examples to back up your opinion.

1. Describe a time when had to convince someone.
2. Did you convince them? How? If not, how would you do it again?

Key Paragraph – 205

“ ‘Why don’t you stay at home with him? In case...’

‘I’ve thought about that.’ She looked away from my face to the litter on the table. ‘But we can’t allow personal matters to interfere with revolutionary duties. Especially for an important political assignment like the exhibition.’”

Writing Prompt

Ji-li continues to wrestle with the question: What is more important, Family or Revolution? Write an **argumentative paragraph** that explains what you value the most. Provide three personal examples to support your answer. Include an anecdote to demonstrate your position.

1. Describe a time when you stood up for a family member.
2. How did this make you feel?

Character Based Literacy Program

Independent Study Lesson Plan

Red Scarf Girl, Week 4



PREPARE

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 Chiang kai Shek?

What were the Chinese Summer Labor camps?

How are human rights protected, promoted, and prevented?

What is the Central Committee?

What is the Chinese Communist Party?

How did the Chinese Cultural Revolution end?

Word Wall Here are vocabulary words to add to the Word Wall.

comrade-213	swagger-214	domineering-214	mournful-218	honor-219
surge-234	slogged-235	gobbled-235	sickles-235	oblivious-235
grievances-238	threshing-240	spite-244	impulsively-245	superior-246
propagates-250	plead-250	timidly-253	haggard-254	frail-254
brainwashed-265	persecuted-265	deceived-266	vivid-266	mission-273

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Character Education at the Markkula Center for Applied Ethics

Read Read the selection.

Read pp. 209-272

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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

- Keep a running list tracking each opportunity Ji-li has to turn against her family.
- Maintain a list of things that are identified as Fourolds and Fournews.
- Keep a running list of Interview questions you would ask Ji-li Jiang if you had the chance to ask them.
- Keep a running list tracking each time the fourolds campaign escalates.

Justice Poster:

You should create a poster/ T Chart.

- Label one side “Justice” the other side “Injustice”.
- During this unit follow the local and world news.
- You should choose a headline/article of something that is depicts “Justice” and “Injustice” in your local community and in the world.
- For all of the items in the “Justice” column you should write one thing that you 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 you should write one thing that you can do to help the individuals, groups, or organizations that are being treated unfairly.
- In each situation it may be to write a letter, get more informed, volunteer, etc.
- Choose one item to take action on.

Character Education at the Markkula Center for Applied Ethics

EXPLORE

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

One possible activity:

Create an Open Mind Portrait for Song Po-po and for Ji-li. Use thought bubbles and speech bubbles to record the things that each is saying and thinking about the Jiang Family.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

One possible activity:

Laboring in the countryside alongside farmers was supposed to help remold ideologies. Create a postcard of Ji-li working in the rice field as described in today's reading. On the back, pretend you are Ji-li and send a brief note home to your mother that states what you are learning.

One possible activity:

Create a visual depiction of the dream Ji-li was having when she fainted in the country. On the back or below the visual, interpret the images in her dream.

One possible activity:

Create a propaganda poster about Justice, Respect, and Restraint. Be sure to include an emotional visual and a strong slogan.

Another possible activity:

2g6 beginning middle end chart

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

One possible activity:

Create an Open Mind Portrait of Ji-li Jiang as she watches the Halloween parade in Waikiki. Use thought bubbles to depict her realizations about freedom, rights, responsibilities, and justice as she watches.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Another possible activity:

3g6 plot profile chart

Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Character Education at the Markkula Center for Applied Ethics

Discussion

Key Questions – Day 16

1. Do you think Ji-li's father will ever come home again? Why or why not?
2. Why did two strangers question Ji-li's mother?
3. Do you think Ji-li's parents are hiding anything? Do you think they are related to the Jiang family that owned 3300 acres?
4. Can you explain Chairman Mao's statement, "You can't choose your class status, but you can choose your future?" How does this statement impact Ji-li?
5. What are the things in your life that you have to accept? What are the things that you have the power to change?
6. Why is no one speaking out against the harmful zealotry of the Cultural Revolution?
7. Would you have spoken out to the Cultural Revolution? Why or why not?
8. What do you think Song Po-po helped Ji-li to realize in today's reading?
9. In your own words, describe Ji-li's presentation about an old landlord.
10. Prove that this presentation influenced other people's perception of Ji-li.

Key Questions – Day 17

1. What do the people from Ji-li's father's work unit want her to do?
2. Predict what would likely happen to her if she does not do it?
3. What advice would you give Ji-li?
4. What do you think Bai Shan wanted to say to Ji-li that he was unable to?
5. Do you think Ji-li made the right decision in going to the countryside for the summer? Why or why not?
6. What do you think Ji-li will learn while she is there?
7. Do you think the work will have any effect on her class status when she returns?
8. How does the Chinese government economically benefit from the summer labor?
9. In your own words, describe the summer labor in the countryside.
10. How does the countryside labor compare to summer camp? How is it different?

Key Questions – Day 18

1. In your own words, describe the working conditions in the rice fields.
2. How was the rice harvest beneficial to China's economy?
3. Why didn't Ji-li allow Bai Shan to help her?
4. What made Ji-li continue with the harvest even though she knew she was really sick?
5. Do you think that is what Chairman Mao would have had her do? Explain your answer.
6. Why was Ji-li called back to Shanghai? Did she have a choice? Why or why not?
7. Do you think Ji-li is strong enough to resist Thin-Face in the end? Or will she be forced to confess? Why or why not?

8. Why do you think the law changed outlawing unauthorized searches? Compare and contrast this law to the search laws in the U.S.
9. What do you think will happen to Ji-li's family if the search committee finds the letter?
10. What do you think will happen if the letter arrives safely to the Planning Committee?

Key Questions – Day 19

1. Explain, using the definitions provided at the beginning of each daily lesson, how today's search was unjust.
2. Ji-li had many opportunities during the Cultural Revolution to turn against her family. What do you think she knew deep down inside that stopped her from doing so?
3. How did the Theatre Rebels find the letter?
4. After finding the letter, how were Ji-li and her family reprimanded?
5. Why did the Theatre Rebels confiscate their possessions?
6. Why do you think they order Grandma to be an ally sweeper? How does this change Grandma's life?
7. What do you think will come of Ji-li's family in the days and months to come?
8. Do you think you could have stood up to all the pressure Ji-li was under and remain just in society that promoted injustice?
9. If you could talk to Ji-li Jiang today, what questions would you want to ask her?
10. Predict what will happen next to Ji-li and her family.

Key Questions – Day 20

1. Why did Ji-li's father's status remain? How did this limit his opportunities?
2. After the Cultural Revolution, how were people punished for their unjust crimes?
3. How did the Cultural Revolution end?
4. Describe Ji-li's life after the Cultural Revolution.
5. How is Ji-li living out a life of justice? Provide an example.
6. According to Ji-li, why did no one hate Chairman Mao during the Cultural Revolution?
7. Can you think of some examples from the book when Ji-li continued to be devoted to Chairman Mao despite the evidence in front of her? List at least two examples.
8. Do you think Ji-li has forgiven Thin-Face? Why or why not?
9. Do you agree with Ji-li's statement that "without a sound legal system, a small group or even a single person can take control of an entire country?" Why or why not?
10. What affect has the reading of this book had on you?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph – 217

“Suddenly I found myself weeping. What everyone else was saying about us did not make any difference to Song Po-po. She treated us just the way she always used to. Life couldn’t be easy for her either, since she no longer had a job, but she was still concerned about others. I felt ashamed. I had been selfish and inconsiderate. Life was difficult for me, but it was even more difficult for Mom. How could I think of hurting her this way?

I heard Song Po-po go back into her room. I ran in and gave her a hug.

‘Be careful, child, be careful. I’m just bringing this bowl of soup to your mother.’

‘I’ll take it,’ I said.”

Writing Prompt

Pretend you are Ji-li and think of the apology letter that you want to give to your mother with the soup. Write an **argumentative letter** that convinces your mother that you are sorry for your mistakes. Provide three examples of your mistakes, state what you have learned and what you intend to do differently in the future so as to not repeat the same selfish, inconsiderate behavior. Since you still believe in the revolution, you should include a concession to Chairman Mao.

1. If you had the opportunity, would you change your name? Why or why not? What would you change it to?
2. What is the significance of last names?

Key Paragraph – 226

“ ‘Now you have to choose between two roads.’ Thin-Face looked straight into my eyes. ‘You can break with your family and follow Chairman Mao, or you can follow your father and become an enemy of the people.’ His voice grew more severe. ‘In that case we would have many more study sessions, with your brother and sister too, and the Red Guard committee and the school leaders too. Think about it. We will come back to talk to you again.’”

Writing Prompt

Pretend you are Ji-li. Write an **argumentative letter** to the foreman explaining that you will never testify against your father. Tell him what you truly know about your father. Explain to him that you will follow your father and thereby become a comrade of the people rather than an enemy as he says you will become. Include an argumentative paragraph that reveals that he is the true enemy of New China. Support this statement with at least three facts and/or examples. Consider the focus of this unit- “Justice Requires Restraint.”

1. Describe a time when you supported a parent or family member.
2. How did this make them feel? How did this make you feel?

Key Paragraph – 245

“The letter complained about the situation in the theatre. The faction in power, the Rebels, did whatever they wanted, ignoring the policy directives from the Central Committee of the Party, the letter said. They treated people with nonpolitical problems, like Aunt Wu, as class enemies, and the humiliated her, shaving half of her head in a yin-yang hairdo. They frequently beat their prisoners and had already beaten two to death. They even recorded the screams and most of the prisoners being tortured, and played the tapes to frighten other prisoners under interrogation.”

Writing Prompt

Respect is the threshold of acceptable human treatment that ought to be afforded to everyone. When someone is being treated in a way that falls below the threshold of the human minimum, that treatment is unjust. Use the facts from today’s reading to write an **argumentative paragraph** in a letter to the Central Party Committee that convinces them that the faction at the theatre is treating people disrespectfully, and therefore unjustly. Use logic to appeal to their desire for a healthy New China. Appeal to their sense of justice to take action against the Theatre Rebels. Provide three reasons to justify your argument.

1. How can you stand up for injustice?
2. What changes do you wish to see in the world in the next year?

Key Paragraph – 253

“ ‘She’s over seventy, you—How could you?’ Shielding Grandma with her own body, Mom shouted back at Thin-Face.”

Writing Prompt

Once the Theatre Rebels locate the letter there was nothing to Ji-li could do. She could not re-write it or add to it. Write an **argumentative paragraph** that proves it was unjust to search Ji-li’s house. Provide three detail facts to support your answer. Include the brutality of Thin-Face. Write a second **argumentative paragraph** to the Central Committee that reveals Thin-Face has a lack of restraint especially related to his treatment of children and the elderly. Convince the Central Committee that Thin-Face’s actions constitute as severe injustice. Provide three reasons to support your statement. Appeal to the committee to take action against Thin-Face’s faction and to restore the Jiang name to good standing in China.

1. Describe a time when you were caught for hiding something.
2. How did this make you feel? How do you think Ji-li felt?

Key Paragraph – 266

“It was only after Mao’s death in 1976 that people woke up. We finally learned that the whole Cultural Revolution had been part of a power struggle at the highest levels of the Party. Our leader had taken advantage of our trust and loyalty to manipulate the whole country. This is the most frightening lesson of the Cultural Revolution: Without a sound

legal system, a small group, or even a single person can take control of an entire country. This is as true now as it was then.”

Final Writing Assignment:

Your final assignment is to write an **argumentative essay** on that supports the importance of justice (in terms of respect for others) and personal restraint. Provide three examples from the novel to support your claim. Include 2-3 quotations from the text to support your opinion. Include an introduction and a conclusion. Remember to place your arguments at the beginning and end of your essay.

1. What part of this book stood out to you?
2. What is the most important lesson that you learn from this novel?